

Medium Term Plan: Supporting Implementation of

Subject: Year 5 Spring 1 – Gymnastics:

In this unit pupils develop balancing, rolling, jumping and inverted movements. They explore partner relationships such as canon and synchronisation and matching and mirroring. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.

N/C links:

- develop flexibility, strength, technique, control and balance.

Key skills:

- Physical: symmetrical and asymmetrical balances, rotation jumps, straight roll, forward roll, straddle roll, backward roll, cartwheel, bridge, shoulder stand
- Social: work safely, support others, collaboration
- Emotional: confidence, perseverance, resilience, determination
- Thinking: observe and provide feedback, creativity, reflection, select and apply actions, evaluate and improve sequences

Prior Learning (what pupils already know and can do)

- To watch the ball as it comes towards you to help you to get ready to hit it.
- To use enough power when throwing to let the ball bounce once before your partner returns it.
- Know that sending the ball towards your partner will help you to keep a rally going.
- Know that using a ready position helps you to react quickly and return/catch a ball.

Long-term Learning (what pupils MUST know and remember) End Goals

- To create and perform sequences using apparatus, individually and with a partner.
- To lead a partner through short warm-up routines.
- To use canon and synchronisation and matching and mirroring when performing with a group and say how it affects the performance.
- To use feedback provided to improve my work.
- To use set criteria to make simple judgments about performances and suggest ways the improved.
- To use strength and flexibility to improve the quality of a performance.
- To work safely when learning a new skill to keep myself and others safe.

Key Vocabulary

Asymmetrical, canon, decide, extension, identify, inverted, momentum, observe, performance, quality, stable, symmetrical, synchronisation

Session 1 – To perform symmetrical and asymmetrical balances.

Success Criteria

- Use strong body tension to keep your balances stable.

Whole Child Objectives

- Social: To work safely when working with others.
- Emotional: To be confident to share my ideas.
- Thinking: To make simple judgments about performances and suggest ways they could be improved.

Vocabulary

Asymmetrical, identify, performance, symmetrical

Session 2 - To perform interesting symmetrical and asymmetrical balances using apparatus.

Success Criteria:

Medium Term Plan: Supporting Implementation of

- Use strong body tension to keep your balances stable.

Whole Child Objectives:

- Social: To work safely when using apparatus.
- Emotional: To be confident to share my ideas.
- Thinking: To make simple judgments about performances and suggest ways they could be improved.

Vocabulary

Symmetrical, asymmetrical, extension, performance, stable

Session 3 – To develop the straight, forward, straddle and backward roll.

Success Criteria:

- Use momentum to help you roll.

Whole Child Objectives:

- Social: To support others and help them to learn.
- Emotional: To persevere when developing a skill.
- Thinking: To observe others and provide feedback on their performances.

Backward roll video to be shown -

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11183>

Forward roll video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=24305>

Forward roll to seated shapes video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11181>

Forward roll standing shapes video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11184>

Straddle roll video to be shown – <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11187>

Straight roll video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11198>

Vocabulary

Performance, momentum, observe, quality

Session 4 - To develop the straight, forward, straddle and backwards roll into a sequence.

Success Criteria:

- Use momentum to help you roll.

Whole Child Objectives:

- Social: To support others and help them to learn.
- Emotional: To persevere when developing a skill.
- Thinking: To observe others and provide feedback on their performances.

Backward roll video to be shown –

<https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11183>

Forward roll video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=24305>

Straddle roll video to be shown – <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11187>

Straight roll video to be shown - <https://pe.getset4education.co.uk/resourcebank/viewresourcefile?id=11198>

Vocabulary

Momentum, observe, performance, quality, decide

Medium Term Plan: Supporting Implementation of

Session 5 – To explore different travelling actions using both canon and synchronisation.

Success Criteria:

- Canon - moving one after the other.
- Synchronisation - moving at the same time.

Whole Child Objectives:

- Social: To work with others to create a sequence.
- Emotional: To be confident to share my ideas.
- Thinking: To identify the impact canon and synchronisation has on performances.

Vocabulary

Synchronisation, canon, performance, quality

Session 6 – To explore different methods of travelling, linking actions in both canon and synchronisation.

Success Criteria:

- Canon - moving one after the other.
- Synchronisation - moving at the same time.

Whole Child Objectives:

- Social: To work collaboratively, listening and sharing ideas.
- Emotional: To be resilient if my idea is not used.
- Thinking: To identify where to use canon and synchronisation for the best outcome.

Vocabulary

Canon, synchronisation, inverted, momentum, quality

Future learning this content supports:

Children will be developing skills further such as their balance, coordination, strength and flexibility which are transferrable to other units across KS2. In addition, children will continue to develop further understanding of gymnastics and gain broader knowledge of dance vocabulary. In addition, this will help support them in Year 6 during the gymnastics unit.