

PE – Year 4 (Progression grid to be supplemented with the GetSet4PE online plans)

Content

NC objectives - areas of study	End point of area of study	Vocabulary		
<p>1. Use running, jumping, throwing and catching in isolation and in combination</p> <p>2. Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>3. Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>4. Perform dances using a range of movement patterns</p> <p>5. Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>6. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming</p>	<p>Fitness (NC Objective 1, 3, 5 & 6) –</p> <ul style="list-style-type: none"> Show balance when changing direction at speed Show control whilst completing activities which challenge balance Explore increased speed when coordinating their bodies Demonstrate improved sprinting technique Identify activities which help to strengthen different muscle groups Demonstrate using their breath to maintain their work rate <p>Tag Rugby (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> Develop passing to a teammate using a variety of techniques appropriate to the game Develop control whilst dribbling under pressure Develop decision making around when to pass Develop defending one on one and know when to win the ball Move into space to help their team keep possession 	Basic	Adventurous	Technical
		<p>Fitness Exercise, heart, lungs, oxygen, mood, healthy, body</p> <p>Tag Rugby defender, dribbling, pass, attacker, space, points, score, team</p>	<p>Fitness Speed, distance, sprint, strong, pace, jog, steady, race</p> <p>Tag Rugby Possession, send, teammate, received, dodge,</p>	<p>Fitness Fitness, strength, balance, pace, agility, control, progress, coordination, muscle, stamina</p> <p>Tag Rugby Defence, receiver, mark, tag, try, dodge, opponent, offside, opposition, onside, score, outwit</p>

<p>7.Swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>8.Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>9.Perform safe self-rescue in different water-based situations.</p>	<p><u>Hockey</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop passing to a teammate using a variety of techniques appropriate to the game • Develop control whilst dribbling under pressure • Develop decision making around when to pass and when to shoot • Develop defending one on one and know when to win the ball • Move into space to help their team keep possession and score goals <p><u>Yoga</u> (NC Objective 3)</p> <ul style="list-style-type: none"> • Explore using their breath to maintain balance within a pose • Demonstrate increased extension in their poses • Demonstrate increased control and strength within a pose • Can engage with mindfulness activities with increased focus <p><u>Dance</u> (NC Objective 3, 4 & 6)</p> <ul style="list-style-type: none"> • Respond imaginatively to a range of stimuli related to character and narrative • Change dynamics confidently within a performance to express changes in character • Confidently use changes in level, direction and pathway • Use action and reaction to represent an idea • Perform complex dances that communicate narrative and character well, performing clearly and fluently 	<p><u>Hockey</u> Possession, send, teammate, received, dodge,</p> <p><u>Yoga</u> Space, pose, breath, balance, slowly, breathe, stretch</p> <p><u>Dance</u> Shape, space, balance, timing, mirror, pathway</p>	<p><u>Hockey</u> Dribble, grip, defence, shoot, interception, mark, opponent, protect, opposition, fluid, attack,</p> <p><u>Yoga</u> Focus, create, choose, position, flow</p> <p><u>Dance</u> Unison, explore, create, feedback, perform, timing, levels, flow, dynamics, expression, actions</p>	<p><u>Hockey</u> receiver, shoot, defence, trapping the ball, obstruction, push pass,</p> <p><u>Yoga</u> Strength, perform, link, flexibility, mindfulness, try, stable, grounded, relax, control, down dog, technique</p> <p><u>Dance</u> Reaction, performance, represent,</p>
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	<p><u>Tennis</u> (NC Objective 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Demonstrate increased technique when using shots both cooperatively and competitively • Develop technique in serving underarm with increased consistency • Develop rallying using both forehand and backhand with increased technique • Begin to use appropriate footwork patterns to move around the court <p><u>Gymnastics</u> (NC Objective 1, 3 & 6)</p> <ul style="list-style-type: none"> • Develop the range of shapes they use in their sequences • Develop strength in bridge and shoulder stand • Develop control and fluency in individual and partner balances • Develop the straight, barrel, forward and straddle roll and perform with increased control • Develop control in performing and landing rotation jumps <p><u>Orienteering</u> (NC Objective 5)</p> <ul style="list-style-type: none"> • Plan independently and in small groups, implementing a strategy with increased success • Identify key symbols on a map and use a key to help navigate around a grid • Confidently communicate ideas and listen to others • With increased accuracy, critically reflect on when and why they were successful at solving challenges 	<p><u>Tennis</u> Receive, opponent, quickly, trap, defend, return, collect, against</p> <p><u>Gymnastics</u> Roll, link, sequence, straddle, pike, tuck, star, level</p> <p><u>Orienteering</u> map, support, direction, successful, communicate</p>	<p><u>Tennis</u> track, rally, control, accurately</p> <p><u>Gymnastics</u> Matching, contrasting, interesting, flow, explore, control, shape, create</p> <p><u>Orienteering</u> navigate, rules, grid, route, discuss, trust, plan</p>	<p><u>Tennis</u> Serve, forehand, backhand</p> <p><u>Gymnastics</u> Technique, quality, sequence, perform, rotation, extension, apparatus, inverted, shape</p> <p><u>Orienteering</u> leader, inclusive, effectively, orientate, symbol</p>
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	<p><u>Athletics</u> (NC Objective 1, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop an understanding of speed and pace in relation to distance • Develop power and speed in sprinting technique • Develop technique when jumping for distance • Explore fluency and technique in the vertical jump • Explore power and technique when throwing for distance in a pull throw <p><u>Swimming</u> (NC Objective 7, 8 and 9)</p> <ul style="list-style-type: none"> • Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl • Demonstrate improved breathing technique in front crawl • Are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water <p><u>Rounders</u> (NC Objectives 1, 2, 3, 5 & 6)</p> <ul style="list-style-type: none"> • Develop batting technique consistent with the rules of the game • Develop bowling with some consistency, abiding by the rules of the game • Use overarm and underarm throwing with increased consistency in game situations • Beginning to catch with one and two hands with some consistency in game situations. 	<p><u>Athletics</u> Speed, sprint, pace, take off, landing, swing, height, distance,</p> <p><u>Swimming</u> Safely, enter, rules, front, travel, kicking, exit, back</p> <p><u>Rounders</u> Hit, throw, points, score, target, catch</p>	<p><u>Athletics</u> Accurately, power, personal best, determination, further, faster, control</p> <p><u>Swimming</u> pulling, breathing, unaided, gliding, floating, splash</p> <p><u>Rounders</u> Place, strike, runs, track, backstop</p>	<p><u>Athletics</u> Stamina, technique, perseverance, officiate, power, accuracy, flight, chest push, overhead throw, overhead heave, shoulder fling, pitch</p> <p><u>Swimming</u> Sculling, crawl, breaststroke, submersion, rotation, backstroke, buoyancy, survival, alternate, huddle, stroke, treading water</p> <p><u>Rounders</u> batting, bowl, fielding, retrieve, two-handed pick up, stance, stumped, short barrier, technique, post, rounder</p>
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Knowledge

Substantive Knowledge

Autumn Term 1

Fitness – **How does fitness improve mental health?**

Lesson 1 – To know how to develop an awareness of what your body is capable of

- Encourage those they are working with
- Try their best at each station
- Identify areas of personal strength and areas of development

Lesson 2 – To know how to develop speed and strength

- Complete each exercise slowly and with control
- Keep their elbows bent
- Move their hands from their pocket to their mouth
- Run on the balls of their feet

Lesson 3 – To know how to complete actions to develop coordination

- Watch the ball and move their hands ready to catch it
- Identify when coordination is used in everyday life
- Communicate with their partner to check that they are ready to receive the ball

Lesson 4 – To know how to complete actions to develop agility

- Bend low and use small steps to change direction
- Turn their hips to face the direction they are running
- Recognise when they were successful and what they need to do to improve

Lesson 5 – To know how to complete actions to develop balance

- Bend their knees to help them stay balanced
- Focus on something still
- Understand how balance is important in everyday tasks

Lesson 6 – To know how to complete actions to develop stamina

- Breathe steadily in through their nose
- Don't go too fast at the beginning
- Recognise changes in their body when they work for longer periods of time

Tag Rugby – **What is more important: personal or team performance?**

Lesson 1 – To understand how to develop throwing, catching and running with the ball

- Run into space when they receive the ball
- Watch the ball as it comes towards them

Disciplinary Knowledge

Fitness

Raising aspirations: physiotherapist, nutritionist, athlete

Skills: balance and co-ordination, performance, competition

Balance and co-ordination

Children will develop coordination and balance by taking part in a range of jumping, throwing and running activities. Children will develop techniques to help improve their balance and co-ordination.

Performance

Children will assess, analyse and compare performances of their peers to improve their personal best. Children to try and perform to their maximum levels.

Competition

Children will set themselves a personal challenge and be in competition with themselves and their peers to try and beat their target.

Tag Rugby

Raising aspirations: rugby player, rugby coach, game analyst, physiotherapist, nutritionist, commentator, referee

- Make decisions about when to run and when to pass
- Lesson 2 – To understand how to develop an understanding of tagging rules
- Do not block or protect their tags
 - Pass the ball if they have been tagged
 - Decide when to run and when to pass
- Lesson 3 – To understand and begin to use the forward pass and off side rule
- Get into a position behind or to the side of the ball carrier to support them
 - Understand the rules of the game
 - Communicate with their teammates when they want to receive the ball
- Lesson 4 – To understand how to dodge a defender and move into space when running towards the goal
- Push off their outside foot to change direction
 - Run to space where there are no defenders
 - Identify when to pass and when to dodge
- Lesson 5 – To understand how to develop defending skills and use them in a game situation
- Use small steps to be able to change direction quickly and track the attacker
 - Work collaboratively in a group to self-manage games
 - Reflect on their performance and areas to improve
- Lesson 6 – To know how to apply the rules and tactics you have learnt and play in a tag rugby tournament
- In between matches, discuss with their team how they can improve for their next match
 - Use the rules they have learnt to play fairly
 - Reflect on their performance and areas to improve

Autumn Term 2

Yoga – How is breathing and movement connected?

- Lesson 1 – To know how to explore connecting breath and movement
- Breathe in and out slowly when in their yoga poses
 - Confident to explore new things
 - Remember the order of the poses in their flow
- Lesson 2 – To know how to explore new yoga poses and begin to connect them
- Move in time with your breath
 - Try to move through each pose fluidly
 - Be creative in the poses they choose

Skills: communicating, balance and co-ordination, performance, basic principles

Communicating

Children will learn to communicate effectively using key vocabulary when developing skills and applying to game understanding.

Balance and co-ordination

Children will develop balance throughout a series of engaging activities whilst they are running, changing direction and throwing at the same time. Children will develop co-ordination by throwing the ball and catching the ball under pressure.

Performance

Children will be encouraged to review and analyse their performance when throwing and decision making and make suggestions on how to improve

Basic principle

Children will be learning the basic rules of tag rugby and how it is similar and different to the game of rugby.

Yoga

Raising aspirations: yoga instructor, physiotherapist

Skills: sequence, balance and co-ordination,

Sequence

Children will understand the importance of sequences when carrying out a flow of movements that stretches the body and channels the breathing.

Balance and co-ordination

Lesson 3 – To know how to explore gratitude when remembering and repeating a yoga flow

- Move in time with their breath
- Use controlled movements to move from one pose to another
- Remember and repeat a yoga flow

Lesson 4 – To know how to develop flexibility and strength in a positive summer flow

- Move slowly and with control into the pose so that they are stable when balancing
- Remember a sequence of yoga poses
- Try their best

Lesson 5 – To know how to develop flexibility in an individual yoga flow

- Keep their focus on something stationary
- Move slowly and with control into the pose so that they are stable when balancing
- Understand what muscles they are using in the different yoga poses

Lesson 6 – To know how to develop confidence and strength in arm balances

- Move with control from one pose to the next
- Use their breath to help with control
- Work with respect and understanding of what they are able to achieve

Hockey – **Why is it important to understand the basic rules of hockey?**

Lesson 1 – To understand and develop sending the ball with a push pass

- Step forward with their opposite foot to push the ball when passing
- Identify which gates are undefended and choose to move to them
- Play honestly and within the rules

Lesson 2 – To understand and develop receiving a ball

- Trap the ball, keep their stick low to the ground to create a barrier
- Make decisions about who to pass to depending on where the defender is
- Help my team know when and where to shoot

Lesson 3 – To understand and develop dribbling using the reverse stick (Indian dribble)

- Rotate the stick fully over the ball
- Make decisions on when to use a reserve stick dribble
- Communicate with my teammate
- Play games honestly and within the rules

Lesson 4 – To understand and develop moving into space after passing the ball

- Dribble towards the goal if they have space to do so
- Move into space away from defenders

Children will understand and develop their balance and co-ordination whilst carrying out various poses both individually and, in a group, so that they can improve their balance and co-ordination.

Hockey

Raising aspirations: hockey player, hockey coach, referee, physiotherapist, nutritionist, performance analyser, scout, kit manager, commentator

Skills: communicating, balance and co-ordination, basic principles

Communicating

Children will understand that communication happens verbally and through eyes and gestures. Children will be able to communicate effectively with their teammates in the middle of play efficiently.

Balance and co-ordination

Children will be able to react quickly in order to respond to or make a play. Developing these skills can lead to an improved overall balance and agility, and hand-eye co-ordination.

Basic principles

Children will be able to understand the basic principles of the game such as the stick does not go above waist height, the ball does not leave the floor and correct handling of the stick.

- Make decisions on where to dribble and when to pass based on where the defender is

Lesson 5 – To know how to use an open stick tackle to gain possession

- Being careful not to place the stick on the floor too soon
- Reflect on their performance and identify things they can do to improve
- Work collaboratively in a group to self-manage games

Lesson 6 – To know and apply defending and attacking principles and skills in a hockey tournament

- Discuss with their team how to improve for their next match
- Keep to the rules, be honest and play fairly
- Show determination and perseverance in the games they play

Spring Term 1

Dance – **How does sequence help create flow?**

Lesson 1 – To understand how to copy and create actions in response to an idea and be able to adapt this using change of space

- Change the direction or pathway of their actions to make their performance look interesting
- Adapt the choreography to include changes in direction or pathway
- Work cooperatively with a partner to refine the set choreography and to adapt it

Vocabulary – create, pathway, direction, perform

Lesson 2 – To know how to choose actions which relate to the theme

- Choose actions that represent the character
- Understand one movement impacts another

Vocabulary – action, represent, reaction

- Act on feedback given to them to improve their performance

Lesson 3 – To understand and develop a dance using matching and mirroring

- Assign actions to counts to help them to create their dance
- Talk through and share their ideas with their partner
- Demonstrate their understanding of matching and mirroring through the feedback they give

Vocabulary – mirror, match, unison

Lesson 4 – To understand, learn and create dance moves in the theme of the carnival

- Count with their partner to accurately copy the set choreography
- Perform the actions to the fast samba beat showing good timing and rhythm
- Understand how to adapt a dance with consideration to the dance style

Vocabulary – control, expression

Dance

Raising aspirations: dancer, dance instructor, dance adjudicator

Skills: sequence, communicating, balance and co-ordination, basic principles
Sequence

Children will understand that sequence is a pattern of movements linked to music that has been decided purposely to fit the sequence.

Communicating

Children will understand that there are two types of communication in dance. Verbal and physical. Verbal communication is important to work together to collaborate a dance routine and help each other to stay in time with the beat. Physical communication is important as well as it gives children a chance to practice expressions, gestures, happiness, sadness, joy and passion using their body.

Balance and co-ordination

Children will understand that good body coordination will give them better agility and balance and improve their performance.

Basic principles

Children will be learning the basic principles of vocabulary along with rhythmic understanding and learning how to count the beat to stay in time with the music.

Lesson 5 – To understand and develop a carnival dance using formations, canon and unison

- Consider how the actions are performed
- Count with their partner to accurately copy the set choreography
- Use changes in group formation and timing to make their dance look interesting

Vocabulary – feedback, dynamics

Lesson 6 – To understand and develop a dance phrase and perform as part of a class performance

- Perform the actions to the fast samba beat showing good timing and rhythm
- Talk through and share ideas with their partner
- Understand how to adapt a dance with consideration to the dance style

Vocabulary – explore, flow

Tennis – **What will your performance say as a player?**

Lesson 1 – To understand and develop hitting the ball using a forehand

- Hit the ball when the racket is facing their partner
- The racket starts low with one hand and finishes high over their opposite shoulder with two hands
- Identify areas for improvement and provide feedback to others

Vocabulary – racket, forehand, control, return

Lesson 2 – To understand and develop returning the ball using a forehand

- As the ball approaches, they move their feet to get in line with it
- Start in the ready position
- Identify what they do well and what they need to do to improve

Vocabulary – rally

Lesson 3 – To understand and develop the backhand and understand when to use it

- Make contact with the ball when their racket face is facing the target
- Turn sideways so that their dominant arm is closest to the net
- Identify when to use a backhand and when to use a forehand

Vocabulary – backhand, receiver

Lesson 4 – To know how to work cooperatively with a partner to keep a continuous rally

- Hit the ball away from their opponent to make it hard for them to return it
- Move their feet to the ball and then return to the ready position
- Understand where to hit the ball so that their partner can return it

Vocabulary – accurately, opponent

Lesson 5 – To know and use simple tactics in a game to outwit an opponent

Tennis

Raising aspirations: tennis player, tennis coach, chair umpire, line umpires, ball boy/girl, agent

Skills: communicating, balance and co-ordination, performance

Communicating

Children will develop communication through discussing the rules, umpiring the game and relaying the score

Balance and co-ordination

Children will develop shifting their balance whilst hitting the ball. Children will develop co-ordination to return a hit ball

Performance

Working independently and in pairs, children to evaluate their performance in a game situation.

- Cover space on the court between themselves and their partner
- Hit the ball away from their opponent to make it hard for them to return it
- Select and apply tactics to try and outwit their opponents

Vocabulary – outwit, court, serve

Lesson 6 – To understand and demonstrate honesty and fair play when competing against others

- Agree the score after each point
- Shake hands with the opponent at the end of each game
- Reflect on their performance and areas to improve

Spring Term 2

Gymnastics – **Why is communication important within a routine?**

Lesson 1 – To understand and develop individual and partner balances

- Strong body tension will help them to hold balances with increased control
- Identify what makes a good balance and use this to help them improve their balances
- Work safely when learning a new skill

Vocabulary – sequence, interesting, extension, control, level

Lesson 2 – To understand and develop control in performing and landing rotation jumps

- Bend their knees when landing
- Land using a landing position with arms straight ahead
- Look forward to help maintain balance

Vocabulary – rotation, pike, tuck, star

Lesson 3 – To understand and develop the straight, barrel, forward and straddle roll

- Keep good body tension throughout their roll
- Plan and create sequences
- Confident to receive feedback

Vocabulary – straddle, roll, technique, matching, contrasting

Lesson 4 – To know and develop the straight, barrel, forward and straddle roll

- Think where the momentum is coming from for each roll and remember to use it e.g. legs in a forward roll and stomach in a straight roll.
- Understand what momentum is and how it helps me to roll
- Persevere when developing a skill

Vocabulary – apparatus, link

Lesson 5 – To understand and develop strength in inverted movements

- Use body tension to improve the control of their movements

Gymnastics

Raising aspirations: gymnast, gymnastic coach, physiotherapist, nutritionist, gymnastic adjudicator, gymnastic commentator

Skills: sequence, communication, balance and co-ordination, performance

Sequence

Children will be able to perform two or more skills together to create a different combination

Communication

Children will be able to communicate effectively when working in partners or small groups to create a new sequence and to raise awareness for health and safety.

Balance and co-ordination

Children will develop their balance and co-ordination through a series of advanced actions and inverted movements

Performance

Children will develop and create sequences and perform to peers for feedback.

- Understand that gymnastics helps develop strength and flexibility
- Work with a partner to create and perform a sequence

Vocabulary – inverted, explore

Lesson 6 – To know how to create a partner sequence to include apparatus

- Make the performance interesting by using different shapes, levels and pathways
- Use a starting and finishing position
- Observe others and provide feedback on their performances

Vocabulary – shape, create, perform, quality, flow

Orienteering – **If you win as a team, does that mean you lose individually?**

Lesson 1 – To understand and increase our orienteering knowledge

- Understand how to take part in a competition
- Increase their running fitness
- Increase their basic knowledge of orienteering

Vocabulary – map, rules

Lesson 2 – To know how to navigate around cones

- Retrieve how to set up a map
- Relate the map to the ground
- Follow a set course

Vocabulary – navigate, grid, communicate, leader

Lesson 3 – To understand how to navigate around a netball court

- Follow simple line features
- Retrieve how to set up the map
- Understand how to thumb the map

Vocabulary – direction, inclusive, support

Lesson 4 – To know how to navigate around a netball court

- Follow simple line features
- Retrieve how to set up the map
- Understand how to thumb the map

Vocabulary – symbols, effectively

Lesson 5 – To understand how to walk around an orienteering area with the teacher

- Understand how to relate the map to the ground and the ground to the map
- Able to define the boundaries
- Increase my confidence in reading a map

Vocabulary – orientate, route, successful

Lesson 6 – To know how to find a control point independently

- Follow a map point to find a control point

Orienteering

Raising aspirations: Long distance runner, off road runner

Skills: sequence, communicating, performance, competition, basic principles

Sequence

Children will be expected to find clues by reading a map in the sequence of order.

Communicating

Children will be expected to communicate effectively with their partners

Competition

Children will be competing against other teams to reach the checkpoints and markers first.

Basic principles

Children will be applying their map reading skills and geographical knowledge to outwit the other team.

- Receive and apply the individual coaching
- Appropriately challenged by visiting controls

Vocabulary – discuss, trust, plan

Summer Term 1

Athletics – **Why is fitness important in athletics?**

Lesson 1 – To understand and develop stamina and an understanding of speed and pace in relation to distance

- Run at a pace that they can maintain
- Run faster at the end of the race
- Run with fluency and coordination alternating their arms and legs

Vocabulary – stamina, speed, distance, faster, pace

Lesson 2 – To understand and develop power and speed in the sprinting technique

- Elbows bent at 90 degrees
- Run with fluency and coordination alternating their arms and legs
- Sprint on the balls of their feet moving their hands from pocket to mouth

Vocabulary – power, sprint, technique

Lesson 3 – To understand and develop technique when jumping for distance

- Jump with control and balance by bending their knees
- Keep looking straight ahead when they jump
- Identify areas of development in their partner’s jumps and use this to provide feedback

Vocabulary – landing, control, take off, flight, height

Lesson 4 – To understand and develop power and technique when throwing for distance

- Create power in their throw by transferring their weight from their back leg to their front leg
- Strength and speed will produce power
- Identify when they are successful and areas of improvement

Vocabulary – chest push, overhead throw, overhead heave, shoulder fling, pitch

Lesson 5 – To understand and develop a pull throw for distance and accuracy

- Begin with a straight arm
- Create power in their throw by transferring their weight from their back to their front leg
- Point the javelin tip slightly up
- Explore different throwing techniques and decide on one that achieves the furthest distance

Vocabulary – accuracy, accurately, perseverance, personal best, swing

Athletics

Raising aspirations: athlete, coach, physiotherapists, race analyst, adjudicator, judge

Skills: balance and co-ordination, performance, competition

Balance and co-ordination

Children will develop their balance and co-ordination when running, throwing and jumping

Performance

Children will be able to evaluate their own performance and make suggestions on how they can improve

Competition

Children will be competing against themselves and others in a series of races and distances over a period of time.

Lesson 6 – To understand and develop officiating and performing skills

- Measure from the start line to where the object or performer first lands
- Work with their group to ensure that they are ready for the activity
- Identify areas of strength and areas of development

Vocabulary – officiate, determination, further

Swimming – **Why is coordination important to swimming?**

Sessions planned by Swimming Instructors

Summer Term 2

Rounders – **How will coordination and balance help you succeed?**

Lesson 1 – To know and play different roles in a game and begin to think tactically about each role

- Be aware of where other pupils are before making a decision on what to do
- Use an overarm throw for long distances
- Make decisions to help them to score and to stop others from scoring

Vocabulary – throw, backstop

Lesson 2 – To understand and develop the bowling action and learn the rules of bowling

- Point their hand at their target after they have thrown the ball
- Step forward with the opposite foot to throwing arm
- Understand how to use the rules to umpire

Vocabulary – bowl, target

Lesson 3 – To know how to run around the outside of the bases and make decisions about when to stop and when to run

- Keep the bases on their left-hand side
- Watch where the ball is to help them decide when to stop running
- Make quick decisions on where to send the ball

Vocabulary – post/base, runs, stumped

Lesson 4 – To know how to field a ball using a two-handed pickup and a short barrier

- Move their feet to stay in line with the ball as it comes towards them
- Identify who fielded well and why
- Work cooperatively with their group, using the rules of the game to play fairly

Vocabulary – two-handed pick up, short barrier, fielding, track, catch, retrieve

Rounders

Raising aspirations: referee

Skills: communicating, balance and co-ordination, basic principles

Communicating

Children will learn to communicate effectively using key vocabulary when developing skills and applying to game understanding.

Balance and co-ordination

Children will learn how to distribute their weight when hitting the ball for maximum impact. Hand-eye co-ordination will be developed in hitting the ball, throwing the ball and catching the ball.

Basic principles

Children will be understanding the rules of the game and the scoring system.

Lesson 5 – To understand and develop batting technique and an understanding of where to hit the ball

- Stand sideways on to the bowler
- Watch the ball as it comes towards them
- Understand that hitting the ball away from the fielders will help them to score

Vocabulary – stance, place, strike, technique, batting, hit

Lesson 6 – To know and apply skills and rules learnt to play rounders

- Play honestly and fairly
- Show respect towards others
- Use the rules to help manage the game

Vocabulary – rounder, points, score

Swimming – **How is swimming good for health and fitness?**

Sessions planned by Swimming instructors

Swimming

Raising aspirations: swimming athlete, swimming coach

Skills: sequence, balance and co-ordination, basic principles

Sequence

Children will understand the sequence of rotating arms in a circular manner to travel through the water.

Balance and co-ordination

Children will understand the co-ordination of moving both arms and legs at the same time to move through the water

Basic principles

Children will understand the basic principles of surviving in the water if they are ever in a situation. Children will learn how to deal with swimming in wet clothes and the procedures they must follow to survive. Children will also understand the basic principles of swimming such as holding your breath under water and various strokes.

Concepts

Mental Health

Health and Fitness

Aspirations

SKILLS

Sequence

Communicating

Balance and Co-ordination

Performance

Competition

Basic Principles

END OF YEAR ASSESSMENT

Working at expected

Qualities of a subject expert

Fitness

- Pupils can collect and record personal fitness data and identify areas they need to improve.
- Pupils can explain what happens to their body when they exercise and how this helps to make them healthy.
- Pupils can use key points to help them to improve their sprinting technique.
- Pupils share ideas and work with others to manage activities.
- Pupils show balance when changing direction at speed.
- Pupils show control when completing activities to improve balance.
- Pupils show determination to continue working at over a period of time.
- Pupils understand there are different areas of fitness and that each area challenges their body differently.

Swimming

- Pupils can begin to use arms and legs together to move effectively across the water
- Pupils can demonstrate what to do if they fall into the water
- Pupils can float on their front and backs
- Pupils can glide on their front and backs
- Pupils can roll from their front to their back and then regain a standing position
- Pupils can swim 10 metres unaided
- Pupils know several pool rules and can explain how they can stay safe

Yoga

- Pupils can describe how yoga makes them feel and can talk about the benefits of yoga.
- Pupils can link poses together to create a yoga flow.

Children to be classed as an expert if they meet all working at expected. Consider as well the children's participation in sport extra-curricular clubs both in and out of school.
Become more competent, confident and expert in their techniques. Understand what makes a performance effective.
Develop confidence and interest to get involved in exercise, sports and activities out of school and in later life.
Understand and apply the long-term health benefits of physical activity.

- Pupils can provide feedback using key terminology and understand what they need to do to improve.
- Pupils can transition from pose to pose in time with their breath.
- Pupils can work collaboratively and effectively with others.
- Pupils demonstrate yoga poses which show clear shapes.
- Pupils show increasing control and balance when moving from one pose to another

Dance

- Pupils can choose actions and dynamics to convey a character or idea.
- Pupils can copy and remember set choreography.
- Pupils can explain what happens to their body when they exercise and how this helps to make them healthy.
- Pupils can provide feedback using appropriate language relating to the lesson.
- Pupils can respond imaginatively to a range of stimuli relating to character and narrative.
- Pupils can use changes in timing and spacing to develop a dance.
- Pupils can use counts to keep in time with others and the music.
- Pupils can use simple movement patterns to structure dance phrases on their own, with a partner and in a group.
- Pupils show respect for others when working as a group and watching others perform.

Hockey

- Pupils are learning the rules of the game and they are beginning to use them to play honestly and fairly.
- Pupils can delay an opponent and help to prevent the other team from scoring.
- Pupils can dribble, pass, receive and shoot the ball with increasing control.
- Pupils can explain what happens to their body when they exercise and how this helps to make them healthy.

- Pupils can move to space to help their team to keep possession and score goals.
- Pupils can provide feedback using key terminology and understand what they need to do to improve.
- Pupils can use simple tactics to help their team score or gain possession.
- Pupils share ideas and work with others to manage their game.

Gymnastics

- Pupils can explain what happens to their body when they exercise and how this helps to make them healthy.
- Pupils can identify some muscle groups used in gymnastic activities.
- Pupils can plan and perform sequences with a partner that include a change of level and shape.
- Pupils can provide feedback using appropriate language relating to the lesson.
- Pupils can safely perform balances individually and with a partner.
- Pupils can watch, describe and suggest possible improvements to others' performances and their own.
- Pupils understand how body tension can improve the control and quality of their movements.

Tennis

- Pupils are learning the rules of the game and they are beginning to use them to play honestly and fairly.
- Pupils can communicate with their teammates to apply simple tactics.
- Pupils can explain what happens to their body when they exercise and how this helps to make me healthy.
- Pupils can provide feedback using key terminology and understand what they need to do to improve.

- Pupils can return to the ready position to defend their own court.
- Pupils can sometimes play a continuous game.
- Pupils can use a range of basic racket skills.
- Pupils share ideas and work with others to manage their game.

Athletics

- Pupils can demonstrate the difference in sprinting and jogging techniques.
- Pupils can explain what happens in my body when they warm up.
- Pupils can identify when they were successful and what they need to do to improve.
- I can jump for distance and height with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

Orienteering

- Pupils can accurately follow and give instructions.
- Pupils can confidently communicate ideas and listen to others.
- Pupils can identify key symbols on a map and use a key to help navigate around a grid.
- Pupils can plan and apply strategies to solve problems.
- Pupils can reflect on when and why they were successful at solving challenges.
- Pupils can work collaboratively and effectively with a partner and a small group.

Tag Rugby

- Pupils are learning the rules of the game and they are beginning to use them to play honestly and fairly.
- Pupils can delay an opponent and help prevent the other team from scoring.
- Pupils can explain what happens to their body when they exercise and how this helps to make them healthy.
- Pupils can help their team keep possession and score tries when they play in attack.
- Pupils can pass and receive the ball with increasing control.
- Pupils can provide feedback using key terminology and understand what they need to do to improve.
- Pupils can use simple tactics to help their team score or gain possession.
- Pupils share ideas and work with others to manage their game.

Rounders

- I am able to bowl a ball with some accuracy, and consistency.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my teammates to apply simple tactics.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can strike a bowled ball with adapted equipment (e.g. a tennis racket).
- I can use overarm and underarm throwing and catching skills with increasing accuracy.
- I share ideas and work with others to manage our game.