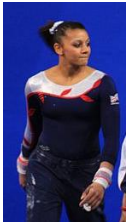


		Year group: Year One Term: Autumn 1 Topic: Gymnastics				
National Curriculum Objectives		Substantive Knowledge and Disciplinary Knowledge			Vocabulary	
Pupils should be taught to master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.		I know how to move using my big body parts. I know how to move using small body parts. I know how to combine big and small body parts with wide, narrow and curled movements. I know how to transition between wide, narrow and curled movements using my big and small body parts. . I know how to link movements together. I know how to be more creative when linking movements together. 			Balance – still shape (held for 3-5 seconds) Champion gymnasts – Silent, pointing fingers and toes and standing still whilst in a balance. Transition – move between one movement and another. Linking – links one movement with another. Flow – This is when a gymnast moves from one action to another without stopping.	
Prior Learning					Key Sportsman	
In EYFS the pupils learnt how to move around the hall in different ways. Making their movements big, small, low, high.					Becky Downie is a British Artistic gymnast who won who competed at the 2008, 2016, and 2024 Summer Olympics. She is a double European champion	
Future Learning						
In Year Two the pupils will develop their ability to link movements on apparatus. They will also learn how to roll, jump and balance in a sequence.						
Teaching Ideas						
Week One	Week Two	Week Three	Week Four	Week Five	Week Six	
Pupils start to explore moving using their big parts of their bodies (tummy, back, side & bottom). On the sound of the tambourine they must create a balance using a big part of their body. Continue to use different big body parts. Look for children who look like champion gymnasts.	Pupils start to explore ways using their small body parts (hands, knees, elbows and feet). On the sound of the tambourine they must create a balance using a small body part. Continue to use different small body parts. Is this easier or harder than using big body parts?	Pupils can now use big and small body parts to move around the hall. Now they need to start to explore wide, curled and narrow shapes. Allow the children chance to explore wide using big or small body parts. Narrow using big or small body parts. Curled using big or small body parts.	Set up three zones, wide, narrow and curled. In each zone add labels that state big r small. When the pupils move through the lesson they must transition between the themes. The children should spend an equal time in each zone. Pupils need to follow the labels to ensure they are moving in the correct way.	Get the pupils to wok in pairs and share their ideas. Ask pupils to select two movements and add them together e.g. wide movement on a big body part to a narrow movement on a small body part. Can they apply their movement combinations on apparatus? Are they moving like champion gymnasts?	Can pupils select two movements and add them together? Can they flow from one movement to another? Can they do one movement over the apparatus and one under? One movement high, one movement low? Encourage creativity and get the children to perform their mini sequence to the rest of the class.	

