



Physical Education

Ball Skills Hands 1 Year 2

Unit Purpose

The unit of work will challenge pupils to **combine** their developing dribbling, passing and receiving skills in order to **keep possession** and score a point.

Pupils will apply these skills in teams in various games and activities.

Inspire Me

Did you know... The most bounces of a basketball in one minute is 708! This record was achieved by Leon Walraven from Netherlands, on 20 February 2019.



Key Success Criteria

- P** Pupils will be able to dribble, pass and move with developing accuracy. They will combine these skills to score points.
- C** Pupils will focus on their partner and team members, developing an understanding of the consequences in a game when mistakes are made.
- S** Pupils will develop communication and empathy as they listen to their partner and team members and work collaboratively together.
- W** Pupils will continue to effectively apply life skills such as self belief and integrity as they strive to improve their own performance whilst playing fairly.



Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. Our aim is to keep the ball away from the defenders.

Defender: We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to try and prevent the attackers from scoring.

Opponent: means a player on the other team. If we are an attacker dribbling we need to keep the ball away from the defender who is our opponent.

Team: is a group of players from one side who come together to try and achieve a common goal.



Sport Specific Vocabulary

Dribbling: is a method of moving with the ball. The attacker in possession of the ball continuously bounces the ball on the floor in order to move around the space.

Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should direct the ball towards the receiver's hands at chest level.





Physical Education

Dance: Explorers

Unit Purpose

The unit of work will develop pupil's ability to create and develop their characters, adding movements, **expression** and **emotion** to their performance. Pupils will be able to create a **motif** and will develop their motifs with a partner to include some different elements of **choreography**.

Inspire Me

Did you know... that on May 29th, 1953, Sir Edmund Hillary reached the 29,035-foot summit of Mount Everest, becoming the first person to stand on top of the world's highest mountain.



Key Success Criteria

- P** Pupils can respond to the music with appropriate movements and actions, using their whole body. Pupils can ensure their movements are big and clear.
- C** Pupils will refine their application of life skills such as curiosity and imagination as they create a range of movements linked to a variety of characters.
- S** Pupils can demonstrate fairness and gratitude as they engage in their learning, work well with others and enjoy creating their movements and sequences.
- W** Pupils will develop life skills such as courage and honesty, as they try their best to create sequences, giving feedback to others following their performances.



Vocabulary for Learning

Champion Dancers: Champion dancers can move with control, respond to the rhythm and move in relation to the music.

Control: means moving our bodies in time with the music, beat or sound.

Rhythm: is a repeated pattern of movements or sounds.

Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known.

Emotion: refers to the feelings a dance character is feeling depending on their circumstances, mood, or relationship with others.



Sport Specific Vocabulary

Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

Unison: Unison is where pupils perform the same movement at exactly the same time as each other.

Motif: is a series of movements that are repeated.

