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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 3) | Gymnastics  Unit 1 (Year 4) | Foundations  KS2 | Intermediate Swimming |
| **Prior Learning** | Developed body management. Used core strength to link elements. Attempted to use rhythm while performing a sequence. | Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work. | Taken part in stability, flexibility, balance and coordination activities. Explored lower and upper body stability and core strength. Developed a basic understanding of concepts such as coordination and flexibility. Drawn links between different types physical activity and developing body management. | Has swum short distances unaided, between 5 & 20 metres, using one consistent stroke. Propelled themselves over longer distances with the assistance of swimming aids. Can move with more confidence in the water, including submerging themselves fully. Entered and exited the water independently. |
| **Unit Focus – Key Knowledge & Skills** | 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. | Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences. | Accurately replicate stability, flexibility, balance and coordination activities. Learn techniques to develop lower and upper body stability and core strength. Compare previous performances in body managements skills such as coordination. Draw links between areas such as flexibility over a range of activities. | Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. |
| **5 Essential Key Knowledge and/or Skills** | * Perform a jazz square in time with music. * Perform to the count of 8. * Work with others to create a four-action routine. * Describe ways to improve self and others’ performances. * Perform to an audience with confidence. | * Compose and perform a sequence of 6 elements * Know and use STEP principal to create a sequence. * Show tension and control when taking weight on hands. * Explore and use pathways as a compositional idea * Mount high equipment safely and with control. | * Judge and set a personal pace to challenge self. * Name some of the bodies core muscles. * Describe and explain flexibility. * Name 3 different stretches to improve flexibility. * Explain why it is important to challenge yourself. | * Jump in and submerge in deeper water. * Explain and perform the difference between front crawl and breaststroke legs. * Float for 5 seconds on the surface of the water. * Swim 20m using simple front crawl and breaststroke technique. * Swim on back for 20m |
| **Progression of Learning in lessons-Objectives covered** | * I can show full extension during a balance. * I can move in and out of contrasting shapes with fluency. * I can perform a sequence using different types of rolls. * I can perform powerful jumps from low apparatus. * I can perform in unison with a partner. * I can create a group performance using contrasting actions. | * I can perform a 6-element sequence that uses changes in speed and direction. * I can use the STEP principle to create and perform a partner sequence. * I can take weight on my hands, showing control. * I can develop a sequence using compositional ideas e.g. pathways. * I can co-operate as a group to refine a short sequence. * I can compare and judge sequences. | * I can choose my own pace when exercising. * I can tell the difference between static and dynamic balancing. * I can name some of our core muscles. * I can use my power and determination to jump higher in leapfrog. * I can get a large range of motion through different types of stretches. * I can challenge myself to complete increasingly difficult tasks. | * I can jump in and submerge in deeper water. * I can use front crawl leg action to swim longer distances. * I can tuck, float and collect objects from the bottom of the pool. * I can transition from one floating shape to another without putting our feet down. * I can use breaststroke leg action to swim on my front and back. * I can to move forward with our faces in the water using the sculling action. * I can swim over longer distances without floats or armbands. |
| **Vocabulary** | Fluency, contrasting, unison, low, combinations, full turn, half- turn, flexibility, compositional ideas, healthy active lifestyle. | Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression. | Flexibility, strength, coordination, balance, challenge, attempts, core, stability, confident, move, reach, base, leapfrog, upper body, lower body, improve, tightrope, partner, self, compare, solo, degrees, pyramid, negative, flow, relaxed. | Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl. |
| **Personal Development**  **(Head, Hand, Heart)** | * Head – Identify similarities and differences in sequences. * Hand – Perform sequences with contrasting actions. * Heart – Explain why strength and flexibility are important in maintaining a healthy, active lifestyle. | * Head – Decide on ways to improve a piece of work using compositional elements and implement changes. * Hand – Demonstrate some control when taking weight on hands. * Heart – Adapt actions and sequences to work with partners and small groups. | * Head: Judge at what pace to move through an activity * Hand: Improve balance and control using replication * Heart: Challenge yourself to perform leapfrog at an increasing height | * Head – Attempt to use basic breathing patterns when swimming. * Hand – Submerge, sink, roll and rotate underwater. * Heart – Work in collaboration to perform group challenges such as group floats. |
| **Application Task** | Intra-competition in house groups | Intra-competition in house groups  CNSSP Competition link | Complete a range of assessment tasks (lesson 6) | Complete assessment inline with instructor |