

## Year 5 Gymnastics Unit 3

### National Curriculum objectives

Develop flexibility, strength, technique, control and balance.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Key Learning

- Perform a range of routines with rolling; including jumping rolls, build into rolling from and into a pike position
- Perform both a stag jump and a split leap
- Progress from a cartwheel to a perform a round-off
- Perform Cat Springs
- Perform forwards and backward rolls with a range of entrances and exits
- Learning a headstand, transitioning into a forward roll and incorporating as part of a routine
- Vault safely with a range of entrances and exits and then into rolling, building up to various landings on and over a vault
- Plan a sequence of movements on apparatus both individually and as a group, in time with each other to form a routine

### Equipment

- Cones
- Gymnastic mats
- 4 Bibs
- Beanbags
- 15-30 Hoops

### Key Questions

How could you improve further for next time?

What can we do to keep ourselves and others safe?

What are the STEPS? Can you recap these to your partner?

How can we roll safely?

### Key Vocabulary

**Abdominals:** The part of the body between the chest and the hips, which is strengthened with muscles.

**Cat springs:** Jump forwards to take weight on hands and arms. Hips are kept high and feet are brought to outside of hands

**Caterpillar walks:** Front support, walk feet to hands and then hands away from feet (aim for straight legs)

**Core strength:** Control and strength of the muscles and movement of your abdominals and back.

**Entrance & exit:** To start a performance, an entrance is how you mark the beginning and the exit is how to end your routine, e.g. 3 second balance.

**Flight:** Being/travelling in the air.

**Fluidity:** How well balances and movements are linked together, i.e. do they flow as seamlessly as liquid?

**Front support:** Lie on front, hands by shoulders, fingers pointing forwards. Press up to straight arms, keeping body tense and straight.

**Low level:** Being low to the floor.

**Medium level:** Being at waist height.

**Narrow:** To become or make less wide, opposite to wide.

**Partner sequence:** Performing a series of movements with a partner.

**Performances:** Performing routine/sequence to an audience.

**Pike:** A position with the body bent forward at the waist with the legs kept straight.

**Reach:** Outstretching arms to extend them.

**Rolling:** rotate in a tuck shape, e.g. **forwards roll** (forward direction) and **backwards roll** (backward direction).

**Squat:** Movement where you lower your hips from a standing position and then stands back up.

**Straddle:** A body position where the body faces forward and the legs are spread far apart to the side.

**Stretch:** Extend muscles in the body by twisting or extending body parts e.g. arms, legs or waist.

**Thrust:** The act of pushing with force.

**Tuck shape:** Making yourself small, into a ball shape and hugging your knees to your chest.

**Vault:** To perform an acrobatic jump over a vaulting horse or a vaulting platform.

**Weight on hands:** Placing body weight on hands, to help balance or to hold a handstand.

**Wide:** Opposite of narrow, to have more distance from one side to the other

### Safety

- Remove all jewellery including earrings
- Long hair must be tied back
- (safety) Mats used one between two or one per pupil
- Use correct techniques
- Complete a warm-up and cool-down