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| **Newquay Junior Academy – Physical Education** |
| **Topic:**  Hands – Feet - Equipment | **Year:** 4 |
| **Composite:** Pupils will be able to participate in a A-B-C circuit with control and increased fluency**.** Pupils will be able to pass and dribble using their hands and feet under increasing pressure  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to participate in a teacher led warm up.
* Be able to jog, sidestep, 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 can apply multi-skills into sports specific situations. For example: transferring throwing and catching into netball.
 | **Motor competence:** I can throw and catch with increasing accuracy, and I can dribble the ball with my hands and feet.  **Rules, Strategies and Tactics:** I know what you need to do to alter the power and direction of a pass.  **Healthy Participation:** I can work in a team and understand how to take-turns.    |

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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 pass the ball with accuracy using my hands and / or feet.
* I know how to move in a safe and controlled manor over apparatus.

  | * I can find my pulse and use my fingers to measure my heart rate.
* I can move through an SAQ (Speed Agility Quickness) ladder in a variety of ways in a controlled manor.
* I am able to pass the ball with accuracy using either my hands or feet.
* 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. **Dribble:** To travel with the ball using hands / feet to control the ball.  **SAQ:** Speed, Agility, Quickness. **Pulse:** The surge of blood through the arteries.  It is used to measure the Heart Rate.   |  Being physically literate  Perform basic skills well  Developing cardiovascular fitness   |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Attack – Defend - Play | **Year:** 4 |
| **Composite: Pupils will understand what an invasion game is.  They will be able to work together in a team and plan an invasion game inline with the rules. They will have a developing understanding of ‘attack and defence’ and will be able to apply in game situations.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Be able to throw and catch with increasing accuracy under pressure.
* Have the skills to control a football with their feet.
* Understand what a strategy is and why they are used in sport.
* Be able to apply movement skills to move into a space effectively.
 | **Motor competence:** I can apply my fundamental skills so that I am able to participate in a variety of invasion games.  **Rules, Strategies and Tactics:** I understand the concept of attack and defence. **Healthy Participation:** I can work respectfully with the team I am allocated. I can use positive language and support my teammates.     |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I am able to identify sports that are invasion games.
* I know it is important to work as a team to achieve the desired outcome.
* I understand the concept of ‘attack’ and ‘defence’.
* I know how to evaluate our team performance and suggest ways to improve.

  | * I can explain and demonstrate the importance of space and position.
* I can explain that I need to have my eyes and hands ready to be successful at catching.
* I can throw and catch whilst applying the ‘footwork rule’.
* I can play a variety of invasion games and work as a team.

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| **Key Vocabulary** | **Life Skills** |
|   **Invasion Game:** Theterm used for any game where the aim is to attack an opponent's territory and score a goal or point. **Underarm throw:** A throw that is used to propel an object over a short distance accurately. It involves the transference of weight forwards as the straight-throwing arm swings through from the back to the front to release the object at hip height. **Catch:** Gaining control of the ball by either using the ‘English’ or ‘Australian’ method of catching. It is important to ‘cushion’ the ball when catching. **Teamwork:** The ability of a group of people to work well together to achieve a desired outcome.    |  Team work  Respect  Understanding why there are rules  Evaluating performance  Developing strategies  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Balance – Travel - Flair | **Year:** 4 |
| **Composite:  Pupils will be able to perform an individual sequence to their peers.  They will be able to give and receive feedback in a constructive manner.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| Pupils should be able to: * Travel in a variety of ways.
* Create dance movements.
* Understand and create a basic motif.
* Ba able to apply movements to create a dance sequence.
* Be able to perform as part of a group to their peers and give and receive feedback.
 | **Motor competence:** I can do a tuck, pike and straddle.  I can travel across my mat in a variety of ways.  **Rules, Strategies and Tactics:** I understand that if I use tension and extension, my balances will look aesthetically pleasing.  **Healthy Participation:** I can get mats and equipment out and put them away in a safe manner.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know that the three key shapes are: tuck, pike and straddle.
* I know the difference between front support and back support.
* I know what a balance is and how to perform balances on one to four points of contact.
* I know how to get out and put away the equipment safely and the rules of using the apparatus safely.

  | * I can perform the 3 gymnastic shapes: pike, tuck and straddle and use them in a sequence of movement.
* I can perform balances on one to four points of contact and hold the balances for 5 seconds with tension and extension.
* I can/I am beginning to perform an egg, pencil, dish, straddle and forward roll with a developing technique.
* I can apply travel and balances in a sequence and perform to my peers.
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| **Key Vocabulary** | **Life Skills** |
| **Tuck:** A gymnastics body position where the knees and hips are bent and drawn into the chest with the hands holding the knees. **Pike:** A gymnastics body position with the body bent forward at the waist with the legs kept straight. **Straddle:** A body position in which the body faces forward and the legs are spread far apart to the side, ideally to a 180 degree split or more **Balance:** A static gymnastics position that is held for a period of time (5 seconds).  **Tension:** The muscles of the body remain semi-contacted for a period of time. **Extension:** Moving a joint towards its most straight position. **Travel:** To move from one space to another.  | Guided Discovery  Communication Collaboration Perseverance Feedback Performing Evaluate and improve  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Strike – React - Rally | **Year:** 4 |
| **Composite: Pupils will be able to rally using a tennis racket, they will know the difference between a groundstroke and a volley. Pupils will apply these skills in tennis-based games.  They will be able to officiate and score independently.**   |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * I know what net and wall games are and can give sports specific examples. For example: badminton.
* I know that if I move the hand-paddle from low-high, the ball will go up and if I move the racket from high-low, the ball will go down.
* I know that I need to track the ball with my eyes and move my feet to meet the ball.

  | **Motor competence:** I can use a tennis racket (holding it with the chopper grip) to have a rally with a partner.  **Rules, Strategies and Tactics:** I can hit the ball in different directions.  **Healthy Participation:** I can play tennis-based games, officiate and score independently.    |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what the chopper grip is.
* I know how to move my body and racket to control the direction of the ball.
* I know I need to move my feet to meet the ball.
* I know that rules make it fair and keep us safe.

  | * I can hold the racket using a chopper grip.
* I can control the direction I hit the ball in.
* I can move to meet the ball when having a rally.
* I can officiate and score simple tennis-based games.
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| **Key Vocabulary** | **Life Skills** |
|  **Net and Wall Games:** Activities in which players send an object towards a court or target area that an opponent is defending. The aim is to cause the object to land in the target area while making it difficult for the opponent to return the object. **Forehand and Backhand** **Chopper grip** **Officiate** **Ready position**   |  Guided discovery  Perseverance  Feedback  Being physically literate  |

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| **Newquay Junior Academy – Physical Education** |
| **Topic:** Run – Jump - Throw | **Year:** 4 |
| **Composite: Pupils will be able to identify that athletics includes running, jumping, and throwing events.  Pupils will be able to perform these with a good technique. Pupils will successfully apply these skills in their annual Sports Day.**  |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * I know what the correct technique is for sprinting.
* I know what pacing is and can apply it over a set distance.
* I know how to jump and abide by the rules of the jump. For example: take off behind the line.
* I know that I can control the direction of my throw by angling my body in that position.

  | **Motor competence:** I can run, jump and throw with a sound technique. **Rules, Strategies and Tactics:** I understand why pacing is important in distance running and be able to pace myself whilst running.  **Healthy Participation:** I can measure mine and /or my peers jumps, runs and throws by using a stopwatch or a tape measure   |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know what the correct technique is for sprinting and can identify sprint events. For example: 100m/200m
* I know what athletics events need pacing and why.
* I know that when I do a standing long jump, I ‘load and explode’.
* I know the importance of body positioning in throwing events.
 | * I can apply my sprinting technique in a race abiding by the rules.
* I can run (and pace) continuously for five minutes without walking or stopping.
* I can perform a standing triple jump and understand the rules involved.
* I can throw for distance using an effective technique (transferring my weight) whilst following the safety rules.

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| **Key Vocabulary** | **Life Skills** |
|  **Technique:** The manner and ability with which an artist, writer, dancer, athlete, or the like employs the [technical](https://www.dictionary.com/browse/technical) skills of a particular art or field of endeavour. **Rules:** One of a set of explicit or understood regulations or principles governing conduct or procedure within a particular area of activity. **Pacing:** To run at a speed that you are able to maintain over a period of time (the ability to run a long-distance event without having to stop or walk). **Standing Jump:** Two-footed take off from behind the take-off line. **Standing Triple Jump:** Hop (One foot), Step (the other foot), Jump (feet together). |  Evaluate and Improve  Teamwork  Developing strategies   Perseverance  Resilience  |
| **Newquay Junior Academy – Physical Education** |
| **Topic:** Aim – Strike - Retrieve | **Year:** 4 |
| **Composite: Pupils will be able to play small-sided striking and fielding games.  They will be able to strike the ball and be able to use a short barrier to stop the ball. Pupils will have an increased understanding of the use of tactics in the games.**   |

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| **What should they already know?** | Shape**Assessment Criteria**Shape |
| * Examples of striking and fielding activities e.g. rounders and cricket.
* That I need to transfer my weight and finish pointing to the desired target when I am rolling a ball.
* I know what a short barrier looks like.
* I know how to work as a team to prevent the opposition from scoring.

  | **Motor competence:** I can strike a ball with a bat and keep my feet still whilst doing so.  **Rules, Strategies and Tactics:** I can recognise space and attempt to hit the ball into the space.  **Healthy Participation:** I can work in a team, taking turns and supporting my teammates.   |

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| **Learning Outcomes** |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know that I need to use a short barrier when stopping the ball when it is rolling along the ground.
* I know that I should keep my feet still when I am striking a ball.
* I know that rules keep us safe and make the game fair.
 | * I can use a short barrier effectively in activities and games.
* I can keep my feet still when I strike a ball.
* I can play small-sided games in line with the rules.

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| **Key Vocabulary** | **Life Skills** |
|  Underarm throw        Overarm throw                Catching                  Hands-Ready                  Deep fielders                  PostBases                   Teamwork                       Rules   |  Understanding why rules are important in a game  Being physically literate  Understanding why strategies are used    |