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| **Physical Education** **Core Curriculum** **Year 3&4****Spring Term Year A**  |
|  | **Spring Term 1** | **Spring Term 2** |
| **Unit of Work** | DanceUnit 1 (Year 4) | GymnasticsUnit 1 (Year 3) | GymnasticsUnit 2 (Year 3) | Football(Year 4) |
| **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. | 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. | Able to show basic control skills. Sent the ball with some accuracy to maintain possession and build attack. Implemented the basic rules of football. |
| **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. | Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances. | Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement. |
| **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. What is a dynamic and static stretch?2. How can you make transitions smooth and fluent?3. How can you improve body tension?4. Can you suggestions other actions to include in your sequence? | 1. Which passes did you use in the game?2. In a game situation, how can we suggest ways to improve our skills?3. What differences are there in long and short distances passes? |
| **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 a japana?
* Can I use bounces and broad jumps in a sequence?
* Can I attempt a half lever?
* Can I transition from a japana to another shape with control?
* Can I use stretches while moving and when still to increase flexibility?
* Can I show strength, flexibility and control in a sequence?
 | * Can I run onto a ball to receive it?
* Can I explore front and goal-side marking techniques?
* Can I perform a standing tackle to dispossess an attacker?
* Can I dribble showing good control to progress forward?
* Can I pass and receive the ball over longer distances?
* Can I perform passing and moving with a teammate?
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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. | Sustained, explosive, power, control, group, similar, different, bounce, box splits, fluency, dynamic, static, half lever, extension. | Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle. |
| **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: Able to identify some primary muscles.
* Hand: Develop body management over a range of floor exercises.
* Heart: Comment on a peer’s gymnastic sequence, describing what they did well.
 | * Head: Sometimes make decisions on the best time to tackle.
* Hand: Send the ball over longer distances.
* Heart: Work hard in a game and recognise the effects on yourself and teammates.
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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 |