



### Aims and skills:

In this unit, children will build upon previous skills from Years 3 and 4. The aim by the end of the sessions is for the children to create a sequence (set of moves one after the other). This will happen in pairs, working together and will contain many elements such as different ways of travelling, balances, mirroring, changes in speed and in level (see key vocabulary for explanation). Gymnastics helps to develop strength and flexibility, as well as supporting our mental well-being-relieving tension, developing focus of the mind and having a strong sense of achievement if we overcome a challenge.

Children will work individually, in pairs and in small groups throughout this unit. They will be asked and awarded if they show examples of some of the key values below:

### Spirit of the Games Values



### Key vocabulary:

**Asymmetrical-** The opposite balance on each side of the body.

**Symmetrical-** An identical balance on both sides of the body.

**Travelling-** A way of moving around a space. This could be simple such as walking or rolling, spinning, sliding or tumbling.

**Balance-** The ability to stay upright or stay in control of body movement.

**Sequence-** More than one balance or movement repeated one after the other.

**Tension-** When one person might bear their own weight or the weight of another and hold it.

**Canon-** When performers move one after the other.

**Synchronization-** When performers perform the same skills and actions at the same time.

### Key Questions:

- How does gymnastics make you feel physically?
- How does gymnastics make you feel mentally?
- What is your favourite balance in gymnastics? Why?



## Gymnastics

**Apparatus-** this is the equipment that will be used.

### Floor mats



### Benches



### Balance beam



### Horse box

