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| **Physical Education**  **Core Curriculum**  **Year 3&4**  **Spring Term Year A** | | | | |
|  | **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. |
| **Key Questions** | 1. Why do we need to sequence movements? (so one move flows to the next)  2. Explain the different actions in your dance. Do they stick to the superhero theme?  3. What are some of the points in a slide and roll? | 1. How do you perform a sequence in unison?  2. How can you adapt a sequence to include contrasting shapes?  3. Where are you showing strength in your sequence? | 1. When would we use a bounce pass?  2. How can we create space?  3. What is the 1m distance rule?  4. How does netball differ from other invasion games? | 1. How do you start a new game?  2. In what ways did you restart the game after a basket was scored?  3. When throwing in the ball, what things did you have to consider as the referee? |
| **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 |