



## YEAR 5

# Gymnastics

## Scheme of Work

### Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

In this unit, pupils create longer sequences individually, with a partner and a small group. They learn a wider range of actions such as inverted movements to include cartwheels and handstands. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In Gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

### Key Skills

- Physical: Symmetrical and asymmetrical balances
- Physical: Straight roll
- Physical: Forward roll
- Physical: Straddle roll
- Physical: Backward roll
- Physical: Cartwheel
- Physical: Bridge
- Physical: Shoulder stand
- Physical: Handstand

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences

## Learning Objective

<b>LESSON 1</b>	To be able to perform symmetrical and asymmetrical balances.
<b>LESSON 2</b>	To develop the straight, forward, straddle and backward roll.
<b>LESSON 3</b>	To develop the straight, barrel, forward, straddle and backward roll.
<b>LESSON 4</b>	To be able to explore different methods of travelling, linking actions in both canon and synchronisation.
<b>LESSON 5</b>	To be able to perform progressions of inverted movements.
<b>LESSON 6</b>	To be able to perform progressions of a handstand.
<b>LESSON 7</b>	To explore matching and mirroring using actions both on the floor and on apparatus.
<b>LESSON 8</b>	To be able to create a partner sequence using apparatus.

## Assessment Criteria

### YEAR 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- 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.
- I can lead a partner through short warm-up routines.
- I can work safely when learning a new skill to keep myself and others safe.

## Links to the National Curriculum

### ENGLISH

- Learning of key vocabulary - Inversion, symmetrical, asymmetrical, aesthetics, synchronisation
- Understand and safely follow instructions
- Structuring and providing feedback to others
- Reading and understanding resource cards

### MATHS

- Learning degrees of rotation through jumps
- Creating an understanding of inversion through shoulder stands, bridges and cartwheels
- Mirroring and matching movements
- Creating symmetrical and asymmetrical shapes

## Health and Safety

For gymnastic activities, pupils should remove shoes and socks. Please refer to the gymnastic guidelines in the resource bank for further information on: 'Safely Moving Apparatus,' 'Safely Using Apparatus,' 'Safety in Partner Balances,' and 'Rolls'.