



DOWN AMPNEY PRIMARY SCHOOL

Term 4

Unit Overview: KS2 PE

Creative

<p><u>National Curriculum Objectives</u></p> <ul style="list-style-type: none"> ❖ Enjoy communicating, collaborating and competing with each other and develop and understanding of how to improve in an activity. ❖ Develop strength, control and balance, and technique. ❖ Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. 	<p>In this unit, children will develop and apply their seated balance and floor work balance through focused skill development sessions, modified/ non-traditional games and sports and healthy competition.</p> <p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> ❖ I can reach and pick up a cone an arm's distance away, swap hands and place it on the other side (both directions). ❖ I can reach, pick up a cone an arm's distance away, and place it on the other side using the same hand (both directions). ❖ I can hold a V-shape with straight arms and legs for 10 seconds. ❖ I can transfer a tennis ball on and off my back in a front support. ❖ I can transfer a cone on and off my tummy in a back support. ❖ I can transfer a tennis ball on and off my tummy in a back support. 	<p><u>Vocabulary</u></p> <p>Imaginatively, adapt, adjust, centre of gravity, reach, rotating, transfer.</p>
<p><u>Fundamental Movement Skills</u></p> <p>Static Balance: seated balance and floor work.</p> <p><u>Progression of Creative Skills and Support</u></p> <ul style="list-style-type: none"> ❖ I can make up my own rules and versions of activities. ❖ I can respond differently to a variety of tasks or music. ❖ I can change tactics, rules or tasks to make activities more fun or more challenging. ❖ I can respond imaginatively to different situations. ❖ I can adapt and adjust my skills, movements or tactics so they are different to others. 		<p><u>Pillars of Progression</u></p> <p><u>Pillar 1: Motor Competence</u></p> <ul style="list-style-type: none"> ❖ Apply balance skills in a variety of modified games to improve dynamic balance and counterbalance. <p><u>Pillar 2: Rules, Strategies and Tactics</u></p> <ul style="list-style-type: none"> ❖ Prepare traditional invasion games that use feints, change of speed and direction to outwit opponents. ❖ Learn about attacking and defending strategies to help make effective decisions. <p><u>Pillar 3: Healthy Participation</u></p> <ul style="list-style-type: none"> ❖ Develop social skills to learn to cooperate by listening to others and being supportive. ❖ Be prepared to lead a small group through a task and give helpful feedback when appropriate.
<p><u>Prior learning (KS1)</u></p> <ul style="list-style-type: none"> ❖ Master basic movements including running, jumping, throwing and catching, as well as developing balance, 		
<p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> ❖ Keep my core muscles tight. ❖ Use smooth, controlled movements. ❖ Keep my legs, back and arms straight (V-shape). ❖ Keep my back straight and flat/tummy up. ❖ Keep my hands in line with my shoulders. ❖ Keep my legs straight and stretched out. 	<p><u>British Values</u></p> <ul style="list-style-type: none"> ❖ Democracy – Have your opinions heard when discussing topics and tactics. ❖ Rule of law – learn about rules for different sports, sporting behaviour, etiquette and fair play. ❖ Mutual respect and tolerance – celebrate sporting achievements together. 	<p><u>Key Sportsmen/women</u></p> <p>.</p>
<p><u>Christian Values</u></p> <ul style="list-style-type: none"> ❖ <u>Courage</u> 		



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<p>agility and co-ordination and begin to apply these in a range of activities.</p> <ul style="list-style-type: none">❖ Participate in team games, developing simple tactics for attacking and defending. <p><u>Future learning: KS3</u></p> <ul style="list-style-type: none">❖ Use a range of tactics and strategies to overcome opponents in direct competition through team and individual games.❖ Develop their technique and improve their performance in other competitive sports.❖ Analyse their performances compared to previous ones and demonstrate improvement to achieve their personal best.	<p>If you don't succeed after several attempts, ask for help from others.</p> <ul style="list-style-type: none">❖ <u>Respect</u> Following instructions.❖ <u>Trust</u> Supporting others in achieving their goals.	
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