



**PE Topic:** Gymnastics

**Year:** 2 **Term:** Autumn 2

**Key Knowledge/Content:**

- To develop fundamental movement skills.
- To extend their agility, balance and co-ordination, individually and with others.
- To develop balance, agility and co-ordination and begin to apply these in a range of activities.

**Links to:**

**Prior learning:**

To copy, create, remember or repeat short movement phrases.

**Future learning:**

To find different ways of travelling on low, medium and high levels.

**Key vocabulary with definition:**

**Prior vocabulary:**

- Speed – How fast or slow something is.
- Jump off – To leave a height and land safely.
- High – Off the ground.
- Low – Near the ground.
- Balance – Hold a shape still.
- Direction – Forwards, backwards, sideways, etc.
- Copy – To do the same as someone else.

**New vocabulary:**

- Wide – Greater than average width.
- Narrow – Of small width, compared to length.
- Shape – What something looks like.
- Long – The length of something.
- Land – Arrive back onto the ground.
- Over – To go above something.
- Stretch – Make something longer.
- Level – High, low, etc.
- Zig-zag – To the left, then to the right, etc.
- Under – To go below something.
- Through – To go in between something.
- Behind – The back of something.
- Sequence – A series of actions (balances and movement).
- Height – How high something is.
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**By the end of this unit**

**All children can:** perform basic gymnastic actions, including travelling and balances.

**Most children can:** remember or repeat short movement phrases in front of an audience.

**Some children can:** create sequences with a clear beginning, middle and end.

**Background understanding for teachers and parents:**

This half term is Gymnastics, with a focus on travelling and balance. The children will explore different ways of moving e.g. jumping, rolling, etc. They will get the opportunity to work on their own and in pairs and small groups.

**Curriculum Driver (one):**

Communication

**Evidence outcome:**

To work with others within different activities and to listen to feedback about performance.