



Term 2

Unit Overview: KS1 PE

Dynamic balance to agility and static balance

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities. ❖ Participate in team games, developing simple tactics for attacking and defending. 	<p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> ❖ I can move with good control. ❖ I can move with good balance. ❖ I can move with fluent, smooth movements. ❖ I can move well in both directions/ on both sides. 	<p><u>Vocabulary</u></p> <p>Instructions, practise, fluency, half turn, combine, pivot, front, reverse, challenging, core muscles, tight, squat, warm up, game, cool down</p>
<p><u>Fundamental Movement Skills</u></p> <p>Co-ordination Footwork Static balance One leg</p> <p><u>Progression of skills and support</u></p> <ul style="list-style-type: none"> ❖ I try several times if at first I don't succeed and I ask for help when appropriate. ❖ I can work on simple tasks by myself. ❖ I can follow instructions and practise safely. ❖ I enjoy working on simple tasks with help. 	<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> ❖ Apply footwork and one leg balance through focused skill sessions, thematic stories and games. ❖ Keep head up and still. ❖ Bend my knees to help balance. ❖ Work off the balls of my feet. ❖ Bend my knees to push off and land. ❖ Keep my tummy tight and my back straight. 	<p>Pillars of Progression</p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> ❖ Move from side to side in both directions ❖ Try to combine side-steps with front pivots ❖ Balance on one leg ❖ Close your eyes and hold your balance <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> ❖ Instructor might ask children to jog, gallop, sidestep, jump, tun on the spot or sit down/stand up ❖ Discuss, agree on and practise different actions to perform <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> ❖ Children can perform individually or in pairs ❖ Collect points and see if they can beat their own score.
<p><u>Prior learning (EYFS)</u></p> <ul style="list-style-type: none"> ❖ Negotiate space and obstacles safely, with consideration for themselves and others ❖ Demonstrate strength, balance and coordination when playing. ❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p><u>Future learning: KS2</u></p> <ul style="list-style-type: none"> ❖ Use running, jumping, throwing and catching in isolation and in combination ❖ Develop flexibility, strength, technique, control and balance ❖ Compare their performances with previous ones and demonstrate improvement to achieve their personal best. ❖ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending 	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ <u>Courage</u> If you don't succeed after several attempts, ask for help from others. ❖ <u>Respect</u> Following instructions. ❖ <u>Trust</u> Supporting others in achieving their goals. <p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Democracy - learn how to listen to others and how to take turns. ❖ Rule of law – learn that rules are important to keep each other safe and to have fun when playing games and sports. ❖ Mutual respect and tolerance – celebrate sporting achievements together. 	<p><u>Key Sportsmen/women</u></p> <p>Charlotte Dujardin (British dressage rider) Carissa Moore (USA Surfer) Abderrazak Hattab (Moroccan blind footballer) Daniel Bethell (UK Para-badminton player)</p>



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