

P.E.

Year 5 – Gymnastics



About this Unit

Gymnastics is made up of a range of movement skills including balances, jumps, rolls and shapes.

Knowledge & Skills

Knowledge:

Shapes underpin all other skills. Sometimes you need to move slowly to gain control and other times you need to move quickly to build momentum. Use contrasting balances to make your sequences look interesting. Work within your own capabilities, this may be different to others. Use jumps to link actions. Change the shape of your jumps to make your sequence look interesting.

Skills:

I can create and perform sequences using apparatus, individually and with a partner.

I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.

I can use strength and flexibility to improve the quality of a performance.

Golden Threads

Motor competence

- Symmetrical and
- Asymmetrical
- Balances
- Rotation jumps
- Straight roll
- Forward roll
- Straddle roll,
- Backward roll
- Cartwheel
- Bridge
- Shoulder stand

Healthy participation

How will this unit help your body?

Balance, co-ordination, flexibility and strength

Rules, strategies and & tactics

Use different pathways to help make your sequence look interesting.

YEAR 3	YEAR 4	YEAR 5	YEAR 6	Key vocabulary
<p>I can adapt sequences to suit different types of apparatus.</p> <p>I can choose actions that flow well into one another.</p> <p>I can complete actions with increasing balance and control.</p> <p>I can use matching and contrasting actions in a partner sequence.</p>	<p>I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>I can safely perform balances individually and with a partner.</p> <p>I understand how body tension can improve the control and quality of my movements.</p>	<p>I can create and perform sequences using apparatus, individually and with a partner.</p> <p>I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.</p> <p>I can use strength and flexibility to improve the quality of a performance.</p>	<p>I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>I can create and perform sequences using compositional devices to improve the quality.</p> <p>I can work collaboratively with others to create a sequence.</p> <p>I understand what counter balance and counter tension is and can show examples with a partner.</p>	<p>Asymmetrical: not equal on both sides.</p> <p>Canon: when performers complete the same action one after the other.</p> <p>Mirroring: reflecting the movements of another person as if they are a reflection.</p> <p>Pathways: designs traced in space (on the floor or in the air).</p> <p>Symmetrical: two parts that match exactly.</p> <p>Synchronisation: moving at the same time.</p>