Year 5 – Gymnastics Unit 1

Knowledge Organiser

Prior Learning

Have become more confident to perform skills consistently. Can work to improve sequences and individual actions. Can work in groups and aim to perform sequences in time with others. Can make changes to sequences using compositional ideas.

Unit Focus

Create longer and more complex sequences and adapt performances. Take the lead in a group. Develop symmetry. Compare performances and judge strengths and areas for improvement. Select a component for improvement.

We are learning...

1. the key steps to perform a round-off.
2. to create and perform a partner sequence using symmetry.
3. to create and perform a partner sequence using asymmetry.
4. to perform a counter-balance with a partner.
5. to perform smooth transitions between counterbalances using different levels.
6. to evaluate each other's work and suggest improvements.

Key Questions

1. What makes a performance aesthetically pleasing?
2. How can you be a good partner in counterbalances?
3. Why do you need good communication with a partner or group?

Equipment

Mats, hoops, cones, wall bars, beanbags, low apparatus, action cards, tabletops.

Vocabulary

Symmetry, asymmetry, sequences, combinations, direction, speed, partner, asymmetrical, symmetrical, aesthetics, counterbalance.

Concepts

A counterbalance is created when one weight balances another. The counterbalance allows a person to stay balanced even when their centre of gravity moves. With a partner, a counterbalance can be created by pulling/holding or pushing.

Assessment Overview

Head - Select a component for improvement and use guidance from others.
Hand - Attempt to perform more complex skills in isolation, such as round-off.
Heart - Work responsibly in trust exercises and when counterbalancing.