



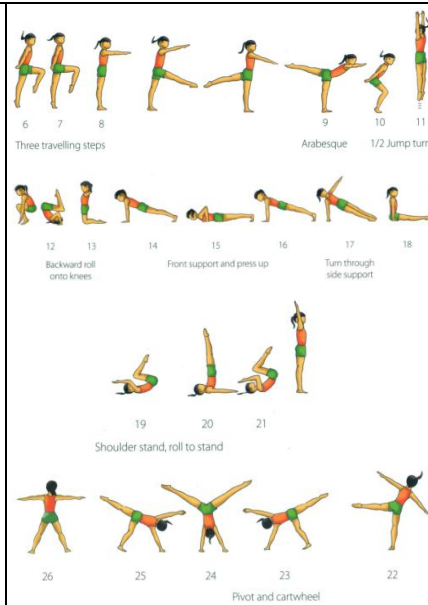
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3/4	<p><b><u>Invasion games</u></b></p> <ul style="list-style-type: none"> <li>• keep possession</li> <li>• keep control</li> <li>• make and use space</li> <li>• support</li> <li>• pass</li> <li>• points/goals</li> <li>• rules</li> <li>• tactics</li> </ul> <p><b>Most children will be able to:</b></p> <ul style="list-style-type: none"> <li>• Play games with some fluency and accuracy</li> <li>• Use a range of throwing and catching techniques</li> <li>• Find ways of attacking successfully when using other skills</li> <li>• Use a variety of simple tactics</li> <li>• Keeping possession of the ball as a team, and getting into positions to score</li> <li>• Know the rules of the games; understand the need to defend as well as attack</li> <li>• Understand how strength, stamina and speed can be improved by playing invasion games</li> <li>• Lead a partner through short warm-up routines; watch and describe others' performances, as well as their own, and suggest practices that will help them and others to play better</li> </ul>	<p><b><u>Gymnastics</u></b></p> <p><b><u>Body Management:</u></b> Routines designed to prepare the body for gymnastics. Performed on a small matted area, routines include strength, flexibility, balance and co-ordination skills.</p> <p><b><u>Floor:</u></b> Sequences of gymnastic skills performed on a small matted area. Routines include balancing, jumping, rolling and flexibility skills.</p>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>• Chn need to develop good basic running, jumping &amp; throwing techniques.</li> <li>• They are set challenges for distance and time that involve using different styles &amp; combinations of running, jumping &amp; throwing.</li> <li>• They need to think about how to achieve the greatest speed, height, distance or accuracy.</li> </ul> <p><b><u>Acquiring &amp; Developing Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Chn need to consolidate &amp; improve the quality, range &amp; consistency of the techniques they use for particular activities.</li> </ul> <p><b><u>Selecting &amp; Applying Skills:</u></b></p> <ul style="list-style-type: none"> <li>• Chn need to develop their ability to choose &amp; use simple tactics &amp; strategies in different situations.</li> </ul>	<p><b><u>Racket Skills</u></b></p> <p><b><u>Racket Skills ABC – agility, balance, co-ordination</u></b></p> <ul style="list-style-type: none"> <li>• Run in different directions and stop with control</li> <li>• Get ready in a balanced position</li> <li>• Balance on various parts of the body</li> <li>• Know the names of tennis shots</li> </ul> <p><b><u>Bounce</u></b></p> <ul style="list-style-type: none"> <li>• Start in ready position</li> <li>• Bounce the ball with alternate hands, while side stepping, while hopping and while skipping.</li> <li>• Bounce the ball using the racket.</li> </ul> <p><b><u>Tap up tennis</u></b></p> <ul style="list-style-type: none"> <li>• Make contact with the ball with a controlled racket face</li> <li>• Develop a cooperative rally</li> <li>• Get ready between hits</li> </ul>	<p><b><u>Tri-Golf</u></b></p> <p><b>Staying safe:</b></p> <ul style="list-style-type: none"> <li>• Follow instructions to stay safe.</li> <li>• Stand behind red safety cones, measured a safe distance from the white hitting cones using a putter as a unit of measurement.</li> <li>• Understand the use of the term 'Fore' and the action to take.</li> <li>• Collect Tri-Golf balls when the teacher says so.</li> </ul> <p><b>Cooperation:</b></p> <ul style="list-style-type: none"> <li>• Work together to measure and layout the challenges.</li> <li>• Keep score for their team.</li> <li>• Collect a ball for a team mate.</li> <li>• Pupils count cones together.</li> <li>• Congratulate and encourage a team mate.</li> </ul>	<p><b><u>Multi-sports</u></b></p> <p><b><u>Basketball</u></b></p> <p><u>Dribbling, shielding and shooting</u></p> <ul style="list-style-type: none"> <li>• Close control</li> <li>• Finger tips when bouncing</li> <li>• Hip height</li> <li>• Both hands</li> <li>• Hand-eye co-ordination</li> <li>• Concentration</li> <li>• Catching and throwing</li> </ul> <p><b>Progression:</b> Begin walking and progress to jogging.</p> <p><u>One on one games</u></p> <p><u>Small team games</u></p> <p><b><u>Cricket</u></b></p> <ul style="list-style-type: none"> <li>• Catch ball with both hands</li> <li>• Cup hands together</li> <li>• Bring ball into chest</li> <li>• Throw ball under arm</li> <li>• Throw ball over arm</li> <li>• Communication</li> </ul> <p><b>Progression:</b> Increase the number of balls thrown at one time.</p>

**ACQUIRING AND DEVELOPING SKILLS:**

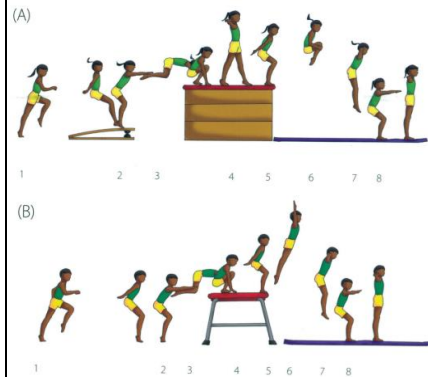
- to develop the range and consistency of their skills
- use a range of techniques when passing, eg high, low, bounced, fast, slow
- change direction and speed when dribbling the ball
- show growing consistency and control in games
- play with greater speed and flow

**SELECTING AND APPLYING SKILLS, TACTICS AND COMPOSITIONAL IDEAS:**

- to devise and use rules
  - to use and adapt tactics in different situations
  - keep and use rules they are given
  - suggest how rules could be changed to improve the game
  - adapt rules in agreement with others and, later, make rules for their own games, which they explain and teach to others
  - use a range of tactics to keep possession of the ball and get into positions to shoot or score
  - have simple plans that they know they can make work
- KNOWLEDGE AND UNDERSTANDING OF FITNESS AND HEALTH:**
- to recognise which activities help their speed, strength and stamina
  - to recognise when speed, strength and stamina are important in games
  - use the knowledge they are learning in PE to make up suitable warm-up activities for the games they are playing



**Vault:** Skills are performed travelling on and off a bench (level 1) or box top (levels 2 & 3), at levels 2 & 3 vault can be taught with or without springboard



**Knowledge & Understanding of Fitness and Health:**

- Chn need to know, measure & describe the short-term effects of exercise on the body o to describe how the body reacts to different types of activity.

**Evaluating & Improving Performance:**

- Chn need to describe & evaluate the effectiveness of performances, & recognise aspects of performance that need improving.

**Main objectives:**

- Running for speed
- Running over obstacles
- Running for distance
- Throwing (push & pull)
- Throwing (fling & heave)
- Jumping for distance
- Jumping for height
- Combination
- Relays
- Multi-event team challenge

**Activities**

- Get ready to move with feet apart and eyes watching the ball
- Control the racket, keep it flat and move it smoothly
- Tap the ball in the air and let it bounce
- Contract the ball at a relaxed distance from the body
- Tap the ball up to head height
- Bend the knees as the ball falls
- Tap the ball over a line to a partner

**Rallying**

- Track the ball all the way
- Get the racket back before the ball has bounced
- Get to the side of and behind the ball
- Balance and step up the court to push
- Turn sideways and contact in front and after the top of the bounce at waist height
- Hit the ball 1-2m above the net in arc shape

**Extension:**

- Increase the length of the stroke for longer shots

**Under arm serve**

- Start balanced and sideways behind the

**Recognise right from wrong:**

- understand the need for rules and fairness and what happens when these principles are not applied.

**Show respect for others:**

- Wait their turn patiently.
- Listen to the teacher or other pupils when they are talking.
- Stand still and be quiet when a team mate is playing their shot.

**Objectives:**

- Control the direction of the ball using both a putter and a chipper.
- Control the distance of the ball using both putter and chipper.
- Stay safe when playing golf.
- Control the distance of the ball in the air using a chipper.
- Control the distance and height of the ball using a chipper.

**Moving on from year 1/2:**

- Work together as a team, measure out and build a game.
- Physically demonstrate a game to their peers.

Split chn into small groups to play a simple quick cricket game with one team batting, other team fielding (teacher to bowl).

**Teaching Points:** At appropriate opportunity hold play to ensure all players are aware of correct rules and to identify fielding coaching points.

**Football**

**Striking and goal keeping**

- Striking with the Laces
- Knee over the ball
- Straight Back on Strike

Tchr puts the ball on the penalty spot then lays the ball forward towards the goal, player (strikers) then run around penalty spot and strike the ball in to goal. Keeper tries to save each shot on goal.

**Progression:** Tchr tees up volleys or headers, players must strike with weaker foot.

Game situation where players must shoot the

	<p><b><u>EVALUATING AND IMPROVING PERFORMANCE:</u></b></p> <ul style="list-style-type: none"> <li>• to explain their ideas and plans</li> <li>• to recognise aspects of their work that need improving</li> <li>• know and explain the tactics and skills that they are confident with and use well in games</li> <li>• choose different ways of practising these tactics and skills</li> <li>• describe the help they need to improve their play</li> </ul>			<p>line •Hold the ball out and near the racket face</p> <ul style="list-style-type: none"> <li>•Put the ball gently in the air a little higher than the hand and racket</li> <li>•Tap the ball gently at first</li> </ul> <p><b><u>Return the serve</u></b></p> <ul style="list-style-type: none"> <li>•A balanced and relaxed ready position</li> <li>•Watch the direction and height of the ball</li> <li>•Turn the upper body quickly towards the ball</li> <li>•Hit the ball out in front</li> <li>•Recover to the centre of the court after the return</li> </ul>	<ul style="list-style-type: none"> <li>•Demonstrate their understanding of aim and distance control through taking part in a number of skills games.</li> <li>•Identify how they concentrated on a task.</li> </ul>	<p>ball immediately. Players are encouraged to use their first touch to set up for a shot and look to strike the ball correctly.</p> <p><b><u>Netball</u></b></p> <p><u>Passing</u></p> <ul style="list-style-type: none"> <li>•Both hands to pass</li> <li>•Chest pass</li> <li>•Bounce pass</li> <li>•Pivot off one foot</li> </ul> <p>Players have to pass the ball in pairs, working together not against each other. Players should work on both types of pass.</p> <p><b>Teaching Points:</b> Both hands to pass, Chest pass into players chest, Bounce pass, ball to bounce once in between player and partner</p> <p><b>Progression:</b> Groups of four or five</p> <p>Game situation where players can only score points by connecting passes. Tchr to encourage different types of passing with bonus points.</p>
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