



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. ❖ Engage in cooperative physical activities in a range of increasingly challenging situations. 	<p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> ❖ I can achieve good take off and height. ❖ I can land with balance and control. ❖ I can land softly and quietly. ❖ I can balance with feet and hands off the floor throughout. ❖ I can balance with minimum wobble. ❖ I can maintain balance without strain. 	<p><u>Vocabulary</u></p> <p>Praise, encourage, Height, Dynamic, tucked, Shape, Dish, hold</p>
<p><u>Fundamental Movement Skills</u></p> <p>Dynamic balance to Agility Jumping and Landing</p> <p>Static balance Seated Balance</p> <p><u>Progression of skills and support – Social skills</u></p> <ul style="list-style-type: none"> ❖ I can work sensibly with others, taking turns and sharing. ❖ I can help, praise and encourage others in their learning. ❖ I show patience and support others. ❖ I am happy to show and tell others about my ideas. 	<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> ❖ Bend my knees on take-off. ❖ Swing my arms to help gain height and use them to help balance on landing. ❖ Try to land softly so there is no noise by bending my knees as I land. ❖ Keep my tummy tight and back straight. ❖ Keep my weight through my bottom. ❖ Keep my head up and breathe throughout. 	<p><u>Pillars of Progression</u></p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> ❖ Jump from and land on both feet and in different directions. ❖ Pick up a cone from one side, swap hands and place it on the other side. <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> ❖ Develop the coordination, control and strength for key skills using core muscles. ❖ Take turns, share space and equipment. <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> ❖ Understand what help you can give to others, including what to praise and when to give it. ❖ Offer support to help everyone be successful and happy in their learning.
<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>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>Key Sports People</u></p> <p>Ade Adepitan (Wheelchair basketball) Simone Biles (US Gold Medal Gymnast) Serena Williams (US Tennis Player)</p>
<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. 	<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ <u>Democracy</u> - learn how to listen to others and how to take turns. ❖ <u>Rule of law</u> – learn that rules are important to keep each other safe and to have fun when playing games and sports. 	



DOWN AMPNEY PRIMARY SCHOOL

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❖ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	❖ <u>Mutual respect and tolerance</u> – celebrate sporting achievements together.	Jonathan Broom-Edwards (High Jump Paralympian)
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