

Purpose

Develop fundamental movement skills and apply them to help develop coordination and control with a ball, including sending and receiving skills, that are required in a range of games and activities. It is important, for instance, to be able to react and move quickly to a loose or moving ball in cricket and netball and for accurate passing and decision making in rugby and basketball.

Develop essential health and fitness understanding to be able to explain why warming up and cooling down are important and for how long and how often they need to exercise to be healthy. Begin to describe basic fitness components.

Learning Goals



Describe Basic Fitness Components

Emerging

- 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.

Expected

- I can describe the basic fitness components.
- I can explain how often and how long I should exercise to be healthy.

Exceeding

- I can identify possible dangers when planning an activity.

Coordination

Sending and Receiving

Agility

Ball Chasing

In this unit, the children will develop and apply their sending and receiving and ball chasing through focused skill development sessions, modified/non-traditional games and sports and healthy competition.



Emerging

I can complete **all** Red challenges



Expected

I can complete **some** Blue challenges



Exceeding

I can complete **all** Blue challenges

Skills and Knowledge - Learning Behaviour

Health and Fitness Skills



Developing my health and fitness skills and knowledge so...

What

How

I can describe how and why my body changes during and after exercise.

Basic fitness includes strength, stamina (aerobic/anaerobic), speed and flexibility. Movements performed in warm-ups should gradually prepare the body for the range of movement and activities that are to follow.

I can explain why we need to warm-up and cool down.

When planning an activity, some dangers to consider are the environment, for example, weather/surface, equipment, frequency and intensity. Over-competing and inappropriate training, for example, too much too soon, can have a long-term negative impact on health and fitness. Taking our pulse after activity gives us an idea of how hard we are working in relation to our maximum heart rate.

I can describe the basic fitness components.

Taking our pulse before and after exercise helps us to see how hard we are working. Maximum heart rate on average is 220 minus age.

I can explain how often and how long I should exercise to be healthy.

Warm-ups help us to focus and prepare the mind as well as the body for activity. Warm-ups should include pulse raising activities (gradually increasing intensity), with dynamic flexibility activities.

I can identify possible dangers when planning an activity.

When planning an activity, some dangers to consider are the environment, e.g. weather/surface, equipment, frequency and intensity. Warm-ups should include pulse raising activities (gradually increasing intensity), with dynamic flexibility activities. Children should engage in moderate to vigorous physical activity for at least 60 minutes every day. Whilst all round fitness is ideal, different sports and different positions within sports may require more focus on certain components.

Skills and Knowledge - FMS

Coordination Sending and Receiving

Skill Challenges

With both right and left hand/foot, against a wall or with a partner (at least 5 times in a row):

1. I can strike a ball with alternate hands in a rally.
2. I can kick a ball with the same foot.
3. I can kick a ball with alternate feet.
4. I can roll 2 balls alternately using both hands, sending 1 as the other is returning.

Developing my sending and receiving skills and knowledge so...

What

How

I can send with good accuracy and weight.

Use backswing and follow through when striking/kicking.

I can get in a good position to receive.

Move my feet to get in line with the ball when receiving.

I can send and receive with fluency/rhythm throughout.

Keep my eyes focused on the ball throughout.

Agility Ball Chasing

Skill Challenges

Over a distance of up to 10 metres and turning both ways:

1. I can chase a large rolled ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.
2. I can chase a large bouncing ball, let it roll through my legs and then collect it in a balanced position facing the opposite direction.
3. I can complete the above challenges using a tennis ball.

Developing my ball chasing skills and knowledge so...

What

How

I can start and stop quickly.

Accelerate by pushing off hard with my feet and driving my arms from 'hips to lips'.

I can arrive in the correct position to collect the ball (timing).

Move my feet quickly to get in the collecting position in good time.

I can collect the ball with balance/control.

Keep watching the ball and concentrate on timing so I arrive at the right time.

Key Vocabulary

fitness, components, identify, cross over, circuit, opposite, long barrier

Curriculum Links

Pupils should....

Use running, jumping, throwing and catching in isolation and in combination.

Enjoy communicating, collaborating and competing with each other and develop an 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.

Wider Links

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

- **real PE daily** - short, daily activity ideas to further develop sending and receiving and ball chasing skills.
- **real gym** - Year 5/6, Unit 1 (hand apparatus).