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| **Physical Education**  **Core Curriculum**  **Year 3&4**  **Summer Term Year A** | | | | |
|  | **Summer Term 1** | | **Summer Term 2** | |
| **Unit of Work** | Athletics  (Year 4) | OAA  (Year 4) | Rounders  (Year 4) | Cricket  (Year 4) |
| **Prior Learning** | Show controlled movements in response to instructions. Demonstrated agility and speed. Jump for height and distance. Thrown with speed and power and applied appropriate force. | Worked alongside others to solve simple problems. Described their work and used different strategies to solve problems. Lead others and been led. Differentiated between when a task is competitive and when it’s collaborative. | To be able to play simple rounders games. To apply some rules to games. To develop and use simple rounders skills. | Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball. |
| **Unit Focus – Key Knowledge & Skills** | 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. | Work well within a group with defined roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compasses and symbols. Identify strengths and areas to improve. | To develop a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders. | Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency. |
| **Key Questions** | 1. How did you improve on your scores?  2. Can you name two throwing techniques?  3. Why should you start moving when you receive the baton? | 1. Why is it useful to be able to remember and recall common map symbols?  2. Can you notice any traits the symbols have in common?  3. Why is it easier to work as a pair during the orienteering activity rather than on your own? | 1. Where must you bowl a ball?  2. What ready position should a back stop take up?  3. How can we earn a full rounder?  4. How can we earn half a rounder? | 1. When would a player attempt a pull shot in a game?  2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).  3. Why is it beneficial to only pick the ball up with one hand? |
| **Progression of Learning in lessons-Objectives covered** | * Can I challenge myself in running, jumping and throwing tasks? * Can I accelerate over short distances? * Can I run and jump using one-footed take-off? * Can I use a sling action to throw a javelin? * Can I exchange a baton in our team? * Can I apply the skills I have learnt in a competitive way? | * Can I work collaboratively to problem-solving task? * Can I work collaboratively to create shapes when blind folded? * Can I name and recognise the cardinal points of a compass? * Can I complete an orienteering task calmly when under a time pressure? * Can I work with a partner to use a map and follow a route? * Can I recognise and recall common map symbols from a key? | * Can I hit the ball in different directions? * Can I run between posts and avoid getting stumped out? * Can I intercept a ball using one hand? * Can I underarm bowl abiding by the rules of bowling? * Can I play the role of backstop and use in a small game? * Can I learn the rounders scoring system and use it in a game? | * Can I hit the ball in different directions? * Can I anticipate when to run to score singles? * Can I intercept a moving ball with one hand? * Can I bowl overarm? * Can I use the pull shot in a game situation? * Can I field a bouncing ball effectively? |
| **Vocabulary** | Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition. | Challenges, problem-solving, leader, lead, follow, plan, trust, solve, cardinal points, compass, success | Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped. | Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head - Decide on ways to improve, run, jumps and throws and implement changes. * Hand – Throw a variety of objects, demonstrating accuracy. * Heart – Work with others to score and record distance and times accurately. | * Head: Plan and refine strategies to solve problems * Hand: Use maps, symbols and compasses to navigate. * Heart: Work well as part of a team. | * Head: Play in a game using rounders scoring system. * Hand: Play backstop role in small game situations. * Heart: Identify and describe some successful play. | * Head: With increasing consistency, choose where to direct a hit from a bowled ball. * Hand: Track and intercept the ball along the ground sometimes collecting with 1 hand. * Heart: Show fair play such as accepting if they were run out or stumped. |
| **Application Task** | Sports Day | Intra-competition in house groups to navigate to a point on a map | Intra-competition in house groups | Intra-competition in house groups |