

## Purpose

Develop fundamental movement skills and apply them to help develop the skills required in a range of games and activities. For instance, preparing for each shot in tennis in a balanced ready position, or staying balanced and in control of the ball while being tackled in football will ensure more successful outcomes.

Develop cognitive skills to identify general strengths and areas for improvement in performance and be able to articulate these to others. Begin to identify specific areas of performance to work on to achieve greater success.

## Learning Goals



### Identify Areas to Improve

#### Emerging

- I can begin to order instructions, movements and skills.
- I can explain why someone is working or performing well.

#### Expected

- I can explain what I'm doing well.
- I can explain what I am doing well and I have begun to identify areas for improvement.

#### Exceeding

- I can understand ways (criteria) to judge performance.
- I can use awareness of space/others to make good decisions.

#### Dynamic Balance

Dynamic Balance

#### Coordination

Ball Skills

In this unit, the children will develop and apply their dynamic balance on a line and ball skills through focused skill development sessions, healthy competition, cooperative games and group Personal Best challenges.



#### Emerging

I can complete **some** Red challenges



#### Expected

I can complete **all** Red challenges



#### Exceeding

I can complete **some** Blue challenges

## Skills and Knowledge - Learning Behaviour

## Cognitive Skills



### Developing my cognitive skills and knowledge so...

#### What

#### How

**Emerging** - I can begin to order instructions, movements and skills.

Start with simple movements and gradually add more difficult ones.

Look at different parts of the body to help recognise similarities and differences.

**Emerging** - I can explain why someone is working or performing well.

Try to be specific about what others are doing well.

Think of non-physical and physical skills in terms of what you are doing well.

**Expected** - I can explain what I'm doing well.

Think of non-physical and physical skills in terms of what you are doing well.

**Expected** - I can explain what I am doing well and I have begun to identify areas for improvement.

Use your own and others' feedback to help you identify areas for improvement.

Have a clear idea and agree what successful performance looks like.

**Exceeding** - I can understand ways (criteria) to judge performance.

Use your own and others' feedback to help you identify areas for improvement.

Have a clear idea and agree what successful performance looks like.

**Exceeding** - I can use awareness of space/others to make good decisions.

Have a clear idea and agree what successful performance looks like.

Think about different parts of your body and identify which areas you need to work on.

## Skills and Knowledge - FMS

## Dynamic Balance Dynamic Balance

### Skill Challenges

Maintaining balance on a line:

1. I can perform a marching action, lifting knees and elbows up to a 90° angle.
2. I can walk fluidly with a heel to toe landing.
3. I can walk fluidly, lifting knees up and using a heel to toe landing.
4. I can walk fluidly, lifting heels up to bottom and using a heel to toe landing.

### Developing my dynamic balance on a line skills and knowledge so...

#### What

#### How

I can move smoothly and with minimum wobble.

Keep my head still and look forward.

I can stay balanced on the line with head up.

Keep my tummy (core muscles) tight and back straight.

I can move with opposite arm and leg moving forwards.

Use my arms to help move and balance, bringing them from 'hips to lips'.

## Coordination Ball Skills

### Skill Challenges

In less than 20 seconds and in both directions, maintaining control:

1. I can stand with my legs apart and move a ball around one leg 16 times (right and left leg).
2. I can move a ball round my waist 17 times.
3. I can stand with my legs apart and move a ball around alternate legs 16 times.

### Developing my ball skills and knowledge so...

#### What

#### How

I can maintain control of the ball throughout.

Focus on maintaining good balance throughout.

I can complete challenges in both directions.

Move the ball with my fingers, avoiding it touching my body.

I can move the ball smoothly and fluently.

Perform the movements smoothly and then gradually increase speed.

### Key Vocabulary

improvement, angle, fluidly, attacking, defending, complete, increasing

## Curriculum Links

Pupils should....

Develop and apply control and balance in different ways.

Enjoy communicating, collaborating and competing with each other.

Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

## Wider Links

Use the Personal Best sheet for children to record their scores (**click link at the bottom**).

To further develop the children's dynamic balance and ball skills, use the following (**click the links at the bottom to explore**):

- **real PE daily** - short, daily activity ideas to further develop dynamic balance and ball skills.
- **real gym** - Year 4, Unit 2 (travel and hand apparatus).