| **Date: 28/09/21** | **Class: Year 2** | **Subject/topic: PE – Gymnastic activities** | **Time: 13:15 – 14:15** |
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| **Prior knowledge:***how does this lesson fit in with a sequence of lessons-what components have previously been taught?* In year 1 children created a gymnastic sequence on floor, mats and apparatus by linking **two** gymnastic shapes through rolling and travelling. The children developed a sequence on floor and mats and then transferred their work to apparatus.  |
| **Outcomes:***what composite knowledge/ skills do you want children to achieve?*The children are working towards the target learning task and will explore travelling actions such as the caterpillar, bunny hop, frog, bear and crab walk and large body part (side, back, tummy, hips, shoulders) balances. The children will create a sequence of moving using travel and balance.**Assessment:**Observation - of children’s skillsTravelling skills - Hands on floor with flat palms thumb pointing forward.Stillness when children are balancing  |
| **Learning objectives:***Substantive & disciplinary knowledge*1. To show travelling actions using hands and feet. 2. To demonstrate balancing on large body parts.3. To create a simple sequence of travel, balance, travel and balance. |
| **Key vocabulary:**Travel, balance, large body parts, stillness, create, sequence | **Resources:**Benches, mats, nesting tables, hoopsLarge body parts skill cardSequence development card |
| **Predicted misconceptions:**Children may have misconceptions around what constitutes a large body part to balance on. | **Risk assessment:*** Dynamic risk assessment of the hall floor and equipment around the space. Ensure safe area for children.
* No trainers, children to perform in bare feet.
* No jewellery.
* Ensure children have asthma inhaler who need it.
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| **SEQUENCE OF TEACHING & LEARNING** |
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| **Timing:***consider pace of lesson.* | **Role of the teacher & support staff:***e.g. key questions, retrieval of prior learning, modelling and explanations, checking understanding, consider cognitive overload, effective use of additional adults, behaviour for learning.* | **Children’s steps in learning:***what will the children be doing? Learn, practise and apply component steps.* | **Adaptive teaching:***consider adaptive strategies to support all pupils (including stretch and challenge & SEND), consider resources.* | **Checking what children know, understand and can do:***Key questions inc. hinge and retrieval/recall, assessment of outcomes.* |
| Pre-lesson |  |  |  |  |
| 5 -10 mins | Ask the children to change into their PE kit and ensure they have no jewellery on.Recall the session from week 1 on shape and jumping.Share learning outcomes and the success criteria of the lesson with examples on video of the types of travelling and balancing.Ask the children to line up quietly and move to the hall. | Children to change into PE kit.Children to answer questions on the skills and task from the previous weekSuccess criteria - Travelling on hands and feet• Hands on floor with flat palms thumb pointing forward• Flat palms and good extension of arms and legs when in caterpillar*Balance** Good extension
* Stillness
 |  | Can we beat our record time of 2 mins 35 seconds with everyone changed and ready to move to the hall? |

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| 5 mins | Teacher to ask the children to find a space and sit in “gymnastics sit” when they get into the hall.Explain the starter activity – Traffic Lights. | The children will start on GREEN and travel around the hall on their hands and feet. When RED is called the children will make a capital letter shape with their body. IF AMBER is called then the children jump in the air and land 2 feet to 2 feet. Repeat and finish with whole body stretches and then into gymnastic sit. | Adapt the TASKS of RED, AMBER, GREEN for children through using STEP (Space, Task, Equipment, People) | Can you extend your arms when you make a capital letter shape?Do the children land correctly when jumping? |
| 10 mins | Teacher to explain to the children that they are going explore a range of ideas for travelling on hands and feet (use examples from children if they came out).Model (teacher, child or video) animal movementsTeacher to ask the children to practice the different ways of walking on hands and feet thinking about the success criteria. | Children will practice and develop their skills of travelling on hands and feet.i.e. Crab walk, Bear walk, Bunny hop, caterpillar  | Adapt the TASK if needed to ensure children achieve success. | Ensure children travel into space. Can you travel in a straight line? How can you change direction? Can you travel backwards/ sideways? |
| 10 mins | Teacher to ask the children to perform the caterpillar walk and on command STOP challenge them to balance on a large body part. - Discuss the different examples. Repeat with the crab walk, on command STOP challenge them to balance on a large body part with tummy facing up. - Discuss the examplesShow examples (resource card) of good extended large body part balances. Explain that balances should be held for a short period of time.  | Children to work in pairs and work to help each other to balance on large body parts (side, back, tummy, hips, shoulders). Focussing on stillness. Help them to do this by counting one gymnast, two gymnast, three gymnast.Ensure children are keeping still when they perform their balance.  | Adapted resource card to challenge more able children. | What should be see in a good balance?Which large body parts can you balance on?Which balance was easy?Which balance did you find hard? Why?What can help keep a balance still? |
| 15 mins | Teacher to explain to the children that they are going to create a sequence of travelling and balancing. They can use any travel and any balance they can perform well.Ask the children to travel using hands and feet into a large body part balance, travel and finish in another large body part balance. | Children to work individually to create a sequence of starting position (capital letter), Travel on hands and feet into a large body part balance then travel using a different travelling action and finish in a different large body part balance.Children then work with a partner and teach each other their sequence. | sequence development cards adapted for more able and for children who need support. | Can you make your sequence include a balance on your back and a balance on your side? |
| 10 mins | Teacher to explain to the children that they are going observe another pair perform their sequence. Ask them to look for extension and still balances. What makes a good balance?Question children on what helped them keep their balance.Line up and walk back to the classroom to get changed. | Children will develop their observation skills by observing another pair perform their sequence and look for still balances.Pair A perform their sequence and Pair B feedback.Pair B perform their sequence and Pair A feedback. |  | What helped you focus on keeping your balance? What did you do? |

| **EVALUATION** |
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| **Evaluation of pupils’ learning:****Next steps:***e.g. how to address misconceptions, providing increased challenge or support, use of different resources or modelling techniques.* |
| **Evaluation of teaching:****Next steps:***e.g. subject knowledge, teaching strategies, behaviour management.* |