



**Term 2**

**Unit Overview: KS2 PE**

**Dynamic Balance and Counterbalance**

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> <li>❖ Enjoy communicating, collaborating and competing, and develop an understanding of how to improve in an activity.</li> <li>❖ Develop strength, control and balance.</li> <li>❖ Play competitive games, modifies where appropriate, and apply basic principles suitable for attacking and defending.</li> </ul>	<p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> <li>❖ I can move with fluidity and minimum wobble.</li> <li>❖ I can stay balanced on the line with head up.</li> <li>❖ I can move with opposite arm and leg moving forwards.</li> <li>❖ I can maintain balance throughout.</li> <li>❖ I can move smoothly and with control.</li> <li>❖ I can coordinate movements with my partner.</li> </ul>	<p><u>Vocabulary</u></p> <p>Guide, motivate, negotiate, lunge, driving, coordinated, counterbalance.</p>
<p><u>Fundamental Movement Skills</u></p> <p><b>Dynamic Balance</b></p> <p><b>Counterbalance</b></p> <p><u>Progression of skills and support</u></p> <ul style="list-style-type: none"> <li>❖ I show patience and support others, listening carefully to them about our work.</li> <li>❖ I can cooperate well with other and give helpful feedback.</li> <li>❖ I help organise roles and responsibilities and can guide a small group through a task.</li> <li>❖ I can negotiate and collaborate appropriately.</li> <li>❖ I can involve others and motivate those around me to perform better.</li> </ul>	<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> <li>❖ Keep my head still and back straight.</li> <li>❖ Practise the movement slowly at first.</li> <li>❖ Use my arms to help balance as I move, bringing them 'from hips to lips'.</li> <li>❖ Keep my core muscles tight.</li> <li>❖ Start leaning in and then slowly lean back using smooth, controlled movements.</li> </ul>	<p><b><u>Pillars of Progression</u></b></p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> <li>❖ Apply balance skills in a variety of modified games to improve dynamic balance and counterbalance.</li> </ul> <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> <li>❖ Prepare traditional invasion games that use feints, change of speed and direction to outwit opponents.</li> <li>❖ Learn about attacking and defending strategies to help make effective decisions.</li> </ul> <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> <li>❖ Develop social skills to learn to cooperate by listening to others and being supportive.</li> <li>❖ Be prepared to lead a small group through a task and give helpful feedback when appropriate.</li> </ul>
<p><u>Prior learning (KS1)</u></p> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Participate in team games, developing simple tactics for attacking and defending.</li> </ul> <p><u>Future learning: KS3</u></p> <ul style="list-style-type: none"> <li>❖ Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.</li> </ul>	<p><u>British Values</u></p> <ul style="list-style-type: none"> <li>❖ Democracy – Have your opinions heard when discussing topics and tactics.</li> <li>❖ Rule of law – learn about rules for different sports, sporting behaviour, etiquette and fair play.</li> <li>❖ Mutual respect and tolerance – celebrate sporting achievements together.</li> </ul> <p><u>Christian Values</u></p> <ul style="list-style-type: none"> <li>❖ <u>Courage</u></li> </ul>	<p><u>Key Sportsmen/women</u></p> <p><b>Lilah Fear and Lewis Gibson</b> – Figure skaters</p> <p><b>Bukayo Saka</b> – Premier league football player</p>



DOWN AMPNEY PRIMARY SCHOOL

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<ul style="list-style-type: none"><li>❖ Develop their technique and improve their performance in other competitive sports.</li><li>❖ Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.</li></ul>	<p>If you don't succeed after several attempts, ask for help from others.</p> <ul style="list-style-type: none"><li>❖ <u>Respect</u> Following instructions.</li><li>❖ <u>Trust</u> Supporting others in achieving their goals.</li></ul>	
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