



# Physical Education Gymnastics Year 2

## Unit Purpose

The unit of work will **challenge** pupils to explore different ways that they can **link** movements and balances together.

Pupils will apply 'champion gymnastics' and be able to perform a sequence on apparatus focused on; jumps, rolls and balances.

## Inspire Me

**Did you know...** that the youngest gymnast to compete at an Olympic Games was 10 year old Dimitrios Loundras. She competed at the 1986 Olympic games in Athens and won a bronze medal.



## Key Success Criteria

- P** Pupils will be able to link movements and balances together, applying champion gymnastics criteria, on the floor and on apparatus.
- C** Pupils will demonstrate an understanding of the concept of flow and apply this to their developing sequences.
- S** Pupils will demonstrate life skills such as empathy and gratitude as they work safely with each other. Pupils will support each other and share apparatus.
- W** Pupils will confidently demonstrate self belief and courage as they create their own sequences and challenge themselves to try a range of movement and balances.



## Vocabulary for Learning

**Champion Gymnastics:** Champion refers to pupils being silent, pointing their fingers and toes and are still when they make shapes/ balances.

**Linking:** This means successfully adding two movements together so that they flow one after the other.

**Flow:** This is when a gymnast moves from one action to another without stopping.

**Transition:** The term transition means to move into and out of basic movements, actions or balances.

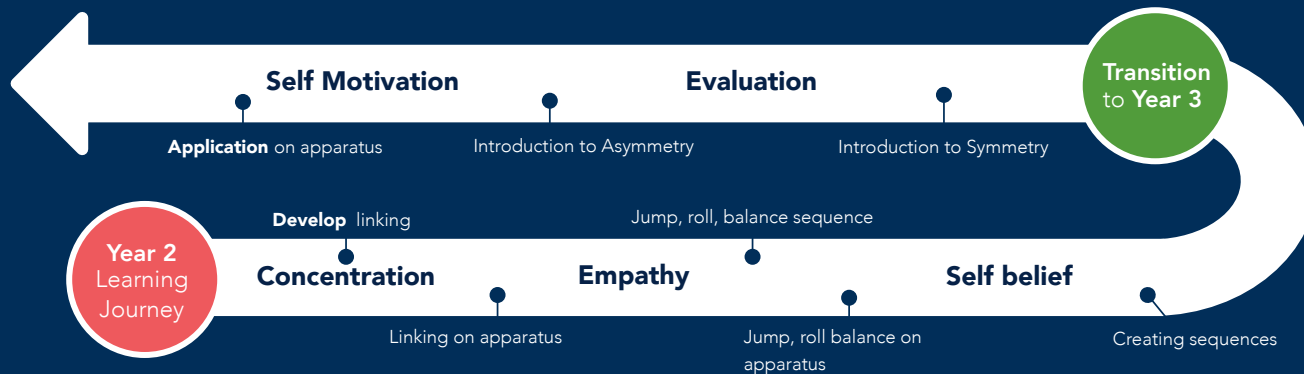


## Sport Specific Vocabulary

**Jump:** Is a method of moving where a gymnast pushes themselves off of a surface and into the air creating a moment of flight.

**Roll:** Is a method of moving where a gymnast completes rotation of their body on the ground.

**Sequence:** This is a combination of controlled movements, balances or actions that have been added (linked) together in a particular order.





# Physical Education

## Locomotion Year 2

### Unit Purpose

The unit of work will challenge pupils to apply their **knowledge** of how, where and why to **dodge**.

Pupils will learn the roles of **attacking** and **defending** and start to **understand** when we attack and when we defend while using their dodging skills.

### Inspire Me

**Did you know...** that the foot and ankle are made up of 26 bones, 33 joints and over 100 muscles, tendons and ligaments. Every time you take a step your body uses over 200 different muscles!



### Key Success Criteria

- P** Pupils will be able to dodge, applying the correct technique to ensure maximum efficiency. Pupils will run, dodge and stay in a space avoiding the defenders.
- C** Pupils will demonstrate a strong understanding of how, where and why to dodge and apply this understanding in game situations.
- S** Pupils will develop life skills such as gratitude and fairness as they support their team members, play by the rules and congratulate others.
- W** Pupils will develop life skills such as honesty and self belief as they strive to dodge effectively and keep the score in their games.



### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or we are trying to avoid a defender to score a point. The aiming of the game for the attackers is to score as many points as possible.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or we are trying to tag an attacker. The aim of the game for the defenders is to prevent the opposition (attackers) from scoring.

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. The attackers need to identify an open space to run into to avoid being tagged by a defender.



### Sport Specific Vocabulary

**Dodge:** is a method of moving quickly by an attacker, from one side to the other to avoid being tagged by a defender.

**Tagging or Tag:** is the method applied by the defending team to stop an attacker from moving.

