



Shadsworth Junior School



Curriculum

Year 5 Scheme of Work

Term: Autumn 2

Topic: PE Gymnastics

Key Skills and Knowledge:

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| <ul style="list-style-type: none"> • Explore range of symmetric and asymmetric actions, shapes and balances. • Control actions and combine them fluently. • Be aware of extension, body tension and control. • Move from floor to apparatus, change levels and move safely. • Combine movements with other in a group (matching and mirroring). • Watch a performance and evaluate its success. • Identify what was performed well and what needs improving. • Working with a partner or small group using floor and mats create and perform a gymnastic sequence of at least 8 elements. Include change of direction and level and matching and mirroring shapes and balances | <p style="text-align: center;"><u>Character Development</u></p> <ul style="list-style-type: none"> • Communication • Trust • A willingness to try out new things and accept help. • Evaluation- to identify strengths and areas of improvement. <p style="text-align: center;"><u>Key Knowledge</u></p> <ul style="list-style-type: none"> • To know how to safely move equipment. • To know how to safely land and finish skills. • To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances. • To know how to safely enter and exit group balances and what to do if the balance becomes unsafe. |
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Reading and Writing Opportunities (Long and Short Activities)

Creative Ideas and Hooks

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| <p>Poetry based on movement and travel</p> <p>Travel around the room with movements where the body is “in the air” and the feet are apart (e.g. leaps, cartwheels, star jumps, large strides etc.) *Safety: travel in the same direction to avoid collisions.</p> <p>Choose a combination of jump and roll that have contrasting shapes – feet apart/feet together.</p> <p>Choose a combination a balances including counter balances using apparatus.</p> | <p>Teach a partner your sequence and perform it side by side.</p> <p>Explore ways of mounting your apparatus using a spring (i.e. feet to feet or feet to hands to feet) vary the mount by moving forwards, sideways or having feet together/feet apart.</p> <p>Travel to apparatus and mount it with hands leading, dismount with a ¼ or ½ turn jump (to land on 2 feet). Repeat above adding a roll, balance and final travel.</p> <p>.Start on one level of apparatus, move to the floor and finish on a different level of apparatus.</p> |
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Links to PSHCE, Equality and British Values Work

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| <p>STEPS for differentiation</p> <p>Group work majority votes</p> <p>Following rules</p> | <p>Independence</p> <p>British success</p> <p>Promoting gender equality in sport</p> <p>Right to be heard</p> |
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Key Vocabulary:

Resources Available / Visits/Visitors

Useful Websites:

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| <p>Balance, control, extension, tension, zig zag, leaps, star jumps, cartwheels, level, high , low, side-by-side, stag leap, take off, jump, land, swing, spring, refine, counter balance, mirrored, roll</p> | <p>Mats</p> <p>Benches</p> <p>Apparatus</p> <p>Sequence spots</p> | <p>https://www.british-gymnastics.org/</p> <p><u>Previous Knowledge</u></p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances. Help them change sequences. Include changes of dynamics. (pathways)</p> <p>Work with a partner. Adapt their sequences to include apparatus, partner or small group.</p> <p>Compare and contrast similar performances.</p> |
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