

## Medium Term Plan: Supporting Implementation of LTP/Progression Grid

**Subject:** UKS2 Year B FMS

**PoS aims from NC:**

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect

**Prior Learning (what pupils already know and can do)**

### Long-term Learning (what pupils MUST know and remember) End Goals

Core knowledge: Fundamental Movement skills

FMS are the building blocks for movement. They are the skills which children need to participate successfully in all types of games, physical activities and sports.

FMS can be categorised under three headings:

Locomotion skills;

Stabilisation skills;

Object manipulation skills.

Examples of these skills are shown below:

Locomotion: walking, running, bounding, hopping, leaping, jumping (height), jumping (distance), rolling, galloping, climbing, sliding, skipping, jogging, skating, swimming, swinging, crawling and dodging.

Stabilisation\*: balancing, stretching, extending, flexing, landing, floating, stopping, twisting, turning, rotating, pivoting, bending, hanging, bracing, tucking, rolling, swinging and squatting.

Manipulation: Sending: pushing, throwing, bouncing, kicking, punting, rolling an object, striking an object and rolling. Receiving: pulling, catching, stopping and trapping.

Travelling with: dribbling (feet), dribbling (hands), dribbling (stick), carrying (hands), bouncing and collecting.

\* These movements are performed both dynamically and statically in place.

Mastery of these skills is not just the ability to perform a given movement, but the ability to perform the movement in a proficient and controlled manner (often at speed).

Within the Evelyn Street Curriculum for Physical Education (PE) and other physical activities offered at school, we devote a significant amount of time and expertise to improving the fundamental motor skills of our pupils.

Having researched and analysed outstanding practice in teaching FMS, we have identified twelve FMS that we consider to be essential if our pupils are going to successfully participate in the many physical activities, games and sports offered at WPAT:

the static balance;

the sprint run;

the vertical jump;

the catch;

the hop;

the side gallop;

the skip;

the overarm throw;

the leap;

the kick;

the two-hand strike;

the dodge.

These twelve skills were selected because together they represent a solid formation for the development of specialised skills, enabling pupils to participate in a wide range of physical activities.

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	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Static balance	Red	Yellow	Yellow	Green	Yellow	Yellow	Yellow
Sprint run	Red	Yellow	Yellow	Green	Yellow	Yellow	Yellow
Vertical jump	Red	Yellow	Yellow	Green	Yellow	Yellow	Yellow
Catch	Red	Yellow	Yellow	Green	Yellow	Yellow	Yellow
Hop	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Side gallop	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Skip	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Overarm throw	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Leap	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Kick	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Two-hand strike	White	Red	Yellow	Yellow	Green	Yellow	Yellow
Dodge	White	Red	Yellow	Yellow	Green	Yellow	Yellow

■ Focused teaching and learning, with an emphasis on the introductory components  
■ Practice and development, with an emphasis on the fine-tuning components  
■ Benchmark of when most pupils should demonstrate proficiency of the skill  
■ Consolidation and application of skill in sport contexts, games and physical activities

### Key Vocabulary

Target ,Footwork, Attack ,Defence, Formation, Fluency, Accurate, Collaboration, Balance, Teamwork, Tactic, Skill, Technique, Warm-up, Cool-down, Fitness, Control, Acceleration, Decision making Speed, Coordination, Fielding, Striking, Power, Performance Rule

#### • Lesson 1

### Skills: I can....

- Dodge (Year 5)
- Be aware of my environment and others (Year 6)

### Knowledge: I know...

- To travel with my head up (Year 5 & 6)

### Assessment: I can....

- Read the play and show tactical awareness when performing across the curriculum

#### • Lesson 2

### Skills: I can....

- Adopt sideways on positions to receive the ball (Year 5)
- Use the full width of the pitch (Year 6)

### Knowledge: I know...

- That I get a better view of the whole pitch when I get wide and sideways on (Year 5)
- That sometimes it is better to go backwards with the ball if nobody is free forwards (Year 6)

### Assessment: I can....

- Demonstrate a range of leadership skills and am happy to take the initiative

#### • Lesson 3

### Skills: I can....

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- Overlap and underlap (Year 5)
- Make runs which overload the other team's defence (Year 6)

### Knowledge: I know..

- When to attack and when not to (Year 5)
- How to create space for my teammates (Year 6)

### Assessment: I can....

- Demonstrate specific tactical/performance awareness as an individual and team member

#### • Lesson 4

### Skills: I can....

- Defend one on one (Year 5)
- Track an opponent playing 'player-to-player' defence (Year 5 & 6)
- Adopt a low press and defend a zone (Year 6)

### Knowledge: I know...

- The importance of defending as a team (Year 5)
- That I need to be alert in defence and always have one eye on the ball and one on my opponent. (Year 5 & 6)
- That there are different ways to defend (Year 6)

### Assessment: I can....

- Work alongside and against others when attacking and defending

#### • Lesson 5

### Skills: I can....

- Pass attackers on to other defenders when they run across the pitch (Year 5)
- Come off my line, if I am in goal, to narrow the angle (Year 6)

### Knowledge: I know...

- Some strategies to cope with having fewer players than my opponents by having good shape and discipline (Year 5)
- That a goalkeeper can play as an additional defender if they are alert and prepared to come off their line (Year 6)

### Assessment: I can....

- Demonstrate a range of leadership skills and am happy to take the initiative

#### • Lesson 6

## **Skills: I can...**

- Make diagonal runs to confuse defenders (Year 5)
- Be mobile and fluid in my attacking and not stick rigidly to one position (Year 6)

## **Knowledge: I know..**

- How to make use of extra players (Year 5)
- To communicate with my fellow attackers to confuse defenders (Year 6)

## **Assessment: I can....**

- Demonstrate specific tactical/performance awareness as an individual and team member

Future learning this content supports:

- Link skills with specific sports IE, striking can be linked with Football, Cricket and Tennis etc.
- The use of themed skills IE, Move like an animal.