

Year 5

Subject PE-Indoor

Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>• Key Skills: Gymnastics (10 weeks)</p> <ul style="list-style-type: none"> <li>• To explore balances and other actions showing twisted shapes (Lesson 1)</li> <li>• To combine and link two balances, twisted and not, with travelling actions (Lesson 1)</li> <li>• To choose a pathway to perform a sequence on (Lesson 1)</li> <li>• To improve their performance using self-assessment (Lesson 1)</li> </ul> <ul style="list-style-type: none"> <li>• To explore mirroring a partner using different actions on the floor and apparatus (Lesson 2)</li> <li>• To select and link up to six different actions mirroring a partner, including twisted shapes on the floor and apparatus (Lesson 2)</li> <li>• To replicate a partner’s sequence (Lesson 2)</li> <li>• To identify their own focus for improvement (Lesson 2)</li> </ul> <ul style="list-style-type: none"> <li>• To explore matching the pathway of a partner (Lesson 3)</li> <li>• To perform set actions on matched pathways (Lesson 3)</li> <li>• In pairs, to combine matching pathways with a series of set actions (Lesson 3)</li> <li>• To lead a simple warm up (Lesson 3)</li> </ul> <ul style="list-style-type: none"> <li>• To perform swinging gestures (Lesson 4)</li> <li>• To explore and perform swinging gestures to initiate movement (Lesson 4)</li> <li>• To transfer skills to perform swinging gestures on apparatus (Lesson 4)</li> <li>• To move suddenly (Lesson 4)</li> </ul>	<p>Key Skills Dance Olympics (6 weeks)</p> <ul style="list-style-type: none"> <li>• To respond freely to the music and stimuli using controlled movements and patterns.</li> <li>• To explore ideas imaginatively, including actions, dynamics, space and expression.</li> <li>• To improvise athletic poses freely on their own.</li> <li>• To use the movement vocabulary on the Olympic cards to support their movement phrases.</li> </ul>	<p>Key Skills</p>

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| <ul style="list-style-type: none"><li>• To move out of balances into different finishing positions (Lesson 5)</li><li>• To explore, select and link different balances and finishing positions with travelling actions (Lesson 5)</li><li>• To teach an idea to partner or small group (Lesson 5)</li><br/><li>• To combine moving out of balances into different finishing positions mirroring a partner (Lesson 6)</li><li>• To make simple contact with a partner(Lesson 6)</li><li>• To perform a straddle shape (Lesson 6)</li><li>• To lead a simple warm up (Lesson 6)</li><br/><li>• To competently perform a cartwheeling action at their own stage of progression (Lesson 7)</li><li>• Incorporate a cartwheeling action into a sequence using a piece of small apparatus (Lesson 7)</li><li>• Demonstrate contrasts in body shape into a sequence (Lesson 7)</li><li>• Link actions together showing two different methods to make a sequence (Lesson 7)</li><br/><li>• Perform a handstand action at their own stage of progression (Lesson 8)</li><li>• Understand the technique of a good handstand</li><li>• Work with a partner to move into and out of their handstanding activities (Lesson 8)</li><li>• Perform a sequence containing inversion skills of handstanding and cartwheeling with rolling and contrast in body shape (Lesson 8)</li><br/><li>• To explore using different actions moving into the same and different balances (Lesson 9)</li></ul> |  |  |
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<ul style="list-style-type: none"> <li>• To select and combine three different actions into three different balances (Lesson 9)</li> <li>• To transfer their learning onto the apparatus (Lesson 9)</li> <li>• To interpret another’s record of their sequence on the floor or apparatus (Lesson 9)</li> <li>• With a partner, perform contrasting actions showing the same dynamic on the floor and apparatus (Lesson 10)</li> <li>• To teach ideas to others (Lesson 10)</li> <li>• To perform to a whole class (Lesson 10)</li> <li>• To know where to improve for themselves (Lesson 10)</li> </ul>		
<p>Learning and Activities</p> <p>*Children to show balances they can do on various body parts. Can they tell you what makes a good balance? Perform a balance on two hands and one foot and introduce a twisted shape to the balance</p> <p>*Explore other balances using twisted shapes</p> <p>*Select two different balances – perform one with and one without a twist</p> <p>*Select one or more ways to travel. Link four balances with travelling actions alternatively i.e. travel-balance-travel-balance</p> <p>*Practise three balances on one foot (using both feet) showing a different twisted shape each time. Hold for 3 counts step onto other foot, hold for 3 counts, return to starting foot and hold for 3 counts</p>	<p>Learning and Activities</p> <p>*As a class talk about the feelings of the athletes as they walk into the Olympics – how would they be feeling? (Proud, nervous, excited etc.) Play the Fanfare music and ask pupils to move around the area showing these feelings. Can they move, freeze, wave, look around etc. Pick out good examples for all to try. Find lots of different ways of moving in to the sports stadium.</p> <p>* In small groups (4-6). Each group to take one of the throwing cards. In groups create 4 different movements to represent the throwing event on their card using the key words to help them. They must include the throwing action. Each group to practise their 4 moves, deciding on the order. Groups to create a set movement phrase showing their throwing action.</p>	<p>Learning and Activities</p>

\*In pairs, children practise balances and actions directed by the teacher, mirroring each other exactly e.g. balance on different levels, weight on hands, a log roll, a jump with a star shape, a slide, a spin, walk towards each other . Introduce twisted shapes into the actions.

\*Children to link four-six different mirrored actions, two of which should be twisted shapes

\*With a partner, to walk 'matching pathways' (use resource card xx to help) Select other pathways and explore ways of combining them . Observe another couple and record their 'matched pathway' and partner relationships

\*Experiment with swinging gestures of the arms to initiate a jump for height, for length, turning. Explore swinging other body parts e.g. legs

\*Link together 4-6 actions using swinging gestures. Add variations to the sequence and consider which actions flow best from one to another.

\*Children to observe each other looking for specific things e.g. is there a change of level; children to be given a different focus

\*Find ways of moving 'out of' a balance on one knee and two hands into different finishing positions; repeat from balances on one foot, knees and seat

\*Choose a balance they like and explore moving out of it in different ways. Link two different balances and ways of moving out of them into two different finishing positions; the sequence will be on the spot so to think of ways to make the sequence interesting

\*Play the music and remember ways from last week of moving into the stadium. Perform their own movements altogether.

\*Look at the whole body – how are we moving our different body parts. Take each movement and improve the quality of movement by involving the whole body. Perform with music.

\*Give groups time to explore these different ways and to choose how to perform their moves. Remind them to stick to their 4 original moves (adapting where needed).. Give the pupils time to practise and repeat their phrase.

\*Play music and encourage pupils to individually make up movements to represent the marathon. Look for good examples – stop and get everyone to try these movements.

\*Choose 2-4 different moves and get the whole class to perform these together using expression and gesture. Practise these actions together as a whole class to music. Repeat them.

\*Show pupils the relationship card from last week – how could the whole class perform these moves? Show pupils different ways of performing these moves;

Pupils in lines at the back of the hall (2-3 lines). 1<sup>st</sup> line moves forward starting with the first movement and then freezes in a position near the front. 2<sup>nd</sup> line starts just after 1<sup>st</sup> line and the 3<sup>rd</sup> line just after the 2<sup>nd</sup>. When they are not moving they should freeze in a suitable position.

\*Pupils to suggest some movements to demonstrate wrestling.

\*All children to show you a straddle shape; can children show you a variety of straddle shapes; emphasise the use of body tension so legs are straight

\*Explore ways of making simple contact with your partner when performing balances e.g. hands to hands, back to back

\*In pairs, link three different mirrored balances and finishing positions; one balance must show a straddle shape and one a simple contact. Include a change of speed, level and direction of relationship

\*Practise, refine and perform a final presentation

\*Sit in a wide straddle position; rock backwards to shoulders then roll forwards to resume a straddle sit position, maintaining piked straddle position

\*Using a hoop or 'clock face' recap cartwheeling action around or across the circle. Try cartwheeling around the circle keeping tummies over the middle of it. Extend cartwheeling by using a piece/s of apparatus – go over, onto, off, alongside or across it.

\*Using your preferred apparatus compose a sequence which contains a cartwheeling action with two different gymnastics actions showing contrasting body shapes

\*Perform to others in the group, refine using comments and perform

\*Work through progressions of a handstand type actions starting with a bunny hop; children to hold still when hips are over shoulders

\*In pairs pupils to create 4 moves to represent wrestling. Pupils need to consider how to perform with a partner – they don't have to do exactly the same movement – they actions need to complement each other and demonstrate wrestling.

\*Show the pupils the event card: Chariot Racing. Explore the words on the card as a class – how can they represent these in movements? Teach the pupils how to move chaotically – but still showing control e.g. twists turns, speed, moving in and around each other.

\*Choose 2-4 different moves and get the whole class to perform these together using expression and gesture. Practise these actions together as a whole class to music. Repeat them.

\*Show pupils different ways of performing these moves;

Pupils in lines at the back of the hall (2-3 lines). 1<sup>st</sup> line moves forward starting with the first movement and then freezes in a position near the front. 2<sup>nd</sup> line starts just after 1<sup>st</sup> line and the 3<sup>rd</sup> line just after the 2<sup>nd</sup>. When they are not moving they should freeze in a suitable position.

All pupils performing the set moves in the same order but at different times – all spread out around the hall. When they are not moving they should be frozen in a set position.

Pupils in 2 lines at the back of the hall – 1 line moves forward in a set move and then freezes, 2<sup>nd</sup> line moves forward in a set move overtaking the 1<sup>st</sup> line and then freezes.

<p>*All children to demonstrate a front support position, body straight and strong, bottom down, head in line with body not looking up</p> <p>*In pairs explore ways of using each other to perform front support positions gradually working up to a handstand e.g. #1 on hands and knees #2 places feet on lower back and performs a front support position; #1 on hands and feet making a V shape, bottom in air (downward dog yoga pose) #2 places feet on bottom and performs a front support type position with feet high than head; #1 sits in a straddle position #2 performs a full handstand with #1 supporting at the hips</p> <p>*Children to move into a balance on two hands and one knee from a roll; from a slide on tummy; from a spin on seat</p> <p>*Link three different actions used to move into three different balances; the sequence will be on the spot so to think of ways to make the sequence interesting</p> <p>*Children to record their sequence using words, symbols, diagrams. Evaluate their sequence and decide where improvements could be made</p> <p>*Practise, refine and perform a final presentation i.e. starting in a still position, all starting together and when finished hold still until told to rest</p> <p>*In pairs, one to jump and one to balance, both showing a star shape</p> <p>*In pairs, one child to skip quickly in the space and one to skip quickly on the spot; can they name the common dynamic i.e. speed</p>	<p>Can the pupils think of any other ways of the whole class performing these set moves?</p> <p>Choose 1 way of performing the set moves. Practise the moves in this set way Refine movements as needed. Recap with the pupils the different stages of their dance:</p> <ul style="list-style-type: none"> <li>Coming into the stadium</li> <li>Throwing</li> <li>Marathon running</li> <li>Wrestling</li> <li>Chariot racing</li> </ul> <p>*Pupils to practise each stage.</p> <p>*All perform some stretches to the music – using clear controlled actions</p> <p>*Challenge the pupils to consider how to link each section of the dance:</p> <ul style="list-style-type: none"> <li>Moving into different spaces</li> <li>Running, skipping, galloping, walking, turning, rolling etc.</li> </ul> <p>.</p> <p>*Walk through the dance, practising different ways of moving into the next position.</p> <p>*Each group has their own movement space. Whole class to perform the walking into the stadium and into group space,</p>	
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\*In pairs, choose at least four dynamics and then explore contrasting actions

\*Perform as a final presentation to the whole class explaining the dynamics chosen for the sequence; can others identify them

Extension and Enrichment  
Opportunities
