

Our School Values	
Love	We show love by supporting and encouraging one another through different PE activities
Unity	We show unity by working and playing in teams
Courage	We show courage by being brave and trying new things in PE
Inspiration	We show inspiration by encouraging others to have a go and demonstrating our skills



Year 5

Physical Education (PE)

Gymnastics



NC Objectives:

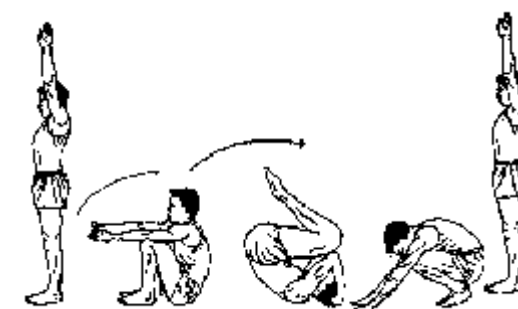
To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

To be able to take on board their own and other's evaluations and make adaptations to their work based on this feedback.

	Knowledge I already know	Knowledge I will learn
Travelling	How to show changes of direction, speed and level during a performance How to travel in different ways, including using flight * Cat leap half turn * Pivot	How to use combinations of dynamics (pathways) to use space * Straight jump full turn
Shapes and balances	How to improve the placement and alignment of body parts in balances How to carry out balances, recognising the position of their centre of gravity and how this affects the balance * 1, 2, 3 and 4- point balances * Balances with and against a partner	How to perform balances fluently and with control How to explore range of symmetric and asymmetric actions, shapes and balances * Part body weight partner balances
Rolls	* Forward roll from standing * Straddle forward roll * Backward roll to straddle	* Pike forward roll * Tucked backward roll
Jump	How to perform jumps fluently and with control * Straight jump full-turn * Cat leap half-turn	How to perform jumps fluently and with control * Stag jump * Split leap
Vault	How to use equipment to vault in a variety of ways * Straddle on vault * Straddle jump off * Pike jump off	How to confidently use equipment to vault in a variety of ways * Squat through vault * Hurdle step onto springboard
Handstands and cart-wheels	* Lunge into cartwheel	* Lunge into round-off * Hurdle step
Sequencing	How to create a sequence of actions that fit a theme How to use an increasing range of actions, directions and levels How to work with a partner and small groups to create sequences How to adapt my sequences to include apparatus and to suit partner/group	How to move from floor to apparatus, change levels and move safely How to combine movements with other in a group How to select ideas to compose specific sequences of movements, shapes and balances How to adapt my sequences to fit new criteria or suggestions
Performance	Perform and create sequences with fluency and expression Begin to develop good technique when travelling, balancing and using equipment Develop strength, technique and flexibility through performances- include changes of dynamics Watch, describe and evaluate the effectiveness of performances Modify my use of skills or techniques to achieve a better result	Apply skills and techniques consistently Combine equipment with movement to create sequences Control actions and combine them fluently Identify what was performed well and what needs improving Identify one or two aspects of their performance to practice and improve

Key Vocabulary

Word	Definition
Counter tension	When gymnasts perform a balance which involves two or more of them pulling away from each other
Body tension	Gymnasts can control the action of their body more easily (in static strength positions as well as in movement) when their body is held tight than when it is a loose collection of individual parts.



Healthy Me

To be able to explain why warm ups and cool downs are important.