**Curriculum**

**5th Grade Physical Education - Gymnastics**

**Course Overview**

SPORT TYPE: Individual, Body management

**Department Standards**

* The students will develop an understanding, through experience, of the benefits of participation in physical activity throughout life;
* The student will experience a sense of achievement through achieving competence in physical activity thereby helping to raise self-esteem;
* The student will develop the personal qualities of cooperation, good sportsmanship, honesty, confidence and respect for others that will allow the student to work with others to realise common goals and objectives;
* The student will develop the physical skills and techniques of body management and coordination to allow the student to cope with a variety of physical tasks;
* The student will develop an appreciation of creative and aesthetic qualities;
* The student will develop problem solving skills;
* The student will develop communication and leadership skills;
* The student will engage in the processes of discovery and enquiry through creative and imaginative physical activity;
* The student will develop the confidence necessary to participate in any form of physical activity in new surroundings with people hitherto unknown.

**Benchmarks**:

Develop the ability to perform basic gymnastics skills on the floor and apparatus

Develop good body control and body awareness and adopt good posture

Develop and refine combinations of movement on the floor and apparatus.

Develop ability to be creative in movement.

Develop ability to work individually, in pairs and in group situations.

Develop skills to analyse performance with regard to performance of self and others.

**Performance Indicators**

Display ways of travelling, jumping, climbing and balancing on the floor and apparatus.

Display ability to combine skills to form creative sequences of movement with smooth transitions both as individuals and in pairs/threes on the floor and apparatus.

Display ability to repeat routines incorporating change of shape, speed, levels and direction in routines

Display ability to create routines with a variety of themes and emphasis on floor and apparatus.

Display refinement of movements to show good body control and posture.

Display recognition of rules of safety, lifting, carrying, placing and using apparatus.

Display awareness of safe practise, good listening skills, good behaviour, awareness of others and sharing apparatus.

Display an understanding of the need for warm-up and cool down.

Display ability to analyse performance with regard to performance of self and others.

**Assessments**

Teacher observation

Peer evaluation

Teacher observation

**Core Topics**

**Specific Content**

Warm-up and cool down related to activity

Travelling – Feet, hands and feet (including cartwheels), sliding, spinning, rocking and rolling (log roll, barrel roll, forward tucked, backward tucked, turtle roll, side roll, circle roll).

Balances/Stillnessonvarious parts of the body e.g. feet, hands and feet, knees, front, back, various recognised gymnastics positions e.g. straddle sit, dish, arch, front/back/side supports, bridge, shoulder stand, handstand, ‘mountain’, mountain with extension, headstand, v-sit.

Jumping and landingstepping, hopping, two feet to two feet, hurdle step

Combining skillswith good body control and good poise.

Compose routinesthat conform to criteria set by teacher.

eg “Like” actions – three different jumps, “unlike” actions – travel, jump and roll and more complicated criteria e.g. travel, jump, 2xrolls, 3xbalances

Use of various themes that will incorporate change of shape, levels, speed and direction, twisting, pathways, inversion, extension of body part(s) curling, and stretching, matching and mirroring, flight symmetry and asymmetry.

Partner-work: creating routines using : complimenting each other, matching, mirroring, follow-the-leader, contrasting, weight supporting, counter-balance.

Group work:whole class floor and vaulting routines.

Vaulting: simple basic vaults emphasising proper use of the springboard, good controlled approach, flight on to and off apparatus, and landing.

**Resources**

Floor mats, long floor mats

Safety mats

Rolling wedges

Benches, stools, boxes, beams, ladder, pole, plank, springboards

Climbing Frame

Ropes & ladder

Hoops and stands

Cassette/CD player

Music