

# YEAR 5 FMS: BALANCE

THIS FMS IS SEEN IN ALL UNITS



## CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil hops on one foot 5 times in a straight line and then hold their balance on the same foot for 10 seconds after the final hop. Repeat on other foot.
- (B) Pupil stands on a line or beam (up-turned bench). Pupil continuously throws a beanbag up to themselves whilst standing on the beam.
- (C) Create a zigzag path out of cones 3m in width. Pupil sprints the zigzag changing direction at the markers. At the final cone they stop and balance on one foot for 5 seconds.

### What you are looking for:

- Pupil looks forwards and keeps their chest up.
- Pupils adjust their body to maintain balance while moving, especially with an object affecting their centre of gravity.
- Pupil squeezes their muscles to hold static balances.

## CHECK WHAT YOUR PUPILS KNOW...

- Why is it important to keep your chest up and look forward when balancing whilst moving? **To help maintain your centre of gravity and keep your body stable. To see where you're going, making it easier to adjust your movements and balance while changing direction.**
- When holding a static balance, like after hopping, what should you do to keep your body steady? **Squeeze your muscles, especially in your legs and core. Keep your body upright and your arms out for balance.**
- How does balancing while throwing test your balance? **It shifts your centre of gravity, requiring you to adjust your body to stay balanced.**

## INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

## Your greater depth pupils might be able to show and may know...

- Why is it important to keep your chest up and look forward when balancing or changing direction? **To see where you are going and to help maintain your centre of gravity and keep your body aligned.**
- How does transitioning slowly between poses, help you to manage your balance? **Gives you time to shift your centre of gravity carefully if you rush, it's easier to lose balance.**
- How does bending your knees help you to balance? **Bending your knees when taking off or landing helps you absorb the impact which makes it easier to maintain balance.**

## Your pupils might already be able to show and may know...

- What do you need to do with your body to hold a strong balance? **Keep my body strong, focus on something still, squeeze my muscles.**
- How can you move with control from one balance to another? **Keep focus, move slowly and with control, think about which muscles are being used to hold each balance and squeeze them.**
- How can your arms and legs help you when trying to balance? **By spreading out to keep you steady. For example, you can stretch your arms to the sides or move your legs to adjust your weight and stop you from falling.**

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### CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Partner chest passes a playground ball to the side of the receiver. Receiver has a defender who defends at 50% capacity to apply some pressure. Pupil moves to catch with two hands before a bounce.
- (B) Partner underarm throws a tennis ball to waist height, receiver aims to catch it with a close catch before a bounce. Pupil counts how many they catch out of 10.
- (C) Partner underarm throws a tennis ball high in the air, receiver aims to catch it with a deep catch before a bounce. Pupil count how many they catch out of 10.

### What you are looking for: Pupil...

- stands in a ready position (feet shoulder width apart and knees bent), holds their hands out (if catching from a stationary position) and focuses on the ball.
- uses wide fingers and cushions the ball by pulling it in to their chest to help to securely catch.
- moves their feet to be in line with the ball if it is not coming directly to them.
- uses a close catch (little fingers together, fingers pointing down) for the low, underarm catch. Video can be found in Awesome Stuff.
- uses a deep catch (thumbs together fingers pointing up) to catch a ball coming in from high. Video can be found in Awesome Stuff.
- should be able to apply this skill under pressure.

### CHECK WHAT YOUR PUPILS KNOW...

- When catching on the move, what should you do to make sure you catch successfully? **Watch the ball, move my feet to get in line with it, then pull the ball into my chest.** ?
- How should you position your hands and fingers when catching a low ball at waist height? **Use a close catch technique by placing my little fingers together and pointing my fingers down.**
- What should you do to catch a ball coming in from high? **Stand in a ready position, move my feet to be in line with it, and use a deep catch technique by putting my thumbs together and pointing my fingers up.**
- Why is it important to use different catching techniques (close catch and deep catch) in different situations? **Using different catching techniques helps me to adjust to the height and angle of the ball, ensuring I catch it securely.**

### INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

### Your greater depth pupils might be able to show and may know...

- How can you successfully catch with one hand? **If catching a large ball, get my hand behind the ball and get my second hand on it as soon as possible. If catching a small ball, get my hand under the ball.**
- How do you know what type of catching technique to apply? **Watch the height and speed of the ball as it approaches. Use a close catch for a ball coming straight at waist height. Use a deep catch for a ball coming in from high.**
- Why is it important to adopt different catching techniques? **To securely catch it in any situation. Applying these in different conditions e.g. when marked by a defender or facing unpredictable throws in more competitive situations.**

### Your pupils might already be able to show and may know...

- Why is it important to stand in a ready position when preparing to catch? **A ready position helps me to stay balanced and ready to move quickly in any direction. It allows me to react faster, increasing my chances of catching it.**
- What is the correct hand position and action to take when you are about to catch a ball that's been thrown towards you? **Hold my hands out with my fingers wide. As the ball comes towards me, use my hands to cushion the catch by pulling the ball into my chest to secure it.**
- When catching a ball on the move, what should you do to make sure you catch it successfully? **Watch the ball, move my feet to get in line with it.**

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Athletics

Fitness

Invasion  
Games

Target  
Games

Gymnastics

Dance

## CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Partner throws a ball into the air, pupil jumps up to catch and lands on the spot.
- (B) Pupil jumps as far as they can using three combined jumps.
- (C) Pupil hops as far as they can using three combined hops.
- (D) Pupil creates three different jumps, making them each as interesting and controlled as possible.

### What you are looking for:

- Pupil looks forward as they land toes first with soft knees.
- Pupil swings their arms forward and transfers their weight from back to front to jump/hop further.
- Pupil swings their non-standing foot backward then forward to hop for distance.
- Pupil jumps/hops in quick succession when combining jumps to travel further.
- Pupil bends their knees and swings their arms up to jump higher, timing their jump to accurately catch the ball.
- Pupil uses jumps relevant to the situation e.g. changing shape, rotation or take off, fluently and aesthetically pleasing for task D.

## INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.



## Your greater depth pupils might be able to show and may know...

- What technique would you use to jump for height? **Take off two feet with bent knees, drive arms upwards at take off.**
- When would you need to jump for height? **To intercept in some invasion games, to dodge a ball in dodgeball, in dance, in gymnastics to get more time in the air to perform shape jumps.**

## CHECK WHAT YOUR PUPILS KNOW...

- When combining jumps to jump for distance, what can you do with your knees to create power? **Drive them high and fast.**
- Can you give examples of when your jumping technique may vary? **E.g. jumping for an interception may require you to leap sideways, explosively using one foot, or backwards and up using two feet. Jumping in dance may require you to use a small bend in the knees to land graciously.**
- How are jumps used in gymnastics? **To link actions together, show shape and change direction.**

## Your pupils might already be able to show and may know...

- What can you do with your body to help you to jump further? **Transfer my weight from back to front by swinging my arms forward.**
- What can you do with your non-standing foot when hopping for distance to help you to hop further? **Swing it backward then forward.**
- What can you do to land with control? **Land toes first, look forward and bend my knees.**

Athletics

Fitness

OAA

Target  
Games

Invasion  
Games

Net and Wall  
Games

Striking and  
Fielding



## CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil sprints 30m and stops.
- (B) Pupil jogs for 4 minutes.
- (C) Create a zigzag path out of cones 3m in width. Pupil sprints the zigzag changing direction at the markers.

### What you are looking for:

- Pupil sprints with big consistent strides and high knees, on the balls of their feet, moving their opposite arm to leg.
- Pupil leans slightly forwards to speed up.
- Pupil leans slightly backwards to slow down.
- Pupil uses small steps to change direction, keeping their elbows bent. They push off their outside foot and turn their hips to face a new direction.
- Pupil paces themselves appropriately, running for the entirety of the time.



## INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

## Your greater depth pupils might be able to show and may know...

- What can you do with your body to get the power to run faster? **Use a high knee drive, pump my arms and run on the balls of my feet.**
- What does running over a long distance develop? **Stamina.**
- What does running over a short distance develop? **Speed.**
- How can stamina and speed be developed? **With training over time.**
- What elements of fitness are required for agility? **Speed, strength, balance and co-ordination.**

## CHECK WHAT YOUR PUPILS KNOW...

- What helps you to create a rhythm to run faster? **Taking big consistent strides.**
- What can you do to run further or for a long period of time? **Pace myself and use steady breathing.**
- Which foot do you push off to change direction? **Outside foot (the foot furthest from the direction I want to go in).**
- What else do you need to do to change direction? **Turn my hips to face the direction I want to go in.**

## Your pupils might already be able to show and may know...

- What can you do with your body to get the power to run faster? **Use a high knee drive, pump my arms and run on the balls of my feet.**
- What do you need to do when running further or for a long period of time? **Pace myself.**
- What can you do with your body to help you to stay balanced when changing direction? **Keep my elbows bent.**

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# YEAR 5 FMS: THROWING

UNITS THIS FMS IS SEEN IN:

- Athletics
- Invasion Games
- Net and Wall Games
- Fitness
- Striking and Fielding
- Target Games



## CHECK WHAT YOUR PUPILS CAN SHOW...

- A** Partner stands 6m away. Using a tennis ball, pupil throws to their partner. Repeat with partner standing 8m away. How many can they throw on target out of 10?
- B** Partner stands 5m away. They move to the side. Pupil throws a playground ball to their partner as they move. First with a chest pass then with a bounce pass. How many can they throw on target out of 10?
- C** Partner stands 8m away. They move to the side. Pupil throws a playground ball to their partner as they move. First with a shoulder pass then with an overhead pass. How many can they throw on target out of 10?

### What you are looking for:

- Pupil looks to see their target, selecting underarm for a close distance and overarm for a long distance (small ball).
- Pupil throws from a balanced position with opposite foot to throwing hand forward.
- Pupil throws slightly ahead of their partner when the target is moving.
- Underarm: swing throwing arm by side of the body, point throwing hand at target on release.
- Overarm: hold the object high and move throwing arm past ear, point throwing hand at target on release.
- Chest pass: from chest height using two hands.
- Bounce pass: from chest height, using two hands to push the ball just over halfway between thrower and the target.
- Shoulder pass: one hand, elbow high in line with shoulder.
- Overhead pass: two hands above their head, elbows bent.
- Pupil should be able to apply this skill under pressure.

## CHECK WHAT YOUR PUPILS KNOW...

- Other than the distance to the target, what other factors could affect your choice of throw? **The type of ball, where defenders/opponents are in relation to the ball carrier, attacker and within the rules of the game.**
- What type of throw would you use for a long distance using a playground ball and what are the teaching points for these? **Shoulder or overhead.**
- What type of throw would you use for a short distance using a playground ball and what are the teaching points for these? **Bounce or chest.**

## INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your **greater depth** pupils might be able to show and may know...

- How would you decide whether to use a shoulder pass or an overhead throw? **Choose a shoulder pass if I need to throw the ball quickly and directly to a target over a long distance. An overhead throw might be better if I need to throw it over an obstacle or a group of players.**
- When would it be more effective to use a bounce pass instead of a chest pass? **A bounce pass would be more effective if my partner is being closely marked, as the ball can go under the defender's arms and still reach my partner.**

Your pupils might **already** be able to show and may know...

- Why is it important to keep your elbow high and step with your opposite foot to throwing arm when throwing overarm or using a shoulder pass? **To help to increase the power and accuracy of the throw.**
- What type of throw would you use for a long distance using a playground ball? **Shoulder or overhead.**
- What type of throw would you use for a short distance using a playground ball? **Bounce or chest.**

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