



Topic: PE – Gymnastics

Year: 5

NC Strand: Performing Gymnastic skills using a range of techniques and balances.

What should I already know?

Pupils should know the basic actions of turning, rolling, jumping, climbing, balancing and travelling on hands and feet

Pupils should know how to adapt, practice and refine on the floor and on apparatus.

Pupils will learn to emphasise changes of shape, speed and direction through gymnastic actions as part of a longer series of actions. Pupils should learn how to erect and dismantle apparatus safely.

Explored ways of varying the basic actions

Performed a sequence of contrasting and matching with partner

Learnt ways of linking actions smoothly

Set out apparatus safely and efficiently

What will I know by the end of the unit?

Pupils will replicate the basic actions of turning, rolling, jumping, climbing, balancing and travelling on hands and feet and how to adapt, practice and refine on the floor and on apparatus.

Pupils will learn to emphasise changes of shape, speed and direction through gymnastic actions as part of a longer series of actions. Pupils will learn how to erect and dismantle apparatus safely.

Through the activities in this unit pupils will be able to understand and use words relating to: Balance, canon, travelling, rotation, matching, sequencing and movement patterns.

Pupils will develop and refine skills and compositional ideas based on decisions about sequences.

Pupils will learn how working as a pair or a team will require a level of communication and teamwork to be successful.



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Vocabulary

Matching	Being able to replicate an individual or paired balance
Sequence	A group of individual balances combined together to create a sequence
Body control	he ability to coordinate movements with precision.
Fluency	Being capable to move effortlessly and smooth with ease once mastered a skill/technique
Balance	The ability to move or to remain in a position without losing control or falling
Locomotion	Being able to move in a variety of different ways across a specific surface area.
Aesthetics	A beautiful or pleasing appearance
Centre of gravity	The place in a system or body where the weight is evenly dispersed and all sides are in balance
Layout	Gymnastics salto, or flip, in the completely stretched position.
Mirroring	mirroring the action as part of a sequence.

Ideas Bank

Teacher Led drills

INDIVIDUAL GYMNASTIC BALANCES

GYMNASTICS BALANCES FOR GROUPS OF 4

GYMNASTIC PAIR BALANCES

BALANCES BUNDLE

INDIVIDUAL GYMNASTIC BALANCES

GYMNASTIC TRIO BALANCES

Over 40 illustrated balances for students to copy



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Jumps, Leaps and Turns

3. Straight



- Take off with two feet
- Use your arms to swing up
- Make a stretched shape (straight arms and legs) in the air
- Extend and stretch through to your fingers and toes
- Toes pointed
- Land on two feet with your arms forward for balance

Jumps, Leaps and Turns

1. Tucked Shape



- Take off from the feet with two feet
- Bring your knees up to your chest to make the tuck shape in the air
- Land on two feet with your arms forward for balance

Jumps, Leaps and Turns

2. Star Shape



- Take off with two feet
- Make a wide starred shape with your arms and legs in the air
- Extend and stretch through to your fingers and toes
- Land on two feet with your arms forward for balance

Tuck Jump



Look at the tuck position of the gymnast in the picture.

Jump as high as you can, bring your knees to your chest and keep your toes pointed.

Star Jump



Look at the star position of the gymnast in the picture.

Jump as high as you can, reach out and extend your arms and legs as far as possible.

Remember to point your toes.

Straddle Jump



Look at the straddle position of the gymnast in the picture.

Jump as high as you can, bring your legs up towards your body and extend them out to the side.

Remember to point your toes.

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Forward and Backward Rolls and other set skills which place weight on the head or neck should not formally be taught in our schools until the beginning of year 3 and then only once pupils *Moving Matters Gymnastics Guidance* for schools. have had conditioning activities leading towards the development of upper body and arm strength. These can include bunny-hops, crab-walks, monkey walks etc. Wherever possible the spine should be kept in line and the neck protected. If in any doubt do not teach a skill, seek advice and guidance. Mats are a piece of apparatus. No mats should be placed as safety surfaces to absorb falls in gymnastics. Mats are pieces of apparatus which are placed for planned activities such as landing and rolling. (See *Baalpe Safe Practice in PE and School Sport*, pages 94 -96) Pupils never jump from wall-bars or any non-flat surface. Pupils can jump from surfaces where they can get their whole foot flat so they are prepared for the action. Pupils should not jump from up-turned benches, benches fixed to apparatus or other unstable pieces. Before teaching Gymnastics teachers should make themselves aware of the safety guidance