


Caroline Haslett Primary School - PE

Topic: Gymnastics

Year 5

Knowledge	Vocabulary
<ul style="list-style-type: none"> <li>• Understands symmetrical and asymmetrical movement and balances</li> <li>• Knows how to adapt and transfer learned skills onto appropriate apparatus</li> <li>• Is able to analyse a performance and say why they like a sequence</li> </ul>	<p><b>Dismount</b> The act of jumping off an apparatus like the uneven bars at the end of a routine</p> <p><b>Landing</b> The last part of a dismount when your feet hit the ground</p> <p><b>Springboard</b> A strong board used in gymnastics and diving that helps you jump higher than usual</p> <p><b>Symmetrical Balance/Travelling</b> Equally shaped body parts on either side</p> <p><b>Asymmetrical Balance/Travelling</b> The two sides of the body shaped differently</p> <p><b>Pike position</b> Bend at the hips. Legs straight out in front of you.</p> <p><b>Stag leap</b> A leap made with one leg bent and toes touching the knee of the other leg, which is straight.</p>
Activities	
<ul style="list-style-type: none"> <li>• Plan, perform and evaluate matching and contrasting symmetrical and asymmetrical sequences side-by-side with a partner</li> <li>• Explore between, over, under, along and through apparatus showing an awareness of others</li> <li>• Develop longer and more varied movement sequences demonstrating smooth transitions between actions; combining actions to make a sequence</li> </ul>	
Skills	<p style="text-align: center;"><b>Backwards roll</b></p> <ul style="list-style-type: none"> <li>• Perform a range of rolls including backwards roll consistently</li> <li>• Perform a range of actions and agilities with consistency, fluency and clarity of movement</li> </ul>

- Make similar or contrasting shapes on the floor and apparatus, working with a partner ,combining actions and maintaining the quality of performance when performing at the same time as a partner

### Gymnastics progression and assessment

Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Travel and stop with some control</p> <p>Create shapes showing basic levels of stillness using different parts of their bodies</p> <p>Begin to take weight on different parts of the body</p> <p>Show actions that stretch their bodies</p> <p>Copy and link simple actions together</p>	<p>Perform basic gymnastic actions like travelling, rolling and jumping</p> <p>Manage the space safely showing good spatial awareness, mats and apparatus</p> <p>Link and repeat basic gymnastic actions and perform with control</p>	<p>Perform a variety of actions with increasing control</p> <p>Repeat accurately sequences of gymnastic actions</p> <p>Move smoothly from a position of stillness to a travelling movement</p> <p>Move smoothly from one balance to another</p> <p>Choose simple balances to perform a sequence to practise and repeat</p> <p>Perform a sequence with has a clear beginning, middle and end</p> <p>Adapt the sequence to include a partner or apparatus</p>	<p>Perform a range of rolls and balances</p> <p>Explore apparatus and mats</p> <p>Use different ways to show balance, travelling and shape</p> <p>Practise a sequence and improve the quality by improving control, accuracy and fluency</p> <p>Plan and perform a sequence showing a contrast in speed, level and direction</p> <p>Devise and perform and sequence showing a clear beginning, middle and end</p>	<p>Perform a range of rolls with control and accuracy</p> <p>Explore different combinations of apparatus and know how to utilise this equipment to enhance their movements</p> <p>Practise and refine a sequence showing quality gymnastic actions</p> <p>Begin to develop longer and more varied movement phrases with smooth links between actions</p> <p>Perform a sequence that combine speed, levels, direction and a variety of shapes</p> <p>Work within different groups and contribute a variety of different sequences</p>	<p>Perform a range of rolls including forward and backward rolls consistently</p> <p>Perform a range of actions with consistency, fluency and clarity of movement</p> <p>Make similar and contrasting shapes on the floor and apparatus working individually and with a partner</p> <p>Perform with a partner whilst maintaining the quality of performance</p> <p>Develop a longer and more varied sequence demonstrating smooth transitions between actions, shapes and balances</p> <p>Show contrasting speed, levels and directions whilst working with a partner or small group</p> <p>Increase length of sequences working with a partner showing consistency, fluency and clarity of movement</p>	<p>Perform a range of rolls showing a clear entry and exit</p> <p>Perform combination of actions that show clear differences between levels, speeds and directions, with fluency and accuracy</p> <p>Perform actions, shapes and balances clearly with excellent control, tension and extension</p> <p>Plan, perform and evaluate a sequences showing a wide range of actions which have been adapted to show varying levels, speed and direction</p> <p>Repeat a longer sequence with clear emphasis on body extension and control</p> <p>Able to change sequence from individual to group performance</p>