

# YEAR 5

	EFYS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<b>Gymnastics GENERAL</b>	<p>The three <b>Prime ELGS</b> of Communication and Language, PSED and Physical Development provide the foundations of which all other learning is built upon.</p> <p>Particularly:</p> <p><b>Gross Motor Skills ELG</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p><b>Travel</b> in different ways</p> <p><b>Stretch</b> in different ways</p> <p>Begin to <b>balance</b> with control</p> <p>Move around, under, over and through different objects and equipment</p> <p>Create a short <b>sequence</b> of movements</p>	<p>Move with increasing <b>control and care</b></p> <p>Climb onto and jump off equipment safely</p> <p>Hold a shape still whilst balancing on different points of the body</p> <p>Link <b>actions</b> to make a sequence</p> <p>Copy, explore and remember actions to make their own <b>sequence</b></p>	<p>Link combinations of actions with increasing confidence, including changes of <b>speed, direction and level</b></p> <p>Move with <b>co-ordination</b> control and care</p> <p>Begin to show <b>flexibility</b> in movement</p> <p><b>Compose</b> movement sequences independently and with others</p>	<p>Create a <b>sequence</b> of actions to fit a theme</p> <p>Move with <b>clarity, fluency and expression</b></p> <p>Show changes of direction, speed and level during a performance</p> <p>Carry out balances, recognising the position of their centre <b>gravity</b> and how this affects the balance</p>	<p>Select ideas to <b>compose</b> specific sequences of movements, shapes and balance</p> <p>Apply skills and techniques consistently</p> <p>Confidently develop the placement of their body parts in balances, recognising the position of their centre of gravity and where it should be</p>	<p>Create their own complex sequences</p> <p>Demonstrate <b>precise</b> and controlled placement of the body parts in their actions shapes and balances</p> <p>Apply skills and techniques consistently</p>

## COMPOSITES

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

## COMPONENTS

1	2	3	4	5	6	End Point
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<b>PROGRESSIVE VOCABULARY</b>	extension skill control counter balance push	extension skill control counter balance push movement	extension skill control counter balance push movement sequence	extension skill control counter tension pull	extension skill control counter tensions pull movement	extension skill control counter balance push counter tensions pull movement perform	Articulate and recognise subject specific vocabulary
<b>CURRICULUM EXPERIENCES</b>						Competition	
<b>END POINT</b>	The focus of the learning is to apply "excellent gymnastics" to everything pupils do, and explore the new concept of counter balance	The focus of the learning is to transfer the counter balances pupils created onto apparatus and explore how to move out of them and off the apparatus.	Start with a counter balance on apparatus, move out of them, and travel to a new piece of apparatus, forming the start and middle section of a sequence.	The focus of the learning is to apply, "excellent gymnastics", to everything pupils do, and explore the new concept of counter tension	Start with a counter balances on apparatus and move out of them. Travel to a new piece of apparatus creating a counter tension balance to end the sequence	The focus of the learning is to perform their completed sequences	The focus of the learning is to perform their completed sequences showing counter tension and counter balance balances.

