ST LAWRENCE C.E. PRIMARY SCHOOL SUBJECT MANAGER OVERVIEW

SUBJECT: PE UNIT: I have a Dream CONCEPT: Conflict YEAR:5

BIG QUESTION	How do you create a successful gymnastic routine?	
END OF UNIT OUTCOME	Children create a gymnastic routine that contains some or all the elements learnt in the unit	
NC OBJECTIVES	• Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best	
WEEK	**KEY KNOWLEDGE**	**RESOURCES**
1	• complete variety of **balances** (e.g. v sit, shoulder stand, headstand, handstand, splits, bridge, plank, side plank). • mirror and match a partner's balance. • perform a **symmetrical** balance with a partner. • perform an **asymmetrical** balance with a partner.	
RICH TASKS	****Benches, mats, agility stalls,**** Begin by practising balances independently - include v sit, shoulder stand, headstand, handstand, splits, bridge, plank, side plank In pairs - mirror and match balances. Introduce terms symmetrical and asymmetrical and look at examples from cards. Come up with short sequence with partner that includes both symmetrical and asymmetrical balances, both on and off equipment Build to include balances that involve pushing/ pulling against partner and handstands (supporting each other)	Balance cards
2	• a **rotational jump** is when you take off from the ground with two feet, rotate 360 degrees in the air and land with two feet. • how to land rotational jumps with control. • create symmetrical and asymmetrical balances in the air as you jump off an agility stall. • the different **apparatus** that can be used (mats, benches, agility tables and the wall bars).	
RICH TASKS	****Benches, mats, agility stalls, wall bars**** Practise last week's balances.	Jump cards

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	Introduce jumps from cards and practise independently, focusing on body shape in the air and before and after take off. Practise rotational jumps from the ground and then from equipment. Put together short sequence with a partner which involves 3 balances and 3 jumps	
3	• Perform a variety of rolling actions to travel (sideways roll, pencil roll, circle roll, cartwheel). • Perform rolling actions using a mat or low apparatus (e.g. a bench). • Perform a **circle roll** starts on the floor with your legs split and your hands on your thighs and you move your body in a circle. • Perform a **cartwheel** is a sideways movement and is performed by bringing the hands to the floor one at a time while the body turns. • Use a partner to help you complete a variety of rolls. • Travel at different speeds and pathways. • Know there are different entry and exit points when travelling.	
RICH TASKS	****Benches, mats **** How can we travel in gymnastics? Share ideas. Ask children to model egg roll, pencil roll, dish roll, circle roll (see cards). Practise - look at different pathways, entry/ exit points. Use videos to show slowed down cartwheel. Practise one house at a time, others to watch and give advice. Create a matching sequence of balance, travel, jump, balance	Roll cards
4		
RICH TASKS	****Benches, mats, agility stalls, wall bars **** Review learning of balances, jumps, rolls, mirroring and matching. Look at elements above which must be considered when creating a sequence. Watch the first routine from the world pairs gymnastics finals- and focus on how they have worked as a pair to mirror/ match in sync. Look at the way they hold their body positions in balances and that every movement is part of the routine.	https://www.youtube.com/watch?v=iRN-IypGaEU

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	Give children key elements for their routine. Build step by step.	
5	• comment and **analyse** a performance. • suggest aspects for improvements.	
RICH TASKS	Perform routines for others to watch. Give constructive feedback on the elements of gymnastics that has been successful/ needs further practise. Children then make adjustments to routines and finalise their final routine.	
6	Revision of key knowledge	
END OF UNIT OUTCOME	Children perform routines to Buddy class. Buddy class share views.	