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| **Physical Education** **Core Curriculum** **Year 3&4****Spring Term Year B** |
|  | **Spring Term 1** | **Spring Term 2** |
| **Unit of Work** | DanceUnit 1 (Year 4) | GymnasticsUnit 1 (Year 3) | Netball(Year 3) | Basketball(Year 3) |
| **Prior Learning**  | Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work. | Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence. | Experienced different types of small-sided invasion games. Able to throw and catch in a variety of ways. Able to work with others in small teams. | Recalled and linked combinations of skills, e.g., dribbling and passing. Selected and applied a small range of tactics. Developed power, agility, coordination and balance over a variety of activities. |
| **Unit Focus – Key Knowledge & Skills**  | Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. | Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas. | Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball. | Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball. |
| **5 Essential Key Knowledge and/or Skills**  | * Develop dance ‘freeze frames’ based on a visual stimulus.
* Perform a slide and roll transition.
* Choreograph using a variety of formations.
* Sequence dance actions to show good flow.
* Create a 5 action routine in accordance with the theme.
 | * Create a sequence of 2 contrasting elements.
* Move in and out of contrasting shapes with fluency.
* Perform a teddy bear roll with control.
* Perform a bunny hop and star jump with control.
* Take weight on their hands to mount the apparatus safely.
 | * Pass and receive the ball using a chest pass
* Demonstrate dodging techniques to get ‘free’ for the ball.
* Demonstrate catching the netball with increasing success and control
* Begin to show some awareness of the foot work rules.
* Throw using a shoulder pass for distance
 | * Dribble the ball with increasing confidence
* Show defensive body positioning.
* Perform two-handed shots to score baskets.
* Use a jump ball to begin a game
* Apply basic rules in simple games.
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| **Progression of Learning in lessons-Objectives covered**  | * Can I use freeze frames in my dance?
* Can I perform a slide and roll confidently?
* Can I use a variety of formations when performing?
* Can I extend ‘mission dance’ phrases using canon?
* Can I sequence my dance actions to show good flow?
* Can I create a 5 action dance routine showing good ‘stage’ entry?
 | * Can I show full extension during a balance?
* Can I move in and out of contrasting shapes with fluency?
* Can I perform a sequence using different types of rolls?
* Can I perform powerful jumps from low apparatus?
* Can I perform in unison with a partner?
* Can I create a group performance using contrasting actions?
 | * Can I perform quick, accurate chest passes?
* Can I use dodging to get free from our opponent?
* Can I catch a netball?
* Can I use a bounce pass to feed a goal shooter?
* Can I throw for distance using a shoulder pass?
* Can I collect a loose ball?
 | * Can I keep possession of the ball when dribbling?
* Can I work as a pair to move forward and attack?
* Can I use a defensive body position?
* Can I perform a two-handed shot to score baskets?
* Can I use a jump ball to restart a game?
* Can I move to space to receive the ball?
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| **Vocabulary** | Improvisation, rehearse, director, choreographer, slide, formation, freeze frames. | Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle. | Space, pass, accurately, mark, dodge, attack, defend, footwork, possession, shoot, rules, improve. | Control, bounce, shoot, target, assist, jump ball, attack, defend, shoot, offensive. |
| **Personal Development****(Head, Hand, Heart)** | * Head: Demonstrate and discuss performance skills.
* Hand: Perform with increasing musicality with control and confidence.
* Heart: Work as part of a group to listen and give ideas.
 | * Head: Identify similarities and differences in sequences.
* Hand: Perform sequences with contrasting actions.
* Heart: Explain why strength and flexibility important in maintaining a healthy active lifestyle.
 | * Head – Show an understanding of the role of a goal shooter.
* Hand – Pass the ball in a variety of ways.
* Heart – Create opportunities as a team to score.
 | * Head: Explain why we look to shoot, pass or dribble
* Hand: Use a jump ball to start the game
* Heart: Assist teammates to shoot
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| **Application Task** | Intra-competition in house groups | Intra-competition in house groupsCNSSP Competition link | Intra-competition in house groups | Intra-competition in house groups |