



The PE Curriculum Year 4

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|----------------|---|
| Intent | <p>Benjamin Adlard Primary School believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. We intend to deliver high-quality teaching and learning opportunities that inspire all children to succeed in physical education and in developing life skills. We want to teach children skills to keep them safe such as being able to swim. We also want to teach children how to cooperate and collaborate with others as part of an effective team, understanding fairness and equity of play to embed life-long values. Our curriculum aims to improve the wellbeing and fitness of all children, not only through the sporting skills taught, but through the underpinning values and disciplines PE promotes.</p> |
| Implementation | <p>PE at Benjamin Adlard Primary School provides challenging and enjoyable learning through a range of sporting activities including; games, dance, gym, athletics & striking and fielding.</p> <ul style="list-style-type: none"> • The long term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. • We use Primary steps in PE curriculum; a clear and comprehensive scheme of work, to plan and deliver lessons which show progression of skills across KS2 within the different strands of PE. • Pupils participate in two high quality PE lessons each week, covering two sporting disciplines every half term. In addition, children are encouraged to participate in the varied range of extra-curricular activities. Lunch time sports are available each day and children can attend after school sport clubs one evening per week. • Children are invited to attend competitive sporting events within the local area. This is an inclusive approach which endeavors to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. • Each year a small group of Year 6 children are invited to become Sports Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch time clubs, our annual Sports day and any other Sporting activities. • Children participate in workshops covering a variety of sports throughout the year. This is to provide the children with an opportunity to develop, improve their fitness and to try something new • Children from Year 3 and 4 access swimming for 3 terms. <p>To participate in the “Daily Mile”, to help meet the government target of all children being active for at least 60 minutes a day.</p> |
| Impact | <p>We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. From our lessons, our children learn to take responsibility for their own health and fitness, many of whom also enjoy the success of competitive sports. We equip our children with the necessary skills and a love for sport. They will hopefully grow up to live happy and healthy lives utilising the skills and knowledge acquired through PE. Furthermore.</p> |

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|--|--|--|--|
| Year 4 – Autumn 1 | | Unit 1 – Games: Invasion | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">use running, jumping, throwing, and catching in isolation and in combinationplay 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 | | | |
| Overall Outcomes | | | |
| ALL: Participate effectively in game situations | | | |
| MOST: Throw and catch effectively and consistently | | | |
| SOME: Use knowledge of tactics in game situations, demonstrate effective leadership skills to support team | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Year 3 | | Year 4 | |
| Can predict where to move to stop a ball | | Can predict where to move to stop a ball effectively. | |
| Show awareness of moving into a space and receiving on the move. | | Show increased awareness of moving into space and receiving on the move. | |
| Select appropriate throw (underarm/overarm) | | Can adapt throwing and catching technique instinctively | |
| Select the best way to send | | Show awareness of purpose when sending an object | |
| Show awareness of purpose when sending an object | | Recognise and move into a space | |
| | | Show understanding of marking | |
| | | Anticipate opportunities to intercept | |
| | | Know the difference between a pass and a shot | |
| | | Apply skills and knowledge effectively in a game situation. | |
| | | Select appropriate technique in a given situation | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Move into a space appropriately | | Have some creative input into the creation of a game | |
| Develop own attacking / defensive strategies | | Evaluate activity and make appropriate changes | |
| Use tactics in a game situation | | Implement attacking and defensive tactics in a game | |
| Demonstrate elements of flair and creativity in game situations | | Develop own attacking and defensive tactics | |
| Consistently show teamwork and fair play | | Show high levels of awareness of game principles | |
| | | Show leadership qualities to support and encourage | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |
| Know how to execute a variety of passes | | Quickly identify space and react accordingly. | |
| Know to consistently select appropriate skill for different situations | | Execute a variety of passes | |
| Know difference between a shot and a pass | | Pass accurately using correct technique | |
| Know how to give and act on effective feedback | | Work as part of a team | |
| Subject Guidance for teachers | | | |

Chest Pass



Chest Pass

1. From a two-handed catching position make sure the ball is kept at chest height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball out, extending and following through with the arms, wrists, hands and fingers in the direction of the receiver

Bounce Pass



Bounce Pass

1. From a two-handed catch take the ball to just above waist height
2. Fingers should be spread behind the ball
3. Keep elbows low and relaxed
4. Transfer weight from back foot to front foot
5. Push the ball down, aiming for it to bounce two-thirds of the distance towards the receiver.

Overhead Pass



Overhead Pass

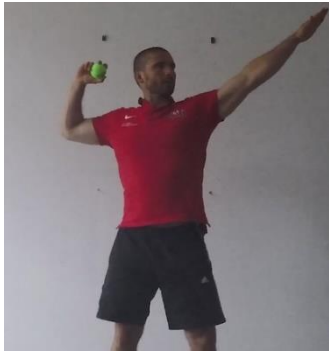
1. Balanced starting position with opposite foot forward to throwing arm
2. Use second to steady the ball if necessary
3. Hold the ball at head height with fingers spread behind (not under) the ball
4. Body weight is transferred from the back foot to the front foot
5. The hand, arm and shoulder should then thrust forwards towards the target

HANDBALL TOURNAMENT

Place a goal at either end of the court with a small semicircle in front of it. Attackers score by throwing ball into goal. Nobody is allowed in the semicircle. Defenders who enter semicircle concede a free shot. Attackers who do give the ball to the other team. Introduce 10 second rule. If player hasn't shot or passed then ball is given to the other side. Teams of 6. Rest of class watches and picks best defender and best attacker. 3 minutes per game. Discuss positive and negatives after each game. Start with a small narrow pitch to make it easier for defenders. 2nd round of games make pitches wider and longer to make it easier for attackers. Give constant feedback/ coaching during the games.

| Key Assessments | | | | | |
|---|--|-----------------|--|--|--|
| All Children will: Move to catch and pass Know the difference between shot and pass Can move into space Understand marking Can apply basic principles of attack and defence | | | | | |
| Most Children will: Execute a variety of passes Know and use correct technique Use evasion strategies Can react to an attack Can give and receive feedback and work cooperatively | | | | | |
| Some children will: Consistently select appropriate skill for situation Show consistent accuracy when passing and shooting Can quickly identify space and react accordingly Can influence attackers Evaluate own performance & consistently show awareness of game principles | | | | | |
| Subject specific vocabulary and definitions (Tier 3 vocabulary) | | | | | |
| Control | Able to make the ball do what you want it to do | | | | |
| Accuracy | Throwing a ball in an exact way without making a mistake | | | | |
| Intercept | Stop the ball from getting to its destination | | | | |
| Block | Not letting the ball pass through | | | | |
| Concentration | Giving all of your attention | | | | |
| Evasion | Escaping from the person who is marking you | | | | |
| Medium Term Planning | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To send and control a ball. | To shoot effectively. | To use evasion. | To know and apply principles of defence. | To apply principles of attack and defence to a game situation. | To apply principles of attack and defence to a game situation. |

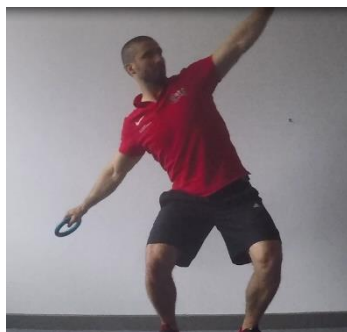
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| Year 4 – Autumn 2 | | Unit 2 – Athletics: Indoor | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">• use running, jumping, throwing and catching in isolation and in combination• compare their performances with previous ones and demonstrate improvement to achieve their personal best• develop flexibility, strength, technique, control and balance | | | |
| Overall Outcomes | | | |
| ALL: Can use technique to set personal bests | | | |
| MOST: Can show competitive spirit and desire to improve | | | |
| SOME: Can perform consistently well in competition situations | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Year 3 | | Year 3 | |
| Use sideways movement for a purpose. Self-select appropriate speed when moving. Select appropriate technique in a given situation. | | Evaluate and improve sprinting technique. Self-select appropriate speed when moving. Select appropriate technique in a given situation with different objects | |
| | | Jump and land safely. Describe and evaluate jumping action. Use correct technique to achieve maximum power. Recognise and describe what the body feels like after exercise. | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Isolate parts of the jump in order to improve performance. Combine elements of jump to maximise distance. Adapt pace to race situation. Develop preferred starting position. | | Show determination. Demonstrate a strong desire to improve. Maintain a competitive attitude Understand fully how a skill is broken down. Evaluate performance of others and suggest improvements. Adapt pace to race situation. | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |
| Know and use correct technique to achieve maximum power. Know and select appropriate throwing technique for an event. | | Show acceleration and speed over a distance. Demonstrate quick reactions and evaluate different starting positions. Pass baton without change of pace. Accelerate and maintain pace through a curve. | |
| Subject Guidance for teachers | | | |
| Overarm throw | | | |



Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

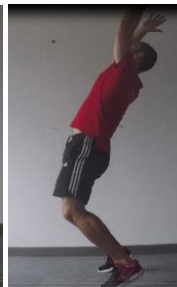
Sling throw



Sling throw

1. Stand sideways on feet just over shoulder width apart.
2. Quoit held in fingers, palm facing down.
3. Put arms out straight horizontally at the shoulders
4. Lower throwing arm and raise non-throwing arm, keeping both straight.
5. Swing throwing arm forward from low to high keeping non-throwing arm still Ext- twist non-throwing arm behind body as throwing arm comes forward.
6. Twist hips to face target.
7. Release quoit when arm reaches throwers face.

Heave Throw



Heave Throw

1. Face opposite way to throwing area.
2. Place ball between legs and hold with 2 hands
3. Bend knees
4. Pick up ball
5. Wing ball between legs
6. When happy with momentum throw ball up and over head straightening legs and bag simultaneously.

Running



Running

1. Running on balls of feet.
2. High knees.
3. Running tall.
4. Arms pumping fast and straight.
5. Desire (will to win)

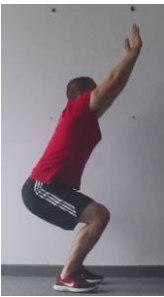
Jumping Far



Jumping Far

1. Feet face forward, below shoulders
2. Bend knees
3. Rock gently
4. Swing arms
5. Take off from balls of feet
6. Arms swing forward and reach for trapeze
7. Land on 2 feet

Jumping High



Jumping High

1. Knees are bent at least 90 degrees
2. Feet and legs are extended in full and fast action
3. Upward arm lift is coordinated with leg action
4. Head lifting and focused on target
5. Extend body fully and stretch arms out above head
6. Control landing and land close to take-off point

Push Throw



Good technique for standing long jump

1. Feet face forward, below shoulders
2. Bend knees
3. Rock gently
4. Swing arms
5. Take off from balls of feet
6. Arms swing forward and reach for trapeze
7. Land on 2 feet

Key Assessments

ALL:

- Know jumping technique
- Set a personal best
- Can select an appropriate speed for a race
- Demonstrate quick reactions
- Can use different throwing techniques
- Can improve on performance

MOST:

- Can perform jumping technique with precision
- Can show improvement
- Maintain a constant pace
- Demonstrate rapid acceleration
- Can select appropriate technique for event
- Know and adapt effective technique

SOME:

- Comment on improvement of self and others
- Perform to a consistently high standard
- Adapt pace to race conditions
- Sustain acceleration and speed over a distance
- Use correct technique to achieve maximum power

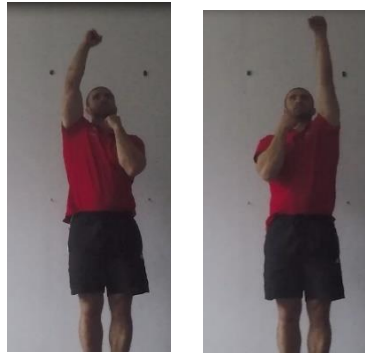
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| Can give effective feedback to others | | | | | |
| | | | | | |
| Subject specific vocabulary and definitions (Tier 3 vocabulary) | | | | | |
| Balance | Remaining steady and not falling | | | | |
| Endurance | Sustain a run at an appropriate pace | | | | |
| Technique | A particular way of doing something | | | | |
| Aggression | A quality of determination | | | | |
| Power | Large amounts of energy | | | | |
| Long stride | A long, quick step | | | | |
| | | | | | |
| Medium Term Planning | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To improve quality of standing jumps. | To refine technique To set an achievable target. | To run for an extended period of time. | Consolidate sprinting Technique. | To throw using different techniques with power. | To refine techniques of different throws. |

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| Year 4 – Spring 1 | | Unit 3 – Dance: Performance Dance | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">perform dances using a range of movement patternscompare their performances with previous ones and demonstrate improvement to achieve their personal best. | | | |
| Overall Outcomes | | | |
| ALL: Can work cooperatively to perform a dance sequence | | | |
| MOST: Can adapt and perform a dance sequence | | | |
| SOME: Can perform with precision and flair | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Show originality when moving on different levels. Improve sequences based on Feedback Work collaboratively to adapt a sequence. | | Give specific feedback on a performance. Use specific feedback to improve performance. | |
| | | Year 3 | |
| | | Show control and originality. Work with a partner or group to create sequence. Create original moves. Describe, evaluate and alter sequence accordingly. | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Perform with elements of originality and expression. Work cooperatively with a partner. Convey a message or expression through dance. Adapt and change a performance based on self evaluation. Give appropriate feedback. | | Link movements to a story. Adapt and change performance based on self evaluation. Perform movements and routines with originality and expression. | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |
| Perform as a character. Suggest appropriate changes to a group’s formation. Adapt own performance to different stimuli. | | Perform as a character. Use and perform with distinct and expressive movements. Perform a routine with control, energy and flair. Copy a sequence with control. Work collaboratively to adapt a sequence. | |
| Teacher Subject Knowledge and guidance | | | |

Lunge



Piston Punch



Shoulder roll



RIGHT STEP - Facing forward, right foot moves right, left foot joins it and clap.

LEFT STEP - As above but opposite.

LUNGE - Start with feet together, one large step forward bending the front and back knees at the same time.

SHOULDER ROLL - Feet shoulder width apart bend knees slightly, let arms hang loose and roll shoulders forward slowly in a large circle.

SQUATS - Feet shoulder width apart, arms stretched out in front, bend knees to 90 degrees and up again.

PISTON PUNCH - Children punch in the air using alternate hands. While arms are punching opposite leg should be marching. Perform over 2 counts.

GIVE EACH CHILD A CHECKLIST TO INCLUDE success criteria and/ or:

1. Change of formation 2. Original moves 3. Start position 4. End position 5. Energy 6. Effort

Key Assessments

ALL:

Can copy dance moves
Can copy a sequence
Can perform a sequence
Can give basic feedback
Perform a sequence

MOST:

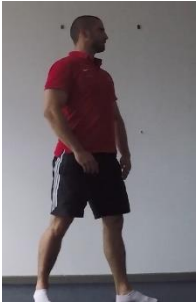
Can copy a sequence
Can adapt to changes
Can apply changes to sequences
Suggest ideas and improvements in a group situation
Can adapt performance, can apply feedback to sequence
Perform a sequence with energy

SOME:

Can perform routine with control and flair

| | | | | | |
|---|---|----------------------------|-----------------------------|-----------------------------|----------------------------------|
| Can lead and direct a group | | | | | |
| Can suggest appropriate changes to a group's formation | | | | | |
| Evaluate a performance and refine accordingly | | | | | |
| Can lead group | | | | | |
| Can direct and suggest improvements in themselves and others | | | | | |
| Perform sequence with energy and flair | | | | | |
| Subject specific vocabulary and definitions (Tier 3 vocabulary) | | | | | |
| Tempo | Speed at which a piece of music is played/ dance is performed | | | | |
| Originality | Create something different | | | | |
| Expression | Showing feelings through actions | | | | |
| Flair | Natural ability to dance well | | | | |
| Timing | Keeping to the same speed as the music | | | | |
| Adapt | Change something | | | | |
| Medium Term Planning | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To learn/ copy a dance routine. | To learn/ copy a dance routine. | To modify a dance routine. | To create a dance sequence. | To refine a dance sequence. | To perform an original sequence. |

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|---|--|--|--|
| Year 4 – Spring 2 | | Unit 4 – Gym: Flight | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">develop flexibility, strength, technique, control and balancecompare their performances with previous ones and demonstrate improvement to achieve their personal best | | | |
| Overall Outcomes | | | |
| ALL: Can perform spins and a variety leaps in isolation | | | |
| MOST: Can perform leaps and spins in a simple sequence | | | |
| SOME: Can adapt and perform sequence using a variety of leaps and linking movements with control | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Year 3 | | | |
| Show tension in some movements and balances. Create an original 5 part sequence. Perform sequence as part of a competition with control, tension and balance. Introduce a linking movement. | | Show tension in a variety of movements and balances. Create an original 5 part sequence using linking movements. Perform sequence as part of a competition with control, tension and balance. Act on feedback | |
| Consistently show tension in all balances. Create and perform a sequence with control and fluency. Can adapt sequence using complex movements and balances. Can act on feedback. | | | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Show creativity in paired work. Show safe landing position. Give appropriate feedback and work collaboratively Perform leaps as part of an original sequence. Adapt and perform a sequence with control and precision | | Demonstrate sound understanding of gymnastic performance. Evaluate own and others performance. Adapt ideas showing gymnastic awareness. Adapt pace to race situation. Adapt pace to race situation. Consistently show body tension. Perform original sequence with enthusiasm, precision, fluidity and balance | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |
| Know how to perform all rolls with control. Know how to perform a variety of, complex sequences with a partner (mirror, canon, support). Know how to connect complex jumps and turns. Know how to create own sequence | | Perform 3 mirrored balances within given parameters. Perform a range of supported balances. Change speed, level and direction in a sequence. Roll from different starting positions. Attempt backward roll (with support) Demonstrate safe landing consistently. | |
| Teacher subject knowledge | | | |
| Spin | | | |



Spin

- 1- Step forward so one foot is in front of the other
- 2- same arm as front foot raised in front of body, bent at the elbow.
- 3- other arm facing towards back leg, extended.
- 4- transfer weight onto front foot, straighten front arm and open chest.
- 5- rear leg should be brought across standing leg and bent to create rotation.
- 6- for full spin bring arms into body.

Jump



Jumping

- 1- start in stable position
- 2- bend your knees
- 3- rock back
- 4- perform breast stroke arms and power forward on take-off.
- 5- push off from balls of feet.

Landing

- 1- both feet facing the same way
- 2- bend your knees
- 3- lower arms beside the body
- 4- nice and quiet.

Sissone Furma



1. Feet start in T position or 3rd position.
2. Arms in a loop in front of body
3. Jump straight up.
4. Front leg dangles and back leg extends and lifts behind body
5. Arms spread out apart and come back together.
6. Land on front leg and slowly lower back leg to the floor.

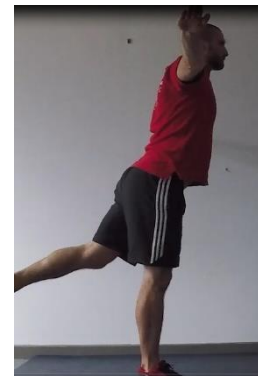
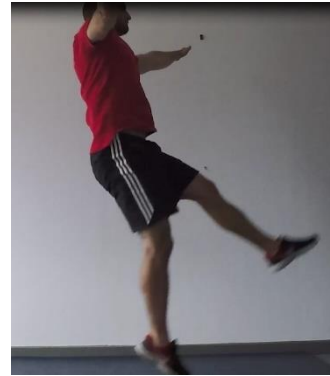
Cat Leap



Cat Leap

1. Feet together but facing opposite ways
2. Legs form a diamond shape
3. Jump straight into the air, one leg at a time.
4. Leg should bend and as one leg lands the other one takes off and bends in mid air.
5. Land with feet back together facing opposite direction.
6. Arms in front of body similar to Sissone Furma

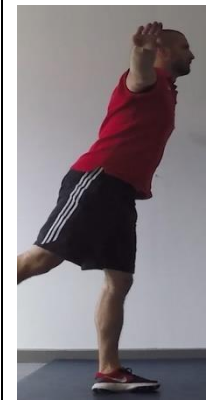
Change Leg Leap



Change Leg Leap

- 1- Step onto one foot
- 2- Swing the back leg forward and upwards
- 3- Push off the support leg and change legs
- 4- Lower the other leg to land on one foot
- 5- Legs should be straight throughout and there should be very little forward movement.
- 6- Similar to scissor leap.

Stag Leap



Stag Leap

- 1- Step onto one foot
- 2- Swing the back leg forward and upwards.
- 3- Dynamically pushing off the support leg, the front leg should now bend at the knee
- 4- As the support leg pushes from the floor it should extend to the rear
- 5- Lower the bent leg to land on one foot in an arabesque position
- 6- Back leg should be straight out behind body.

| Key Assessments | | | | | |
|--|--|---------------------------------------|---------------------|---------------------------------|---------------------------------|
| <p>ALL: Can demonstrate a safe landing and effective turn Can perform leaps Children can copy a sequence Can use leaps in a sequence Can create a simple sequence</p> <p>MOST: Can show control when jumping and turning Can perform leaps with control Can copy a sequence accurately Can create own sequence Adapt a sequence</p> <p>SOME: Can connected complex jumps and turns Can perform leaps as part of a sequence Can adapt a sequence Can perform sequence with control and precision Can adapt and perform a sequence with control</p> | | | | | |
| Subject specific vocabulary and definitions (Tier 3 vocabulary) | | | | | |
| Control | Making your body work in the way that you want it to | | | | |
| Elegance | Graceful | | | | |
| Cushion | Reduce the force of the impact when landing | | | | |
| Poise | Calm, dignified, and self - controlled | | | | |
| Flexible | Easily bent | | | | |
| Leap | Jump high in the air or jump a long distance | | | | |
| Medium Term Planning | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To perform jumps and landing safely. | To perform Sissone Furma and Cat Leap. | To perform Change Leg and Stag Leaps. | To copy a sequence. | To create an original sequence. | To refine and adapt a sequence. |

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| Year 5 – Summer 1 | | Unit 5 – Games: Net/Wall | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">use running, jumping, throwing and catching in isolation and in combinationplay 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 | | | |
| Overall Outcomes | | | |
| ALL: Can play using a variety of shots | | | |
| MOST: Can regularly select the correct shot and perform skills with control | | | |
| SOME: Can consistently perform a variety of shots with control and precision | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Show basic levels of hand/eye coordination. Demonstrate hand/eye coordination while moving. Hit a rolling ball with control Hit a bouncing ball. Move with an object at speed in a variety of ways. Can control object in a tight space. Control objects in a straight line. Keep control whilst changing direction Keep close control using different body parts. Show control with a change of direction at speed whilst holding/ carrying. Show control using equipment. | | Show increased levels of hand/eye coordination. Demonstrate hand/eye coordination while moving in different directions. Hit a rolling ball with increased control. Hit a bouncing ball with control. Control an object at speed in a variety of ways. Can control a variety of objects in a tight space consistently. Control a variety of objects in a straight line. Keep close control using different body parts. Show control with a change of direction at speed, whilst moving in different ways. Consistently use equipment to send and control accurately. | |
| Year 3 | | | |
| Return a bouncing ball with some accuracy. Show awareness of hitting into space. Show awareness of space in a game situation. Show basic fielding principles. React quickly to events in a game situation. | | | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations | | Consistently select the correct shot in any given situation. Use skills and knowledge to effectively win games. Contribute to group discussions. Lead group and resolve any conflicts | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |

| | |
|--|--|
| <p>Know the difference between forehand and backhand.</p> <p>Know how to perform forehand using correct technique.</p> <p>Know to react quickly to play the best shot possible.</p> <p>Know the rules of a game.</p> <p>Know and demonstrate effective fielding skills consistently.</p> | <p>Perform forehand using correct technique.</p> <p>Use backhand to hit moving ball.</p> <p>Consistently hit a moving ball with control.</p> <p>Hit a volley with precision and control.</p> <p>Throw accurately using 2 techniques.</p> <p>Catch a small ball.</p> <p>Hit a ball in an intended direction with power.</p> |
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Teacher subject knowledge and guidance:

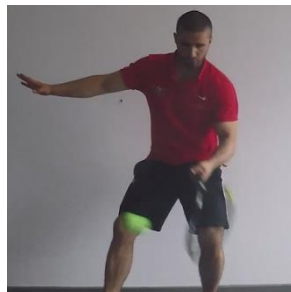
ROLLING MATCH PLAY

1. Set up a rectangle 20m x 10m
2. Line up players along outside of the long side of the rectangle numbered 1-15
3. Teacher calls a number and those players enter the rectangle at either side of the 'court'
4. 1st player hits a ball along the floor to the other side, opponent can choose to stop it and return it or hit it back straight away.
5. Point are awarded by hitting the ball so it goes over the oppositions end line of the court (short line)
6. If the ball goes out of the side your opponent gets the point.
7. Award bonus points for technique and support of team mates

A POINT IS WON WHEN

1. The ball bounces twice on your opponents side of the court,
2. Your opponent hits the ball into the 'net'
3. Your opponent hits the ball out of the court with it bouncing.

Forehand



Forehand Shot

- 1- Racket comfy in your hand holding the bottom of the handle
- 2- Low body position (knees bent)
- 3- Stand sideways on
- 4- Push through the ball
- 5- Racket goes from low to high

Backhand



Backhand

- 1- Dominant hand at bottom
- 2- Other hand on top
- 3- Face the opposite way to forehand.

Key Assessments

ALL:

- Hit a forehand using correct technique
- Know difference between forehand and backhand
- Can hit a moving ball
- Can hit a volley with control
- Can perform forehand, backhand and volley
- Can participate in a rally

MOST:

- Hit a forehand accuracy
- Use backhand to hit stationary ball
- Can hit a moving ball with control
- Can hit a volley with precision
- Can select appropriate shot to play
- Can execute a variety of shots with control

SOME:

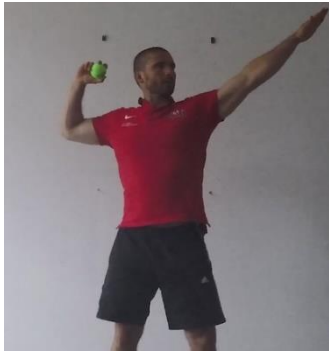
- Consistently show control in the forehand
- Use backhand to hit a moving ball
- Can consistently hit with control
- Can hit a volley consistently with precision and control
- Can react quickly to play the best shot possible
- Can consistently perform shots and show competitive edge

Subject specific vocabulary and definitions (Tier 3 vocabulary)

| | |
|---------------|---|
| Co-ordination | Using different part of the body together efficiently |
| Technique | A particular way of doing something |
| Reaction | Ability to move quickly in response to something |

| | | | | | |
|-----------------------------------|--|--------------------------|------------------------------|--------------------------------|--------------------------------|
| Volley | Hit the ball before it touches the ground | | | | |
| Backhand | A shot in tennis which you make with your arm across your body | | | | |
| Forehand | A shot in tennis in which the palm of your hand faces the direction in which you are hitting the ball. | | | | |
| Medium Term Planning | | | | | |
| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
| To consolidate the forehand shot. | To introduce backhand shot. | To develop the backhand. | To develop volley technique. | To perform a variety of shots. | To perform a variety of shots. |

| | | | |
|--|--|--|--|
| Year 5 – Summer 2 | | Unit 6 – Games: Striking/Fielding | |
| National Curriculum Objectives Covered | | | |
| <ul style="list-style-type: none">use running, jumping, throwing, and catching in isolation and in combinationplay 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 | | | |
| Overall Outcomes | | | |
| ALL: Can perform main skills (strike a moving ball, stop a moving ball and throw in 2 ways) consistently | | | |
| MOST: Can apply skills to game situations | | | |
| SOME: Can spot potential advantages in game situations and can adapt skills to take the advantage | | | |
| Prior Learning | | | |
| Year 1 | | Year 2 | |
| Year 3 | | | |
| Can predict where to move to stop a ball Show awareness of moving into a space and receiving on the move. Select appropriate throw (underarm/overarm) Select the best way to send Show awareness of purpose when sending an object | | Can predict where to move to stop a ball effectively. Show increased awareness of moving into space and receiving on the move. Can adapt throwing and catching technique instinctively Show awareness of purpose when sending an object | |
| Recognise and move into a space Show understanding of marking Anticipate opportunities to intercept Know the difference between a pass and a shot Apply skills and knowledge effectively in a game situation. Select appropriate technique in a given situation | | | |
| Next Steps – Progression through the PE curriculum | | | |
| Year 5 | | Year 6 | |
| Hit a moving ball consistently and accurately. Select appropriate shot for a given situation. React well to changing situations within a game. Consistently select and apply correct throw. Show awareness of match situations | | Have some creative input into the creation of a game Evaluate activity and make appropriate changes Implement attacking and defensive tactics in a game Develop own attacking and defensive tactics Show high levels of awareness of game principles Show leadership qualities to support and encourage | |
| Key knowledge acquired throughout this unit | | Key skills acquired throughout this unit | |
| Know the difference between forehand and backhand. Know how to perform forehand using correct technique. Know to react quickly to play the best shot possible. Know the rules of a game. Know and demonstrate effective fielding skills consistently. | | Perform forehand using correct technique. Use backhand to hit moving ball. Consistently hit a moving ball with control. Hit a volley with precision and control. Throw accurately using 2 techniques. Catch a small ball. Hit a ball in an intended direction with power. | |
| Teacher subject knowledge and guidance | | | |
| Overarm throw | | | |



Overarm Throw

1. Grip ball between fingers and thumb.
2. Stand sideways.
3. Take throwing hand back behind throwing shoulder.
4. Keep ball higher than shoulder.
5. Flex arm.
6. Point non-throwing arm at target.
7. Have weight on back foot.
8. Transfer weight to front foot and turn hips to face target.

Catch



Catching

1. Feet in a comfy position facing where the ball is coming from.
2. Hands ready in an open position.
3. Get body behind ball keep watching
4. Watch the ball into the softest part of the hand and cushion ball into body.

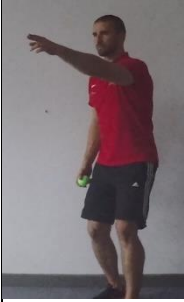
Long barrier stop



Long barrier Stop

- 1- Get into line with the ball
- 2- Twist your upper body, leading with the shoulder furthest from the ball.
- 3- Bend both knees, so that the knee of the leg nearest to the ball touches the ground, but it is also in front of the back of the heel of the other leg.
- 4- With fingers down and head forward, pick up the ball and then stand back up ready to deliver

Striking



Striking and Fielding

- 1- Ball/ object in palm of hand, controlled by the fingers
- 2- Feet/ non-throwing arm pointing at the target
- 3- Pull arm slowly back
- 4- Release ball so that ball travels up.
- 5- Throwing arm should finish facing the target.

Rules of Scatterball- (played on a rounders pitch with a tennis racket and tennis ball)

<http://www.sportplan.net/drills/Rounders/Ground-Fielding/team-scatterball-rounders49.jsp#>. UOP0yvldWd8

2 teams of 4 fielding. 1 team of 4 batting.

1. Batter hits 4 balls from a tall tee.
2. On hitting all 4 balls into the field all the batters run round all the basis, at the same time, as many times as they can before the fielders have returned all the balls to the batting square.
3. Then the next batter has a go until all batters have had a go, then teams swap over.

Winner is the team with the most rounders scored.

Split children into 2 games based on ability

4 BALL

1 Team Batting and 2 teams fielding

1. Batter hits 4 balls into the field from a stationary tee.
2. When the batter hits the 4th ball they set off running round cones set up in a rounders pitch. They score a point for every cone they reach. Can go round more than once if able.
3. Fielders must stand still until the 4th ball is hit into the field.
4. When the 4th ball is hit fielders must try and place a ball on each of the cones which the batter is running around. When a ball is on each cone then the batter has to stop running.
5. Before a ball is placed it must be passed to at least one other fielder Then the next batter has a go until all batters have had a go, then teams swap over.

Winner is the team with the most points scored.

Split children into 2 games based on ability

Key Assessments

ALL:

Can throw accurately using 1 technique
 Can stop a moving ball
 Can stop a ball consistently
 Can strike a moving ball
 Can explain the rules of a game
 Can demonstrate striking and fielding skills

MOST:

Can throw accurately using 2 techniques
 Can react appropriately to a moving ball
 Can catch a small ball
 Can hit ball in an intended direction
 Know how to win a game
 Can demonstrate striking and fielding skills consistently

SOME:

Can throw accurately all of the time
 React quickly to a moving ball
 Can catch using correct technique
 Can hit ball in an intended direction with power
 Can suggest areas to develop in team performance
 Can use skills to take advantage of game situations

Subject specific vocabulary and definitions (Tier 3 vocabulary)

| | |
|---------------|---|
| Co-ordination | Using different part of the body together efficiently |
| Reactions | Ability to move quickly in response to something |
| Co-operation | Working together as a team |
| Attention | Looking at something and keeping your eye on it |

Medium Term Planning

| Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|-------------------------------------|--|-----------------------|-------------------------------------|--------------------------------------|
| To throw accurately using different techniques. | To stop a moving ball consistently. | To use fielding techniques and catch consistently. | To hit a moving ball. | To understand principles of a game. | To apply skills to a game situation. |