



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 that children will create a sequence (set of moves one after the other). This will happen in small groups, working together. It will contain many elements such as different ways of travelling, balances, counter- balances, 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 on 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



These 6 values identify what school sport and competition should be about.

Key vocabulary:

Level- the height at which you perform a movement. High (standing upright or on tip-toes), medium (crouching or on hands and knees) or low (on the floor).

Flight- movements which involve a person leaving the floor, mostly by jumping or leaping.

Travelling- a way of moving around a space. This could be simple walking or rolling, spinning, sliding, tumbling and so on.

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

Counter- balance- a balance created against the weight of another person. You use each other to create a joint balance.

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

Key questions:

- How does gymnastics make you feel physically?
- How does gymnastics make you feel mentally?
- Why?
- What are the most important School Games values in gymnastics?



Gymnastics

Apparatus- this is the equipment that will be used.

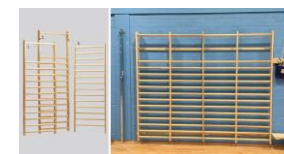
Floor mats



Benches



Wall- mounted bars



Balance beam



Horse box

