| **Year 4** | | | | |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| Gymnastics | 1 | Holding the ball | Physical  To hold the ball with correct grip and technique.  Thinking  To explain how to improve someone’s technique of holding a rugby ball.  Social and Emotional Learning Obective  To compare their performance to others’ and give reasons as to which was more successful. |  |
| 2 | Throwing and passing | Physical  To improve accuracy and consistency of passing technique in both directions.  Thinking  To use pass appropriately over a short distance.  Social and Emotional Learning Objective  To identify the skills needed to improve across the whole class. |  |
| 3 | Catching | Physical  To catch a rugby ball efficiently.  Thinking  To throw and catch a rugby ball under pressure.  Social and Emotional Learning Obective  To begin to anticipate what might happen next in a game or situation. |  |
| 4 | Creating space | Physical  To create space to help keep possession of the ball.  Thinking  To understand the importance of creating space and describe how it helps maintain possession.  Social and Emotional Learning Obective  To describe how their body feels and changes during the warm-up and game. |  |
| 5 | Defending | Physical  To understand and use basic defending techniques.  Thinking  To decide which defending techniques are most appropriate.  Healthy Active Lifestyles  To know why heart rate and breathing rate change during exercise. |  |
|  | 6 | Game situations | Physical  To apply skills learnt into a competitive game situation.  Thinking  To decide whether to pass or run with the ball in a competitive game situation.  Healthy Active Lifestyles  To describe how their heart rate is different when moving at different speeds. |  |
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| **Keeping possession Basketball** | 1 | Ball handling | Physical  To further develop children’s ball handling skills.  Thinking  To know how to keep control of the ball when under pressure from an opponent.  To describe how to dribble the ball, using appropriate language.  Social and Emotional Learning Obective  To identify where resilience has been shown by themselves and others |  |
| 2 | Passing | Physical  To improve the quality and accuracy of children’s passing technique.  Thinking  To select the appropriate pass to maintain possession and avoid a defender.  To identify how passing technique is affected with fatigue  Social and Emotional Learning Obective  To understand how resilience can lead to success |  |
| 3 | Creating space | Physical  To improve children’s ability to create space, using simple dodges and tactics to avoid a defender and maintain possession.  Thinking  To evaluate whether dodges/movements were successful and suggest how they can improve further.  To know what speed is and how it increases the chance of keeping possession  Social and Emotional Learning Obective  To identify their strengths and how these can help a team |  |
| 4 | Passing and possession | Physical  To pass and move to keep possession  Thinking  To improve children’s ability to keep possession through effective movement  Healthy Active Lifestyles  To know how to improve strength and how this would improve their passing ability |  |
| 5 | Attacking and defending | Physical  Attack vs Defence.  Thinking  To use verbal and non-verbal communication to ask for the ball.  To understand their role and explain how to improve their skills when their team have possession (attacking) and when the opposition have possession (defending).  Healthy Active Lifestyles  To understand how stamina is important to get into good defensive positions |  |
| 6 | Game situations | Physical  To apply the skills and tactics covered in the unit into competitive games.  Thinking  To evaluate the progress made in the unit and identify how to improve further.  Healthy Active Lifestyles  To know what speed is and how it increases the chance of keeping possession. |  |
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| **Gymnastics** | 1 | Support shapes | Physical  To use a combination of support shapes in a sequence.  Thinking  To recognise parts of their own performance which they are happy with and parts that need improving and further practise.  Social and Emotional  To be able to identify what they have done well and give possible reasons as to why |  |
| 2 | Traveling | Physical  To change between different ways of travelling to make a sequence more exciting.  Thinking  To compare different performances of a similar sequence.  Social and Emotional  To be able to identify skills which they need to improve |  |
| 3 | Jumping and landing | Physical  To take off and land with control and precision.  Thinking  To perform a range of jumps with good control  Social and Emotional  To be able to think of their own activities which will develop identified skills |  |
| 4 | Balancing | Physical  To select one or two balances from a wider range that can be used as part of a sequence.  Thinking  To use more complex language to describe what they are seeing (tense, relaxed, timing, flow, coordination)  Healthy Active Lifestyles  To know and understand the term flexibility and how regular stretching improves it. |  |
| 5 | Rolling | Physical  To improve the quality of the forward roll and develop and use different sideways rolls  Thinking  To use appropriate gymnastic language  Healthy Active Lifestyles  To develop and implement their own ideas for a warm-up routine. |  |
| 6 | Rolling | Physical  To perform a backwards roll safely and with good control.  Thinking  To use appropriate gymnastic language and communicate with others to support/help  Healthy Active Lifestyles  To understand what makes a good warm up routine and take responsibility for planning and leading one section of the warm-up. |  |

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| **Dance** | 1 | Unison | Physical  To gain a basic understanding of circus skills and perform key movements to fit in with the circus.  Thinking  To describe how specific movements have been performed and evaluate whether they represent different circus acts.  Social and Emotional Learning Objectives  To understand why their body changes temperature during exercise. |  |
| 2 | Dynamics | Physical  To know and perform key circus movements, highlighting the key dynamics and shapes used.  Thinking  To evaluate how effectively shape and dynamics have been used, and how well the style of different circus acts are portrayed.  Social and Emotional Learning Objectives  To describe what happens to the standard of performance when they tire. |  |
| 3 | Dynamics | Physical  To know and perform key circus movements, highlighting the key dynamics and shapes used.  Thinking  To describe some of the movements performed using appropriate language, and provide constructive feedback on how key actions can be performed more clearly to represent the style of dance.  Social and Emotional Learning Objectives  To understand why regular exercise is good for health and wellbeing. |  |
| 4 | Action and shape | Physical  To know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics.  Thinking  To evaluate how effectively shape and dynamics have been used, and how well the style of different circus acts are portrayed  Social and Emotional Learning Objectives  To understand how teamwork can influence successful performance |  |
| 5 | Timing | Physical  To know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics.  Thinking  To evaluate the use of dynamics, expression and timing, suggesting how to improve in one of these areas.  Social and Emotional Learning Objectives  To understand how mindset can impact performance |  |
| 6 | Expression | Physical  To create and perform a short dance phase using different dynamics and expression to help communicate the theme.  Thinking  To evaluate the use of dynamics, expression and timing, suggesting how to improve in one of these areas.  Social and Emotional Learning Objectives  To understand the value of independent learning |  |

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| **Sending and receiving Tennis** | 1 | Racket Control | Physical  To improve the ability to hold the racket with the correct grip and make regular contact with the ball.  Thinking  To recognise when their grip has altered and use their knowledge to correct their own and others grip.  Social and Emotional Learning Obective  To be able to give clear instructions and explanations to a partner |  |
| 2 | Forehand | Physical  To further develop children’s forehand technique and increase contact rate  Thinking  To use knowledge to improve their own and others technique.  Social and Emotional Learning Obective  To understand how a warm up effects the body and prepares us for exercise |  |
| 3 | Backhand | Physical  To know the key points of the backhand stroke and improve ability to regularly make contact with the ball  Thinking  To suggest ways to improve and practices which will facilitate this  Social and Emotional Learning Objective  To explain how a warm up should work |  |
| 4 | Forehand | Physical  To further develop children’s forehand technique and increase contact rate.  Thinking  To suggest ways to improve and practices which will facilitate this.  Healthy Active Lifestyles  To explain how stamina can be improved by playing games |  |
| 5 | Backhand | Physical  To know the key points of the backhand stroke and improve ability to make regular contact with the ball.  Thinking  To suggest ways to improve and practices which will facilitate this.  Healthy Active Lifestyles  To plan, as a team, a warm-up activity which improves stamina. |  |
| 6 | Striking | Physical  To improve children’s ability to strike the ball with regular accuracy and continue to improve technique.  Thinking  To suggest ways to improve and practices which will facilitate this.  Healthy Active Lifestyles  To plan, as a team, a warm-up activity which improves speed |  |

\*ongoing skill throughout year