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| **Physical Education**  **Core Curriculum**  **Year 3&4**  **Autumn Term Year B** | | | | |
|  | **Autumn Term 1** | | **Autumn Term 2** | |
| **Unit of Work** | Football  (Year 3) | Tag Rugby  (Year 4) | Hockey  (Year 3) | PE Fitness  Unit 1 |
| **Prior Learning** | Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending. | Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules. | Can send and receive balls in a variety of ways. Can recall and link combinations of skills e.g. running with a ball. Refine gross motor skills. | Work at maximum effort for short periods. Use repetition to improve movements. Identify some benefits of whole-body exercise. Improve repetitions over time |
| **Unit Focus – Key Knowledge & Skills** | Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football. | Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay | Play in hockey-type invasion game. Improve game-based agility. Manipulate objects, stick and ball with safety and control. | Show determination to keep moving even when tired. Challenge themselves to improve scores. Develop strength in a range of exercises. Understand how to target specific muscle groups when exercising. |
| **5 Essential Key Knowledge and/or Skills** | * Use the inside of the foot to pass the ball. * Receive the ball using the inside of my foot. * Trap a ball that is moving along the ground with control. * Control the ball at your feet and dribble unchallenged. * Search for space and move into it to receive the ball. | * Perform a basic accurate pass to team mates. * Run carrying the ball in two hands using the ‘W’ grip * Use a side step to avoid being tagged. * Use the swerve to avoid being tagged. * Use changes of speed to create gaps to run into. | * Keep close control of the ball using the flat side of the stick. * Use a push pass with accuracy. * Hold a defensive body position to tackle. * Stop the ball with control. * Apply basic rules to a game scenario e.g. no contact, no feet touching the ball, no back-stick touch. | * Explain what a tabata exercise is. * Demonstrate a determined mindset when exercising. * Identify muscle groups that exercises work. * Understands strength improves by repeating a range of exercises repeatedly. * Discusses what is happening in their body when their cheeks go red when they exercise. |
| **Progression of Learning in lessons-Objectives covered** | * Can I use the inside of my foot to pass the ball? * Can I trap the ball that is moving along the ground with control? * Can I pass the ball accurately into space over short distances? * Can I identify and move into space to receive the ball? * Can I use the outside of my foot to control the ball and dribble? * Can I cushion the ball when receiving it? | * Can I use accurate passes to create an attack as a team? * Can I pick a ball up from the floor and run? * Can I keep possession of the ball to build attack? * Can I evade being tagged? * Can I use changes of speed to create gaps to run into? * Can I create attacking opportunities in competitive games? | * Can I keep close control of the ball using the flat of the stick? * Can I control a ball and pass it into space? * Can I use a defensive body position? * Can I stop a moving ball ready to pass or shoot? * Can I improve my agility and use it in a game? * Can I avoid my feet contacting the ball and apply rules to a game? | * Can I use coordination in my exercises? * Can I keep moving even when I am tired? * Can I understand what an AMRAP stands for and participate in it? * Can I identify what I find challenging and why? * Can I work under time pressure? * Can I beat my previous score and work out the difference? |
| **Vocabulary** | Teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession, accuracy, dribble. | Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition. | Shoot, defend, attack, block, run, control, receive, pass, teamwork, score, hockey, shaft, foot, space. | Muscles, muscle groups, balance, control, relax, interval, max effort, tabata, rounds, reps, abdominals, calf, glutes, quadriceps, amrap, determination. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head: Recognise the need to look forward when attacking a goal. * Hand: Use short passes to keep possession. * Heart: Show support, encouragement and good sportsmanship. | * Head – Decide on ways to improve a piece of team play. * Hand – Play using passing back and sideways rules. * Heart – Recognise how playing as part of a team can improve your communication skills. | * Head: Implement some hockey rules into games. * Hand: Can stop and control the ball. * Heart: Work as a team to score points. | * Head: Keep track of where you on in an exercise routine. * Hand: Take part in exercises to raise heart rate. * Heart: Show determination to keep moving even when tired. |
| **Application Task** | Intra-competition in house groups  CNSSP competition link | Intra-competition in house groups  CNSSP competition link | Intra-competition in house groups  CNSSP competition link | Fitness test |