



Physical Education – Spring 1 Cycle A 2022/23 – Class 4 – Year 5 Gymnastics Activities 1



Knowledge (NC) To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Markers for Assessment <ul style="list-style-type: none"> • Can perform a sequence of movements – showing balance, control, strength and flexibility • Can perform with a partner 	Below	Above
Skills To perform partner balances. To create a simple sequence of matched and mirrored partner balances. To perform a range of counter-balance actions with a partner. To know the difference between counter balance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counter balances and counter tension with a partner. To evaluate and recognise their own success. Character A willingness to try out different partner balances with a partner. A willingness to accept help from their partner. A willingness to Trust a partner. Communication To speak clearly, with confidence, when demonstrating a shape.	Markers for Assessment Matched Balance <ul style="list-style-type: none"> • Stretch your arms and legs and point your toes. • Feel the tightness in your body • Hold the balance for 3 seconds • Same arm/leg as partner Mirrored Balance <ul style="list-style-type: none"> • Stretch your arms and legs and point your toes. • Feel the tightness in your body • Hold the balance for 3 seconds • Opposite arm/leg as partner Sequence <ul style="list-style-type: none"> • Change of level • Change of direction Counter balance <ul style="list-style-type: none"> • Push against each other with hands/feet/backs close together • Start with feet closer together apart and then gradually move them further apart until you are both in a counter balance • Good extension • When pushing, the further apart the bases are the harder it become Counter tension <ul style="list-style-type: none"> • Start with bent arms close together • Start with feet further apart • Gradually lean away from each other until you are both in a counter tension balance • Hold wrists NOT hands • To come back together pull back together then release Sequence at least six actions including <ul style="list-style-type: none"> • Counter balance • Counter tension balance • Rolling 	Below	Above

	<ul style="list-style-type: none"> • Travelling • Jumping and landing <p>Quality of movement</p> <ul style="list-style-type: none"> • Good extension • Move fluently into and out of counter balance and counter tension from other actions • Perform in unison Included in sequence • Change of level • Change in direction • Change of speed 		
<p>Prior Knowledge</p> <ul style="list-style-type: none"> • Pupils have completed Y3 and Y4 gymnastics units – developing strength, control, balance and technique. 	<p>Vocabulary</p> <p>hop, skip, jump, run, run forwards backwards, sideways quality, movement, extension, balance, counter balance, speed, direction, speed, counter tension, mirrored balance, matched balance,</p>		
<p>Prior Skills</p> <ul style="list-style-type: none"> • To perform simple balances and some partner balances. • To create a simple sequence of balances. 			
<p>Questions (potential 'hook' questions for lessons)</p> <ul style="list-style-type: none"> • Can you match or mirror your partner? • Can you explain the difference between a matched and mirrored shape? • Which matched and mirrored shapes could you use? • Which actions could you use to get into and out of your matched and mirrored shapes? • Can you put into your sequence a change of level? • How did you choose which movements to include a change of speed in your sequence? • How can the pair improve their sequence? • What do you think we mean by a counter balance? • What do we mean by trust? • How can you move into and out of a counter balance smoothly? • How does your body need to be to hold a counter balance? • Where on the apparatus can you perform a counterbalance? • How can you make your feedback positive? Why is this important? 	<p>Cross-Curricular/Enrichment</p> <p>SCIENCE Forces – balance and counter-balance, tension, actions and reactions, opposing forces</p> <p>PSHE Trust and relationships</p> <p>Diamond 9 Collaboration</p>		