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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 FitnessUnit 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.
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| **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?
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| **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.
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| **Application Task** | Intra-competition in house groupsCNSSP competition link | Intra-competition in house groupsCNSSP competition link | Intra-competition in house groupsCNSSP competition link | Fitness test |