

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 and record and monitor how hard they are working.

Learning Goals



Monitor Activity

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 record and monitor how hard I am working.

Exceeding

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 **some** Blue challenges



Expected

I can complete **all** Blue challenges



Exceeding

I can complete **some** Pink challenges

- I can self select and perform appropriate warm-up and cool down activities.

Skills and Knowledge - Learning Behaviour

Health and Fitness Skills



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

What

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

How

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 $220 - \text{age}$.

I can record and monitor how hard I am working.

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 self select and perform appropriate warm-up and cool down activities.

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.

When planning an activity, some dangers to consider are the environment, e.g. weather/surface, equipment, frequency and intensity.

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 right and left hand:

1. I can alternately throw and catch 2 tennis balls against a wall.
2. I can throw 2 tennis balls against a wall and catch them with the opposite hand (cross-over).
3. I can throw 2 tennis balls against a wall in a circuit, in both directions.

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

What

I can throw with good accuracy and weight.

I can send and receive with fluency.

I can perform with consistency (repeatable).

How

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).

Agility Ball Chasing

Skill Challenges

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

1. I can roll and chase a large ball, stopping it with my knee sideways onto the ball (long barrier position) facing the opposite direction.
2. I can do the above challenge with a tennis ball.
3. I can roll and chase a large ball, stopping it with my head in a front support position facing the opposite direction.

Developing my ball chasing skills and knowledge so...

What

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.

How

Start quickly by 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.

Key Vocabulary

record, monitor, self select, repeatable, accuracy, peripheral vision, reverse pivot

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).