



DOWN AMPNEY PRIMARY SCHOOL

Year B Term 3

Unit Overview: KS1 PE

Dynamic and Static Balance

<u>National Curriculum Objectives</u> <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. 	<u>Declarative knowledge</u> <ul style="list-style-type: none"> ❖ I can move smoothly and with minimum wobble. ❖ I can maintain balance on the line with head up. ❖ I can coordinate to move with opposite arm and leg moving forwards. ❖ I can balance with both feet facing forwards. ❖ I can balance with feet still. ❖ I can balance with minimum wobble (control). 	<u>Vocabulary</u> Recognise, order, lifting, 90 degrees, low beam, apart, stance, maintain, balance
<u>Fundamental Movement Skills</u> Dynamic Balance Static Balance Stance <u>Progression of skills and support – Understand Performance</u> <ul style="list-style-type: none"> ❖ I can understand and follow simple rules. ❖ I can name some things I am good at. ❖ I can explain why someone is working or performing well. ❖ With help, I can recognise similarities and differences in performance. ❖ I can explain what I am doing well and begun to identify areas for improvement. 	<u>Procedural knowledge</u> <ul style="list-style-type: none"> ❖ Use my arms to help move and balance (opposite arm and leg). ❖ Keep my back straight, head and look forward. ❖ Move off the balls of my feet. ❖ Keep my feet shoulder width apart and knees bent. ❖ Keep my weight on the balls of my feet. ❖ Keep my back straight and head up. 	
<u>Prior learning (EYFS)</u> <ul style="list-style-type: none"> ❖ Further develop skills to manage the school day successfully such as lining up and queueing. ❖ Develop overall body strength, balance, coordination and agility. ❖ Use core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. <u>Future learning: KS2</u> <ul style="list-style-type: none"> ❖ Enjoy communicating, collaborating and competing, and develop an understanding of how to improve in an activity. 	<u>Christian Values</u> <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. <u>British Values</u> <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. 	<u>Pillars of Progression</u> <u>Pillar 1: Motor Competence</u> <ul style="list-style-type: none"> ❖ Walk fluidly, lifting knees up to 90 degrees. ❖ Walk fluidly, lifting heels up to bottom. ❖ Stand on a low beam with a good stance for 10 seconds. <u>Pillar 2: Rules, Strategies and Tactics</u> <ul style="list-style-type: none"> ❖ Apply fundamental movement skills when under pressure, for example when bumped by an opponent or when sending or receiving a ball. <u>Pillar 3: Healthy Participation</u> <ul style="list-style-type: none"> ❖ Recognise when performances look similar or different and articulate why that might be the case. ❖ Work towards explaining why yourself or your classmates are performing well. <u>Key Sportsmen/women</u> Olga Korbut (Artistic gymnast) Simone Byles (Gymnast) Ellie Simmonds (Paralympic swimmer)



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<ul style="list-style-type: none">❖ Develop strength, control and balance.❖ Play competitive games, modifies where appropriate, and apply basic principles suitable for attacking and defending.	<ul style="list-style-type: none">❖ Mutual respect and tolerance – celebrate sporting achievements together.	Daniel Bethell (UK Para-badminton player)
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