



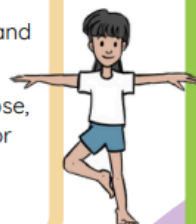
YEAR 6 FMS: BALANCE

THIS FMS IS SEEN IN ALL UNITS



CHECK WHAT YOUR PUPILS CAN SHOW...

- A** Pupil leaps three times in a zigzag formation then balances on their landing foot for 5 seconds.
- B** 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 on one foot and receive a pass.
- C** Pupil transitions through a sequence of poses (e.g., tree pose, aeroplane pose, and one-legged knee lift as illustrated above right). They hold each pose for five seconds. Repeat other foot.



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...

- When changing direction, how can subtle adjustments in your body position help improve your stability? **Subtle adjustments, like shifting your weight to one side or slightly lowering your centre of gravity allows you to counteract the force of movement.**
- Why is controlling the speed of your transitions between balances as important as keeping your centre of gravity stable? **It allows you to distribute your weight evenly. Slower transitions also help you anticipate how much force is needed to maintain balance.**
- How does bending your knees contribute to maintaining balance? **It helps lower your centre of gravity, making it easier to stay balanced. By engaging your leg muscles and absorbing the force evenly, you can better hold your balance.**

What you are looking for:

- Pupil looks forwards and keeps their chest up.
- Pupil bends their knee on take off and landing.
- Pupils adjust their body to maintain balance while moving.
- Pupil squeezes their muscles to hold static balances.
- Pupil transitions from one pose to the next slowly and with control.

CHECK WHAT YOUR PUPILS 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...

- Why is it important to keep your head up and look forward when balances 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.**

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YEAR 6 FMS: CATCHING

UNITS THIS FMS IS SEEN IN:

Target
Games

Invasion
Games

Net and Wall
Games

Striking and
Fielding



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Partner chest passes a playground ball to the side of the receiver. Receiver has a defender who marks them at 50% capacity. Pupil moves to catch it with two hands before a bounce.
- (B) Partner randomly chooses to throw a tennis ball underarm to waist height or underarm high in the air. Pupil selects the appropriate technique to catch.
- (C) Partner underarm throws a tennis ball high into the air. Pupil catches it with one hand.

What you are looking for:

- Pupil stands in a ready position (feet shoulder width apart and knees bent) and focus on the ball.
- Pupil uses wide fingers, cushions the ball and pulls it in to their chest to securely catch.
- Pupil moves their feet to be in line with the ball if it is not coming directly to them.
- Pupil uses a close catch (little fingers together, fingers pointing down) for the low, underarm catch.
- Pupil uses a deep catch (thumbs together fingers pointing up) to catch a ball coming in from high.

Videos of this skill can be found in Awesome Stuff.

- If catching a large ball, pupil places their hand behind the ball and gets their second hand on it as soon as possible. If catching a small ball, they place their hand under the ball.
- Pupil should be able to apply this skill under pressure.

CHECK WHAT YOUR PUPILS 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.**

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...

Describe game situations when you would change your catching technique and explain why. **E.g. use a one handed catch when catching at a stretch for example to prevent a ball from going out of court or intercepting. Use a deep catch when fielding a high batted ball in rounders or cricket and a close catch when fielding in backstop or wicket keeper.**

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

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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 and 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 performs jumps relevant to the situation with control in execution e.g. changing shape, rotation or take off/landing, fluent and aesthetically pleasing for task D.

CHECK WHAT YOUR PUPILS 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 and gymnastics to get more time in the air to perform shape jumps.**

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 role does your core play in jumping? **Helps to keep your body stable and balanced. Allows you to control your movement in the air and land safely, especially when jumping in different directions or performing complex movements like twists or turns or combining skills like intercepting.**
- What muscles in your body are most important for jumping? How do they help you jump higher/further? **Quadriceps, hamstrings, calves, and glutes are most important. They give you power to push off the ground. Your core muscles also help keep your balance and stabilise your body during the jump.**

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

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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...

- How does steady breathing help improve your running performance? **Steady breathing helps you to get more oxygen to your muscles, which prevents fatigue.**
- How does strength training improve your running performance? **Strength training builds muscle endurance and power, which makes your legs stronger for longer runs and increases your overall speed. It also helps to reduce the risk of injuries.**
- How do balance and coordination improve agility? **Good balance and co-ordination helps you maintain control when shifting your weight quickly. This makes it easier to stay on your feet and react quickly without losing stability.**

CHECK WHAT YOUR PUPILS 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.**

Your pupils might already be able to show and may 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 keep a steady breath.**
- 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.**

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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 time they use a chest pass then 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 time they use a shoulder pass then an overhead pass. How many can they throw on target out of 10?
- (D) Working in a 8m x 8m space. Partner is marked (defender working at 50%). Pupil chooses the appropriate technique for the situation (ball, distance, defender).

What you are looking for: Pupil...

- looks to see their target and select underarm for a close distance and overarm for a long distance (small ball). Throw is accurate.
- throws from a balanced position with opposite foot to throwing hand forward.
- throws slightly ahead of their partner when the target is moving.
- Underarm: swing throwing arm by the side of the body, point throwing hand at the target on release.
- Overarm: hold the object high and move the throwing arm past the ear, point throwing hand at the 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 skills under pressure and select the correct skill for the situation.

CHECK WHAT YOUR PUPILS KNOW...

- What factors affect your choice of throw and give examples? **The type of ball, the distance of the throw, the speed at which you need to throw, where opponents are e.g. if trying to get an opponent out at a base in rounders, I might use a quick underarm throw.**
- 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.**

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...

- In invasion games, how does using a variety of throws increase your team's chance of maintaining possession? **Combining passes requires quick decision-making and makes it harder for defenders to predict or intercept the ball.**
- What factors would you consider to improve throwing distance, and how would adjusting technique help you throw further? **You could consider body posture, grip, arm strength, and how much legs and core are used for power. Adjusting technique, like increasing the speed of arm movement, using a wider stance for balance, and stepping forward with opposite foot, would help to generate more force.**

Your pupils might already be able to show and may 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 (see teaching points below).**
- 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 (see teaching points below).**

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