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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Multi-Skills | **Year:** 4 |
| **Composite: To acquire and develop fundamental skills and movements that will underpin their future learning within Physical Education and Sport in the community. Some students will start to understand the importance of these skills and be able to apply them to specific sports.** | |

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| **What should they already know?** | **Assessment Criteria** |
| * Be able to participate in a teacher led warm up. * Be able to jog, side step, hop, jump and skip in a controlled and coordinated manor. * They are beginning to develop the skills necessary to throw and catch with the correct technique. * They are able to apply multi-skills into sports specific situations. For example: transferring throwing and catching into netball. | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how to measure heart rate and see how it reacts to different types of exercise. * I know what agility is and how it can be applied in different sporting activities. * I know how to generate more power when throwing. * I know how to move in a safe and controlled manor over apparatus. | * I can find my pulse and use my fingers to count my pulse rate. * I can move through an SAQ (Speed Agility Quickness) ladder in a variety of ways in a controlled manor. * I can stand sideways on and use my body to transfer power into my throw. * I can explore different ways of moving over apparatus and understand the safety aspects involved when using apparatus. |

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| **Key Vocabulary** | **Life Skills** |
| **Warm-Up:** Prepare the body mentally & physically for activity. It usually consists of a pulse-raiser activity, followed by stretching.  **Agility:** The ability to change direction quickly in a controlled manner.  **Power:** To move or travel with speed or force.  **Apparatus:** The equipment in the gymnasium i.e. wall bars, boxes.  **Pulse:** A rhythmical throbbing of the arteries as blood is propelled through them. Typically measured in the neck and wrist.  **SAQ:** Speed, Agility, Quickness. | Being physically literate  Perform basic skills well  Developing cardiovascular fitness |

**Year 4 Multi-Skills S.O.W**

***Composite:*** *To acquire and develop fundamental skills and movements that will underpin their future learning within Physical Education and Sport in the community. Some students will start to understand the importance of these skills and be able to apply them to specific sports.*

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| **Stage** | **Focus** | **Learning Outcomes** | **Lesson** |
| A | MOVEMENT A | -To understand the stages of a Warm Up and why it is important.  -Acquire skills to perform agility movement patterns and know what agility is. | Intro and Expectations.  WARM UP: What is it? Why is it important? Teacher led- In pairs. Side steps, skips, high knees etc. Focus on quality of movements.  Agility – what is it? SAQ ladders and coned agility course. Quality / speed.  Plenary – Think of a sport and give an example of where agility is used within. |
| B | MOVEMENT B | -Be able to perform an independent warm up.  -Know how to measure your HR and see how it reacts to different types of exercise. | What is HR? How is it measured? Record resting HR.  WARM UP: In Pairs, pupil led – same movements as last week’s warm up. Stretches – start to identify muscle names. Record HR  Circuit of 5 activities. Record HR after each activity.  What do you notice? When was HR at highest and lowest? Why? Other effects on body.  Relaxation – bring HR back down. |
| C | HAND-EYE  CO-ORDINATION | -Be able to throw and catch with accuracy and control.  -Understand how to generate more power when throwing. | WARM UP – Traffic lights.  In Pairs – Rolling tennis ball warm up. Throwing and Catching with tennis ball. Underarm, overarm. Rotate partners. Increase distance. How many without dropping.  Split into 4 teams: Tennis ball hitting cone off bucket game.  Plenary – evaluate. Tell students they can practice a lot of skills at home with a tennis ball. What sports need this skill? |
| D | BALL CONTROL WITH FEET | -Develop skills to be able to touch and control the ball accurately with your feet / foot.  -Be able to pass and receive ( a short distance) with control. | WARM UP – Stuck in the mud.  In Pairs – football between 2. Squeeze ball in between legs; jump. All balls in a space. 1s run to a ball; toe taps, knee taps, must run to a different ball each time. Encourage spatial awareness.  Dribbling technique: more confident to help less able.  Basic passing and receiving (differentiate).  Plenary – what sports do you need good ball control with feet? |
| E | MOVEMENT OVER APPARATUS | -To be able to move in a safe and controlled manner over apparatus.  -Discover different and creative ways of travelling. | WARM UP – teacher led. Move around the area at ground level. Move around ground level and benches. Move around ground, benches and box. SAFETY talk.  Benches – Correct way up. Guided discovery – different ways of travelling across? Turn benches upside down? Easier or harder? What can you do now?  Boxes – Discover and be creative.  Be sent to a station. START – TRAVEL – JUMP – FINISH |
| F | MULTI-SKILLS SUMMARY | -Apply all skills leant and knowledge accumulated to perform the skills circuit.  -Evaluate own performance and progress. | Groups of 5. One student to lead warm up, another lead stretches.  Circuit of all activities covered. Focus on quality of movements / skills and peer coaching.  PLENARY- Reflect on the module. PE passports. |