

Gymnastics: Landscapes and Cityscapes

PE | Year 2 | Unit Overview

Introduction

The Gymnastics - Landscapes and Cityscapes Unit for Year 2 teaches children to roll in different ways including introducing the skill of a crouched forward roll. They jump from a springboard and begin to do a handstand. Children develop body tension, control and balance. Moving with greater agility and coordination. Children learn to link actions to copy and create movement sequences, which they perform to each other, evaluate and improve. They consolidate their skills and compete against each other, thinking about the way their movements look. The unit is linked to the Landscapes and Cityscapes topic and encourages children to think how they might make shapes with their bodies that express different landscapes and buildings. They think about how to stay healthy and how their bodies feel before, during and after exercise.



Health & Safety

Check that children are wearing appropriate clothes for PE (Loose-fitting shorts/tracksuits, T-shirts and bare feet). Long hair should be tied back and jewellery removed. Refer to the [Adult Guidance](#) for the unit for safe techniques when jumping and rolling and for lifting, carrying and using gymnastic apparatus. Make sure the children are aware of others around them when they are moving and that they take care. Follow your school's risk assessment at all times when teaching PE.



Home Learning

The [Home Learning Sheet](#) provides children with six physical activities linked to their learning. Activities can be completed at home with a family member or friend, or with a partner during school or extracurricular time.



Wider Learning

Visit different urban and rural environments and look at the different shapes of aspects of the landscape. Draw them and think about the shapes you see? Watch gymnasts performing routines online and discuss the movements they make.

Assessment Statements

By the end of this unit...

...all children should be able to:

- rock or roll in a curled shape or long shape;
- make a shape and hold it;
- balance with support from a partner;
- step on to a springboard;
- jump;
- take their weight on their hands and feet with their stomach pointing towards the ground and move on their hands and feet;
- copy a movement sequence of two movements;
- get into a plank position;
- perform and describe their movements.

...most children will be able to:

- egg, log, teddy bear roll and forward roll from a crouched position;
- move from one roll into another roll and finish by standing;
- balance in a shape and with a partner;
- hurdle step on to a springboard;
- balance and take the weight on their hands and feet and move at different levels;
- crab walk;
- do a supported handstand;
- copy and create movement sequences with a clear start and finish;
- move with agility, balance and coordination;
- evaluate their own and other's work to improve;
- compete with their classmates;
- describe and understand things we can do to stay healthy;
- say how they feel before, during and after exercise.

...some children will be able to:

- egg roll and come up to standing;
- sideways shoulder roll;
- forward roll without the head touching the mat;
- forward roll from standing or squat positions back to a standing or squat position;
- balance on one small point;
- support a partner to balance;
- straight jump and run and jump from a springboard;
- move from a backwards bridge shape into a forwards bridge shape;
- execute a full back bend bridge;
- do an unsupported handstand;
- go from a handstand into a forward roll;
- move into a handstand from different positions;
- create a movement sequence that reflects a theme;
- describe how their performance has improved over time;
- move with greater control and coordination.

Lesson Breakdown

Resources

1. Farmer's Fields

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can move and balance with agility and coordination.

- Access to the Hall
- Mats
- Beanbags



2. Bales of Hay

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can roll with coordination and control.

- Access to the Hall
- Mats
- Benches
- Agility tables



3. Skyscrapers

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can make long thin shapes with my body.

- Access to the Hall
- Mats
- Benches
- Agility tables
- Springboard
- Rubber Spots



4. Bridges

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can take my weight on my hands and feet.

- Access to the Hall
- Mats
- Benches
- Agility tables
- Whistle



5. Building on Up

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can take my weight on my hands.

- Access to the Hall
- Mats
- Measuring sticks, chalk or tape measures



6. Building Bricks

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 in the context of 'use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.'

- I can perform and compete.

- Access to the Hall
- Mats

