

Y5 and 6

Gymnastics

*How do we combine action,  
balance and shape?*

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## St George's Central CE Primary School and Nursery

Key Words	Definition
Assymetrical	Different on both sides. This may be individually or with a partner.
Point of Balance	The point where a body touches the floor (eg hands, feet, knees, stomach, back).
Rotation	The circular motion around an axis of the body.
Dynamics	The power and amplitude of a gymnastic routine.
Bridging	A way of linking movements, lying on the floor and pushing up using hands and feet.
Extension	Showing form and control whilst moving the arms and legs outwards.
Critique	The professional analysis and ability to offer valuable feedback on a routine.

Key Skills
Front Support – stomach facing the floor, the children should be able to balance using hands and feet with arms and legs both straight and together.
Back support - the back faces the floor; balance on both hands and both feet, with the arms and legs straight, legs together and fingers pointing towards the toes.
Coaching Points
Children should be building more complicated routines, linking movements together with cohesion.
The use of equipment (eg hoops/ ribbons) can be added to a routine to extend movements.
The addition of music adds to the complexity of a routine, bringing in elements such as timing and duration.
Children should now be comfortable performing a range of balances, jumps, rolls and landings. These can be extended by changing level, shape and points of balance.

## The Basic Shapes in Gymnastics



### Assessment Focus

- I can perform to a range of audiences
- I can combine action, balance and shape.
- I can make a complex, extended sequence.
- I can sequence ideas to specific timings.
- I can combine and adapt my work to fit with others.

***'Never settle for less than your best'***

*Jesus said, 'I am the light of the world. Whoever follows Me will not walk in darkness, but will have the light of life.' John 8:12*