



Fundamental Movement Skills

Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2 should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities.



Mastering Running

- Look where you are running/Scan for spaces if required
- Use your arms to help you balance, and drive you forwards.
- Keep your hands and shoulders relaxed
- Check your posture, keep your back straight.
- Arms move up and down, not across your body.

Most of the children should be able to;

- Small quick steps to build speed
- Drive your knees high
- Elongate the stride to maintain speed

Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.



Mastering Jumping

Jumping should be broken down into three successive phases:

- Take off
- Flight
- Landing

There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are:

- Two-foot take-off to a one-foot landing
- Two-foot take-off to a two-foot landing
- One-foot take-off to a landing on the same foot (hop)
- One-foot take-off to a landing on the other foot (leap)
- One-foot take-off to a two-foot landing

The cues for development of skill in jumping and landing (two-foot take-off to a two-foot landing):

- Bend knees
- Swing arms forward
- Land both feet at the same time
- Balance landing

Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However, there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.



Mastering Throwing

Basic Key Points for Throwing

- Stand straight upright, ball in your throwing hand, facing your target.
- If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).
- If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).
- Make sure your feet are shoulder-width apart.
- Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
- Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
- You are ready to throw.
- In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics and Dodgeball.



Mastering Catching

Basic Key Points for Catching

- Get into a position to catch, by tracking the ball.
- Hands should be in the ready position at all times (out in front with fingers pointing at the ball).
- Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together))
- Soft Hands
- Close your grip on the ball on contact (hands should be the same shape as the balls)
- Secure the ball (make sure it is safe once you have caught it)

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

Developing Agility (Tracked during Amaven Assessments – 5:10:5 Agility Challenge)



Agility is the bodies ability to change direction, at speed, whilst maintaining balance.

Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.

Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.

Developing Balance (Tracked during Amaven Assessments – Broad Jump)



Agility is the bodies ability to stay upright or stay in control of body movement

Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.

However, developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.

Developing Coordination



Coordination is the ability to move two or more body parts under control, smoothly and efficiently.

Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.

Coordination can be developed by focussing on developing fundamental skills in isolation and in combination.

Further ideas involve the use of cross lateral movements.

Develop Strength (Tracked during Amaven Assessments – Hopping Challenge)



Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.

Gymnastics will support children in holding their body and body weight.

Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.

Develop Flexibility (Tracked during Amaven Assessments – Sit and Reach Challenge)



Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's

Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.

Develop Control

Create fluent movement patterns using precision and control through Dance



Play in competitive team sports that include attacking and defending principles where children can develop simple and tactics and strategies to help them succeed

All children in Year 3 should be taught to;

- Know the difference between attack and defence.
- Pass, receive and travel with a ball with some control and accuracy
- With guidance, begin to use basic attacking and defending skills such as marking, dodging and intercepting
- Know what they and their team need to do to keep possession and contribute to this occasionally
- Follow rules in simple invasion games.

Most of the children should be able to;

- Know some of the basic principles of invasion games
- Recognise and begin to apply basic attacking skills such as dodging, with some success.
- Recognise and begin to apply basic defending skills such as marking and intercepting, with some success.
- Pass, receive and travel with a ball in a variety of ways with increasing control and accuracy
- Identify and use tactics to help themselves and their team keep possession of the ball
- Use space well to pass and receive the ball.

Some children will be able to;

- Understand and consistently apply basic principles of invasion games
- Use a range of attacking and defending skills during team games appropriately.
- Know when to pass or dribble with the ball and use a variety of techniques with control and accuracy.
- Read the game to be able to intercept effectively
- Use space effectively and intentionally
- Work effectively as part of a team.



Dance with simple movement patterns

All children in Year 3 should be taught to;

- Use the skill of improvisation, responding to a stimulus (such as music)
- Change their movements according to different stimuli
- Combine and link a small number of movement phrases and patterns
- Work cooperatively with a partner and in a small group
- Begin to see strength and areas to improve

Most of the children should be able to;

- Use movements to tell a narrative
- Combine and link increasing numbers of movement phrases and patterns
- Create fluent movement patterns using precision and control.
- Show an awareness of other movements responding accordingly with their own movements

Some children will be able to;

- Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics
- Take responsibility of their own skill progressions by suggesting ways to make activities more challenging.



Take part in Outdoor and Adventurous Activity

All children in Year 3 should be taught to;

- Explain what teamwork involves and demonstrate some teamwork skills to help achieve the goal
- Understand what effective communication involves and demonstrate verbal and non-verbal methods of communication with some success during team activities
- Follow multistep instructions with support when necessary
- With guidance, identify the problem and possible solutions to solve it.
- Mostly cooperate with others to solve the problem demonstrating, demonstrating some effective teamwork skills.
- Understand and sometimes use directional language to navigate others with some success.
- Follow directions given to them with some support
- With support, can give directions using appropriate terminology
- Understand the concept of a map and use a key and symbols on a simple map with support if necessary
- Orientate a map, with support if necessary
- Know the meaning of some common map symbols

Most of the children should be able to;

- Identify and demonstrate a range of effective teamwork skills to achieve the goals
- Understand, recognise and demonstrate verbal and non-verbal methods of communication effectively during team activities
- Follow multi-step instructions using strategies to aid them.
- Identify the problem and come up with possible solutions and a plan of action to solve them.
- Demonstrate a range of effective teamwork skills to solve a range of problems
- Understand and use directional language to effectively navigate others.
- Follow the directions given to them with success
- Give easy – to – follow directions using appropriate terminology
- Understand the concept of a map and use a key and symbols on a simple map
- Orientate a map
- Know the meaning of a range of common map symbols
- Understand and can talk about what orienteering involves and know a range of different orienteering symbols.

Some children will be able to;

- Demonstrate excellent teamwork skills and be instrumental in helping their team to achieve the goals
- Verbally communicate ideas clearly and concisely, show excellent listening skills and communicate skilfully using non-verbal methods
- Confidently and effectively follow multistep instructions
- Help others identify a problem suggesting a range of possible solutions and appropriate plan of action and be instrumental in successfully solving it.
- Demonstrate an excellent understanding of directional language, using it to effectively navigate others
- Confidently follow directions given with success.
- Navigate others safely and effectively by giving clear and precise directions using appropriate terminology.
- Confidently read and follow a range of simple maps and support others in their map reading, such as using a key
- Confidently orientate a map, supporting others to do so when necessary
- Know the symbols including some additional symbols not featured in lessons resource
- Have a very good understanding of what orienteering involves and know a range of different orienteering symbols, including the colours.



Swim using a range of strokes at least 25m



- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

Evaluate your own performance in PE and give suggestions for improvements and highlight strengths



- Know what they and their team need to do to keep possession and contribute to this occasionally (Through Team Games)
- Begin to see strength and areas to improve

Allow all children the opportunity to take part in the leadership of sport and PE in school



Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc)

Other

- Demonstrate knowledge and understanding of the reasons for warming up and cooling down
- Identify how specific activity affects their body.