



DOWN AMPNEY PRIMARY SCHOOL

Year B: Term 6 **Unit Overview: KS1 PE** **Agility and Static Balance**

<p>National Curriculum Objectives</p> <ul style="list-style-type: none"> ❖ Extend 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. ❖ Engage in competitive (both against self and against others) and cooperative physical activities 	<p>Declarative knowledge</p> <ul style="list-style-type: none"> ❖ I can start and stop quickly. ❖ I can arrive in the correct position to collect the ball. ❖ I can collect the ball with balance and control. ❖ I can maintain balance throughout. ❖ I can balance and hold the correct position. ❖ I can balance with control when changing balance or position. 	<p>Vocabulary</p> <p>Equipment, appropriately, safely, driving arms, concentrate, object, under, upwards</p>
<p>Fundamental Movement Skills</p> <p>Agility Ball chasing</p> <p>Static balance Floor work</p> <p>Progression of skills and support</p> <p>Over a distance of up to 10 metres and turning both ways:</p> <ul style="list-style-type: none"> ❖ Starting in a seated/lying position, I can throw a bouncing ball, chase and collect it in a balanced position facing the opposite direction. ❖ Starting in a seated/lying position, I can chase a bouncing ball fed by a partner and collect it in a balanced position facing the opposite direction. <p>Maintaining balance:</p> <ul style="list-style-type: none"> ❖ I can place a cone on my back and take it off with the other hand in a mini-front support. ❖ I can hold a mini-back support position. ❖ I can place a cone on my tummy and take it off with the other hand in a mini-back support. 	<p>Procedural knowledge</p> <ul style="list-style-type: none"> ❖ Start quickly and accelerate by pushing off hard with my feet. ❖ Keep watching the ball and concentrate on timing so I arrive at the right time. ❖ Focus on getting in a balanced position with weight forward when collecting the ball. ❖ Keep my hands in line with my shoulders and knees in line with my hips or knees. ❖ Point my fingers towards my feet in the mini-back support. 	<p>Pillars of Progression</p> <p>Pillar 1: Motor Competence</p> <ul style="list-style-type: none"> ❖ Develop control with a ball, including rolling and bouncing, to prepare for activities and games using equipment <p>Pillar 2: Rules, Strategies and Tactics</p> <ul style="list-style-type: none"> ❖ Developing good technique, posture and using the appropriate equipment safely. ❖ Develop fundamental movement skills to support balance, and coordination with a ball. <p>Pillar 3: Healthy Participation</p> <ul style="list-style-type: none"> ❖ Develop essential health and fitness understanding of changes to the way they feel before, during and after exercise, of why exercise is good for them, and begin to describe how and why these changes happen.
	<p>Christian Values</p> <ul style="list-style-type: none"> ❖ Courage If you don't succeed after several attempts, ask for help from others. ❖ Respect Following instructions. ❖ Trust Supporting others in achieving their goals. 	<p>British Values</p> <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. ❖ Mutual respect and tolerance – celebrate sporting achievements together.



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<u>Prior learning (EYFS)</u>	<u>Future learning: KS2</u>	<u>Key Sports Figures</u>
<ul style="list-style-type: none">❖ Negotiate space and obstacles safely.❖ Demonstrate strength, balance and coordination.❖ Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.❖ Show an understanding of their feelings	<ul style="list-style-type: none">❖ Develop and apply control and balance in different ways.❖ Learn how to use skills in different ways and to link them to make actions and sequences of movement.❖ Enjoy communicating, collaborating and competing with each other.❖ Compare their performance with previous ones and demonstrate improvement to achieve their personal best.	<p>Michael Jordan (Basketball player)</p> <p>Martina Navratilova (Tennis player – LGBTQ+)</p> <p>Nadia Comaneci (Olympic Gymnast)</p>