



**Term 3**

**Unit Overview: KS2 PE**

**Cognitive: Static Balance and Coordination**

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| <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 balance with both feet facing forwards.</li> <li>❖ I can stay on the line/low beam throughout.</li> <li>❖ I can balance with minimum wobble (control).</li> <li>❖ I can move with balance and control throughout.</li> <li>❖ I can move with fluent, smooth movements.</li> <li>❖ I can move well in both directions/on both sides.</li> </ul>                             | <p><u>Vocabulary</u></p> <p>Criteria, force, various, judge, awareness, increase, zigzag</p>  |
| <p><u>Fundamental Movement Skills</u></p> <p><b>Static Balance</b></p> <p>Stance</p> <p><b>Coordination</b></p> <p>Footwork</p> <p><u>Progression of Cognitive Skills and Support</u></p> <ul style="list-style-type: none"> <li>❖ I can explain what I am doing well.</li> <li>❖ I have begun to identify areas for improvement.</li> <li>❖ I can understand ways (criteria) to judge performance.</li> <li>❖ I can suggest patterns of play which will increase chances of success.</li> <li>❖ I can develop methods to outwit opponents.</li> </ul>                                | <p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> <li>❖ Keep my feet a shoulder width apart and knees bent.</li> <li>❖ Keep my weight on the balls of my feet.</li> <li>❖ Keep my back straight and head up.</li> <li>❖ Keep my head up and back straight.</li> <li>❖ Work off the balls of my feet.</li> <li>❖ Bend my knees and use my arms to help balance.</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>Alan Stokes</b> – Professional surfer.<br/>Ella Gibson – GB women’s archer.</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><br/>Following instructions.</li><li>❖ <u>Trust</u><br/>Supporting others in achieving their goals.</li></ul> |  |
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