



Term 4

Unit Overview: KS1 PE

Co-ordination and Counter Balance

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Develop balance, agility and coordination and begin to apply these in a range of activities, individually and with others. ❖ Engage in activities in a range of increasingly challenging situations. 	<p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> ❖ I can maintain control of the ball. ❖ I can move with the ball in both directions. ❖ I can move the ball smoothly and fluently. ❖ I can maintain balance throughout. ❖ I can move smoothly and with control. ❖ I can coordinate movements with my partner. 	<p><u>Vocabulary</u></p> <p>Observe, describe, upper body, around, touching, side to side, fluent, smooth, control, maintain, coordinate</p>
<p><u>Fundamental Movement Skills</u></p> <p>Co-ordination Ball skills</p> <p>Counter Balance With a partner</p> <p><u>Progression of skills and support</u></p> <ul style="list-style-type: none"> ❖ I can observe and copy others. ❖ I can explore and describe different movements. ❖ I can select and link movements together to fit a theme. ❖ I can begin to compare my movements and skills with those of others. 	<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> ❖ Keep tummy tight and weight through bottom. ❖ Use fingers to move the ball. ❖ Focus on moving the ball smoothly rather than on speed. ❖ Keep back straight and head up. ❖ Hold on to a partner's forearms and communicate with them. 	<p><u>Pillars of Progression</u></p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> ❖ Watch and listen carefully when others demonstrate. ❖ Think about shapes and movements that go with the theme. <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> ❖ Try different ways to find what feels right. ❖ Think about movements you can connect smoothly and with control. <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> ❖ Think about what your body is doing when describing your movements. ❖ Observe others and copy their movements, alter them to do in your own unique way.
<p><u>Prior learning (EYFS)</u></p> <ul style="list-style-type: none"> ❖ Combine different movements with ease and fluency. ❖ Develop and refine a range of ball skills. ❖ Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball. <p><u>Future learning: KS2</u></p> <ul style="list-style-type: none"> ❖ Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements. ❖ Enjoy communicating, collaborating and competing with each other. 	<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ Courage If you don't succeed after several attempts, ask for help from others. ❖ Respect Following instructions. ❖ Trust 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. 	<p><u>Key Sportsmen/women</u></p> <p>Mary Earps MBE (England Goalkeeper) Ashley Banjo (Dancer and Choreographer)</p>



DOWN AMPNEY PRIMARY SCHOOL

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<ul style="list-style-type: none">❖ Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.❖ Develop flexibility, strength, technique, control and balance.	<ul style="list-style-type: none">❖ Mutual respect and tolerance – celebrate sporting achievements together.	<p>Svetlana Romashina (Synchronized swimmer) Amy Conroy (Wheelchair Basketball)</p>
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