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| **Physical Education**  **Core Curriculum**  **Year 3&4**  **Spring Term Year B** | | | | |
|  | **Spring Term 1** | | **Spring Term 2** | |
| **Unit of Work** | Dance  Unit 1 (Year 4) | Gymnastics  Unit 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. |
| **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? |
| **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 |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups  CNSSP Competition link | Intra-competition in house groups | Intra-competition in house groups |