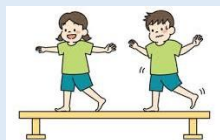


Year 5 Term 3  
**PHYSICAL EDUCATION**  
**Gymnastics**



**National Curriculum Links:**

Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Essential Prior Learning:**

Work with a partner to mirror each other's actions. Continue to extend sequences, including a clear beginning, middle and end.

Create a sequence that includes apparatus, travelling, balances with stillness and changes in direction and level with a partner.

Rock forwards and backwards to standing and a shoulder stand.

Gymnastics improves flexibility; it helps muscle and joint strength which leads to less chance of injury. It reduces stiffness in muscles and joints.

**Progression in Skill:**

Develop a sequence with a partner ready for performance that meets a given set of criteria.

Move in and out of balances in different directions. Repeat a sequence.

Vault onto feet using various heights of apparatus.

Gymnastics training targets all muscles in the body – name some key muscles/muscle groups.

Give constructive criticism that focuses on areas for

development and how those improvements could be made.

Carry out skills safely.

Gymnasts must stay within bounds for their routine. Completing the routine, gymnasts must have pointed toes.

There are two sets of scores: difficulty and execution (how neat and tidy the routine is) which are combined to give a final result.

Make practical suggestions to others to motivate them to improve performance.

Take a lead within a group and be able to be led by others.

Nadia Comaneci was the first person to score a perfect 10 at the age of 14.

**Long-term Memory Knowledge:**

Understand that, when creating gymnastics sequences, some movements and ways of travelling (including direction) link better than others.

Know how to work cooperatively, alternatively taking the lead and taking instructions from a peer, focusing on constructive criticism.

Vault onto your feet.

Know some of the benefits of gymnastics, e.g. it targets all muscles in the body.

Demonstrate working safely.

Know that, when competing, gymnasts must stay within the designated area: if you leave it, you can lose marks.

Know that a judge will look for pointed toes as a gymnast executes their routine and demonstrate this.

Know there are two sets of scores given in a gymnastics competition – difficulty and execution.

Name some of Nadia Comaneci's achievements.

**Key Vocabulary**

<b>mirroring</b>	when you copy someone's movements like you're their reflection in a mirror.
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<b>sequence</b>	A set of movements put together in a special order, like a little routine.
<b>floor</b>	The flat space to do gymnastics. It's where you roll, jump, and balance.
<b>link (movements)</b>	Joining two or more movements together so they flow nicely.
<b>formations</b>	The way you and your partner stand or move together, like side by side or facing each other.
<b>timing</b>	Doing your movements at the right moment, not too fast or too slow.
<b>transitions</b>	Smooth ways to move from one shape or movement to another, like linking steps in a dance.
<b>apparatus</b>	Special equipment used in gymnastics, like benches, mats, or climbing frames.

**Progression in Resources:**

benches, mats, boxes, nesting tables (varying heights) and climbing apparatus

**Relevance**

<b>Now</b>	Children can create fluid and visually exciting gymnastics routines with their peers which include a range of balances.
<b>Future</b>	Children take up gymnastics out of school as a hobby. They use physical activity as a source of enjoyment.
<b>Aspiration</b>	Children enjoy gymnastic activities as part of a healthy lifestyle to support physical and mental health.