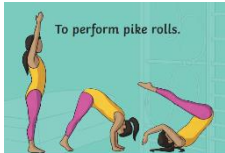




PE – Year 5 – Autumn 1 – Gymnastics - MTP

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Knowledge	Activity Outline
			Disciplinary (Why)	Factual	
			Procedural (How)		
<p>Key Stage 2</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>1</p> <p>Shapes and Balances</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know how to demonstrate a good level of awareness of space and apply this in a range of situations.</p> <p>I know how to create simple sequences that include a range of movements.</p> <p>I know why I need to create routines to include some skills.</p> <p>I know how to demonstrate some control of body parts in their actions, shapes and balances.</p>	<p>I know that I must use my body to create shapes.</p> <p>I know I must have control over my body to balance.</p>	<p>Explain to the children that this lesson will look at counterbalancing - a counterbalance is a balance that requires both partners to rely on each other, using their weight to maintain the balance.</p> <p>Split the class into partners and give them a mat to work on, children are to rotate practising a range of counterbalances – this could be printed and displayed by each station.</p> <p>With their partner, they are to combine four balances to create a sequence with a clear start and end.</p>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> Use running, jumping, throwing and catching 	<p>2</p> <p>Jumps – Stag Leaps</p>	<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Develop flexibility, strength, technique, control and balance [for example,</p>	<p>I know how perform a stag jump with confidence during gymnastics situations.</p>	<p>I know that I must take off from one foot.</p> <p>I know I must land on one foot.</p> <p>I know I must do a half turn whilst in the air.</p>	<p>Recap previous jumps that children have learnt – e.g. half turn, full turn and straddle jump. Provide opportunities to practise these.</p> <p>Using equipment, teach the children how to perform an accurate stag jump. Explain the importance of holding</p>



<ul style="list-style-type: none"> in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns Take part in outdoor and adventurous activity challenges both individually and within a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		<p>through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why to use gymnastic skills and techniques to create shapes and levels.</p> <p>I know how to create well-executed sequences that include a range of movements.</p>		<p>strong clear shapes when jumping. Provide the opportunity to practise this jump.</p> <p>Challenge the children to create their own well-executed sequence containing the stag leap. Can they discuss what they have done? Evaluate their sequence – how could it be improved?</p>
<p>Swimming and Water Safety:</p>	<p>3</p> <p>Rolls – Pike Roll</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>I know how to show a good level of gymnastic techniques and skills and apply these to a range of movements (rolls, balances and jumps) that are both new and old.</p> <p>I know why I need to create complex routines to include a range of skills.</p>	<p>I know that I must have control over my body to complete a safe role.</p> <p>I know that a forward role means moving my body over my head and rolling in a backwards direction.</p>	<p>Recap rolls learnt previously e.g. forwards roll, cartwheel, log, teddy etc. Using mats provide opportunities to practise these rolls.</p> <p>Introduce and teach a new roll – the pike roll.</p>  <p>To perform pike rolls.</p>



<p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p> <ul style="list-style-type: none"> Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations. 		<p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>			<p>Children are to work with a partner to practise the roll – children are to spot good movement and support each other when needed.</p> <p>Ask the children to consider how they could travel before entering a pike roll – create a sequence with a strong start and end.</p>
	<p>4 Handstands</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>I know how to show a good level of gymnastic techniques and skills and apply these to a range of movements (rolls, balances and jumps) that are both new and old.</p> <p>I know why a handstand is classed as a balance.</p>	<p>I know I need a strong core to complete a handstand.</p> <p>I know my feet must be over my head to be classed as a handstand.</p> <p>I know I can have support to complete this balance.</p>	<p>Introduce the skills needed to perform a handstand – support children when needed. You may wish to have one supervised group of children practising handstand whilst others take part in sequence practise – exploring rolls, travelling and jumping.</p> <p>Key guidance to give children:</p> <ul style="list-style-type: none"> Remember to use your core muscles to steady yourself. If you feel like you are falling, come down from your handstand one leg at a time. Do not allow yourself to go over the top. If you need to, practise your handstand against a wall or ask a friend to spot you.



	<p style="text-align: center;">5</p> <p style="text-align: center;">Linking Movements</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why I choose certain elements when linking movements.</p> <p>I know how to show a good level of gymnastic techniques.</p> <p>I know how to consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I know two or more movements are needed.</p> <p>I know I can use a range of skills within linking movements.</p> <p>I know my movements must flow.</p>	<p>Discuss what makes a successful gymnastics performance – a smooth performance with fluent linking movements. Explore ways that movements can be linked together e.g. how would we move from a forwards roll into a handstand to ensure the movement remains smooth?</p> <p>Set up the hall with mats, benches and tables – children are to explore how they can link movements smoothly whilst using this equipment.</p>
	<p style="text-align: center;">6</p> <p style="text-align: center;">Sequences</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p>	<p>I know how to create well-executed sequences that include a range of movements.</p> <p>I know why they/I have used particular skills or techniques, and the effect they have had on their performance.</p> <p>I know how to show a good level of gymnastic techniques.</p> <p>I know how to consistently perform and apply skills and</p>	<p>I know a sequence is more than one movement linked together.</p> <p>I know a sequence is used to create a routine.</p>	<p>Children are to combine all skills they have learnt to convey an idea – this may be linked to the current topic. Children are to be split into smaller groups and given a certain section of the hall to work in.</p> <p>Children are to perform their sequence to other children in their group – how could they improve? Work together to offer suggestions to improve each other's sequences. Children are to</p>



		<p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>techniques with accuracy and control.</p>		<p>continue practising to be able to perform to their best ability.</p>
	<p>7</p> <p>Sequences – Partner Work</p>	<p>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to</p>	<p>I know how to create well-executed sequences that include a range of movements.</p> <p>I know how to show a good level of gymnastic techniques.</p> <p>I know how to consistently perform and apply skills and techniques with accuracy and control.</p>	<p>I know a sequence is more than one movement linked together.</p> <p>I know a sequence is used to create a routine.</p> <p>I know I must work with someone else to create a sequence.</p> <p>I know I must support my partner to create a sequence.</p>	<p>Rotate children’s groups around from last week so that they are using different equipment.</p> <p>This week, children are to create a sequence with a partner combining all elements that they have previously learnt. Children are to perform their sequences and evaluate. Once they have evaluated, they are to be given time to adapt their sequences to improve them.</p>



		improve in different physical activities and sports and learn how to evaluate and recognise their own success.			
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