



## Physical Education – Spring 2 Cycle A 2022/23 – Class 4 – Year 5 Gymnastics Activities 2

<p><b>Knowledge (NC)</b> To develop flexibility, strength, technique, control and balance. To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Markers for Assessment</b></p> <ul style="list-style-type: none"> <li>Can perform a sequence of movements – showing balance, control, strength and flexibility with a partner.</li> </ul>	<p><b>Below</b></p>	<p><b>Above</b></p>
<p><b>Skills</b> To adapt a gymnastic sequence using apparatus and perform it with a partner. To create a gymnastic sequence with counterbalances and counter tension with a partner using canon. To create a gymnastic sequence with counterbalances and counter tension with a partner in canon using apparatus. To create a gymnastic sequence with counterbalances and counter tension with a partner in canon and unison using apparatus.</p> <p><b>Character Evaluation</b> To seek and provide constructive feedback to help improve a sequence. To use success criteria to help evaluate and provide constructive feedback on a performance. To recognise their own success through the success criteria.</p>	<p><b>Markers for Assessment</b></p> <p><u>Sequence at least six actions including:</u> Counterbalance Counter tension balance Rolling Travelling Jumping and landing <u>Quality of movement</u> Good extension Move fluently into and out of counterbalance and counter tension from other actions using the apparatus. <u>Performance</u> Perform in canon. Perform in Unison. <u>Include in sequence:</u> Change of level, direction &amp; speed</p>	<p><b>Below</b></p>	<p><b>Above</b></p>
<p><b>Prior Knowledge</b></p> <ul style="list-style-type: none"> <li>Pupils have completed Y5 gymnastics unit 1 – developing strength, control, balance and technique.</li> </ul>	<p><b>Vocabulary</b></p> <p><b>hop, skip, jump, run, run forwards backwards, sideways</b> <b>quality, movement, extension, balance, counter balance, speed, direction, speed, counter tension, mirrored balance, matched balance, canon, unison, level</b></p>		
<p><b>Prior Skills</b> 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 counterbalance and counter tension. To perform a range of counter-tension actions with a partner. To create a gymnastic sequence with counterbalances and counter tension with a partner.</p>			
<p><b>Questions (potential ‘hook’ questions for lessons)</b></p> <ul style="list-style-type: none"> <li>What is the difference between canon and unison?</li> <li>How does your sequence use changes of direction, speed, levels and use of space?</li> <li><b>SAFETY</b> - What aspects of safety did you consider when working with your partner on the apparatus?</li> <li>Why is it important to take turns when moving on the apparatus?</li> <li>Which parts of the sequence did you perform well?</li> </ul>	<p><b>Cross-Curricular/Enrichment</b></p> <p><b>SCIENCE</b> Forces – balance and counterbalance, tension, actions and reactions, opposing forces. <b>PSHE</b> - Trust and relationships <b>Diamond 9</b> Collaboration</p>		