



DOWN AMPNEY PRIMARY SCHOOL

Term 6

Unit Overview: KS2 PE

Health and Fitness

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| <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 sending and receiving and ball chasing through focused skill development session, modified/non-traditional games and sports and healthy competition.</p> <p><u>Declarative knowledge</u></p> <ul style="list-style-type: none"> ❖ I can turn over either shoulder to collect the ball ❖ I can arrive in the correct position to collect the ball (timing) ❖ I can collect the ball with balance/control ❖ I can throw with good accuracy and weight ❖ I can send and receive with fluency ❖ I can perform with consistency (repeatable) | <p><u>Vocabulary</u></p> <p>Record, monitor, self-respect, repeatable, accuracy, peripheral vision, reverse pivot.</p> |
| <p><u>Fundamental Movement Skills</u></p> <p><u>Agility-</u> Ball chasing</p> <p><u>Coordination –</u> Sending and Receiving</p> <p><u>Progression of Health and Fitness Skills</u></p> <ul style="list-style-type: none"> ❖ I can describe how and why my body changes during and after exercise. ❖ I can explain why we need to warm-up and cool down. ❖ I can describe the basic fitness components. ❖ I can self select and perform appropriate warm-up and cool down activities. | | <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, agility and co-ordination and begin to apply these in a range of activities. | <p><u>Procedural knowledge</u></p> <ul style="list-style-type: none"> ❖ Start quickly pushing off hard to turn and then drive my arms ('hips to lips') ❖ Move my feet quickly to get into the collecting position ❖ Run well past the ball to give me more time to get into a stable position. ❖ Vary the pace of the ball when sending to find which is best ❖ Take up a balanced position, making sure my hands are in a good ready position. ❖ Keep my eyes focused on the ball(S) <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>Ben Stokes – Cricketer</p> |



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| <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><u>Christian Values</u></p> <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. | |
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