

KNOWLEDGE

Competent learner:

Demonstrate effective leadership
Demonstrate improvements to their work
Demonstrate originality, imagination and creativity in techniques, tactics and choreography
Perform and link skills with control and consistency
Perform/complete fundamental sports skills with control

Active & healthy learner:

Clearly understand how personal fitness can improve performance
Demonstrate sustained levels of fitness
Remain active for sustained periods of time

Reflective learner:

Consistently improve their work
Describe and comment on their own and others' performance with accuracy of actions
Know what has made their performance effective

Engaged learner:

Compete respectfully and fairly following rules
Eagerly participate in every PE/Sport lesson displaying excellent sporting attitudes
Effectively communicate and collaborate with each other
Work independently for extended periods of time without the need for guidance

Disciplined Learner:

Demonstrate self-discipline in all tasks
Show a positive attitude throughout the lesson
Be kind, respectful and considerate when working with others
Show support for their peers
Take responsibility for their own behaviour

SKILLS

Agility

Moving the body from one position to another (changing direction).

Balance

Centre of gravity over the base of support.
Counterbalancing with another person or group.

Co-ordination

Synchronising limbs when performing an action.

Locomotion:

Pathways – forwards, backwards, sideways and diagonally.
Turn – change direction: quarter, half, full
Shape – movement of the body to create a shape (pike, straddle, star, straight, tuck).
Leap – jump from one foot to another foot.
Level - change height (high, mid, and low).

Rotation:

Roll – backwards roll
Jump – on, off, over apparatus, linked jumps
Cartwheel – rotate over hands

Sequencing

Connecting Movements – thinking about level and direction
Transition - move from one movement to another seamlessly.
Evaluation – consistent checking and adaptation of movements.
Style – adapting own personal creativity to a sequence.

Apparatus:

Small – using objects when moving and balancing
Large – Balance and move on, over and under apparatus

Working together:

Mirroring, Matching and Linking – Creating movements together
Canon – one child moving followed by another and another like a Mexican wave.
Synchronisation – moving together at the same time to create effect

EXPERIENCES

Working alone, in pairs, small groups and as a whole class. Performing parts of a sequence and entire sequences to small groups and to the class. Using creative ideas to design new sequences. Using the vocabulary and terminology of Science and Humanities subjects within the routine. Using video to capture and critique own and others performance.

Year 5 | Gymnastics

KEY VOCABULARY	ASSESSMENT
Assessment areas	Expected
Improve own and others' performance	Take charge demonstrating respect, encouragement, and effective communication skills to own group.
Performing a range of skills	Show noticeable progress in performing actions and decision making.
Take the lead in a range of situations	Supporting the group to make decisions to improve work.
Creativity and imagination in choreography	Are inventive with their movements individually and in a group with mixed success.
Improve own and others' performance	Take charge demonstrating respect, encouragement, and effective communication skills to own group.
Personal fitness	Can relate to strength, flexibility and stamina and discuss how this would improve performance
Demonstrate sustained levels of fitness	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration
Consistently improve	Analyse own performance and provide relevant specific actions to improve their work
Comment on own and others' performance	Provide specific feedback and offer technical guidance to support, when prompted
Know effective performance	Review performance and identify any strengths, commenting on why they were a strength
Compete respectfully and fairly	Show increasing respect and fair play when an activity is judged by a peer
Sporting attitude	Demonstrate enthusiasm before, during and after each lesson, without external influences such as losing a game
Communicate and collaborate	Actively encourage and motivate all in group/team, despite friendships
Work independently	Keep an activity flowing with a designated judge or lead is in place
Self-discipline	Do not allow influences such as loss or conflict affect participation or behaviour
Positive attitude	Keep an open mind to trying different tasks or equipment in lesson
Consideration for others	Demonstrate respect and fair play by shaking hands and congratulating others when they win and lose
Supporting peers	Show understanding and encouragement when someone makes a mistake
Taking responsibility	Can discuss and/or demonstrate accountability if or when behaviour does not meet expectations
Additional key vocabulary	Definition
Cartwheel	Rotate over hands
Handstand	Balance on hands holding body weight
Competition	Performing under competition conditions