**Year 5 P.E. Curriculum – Spring Term 1**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**   To be able to perform symmetrical and asymmetrical balances.  To develop the straight, forward, straddle and backward roll.  To be able to explore different methods of travelling, linking actions in both canon and synchronisation.  To be able to perform progressions of inverted movements.  To explore matching and mirroring using actions both on the floor and on apparatus.  To be able to create a partner sequence using apparatus. | | **Keyword** | Definition | stable | To stay steady when performing | | **Geography** –  **PSHE** – staying safe, teamwork  **History –**  **English** –  **Maths** – Symmetry, asymmetry , sequencing  **Science –** Human growth |
| canon | A section of movement that consists of one phrase | Momentum | The motion your body is moving in | |
| Synchronisation | To work in time with others |  |  | |
| symmetrical | Both sides are performing exactly the same |  |  | |
| Asymmetrical | Both sides do not match up |  |  | |
| Body tension | Tense your body to remained balanced |  |  | |
| **Prior Learning:**   To develop individual and partner balances.  To develop control in performing and landing rotation jumps.  To develop the straight, barrel, forward and straddle roll.  To develop the straight, barrel, forward and straddle roll.  To develop strength in inverted movements.  To be able to create a partner sequence to include apparatus. | | | | **Future Learning:**  To be able to develop the straddle, forward and backward roll.  To develop counter balance and counter tension.  To be able to perform inverted movements with control.  To be able to perform the progressions of a headstand and a cartwheel.  To be able to use flight from hands to travel over apparatus.  To be able to create a group sequence using formations and apparatus. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To perform symmetrical and asymmetrical balances | Social: To work safely when working with others.  Emotional: To be confident to share my ideas.  Thinking: To make simple judgments about performances and suggest ways they could be improved. | | | | | Use strong body tension to keep your balances stable. | |
| To perform interesting symmetrical and asymmetrical balances using apparatus | Social: To work safely when using apparatus.  Emotional: To be confident to share my ideas.  Thinking: To make simple judgments about performances and suggest ways they could be improved. | | | | | Use strong body tension to keep your balances stable. | |
| To develop the straight, forward, straddle and backwards roll | Social: To support others and help them to learn.  Emotional: To persevere when developing a skill.  Thinking: To observe others and provide feedback on their performances. | | | | | Use momentum to help you roll. | |
| To develop the straight, forward, straddle and backwards roll into a sequence | Social: To support others and help them to learn.  Emotional: To persevere when developing a skill.  Thinking: To observe others and provide feedback on their performances. | | | | | Use momentum to help you roll.  To work as a group to create a sequence | |
| To explore different travelling actions using | Social: To work with others to create a sequence.  Emotional: To be confident to share my ideas.  Thinking: To identify the impact canon and synchronisation has on performances. | | | | | Canon - moving one after the other.  Synchronisation - moving at the same time. | |
| To explore different methods of travelling, linking actions in both canon and synchronisation | Social: To work collaboratively, listening and sharing ideas.  Emotional: To be resilient if my idea is not used.  Thinking: To identify where to use canon and synchronisation for the best outcome. | | | | | Canon - moving one after the other.  •Synchronisation - moving at the same time. | |