

Y5 Gymnastics Unit 5 End of Unit Assessment

Expectations	Key Learning Objectives	Children outside expectations
some children will not have made so much progress. They will be able to:	with help, make up sequences that include contrasting actions, shapes and balances, and usually one dynamic; practise and refine actions, shapes and balances; repeat their sequences successfully; give reasons for warming up; follow others through a range of whole body exercises and stretches; watch, compare and contrast others' performances	
most children will be able to:	create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed; choose actions, body shapes and balances from a wider range of themes and ideas; adapt their performance to the demands of a task, using their knowledge of composition; understand the need for warming up and working on body strength, tone and flexibility; lead small groups in warm-up activities; use basic set criteria to make simple judgements about performances and suggest ways they could be improved	
some children will have progressed further. They will be able to:	make up longer, more complex sequences, including contrasting actions, shapes, balances and dynamics; easily adapt sequences from one situation to another; take the lead in a group when preparing a sequence for performance to an audience; practise and refine their own work; show clear individual movements; transfer smoothly from one movement to another; lead warm-up activities; judge the strengths and weaknesses of performances, and choose a single focus for improvement	

Class:

Date:

Signed:

Seamer and Irton CP School – Knowledge Organiser

PE Topic: Gymnastics Unit 5

Year 5

Prior Knowledge – Gymnastics unit 4

Pupils should have:

- made a sequence of contrasting actions, *eg two jumps and two balances*
- improved their work by demonstrating extension and body tension, controlled landings, and clear changes of speed and flow in sequence work
- adapted their work to the needs of a partner

Key knowledge I need to understand

In this unit children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform. In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence, with the aim of showing as much control and precision as possible.

Pupils will:

- create, practise and refine longer, more complex sequences for a performance, including changes in level, direction and speed;
- choose actions, body shapes and balances from a wider range of themes and ideas;
- adapt their performance to the demands of a task, using their knowledge of composition;
- understand the need for warming up and working on body strength, tone and flexibility;
- lead small groups in warm-up activities;
- use basic set criteria to make simple judgements about performances and suggest ways they could be improved

How I will show what I have learned

Pupils can:

PERFORM ACTIONS IN AND OUT OF ROLLS.

CREATE SEQUENCES THAT HAVE CHANGES OF SPEED AND LEVEL.

SELECT THE MOST APPROPRIATE WAYS TO TRAVEL FROM ONE BALANCE TO ANOTHER.

LEAD OTHERS IN A STRETCHING ROUTINE TO PREPARE FOR GYMNASTICS.

PERFORM A RANGE OF BALANCES WITH A HIGH LEVEL OF CONTROL AND ACCURACY.

HOLD DIFFERENT POSITIONS WHEN BALANCING AND USE DIFFERENT SHAPES TO EXPRESS A GIVEN THEME/MOOD.

What's next?

This unit lays the foundations for gymnastics in year 6, when children will use low apparatus with a partner. They will arrange the apparatus responsibly, without direct supervision. In both gymnastics and dance, they will spend longer using their knowledge of compositional principles to adapt and develop their sequences. They will perform their work for an audience. They will also watch performances and begin to make simple judgements against a set of criteria, suggesting ways that work could be improved.

In other physical education units, children will concentrate on putting together performances in groups. They will learn more about organisation and composition and be expected to become more fluent in their movements.

What vocabulary I need to know

In this unit children will have an opportunity to use a range of words and phrases, such as:

asymmetry,

symmetry,

display,

matching,

flight,

feet

apart,

feet

together,

crouch,

inclined



Key resources: Scheme of Work

Y5 Gymnastics unit 5

Additional related experiences: