| **Year 4** |
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| **Topic** |  | **Lesson Focus** | **Key Knowledge** | **Vocabulary** |
| Gymnastics  | 1 | Holding the ball | PhysicalTo hold the ball with correct grip and technique.ThinkingTo explain how to improve someone’s technique of holding a rugby ball.Social and Emotional Learning ObectiveTo compare their performance to others’ and give reasons as to which was more successful. |  |
| 2 | Throwing and passing  | PhysicalTo improve accuracy and consistency of passing technique in both directions.ThinkingTo use pass appropriately over a short distance.Social and Emotional Learning ObjectiveTo identify the skills needed to improve across the whole class. |  |
| 3 | Catching  | PhysicalTo catch a rugby ball efficiently.ThinkingTo throw and catch a rugby ball under pressure.Social and Emotional Learning ObectiveTo begin to anticipate what might happen next in a game or situation. |  |
| 4 | Creating space | PhysicalTo create space to help keep possession of the ball.ThinkingTo understand the importance of creating space and describe how it helps maintain possession.Social and Emotional Learning ObectiveTo describe how their body feels and changes during the warm-up and game. |  |
| 5 | Defending  | PhysicalTo understand and use basic defending techniques.ThinkingTo decide which defending techniques are most appropriate.Healthy Active LifestylesTo know why heart rate and breathing rate change during exercise. |  |
|  | 6 | Game situations | PhysicalTo apply skills learnt into a competitive game situation.ThinkingTo decide whether to pass or run with the ball in a competitive game situation.Healthy Active LifestylesTo describe how their heart rate is different when moving at different speeds. |  |
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| **Keeping possession Basketball** | 1 | Ball handling  | PhysicalTo further develop children’s ball handling skills.ThinkingTo 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 ObectiveTo identify where resilience has been shown by themselves and others |  |
| 2 | Passing | PhysicalTo improve the quality and accuracy of children’s passing technique.ThinkingTo select the appropriate pass to maintain possession and avoid a defender.To identify how passing technique is affected with fatigueSocial and Emotional Learning ObectiveTo understand how resilience can lead to success |  |
| 3 | Creating space | PhysicalTo improve children’s ability to create space, using simple dodges and tactics to avoid a defender and maintain possession.ThinkingTo 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 possessionSocial and Emotional Learning ObectiveTo identify their strengths and how these can help a team |  |
| 4 | Passing and possession | PhysicalTo pass and move to keep possessionThinkingTo improve children’s ability to keep possession through effective movementHealthy Active LifestylesTo know how to improve strength and how this would improve their passing ability |  |
| 5 | Attacking and defending | PhysicalAttack vs Defence.ThinkingTo 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 LifestylesTo understand how stamina is important to get into good defensive positions |  |
| 6 | Game situations | PhysicalTo apply the skills and tactics covered in the unit into competitive games.ThinkingTo evaluate the progress made in the unit and identify how to improve further.Healthy Active LifestylesTo know what speed is and how it increases the chance of keeping possession. |  |
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| **Gymnastics**  | 1 | Support shapes | PhysicalTo use a combination of support shapes in a sequence.ThinkingTo recognise parts of their own performance which they are happy with and parts that need improving and further practise.Social and EmotionalTo be able to identify what they have done well and give possible reasons as to why |  |
| 2 | Traveling  | PhysicalTo change between different ways of travelling to make a sequence more exciting.ThinkingTo compare different performances of a similar sequence.Social and EmotionalTo be able to identify skills which they need to improve |  |
| 3 | Jumping and landing | PhysicalTo take off and land with control and precision.ThinkingTo perform a range of jumps with good controlSocial and EmotionalTo be able to think of their own activities which will develop identified skills |  |
| 4 | Balancing  | PhysicalTo select one or two balances from a wider range that can be used as part of a sequence.ThinkingTo use more complex language to describe what they are seeing (tense, relaxed, timing, flow, coordination)Healthy Active LifestylesTo know and understand the term flexibility and how regular stretching improves it. |  |
| 5 | Rolling  | PhysicalTo improve the quality of the forward roll and develop and use different sideways rollsThinkingTo use appropriate gymnastic languageHealthy Active LifestylesTo develop and implement their own ideas for a warm-up routine. |  |
| 6 | Rolling  | PhysicalTo perform a backwards roll safely and with good control.ThinkingTo use appropriate gymnastic language and communicate with others to support/helpHealthy Active LifestylesTo 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  | PhysicalTo gain a basic understanding of circus skills and perform key movements to fit in with the circus.ThinkingTo describe how specific movements have been performed and evaluate whether they represent different circus acts.Social and Emotional Learning ObjectivesTo understand why their body changes temperature during exercise. |  |
| 2 | Dynamics  | PhysicalTo know and perform key circus movements, highlighting the key dynamics and shapes used.ThinkingTo evaluate how effectively shape and dynamics have been used, and how well the style of different circus acts are portrayed.Social and Emotional Learning ObjectivesTo describe what happens to the standard of performance when they tire. |  |
| 3 | Dynamics  | PhysicalTo know and perform key circus movements, highlighting the key dynamics and shapes used.ThinkingTo 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 ObjectivesTo understand why regular exercise is good for health and wellbeing. |  |
| 4 | Action and shape | PhysicalTo know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics.ThinkingTo evaluate how effectively shape and dynamics have been used, and how well the style of different circus acts are portrayedSocial and Emotional Learning ObjectivesTo understand how teamwork can influence successful performance |  |
| 5 | Timing  | PhysicalTo know and perform a range of movements in the style of a variety of circus performers, demonstrating good use of action, shape and dynamics.ThinkingTo evaluate the use of dynamics, expression and timing, suggesting how to improve in one of these areas.Social and Emotional Learning ObjectivesTo understand how mindset can impact performance |  |
| 6 | Expression | PhysicalTo create and perform a short dance phase using different dynamics and expression to help communicate the theme.ThinkingTo evaluate the use of dynamics, expression and timing, suggesting how to improve in one of these areas.Social and Emotional Learning ObjectivesTo understand the value of independent learning |  |

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

\*ongoing skill throughout year