

Pudsey Bolton Royd Primary School PE Long-Term Plan

Year 4

<i>Autumn 1: Gymnastics Unit 1</i>	<i>Autumn 1: Football</i>	<i>Autumn 2: Dance</i>	<i>Autumn 2: Netball</i>
Enquiry Questions			
How did the STEP model help you improve your sequence?	What differences are there in long and short distance passes?	Explain the different actions in your dance. Do they explain your superhero theme?	What is given to the opposing team if you commit a footwork foul?
Outcomes			
Perform an existing sequence to be judged. Act as judges to evaluate a group sequence. Compare and contrast group performances.	Implement skills learnt over the 6 lessons into games. Use passing on the move skills with a teammate where appropriate (moving towards the goal). Evaluate what areas you have been applying well and which require improvement.	Create a 5 action routine in accordance with the theme. Practise and perform a routine which includes and 'entering' start position.	Play on a full court using High Five positions. Rotate to play in a variety of positions. Discuss which positions you favoured.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.	Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.	Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.	Introduce High Five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of High Five. Develop netball skills such as marking and footwork.
Knowledge and/or Skills Covered			
Changes in speed. STEP. Cartwheel progressions. Composition ideas. refining sequences.	Coming towards the ball to receive. Exploring 2 types of marking. Defensive tackling. Dribbling in different directions. Passing over distance.	Develop dance freeze frames. Practise and perform a slide and roll. Learn to replicate a set phrase. Work collaboratively to sequence movements. Create a 5 action routine.	Protecting the ball. Basic shooting technique. Playing within thirds. Play in a game using one-to-one marking. Play using correct footwork rules.
National Curriculum Attainment Targets			
Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy	Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They

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<p>They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to: develop flexibility, strength, technique, control and balance; compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>	<p>their agility, balance and coordination, individually and with others</p> <p>Perform dances using simple movement patterns.</p>	<p>should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: use running, jumping, throwing and catching in isolation and in combination play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.</p>
Important Vocabulary			
contrasting fluency control group similar different direction speed partner actions compositional stamina leap refine progression tension travelling steps muscles engage core stabilise	control use space dribble tactics direction tackle attack defend possession distance	levels facial expression improvisation rehearse director choreographer slide formation freeze frames	space pass accurately mark dodge attack defend attack footwork possession netball rules improve passing running

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<u>Spring 1: Gymnastics Unit 2</u>	<u>Spring 1: Hockey</u>	<u>Spring 2: Tag Rugby</u>	<u>Spring 2: Basketball</u>
Enquiry Questions			
How can you make transitions smooth?	How can we produce more power to make slap hit go further?	How can using different lengths of passes help our team?	Can you give an example of when a player would have committed a travel offence?
Outcomes			
Combine all the elements taught in this unit in a sequence with smooth transitions between each one.	Use a range of passes to build an attack and use tactics and teamwork to score goals.	Use different length passes to attack and use tactics and teamwork to score tries.	Use travel terminology with confidence and apply the travel rule in a game.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their body. Refine taking weight on small and large body parts.	Consistently perform basic hockey skills such as dribbling and push pass. Implement basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.	Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.	Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. use footwork rules in a game situation and explore basic marking.
Knowledge and/or Skills Covered			
Weighted travel. Shoulder rolls. Engaging the core. Smooth transitions. Flow in sequences.	Push pass. Straight dribble. Stopping the ball. Slap pass. Turning with the ball.	Basic passing. Picking up and running with the ball. Keeping possession. Evading defenders. Running into space.	Apply pressure as a defender. Crossover dribble. Bounce pass. Jump shot. Jump shot and triple threat position.
National Curriculum Attainment Targets			
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Important Vocabulary			
tension travelling steps muscles (abdominals, obliques) engage core stabilise	control use space dribble defend attack pass push slap	passing running backwards tag straight space teamwork try-area	turnover double dribble cross over ball tip off intercept bounce pass jump shot opposed violation

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<u>Summer 1: Cricket</u>	<u>Summer 1: Athletics</u>	<u>Summer 2: Tennis</u>	<u>Summer 2: OAA</u>
Enquiry Questions			
Why do we want to bowl overarm?	How did you improve on your scores?	Where should you try to return to on your court after hitting shots and why?	Why is it useful to be able to remember and recall common map symbols?
Outcomes			
Use overarm bowling in a game situation with some consistency.	Work in small teams to score points on running, jumping and throwing activities using appropriate techniques to improve scores.	To use forehand and backhand to score points in a match.	To remember and recall common map symbols and determine when help is needed.
Linked Texts			
N/A	N/A	N/A	N/A
Linked Experiences			
N/A	N/A	N/A	N/A
Overview			
Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and games context. Consolidate existing skills and apply with consistency.	Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure time and compare different styles of runs, jumps and throws.	Explore different shots (forehand and backhand). Work to return the serve. Positions in gameplay.	Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve.
Knowledge and/or Skills Covered			
Directing the hit. Anticipate when to run to score singles. Intercepting the ball with one hand. Bowl overarm from a stationary position at a target. Attempt a pull shot in a game.	Aiming at targets Accelerating over short distances. One footed take off. Sting throw. Baton exchange on the curved run. .	Return the ball from around the court. Forehand to targets. Introduction to backhand shots. Return balls to different places on the court. Use tennis skills to play in doubles games.	Recognising compass points. Using a compass. Following a course. Common map symbols. Sprint orienteering.
National Curriculum Attainment Targets			
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Important Vocabulary			
collect retrieve zones directing speed avoid intercept role scoring system gain stumped intercepting pull shot ground ball overarm bowling run singles	accelerate take off track force distance curve hurdles foam javelins vortex howler bounce target sling exchange accuracy	clear ready position hit return court forehand backhand bounce points score net tactics underarm overarm	challenges problem solving lead follow plan trust solve cardinal points success scale