

Physical Education Knowledge Organiser

Year 5 Gymnastics

National Curriculum links: to develop flexibility, strength, technique, control and balance

Key values and vocabulary	Learning	Breakdown of skills/success criteria
<p><u>Values</u></p> <ul style="list-style-type: none"> · Communication · Trust · Evaluation <p><u>Vocabulary</u></p> <ul style="list-style-type: none"> · space · apparatus · agility · sequence · control · travel · support · extension · co-ordination · accuracy · flow · counter-tension · acrobatic 	<p style="text-align: center;">Previous learning</p> <p>In year 4, children will master fundamental movement skills and start to develop sport specific skills performing them with consistency, accuracy and some control. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands · Balance – large body parts, dish and arch, one-foot balance. · Jump – different shapes when jumping, jump ¼ and ½ turns. · Rolling – basic rolls · Apparatus <p style="text-align: center;">Year 5 learning</p> <p>In year 5, children will continue to develop sport specific skills and perform with consistency, accuracy, confidence and control. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands · Balance – partner balance (counter balance) · Jump – different ways of jumping and landing with shape · Rolling – basic rolls · Apparatus 	<p><u>Aim and success criteria of educational gymnastics for year 5</u></p> <ul style="list-style-type: none"> · Children will develop a wider range of actions and use their skills and agility individually and in sequence with a partner, with the aim of showing as much control and precision as possible. · Children will create longer sequences using their knowledge of compositional principles with a partner to perform paired balances for an audience. <p><u>Breakdown of skills</u></p> <p>Hopping</p> <ul style="list-style-type: none"> · Non-hopping leg is used to support take off and momentum of the hop with a rhythmical action · Greater body lean · Arms are co-ordinated with take off · Lands and pushes off from the ball of the foot · Hopping is rhythmical and continuous <p>Skipping</p> <ul style="list-style-type: none"> · Step-hop pattern is co-ordinated and smooth · Arms are used rhythmically in opposition to legs · Low vertical lift on hop · Land on ball of foot <p>Side gallop</p> <ul style="list-style-type: none"> · Rhythmical smooth action · Weight on balls of feet
<p style="text-align: center;">Key knowledge</p>	<p style="text-align: center;">Future learning</p>	
<p>Children will need to understand how to develop sports specific skills.</p> <p>They will learn how to perform with co-ordination, accuracy and strength.</p>	<p>In year 6, children will continue to develop sport specific skills and perform them with consistency, accuracy, confidence, control and speed. These will be assessed through developing physical skills including;</p> <ul style="list-style-type: none"> · Travel – feet and hands · Balance – partner and group balance (counter balance) · Jump – different ways of jumping and landing with shape 	

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- *Rolling – basic rolls*
- *Apparatus*

- *Body faces front*
- *Rear leg lands adjacent to or behind front foot*
- *Low vertical lift*

Jump

- *Arms swing back behind body in preparation*
- *Crouch is deeper and more consistent*
- *Arms swing forward with force during take-off and reach high*
- *Full extension of legs and feet at take off*
- *Body leans forward at landing*

Supporting re sources

Hopping



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Skipping



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Side gallop



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Standing jump



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