

<b>Question:</b> How can we learn to express ourselves using different styles of music?			
<b><u>National Curriculum Link</u></b> KS2 Dance Y3 & 4 Egyptian Dance (As an example)			
<b><u>International Baccalaureate Learner Profile Link</u></b> <b>Communicators</b> <i>How do express and present ourselves to others?</i> <i>How can we communicate with others?</i>  <b>Open Minded</b> <i>Taking other ideas and opinions on board</i> <i>Working with others effectively</i> <i>Giving and receiving feedback</i>			
<b>Vocabulary Focus – highlighted in yellow</b>			
<b><u>Prior Skills – Y3</u></b>	<b><u>Current Skills – Y4</u></b>	<b><u>Future Skills – Y5</u></b>	
<ul style="list-style-type: none"><li>Beginning to <b>improvise</b> independently to create a simple dance.</li><li>Beginning to improvise with a partner to create a simple dance.</li><li>Translates ideas from stimuli into movement with support.</li><li>Beginning to compare and <b>adapt</b> movements and motifs to create a larger sequence.</li><li>Uses simple dance vocabulary to compare and improve work.</li></ul>	<ul style="list-style-type: none"><li>Confidently improvises with a partner or on their own.</li><li>Beginning to create longer dance <b>sequences</b> in a larger group.  Demonstrating precision and some control in response to <b>stimuli</b>.</li><li>Beginning to vary dynamics and develop actions and motifs.</li><li>Demonstrates <b>rhythm</b> and <b>spatial awareness</b>.</li><li>Modifies parts of a sequence as a result of self-evaluation.</li><li>Uses simple dance vocabulary to compare and improve work.</li></ul>	<ul style="list-style-type: none"><li>Beginning to <b>exaggerate</b> dance movements and <b>motifs</b> (using expression when moving)</li><li>Demonstrates strong movements throughout a dance sequence.</li><li>Combines flexibility, techniques and movements to create a <b>fluent</b> sequence.</li><li>Moves appropriately and with the required style in relation to the stimulus..</li><li>Beginning to show a change of pace and timing in their movements.</li><li>Improvises with confidence, still demonstrating fluency across their sequence.</li><li>Uses more complex dance vocabulary to compare and improve work.</li></ul>	

<b>Knowledge, Skills and Understanding</b> <ul style="list-style-type: none"> <li>To improvise on their own and with a partner.</li> <li>Create ideas from stimulus and translating into movement.</li> <li>Create motifs and link dance phrases.</li> <li>Use simple choreographic principles.</li> <li>Use of a set step.</li> <li>Perform with awareness of rhythmic, dynamic and expressive qualities individually and as part of a group.</li> </ul>
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**Challenge**

- Can they explain the difference between a phrase and a motif.
- Can they link their movement to changes in pitch and speed of music.
- Can they demonstrate their work individually and as part of a group.

**Resources**

- Music (LCP CD)
- CD player
- Pictures of Pharaohs
- Ancient Egyptian artefacts etc.

**Website/Apps**

Stimuli

<http://www.bbc.co.uk/learningzone/clips/topics/primary/history/egyptians.shtml>

Dances around the world

[http://www.bbc.co.uk/learningzone/clips/topics/primary/physical\\_education/dance\\_activities\\_dance\\_a\\_round\\_the\\_world.shtml](http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/dance_activities_dance_a_round_the_world.shtml)

**Extended Writing Opportunities****Suggested Quality Texts****Numeracy Skills**

Using body parts to measure spans

Draw nets of pyramids and make 3D shapes

**WOW Experience**

Make movie of dance at end of term to be displayed on school website.

**Cross Curricular Links**

Art – Draw or paint a picture of a pyramid at sunset or a copy of an original Egyptian wall painting.

Geography – Investigating rivers – study of the River Nile. Location and climate of Egypt.

ICT – research Ancient Egypt on the internet as part of enquiry time.

**Question:**

How can we learn to develop the range and consistency of our skills?

E.g. Can I pass the ball like Joel Matip (Liverpool FC) and Danielle Turner (Everton ladies) (Use other examples in other sports).

**National Curriculum Link**

KS2 Invasion games Y4

Football & Basketball

**International Baccalaureate Learner Profile Link****Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

**Balanced**

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y3**

- Understands **tactics** and composition by starting to vary how they respond.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Beginning to **communicate** with others during game situations.
- Uses skills with co-ordination and control.
- Develops own **rules** for new games.
- Makes imaginative pathways using equipment.
- Works well in a group to develop various games.
- Beginning to understand how to **compete** with each other in a controlled manner.
- Beginning to select resources independently to carry out different skills.

**Current Skills – Y4**

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- **e.g. dribbling, bouncing, kicking**
- Uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and **composition**.
- Can create their own games using knowledge and skills.
- Works well in a group to develop various games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination.

**Future Skills – Y5**

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- Uses skills with **co-ordination**, control and fluency.
- Takes part in competitive games with a strong understanding of **tactics** and composition.
- Can create their own games using knowledge and skills.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for **attacking and defending**.
- Uses running, jumping, throwing and catching in isolation and combination.

**Knowledge, Skills and Understanding**

- To learn to dribble, move and stop with a ball.
- To recognise aspects of their own work that need improving.
- To use rules and adapt tactics in different situations.
- To use and adapt tactics such as creating space and communicating.
- To develop attacking and defending skills.
- To play in a team and help each other e.g. finding space.
- To recognise when speed strength and stamina are important in games.

**Challenge**

- To know the importance of attacking and defending whilst using a range of techniques.
- Show consistency and control in games, play with greater speed and flow.
- Can they demonstrate their work individually and as part of a group.

<b>Resources</b> <ul style="list-style-type: none"><li>• Cones</li><li>• Footballs</li><li>• Bibs</li><li>• Goals</li></ul>	<b>Website/Apps</b>  <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/invasion_game_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Learning to count when scoring Awareness of space and shape
	<b>WOW Experience</b> Arrange a whole year invasion game competition or tournament in school. Arrange a fixture against another school in chosen invasion game.
<b>Cross Curricular Links</b> Literacy – Using specialist vocabulary. Writing and drawing to explain games. PSHE – Making up, adapting and agreeing rules. Working with others in a team. Science – Investigating heart rate and breathing.	

<b>Question:</b> How can we learn to develop our strength and balance? Can I move like Mat Whitlock and Elissa Downie?		
<b>National Curriculum Link</b> KS2 gymnastics Y4		
<b>International Baccalaureate Learner Profile Link</b> <b>Inquirer</b> <ul style="list-style-type: none"> <li>Learning how to do new things independently</li> <li>Try to solve problems by asking and answering questions</li> </ul> <b>Principled</b> <ul style="list-style-type: none"> <li>Follow the rules, even when not being watched by others</li> <li>You are fair</li> </ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
Prior Skills – Y3	Current Skills – Y4	Future Skills – Y5
<ul style="list-style-type: none"> <li>Applies compositional ideas independently and with others to create a sequence.</li> <li>Copies, explores and remembers a variety of <b>movements</b> and uses these to create their own sequence.</li> <li>Describes their own work using simple gym vocabulary.</li> <li>Beginning to notice <b>similarities and differences</b> between sequences.</li> <li>Uses turns whilst travelling in a variety of ways.</li> <li>Beginning to show flexibility in movements</li> <li>Beginning to develop good technique when <b>travelling, balancing</b>, using equipment etc</li> </ul>	<ul style="list-style-type: none"> <li>Links skills with control, technique, <b>co-ordination</b> and fluency.</li> <li>Understands composition by performing more complex sequences.</li> <li>Beginning to use gym vocabulary to describe how to improve and refine performances.</li> <li>Develops strength, technique and flexibility throughout performances.</li> <li>Creates sequences using various body <b>shapes</b> and equipment.</li> <li>Combines equipment with movement to create sequences</li> </ul>	<ul style="list-style-type: none"> <li>Select and combine their skills, techniques and ideas.</li> <li>Apply combined skills accurately and appropriately, consistently showing <b>precision, control and fluency</b>.</li> <li>Draw on what they know about strategy, tactics and composition when performing and evaluating.</li> <li>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</li> <li>Uses more complex <b>gym</b> vocabulary to describe how to improve and refine performances.</li> <li>Develops <b>strength</b>, technique and flexibility throughout performances.</li> <li>Links skills with control, technique, co-ordination and fluency.</li> <li>Understands composition by performing more complex sequences.</li> </ul>

<b>Knowledge, Skills and Understanding</b> <ul style="list-style-type: none"> <li>To develop a range of actions, body shapes and balances which also include methods of travel.</li> <li>To create sequences that meet set conditions.</li> <li>To develop and refine a range of rolling skills, to perform them more consistently and accurately.</li> <li>To perform different combinations of balances on apparatus, linking them together fluently.</li> </ul>
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- Link floor and apparatus movements smoothly into sequences.

### **Challenge**

- Can they create sequences individually or as part of a team?
- Can they link separate sequences into longer performances?
- Can they include different methods of travel into sequences?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Mats</li> <li>• Gym Tables</li> <li>• Benches</li> <li>• Safety mattresses</li> <li>• Apparatus</li> <li>• Soft play equipment</li> </ul>	<b>Website/Apps</b> Gym <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/gymnastic_activities.shtml</a> Science <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/science/humans_and_other_animals_circulation.shtml</a> <b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Investigating shape and space
	<b>WOW Experience</b> Perform sequences and performances and film them to be displayed on school website.
<b>Cross Curricular Links</b> Literacy – Record their sequences and describing them. PSHE – Understand that other people’s feelings are important. Listening to and working with others. Science – Studying skeletons and muscles. Investigate the awareness of a pulse and breathing rates. Investigating balance.	

**Question:**

How does orienteering help us to interpret maps and symbols?

**National Curriculum Link**

KS2 OOA Y4

**International Baccalaureate Learner Profile Link****Thinkers**

- *Using your initiative*
- *Think creatively to solve problems*
- *Thinking and deciding a method*
- *Learning from Trial and error*

**Knowledge**

- *Explore a range of different ideas to help to understand new learning*
- *Learning about unfamiliar things*
- *Developing new skills*
- *Using learnt skills in different contexts and situations*

**Vocabulary Focus – highlighted in yellow**

Prior Skills – Y3	Current Skills – Y4	Future Skills – Y5
<ul style="list-style-type: none"> <li>• Develops listening skills. Creates simple body shapes.</li> <li>• Listens to instructions from a partner/ adult.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Uses simple maps.</li> <li>• Beginning to think activities through and problem solve.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>	<ul style="list-style-type: none"> <li>• Develops strong listening skills.</li> <li>• Use s and interprets simple maps.</li> <li>• Think activities through and problem solve using general knowledge.</li> <li>• Choose and apply strategies to solve problems with support.</li> <li>• Discuss and work with others in a group.</li> <li>• Demonstrates an understanding of how to stay safe.</li> </ul>

**Knowledge, Skills and Understanding**

- Learn orienteering skills.
- Complete set courses around school grounds.
- Record information accurately and use orienteering conventions.
- Use skills with control in problem solving activities.
- Choose skills and approaches for the challenges set.
- To work safely and guide other people through their work.

**Challenge**

- Can they create a course to follow, where multiple skills are being used e.g. problem solving as part of hunt task?
- Can they plan ahead to achieve success in tasks quicker?
- Can they include different rules into their tasks to simplify or make it harder?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Sketch plan of environment</li> <li>• Plan of environment on projector</li> <li>• Pen/Pencils</li> <li>• Compass</li> <li>• Evaluation Sheets</li> <li>• Control kites</li> <li>• Benches</li> <li>• Ropes</li> <li>• Hoops</li> <li>• Mats</li> <li>• Blinfolds</li> <li>• Chalk</li> <li>• Tyres</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/outdoor_and_adventurous_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/outdoor_and_adventurous_activities.shtml</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b> Drawing maps and plans to scale
	<b>WOW Experience</b> Treasure hunt at the end of term.
<b>Cross Curricular Links</b> Geography – Draw plans and maps. Using scale and symbols Language – Watching and talking about activities. Working in groups to discuss and evaluate. PSHE – Cooperating with others. Using strategies for problem solving. Planning and organising.	



**Question:**

What is the different between aerobic and anaerobic exercise?  
How do Usain Bolt and Mo Farah differ in their performances?

**National Curriculum Link**

KS2 Athletics Y4

**International Baccalaureate Learner Profile Link****Risk Takers**

- *Work independently and with others*
- *Be resilient in the face of challenge*
- *Trying something new*

**Reflective**

- *Understand our strengths and weaknesses to help us improve/get better*
- *Setting goals*
- *Assessing and evaluating your own and your peers skills*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y3**

- Beginning to run at speeds appropriate for the distance.
- e.g. **sprinting** and cross country
- Can perform a running **jump** with some accuracy
- Performs a variety of **throws** using a selection of equipment.
- Can use equipment safely and with good control.

**Current Skills – Y4**

- Beginning to build a variety of **running** techniques and use with confidence.
- Can perform a running jump with more than one **component**.
- e.g. **hop skip jump (triple jump)**
- Demonstrates accuracy in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good **control**.

**Future Skills – Y5**

- Beginning to build a variety of running techniques and use with confidence.
- Can perform a running jump with more than one component.
- e.g. **hop skip jump (triple jump)**
- Beginning to record peers performances, and evaluate these.
- Demonstrates **accuracy** and confidence in throwing and catching activities.
- Describes good athletic performance using correct vocabulary.
- Can use equipment safely and with good control.

**Knowledge, Skills and Understanding**

- To experiment with different running styles and improve quality of running.
- Recognise that they need to choose the best technique for throwing when throwing for accuracy and distance.
- Improve over-arm throwing for distance.
- Recognise the different types of throwing.
- Demonstrate different combinations of jumps, showing control, coordination and consistency.
- Pace their efforts in different types of events so they can keep performance going whilst maintaining the quality of their action.
- Recognise that there are different types of jumps.
- Run consistently and smoothly at different speeds, competing as a team in relay races.

**Challenge**

- Can they explain the difference between distance running and short distance running?
- Can they choose the right tactics in the correct events when called upon?

- Can they record data and interpret it in specific ways?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Cones</li> <li>• Relay Batons</li> <li>• Shot puts</li> <li>• Foam javelins</li> <li>• Beanbags</li> <li>• Mats</li> <li>• Hoops</li> <li>• Beanbags</li> <li>• Tennis balls</li> <li>• Stop Watch</li> </ul>	<b>Website/Apps</b> Micoach – ipad app <a href="http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/athletic_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/pri mary/physical_education/athletic_activities.shtml</a>
<b>Suggested Quality Texts</b>	<b>Extended Writing Opportunities</b>
	<b>Numeracy Skills</b> Measuring distance, timing and recording data  <b>WOW Experience</b> Whole year athletics competitions. Arranging inter-school competitions. Sports day.
<b>Cross Curricular Links</b> Literacy – Using technical language to convey information. Science – Investigating pulse rate and breathing. PSHE – Listening to others and working in a group. Assessing and improving performance. Giving and receiving feedback.	

<b>Question:</b> Can I throw and catch accurately under pressure? How do I perform skills in games accurately and consistently?		
<b>National Curriculum Link</b> KS2 Striking and fielding games Y4		
<b>International Baccalaureate Learner Profile Link</b> <b>Caring</b> <ul style="list-style-type: none"> <li>• <i>Show respect to your team and opponent</i></li> <li>• <i>To work with others with care</i></li> <li>• <i>Understanding people need help at times, and offering support</i></li> </ul> <b>Balanced</b> <ul style="list-style-type: none"> <li>• <i>How we rely upon others at times</i></li> <li>• <i>Supporting others, as well as ourselves</i></li> <li>• <i>Being willing to try new sports and skills, despite our ability.</i></li> </ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills– Y3</b> <ul style="list-style-type: none"> <li>• Understands <b>tactics</b> and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Beginning to <b>communicate</b> with others during game situations.</li> <li>• Uses skills with co-ordination and control.</li> <li>• Develops own <b>rules</b> for new games.</li> <li>• Makes imaginative pathways using equipment.</li> <li>• Works well in a group to develop various games.</li> <li>• Beginning to understand how to <b>compete</b> with each other in a controlled manner.</li> <li>• Beginning to select resources independently to carry out different skills.</li> </ul>	<b>Current Skills – Y4</b> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• <b>e.g. dribbling, bouncing, kicking</b></li> <li>• Uses skills with co-ordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and <b>composition</b>.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Works well in a group to develop various games.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• Apply basic skills for attacking and defending.</li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>	<b>Future Skills – Y5</b> <ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the games activity.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together.</li> <li>• Uses skills with <b>co-ordination</b>, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of <b>tactics</b> and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Can make suggestions as to what resources can be used to differentiate a game.</li> <li>• <b>Apply basic skills for attacking and defending.</b></li> <li>• Uses running, jumping, throwing and catching in isolation and combination.</li> </ul>

**Knowledge, Skills and Understanding**

- To throw and catch accurately.
- Know the demands that exercise makes on the body.
- Use throwing skills in tasks that involve hitting targets and scoring points.
- Know the importance of warming up.
- Use throwing and catching skills in fielding games.
- Work well as part of a group.
- Learn to strike the ball with a number of different implements.
- Intercept the ball with consistency occasionally with a catch.
- Strike and throw the ball with more accuracy.
- Choose where to stand as a fielder, working as a team making it harder for the batter.

#### **Challenge**

- Can they choose when to use the right throw for accuracy and distance?
- Can they understand the importance of fielding and why they must work as a team?
- Can they help people around them to understand how to improve their performances?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Cones</li> <li>• Hoops</li> <li>• Tennis rackets</li> <li>• Cricket stumps and bats</li> <li>• Rounders poles and bats</li> <li>• Tennis balls</li> <li>• Foam Tennis balls.</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/striking_and_fielding_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/striking_and_fielding_game_activities.shtml</a> <a href="http://www.ecb.co.uk">www.ecb.co.uk</a> › <a href="#">Development</a> › <a href="#">Education</a>
<b>Suggested Quality Texts</b>	<b>Extended Writing Opportunities</b>
	<b>Numeracy Skills</b> Individual and team scoring  <b>WOW Experience</b> Arrange for an external provider to attend school to increase extra curricular interest
<b>Cross Curricular Links</b> Literacy – Using technical language to convey information. Science – Investigating pulse rate and breathing. PSHE – Listening to others and working in a group. Assessing and improving performance. Giving and receiving feedback.	

**Question:**

Can I learn to strike the ball accurately?  
How did Andy Murray come to win Wimbledon?

**National Curriculum Link**

KS2 Net and wall games Y4

**International Baccalaureate Learner Profile Link****Caring**

- *Show respect to your team and opponent*
- *To work with others with care*
- *Understanding people need help at times, and offering support*

**Balanced**

- *How we rely upon others at times*
- *Supporting others, as well as ourselves*
- *Being willing to try new sports and skills, despite our ability.*

**Vocabulary Focus – highlighted in yellow****Prior Skills – Y3**

- Understands **tactics** and composition by starting to vary how they respond.
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Beginning to **communicate** with others during game situations.
- Uses skills with co-ordination and control.
- Develops own **rules** for new games.
- Makes imaginative pathways using equipment.
- Works well in a group to develop various games.
- Beginning to understand how to **compete** with each other in a controlled manner.
- Beginning to select resources independently to carry out different skills.

**Current Skills – Y4**

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- **e.g. dribbling, bouncing, kicking**
- Uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and **composition**.
- Can create their own games using knowledge and skills.
- Works well in a group to develop various games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination.

**Future Skills – Y5**

- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together.
- Uses skills with **co-ordination**, control and fluency.
- Takes part in competitive games with a strong understanding of **tactics** and composition.
- Can create their own games using knowledge and skills.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for **attacking and defending**.
- Uses running, jumping, throwing and catching in isolation and combination.

**Knowledge, Skills and Understanding**

- Bounce the ball accurately and move in line to catch a ball.
- Getting into positions to receive and can explain why it is important.

- Try to move their opponent by playing their ball into different positions.
- Perform basic skills needed for net games with control and consistency.
- Play games using a racket, getting their bodies into good positions to play the ball correctly.
- Develop throwing and catching skills for consistent feeding of the ball.
- Use and make simple rules and play games without disputes.

#### **Challenge**

- Can they recognise what position their bodies need to be in for each shot?
- Can they identify tactics or targets that make the game more difficult for their opponent?
- Can they demonstrate their work to other members of the group?

<b>Resources</b> <ul style="list-style-type: none"> <li>• Beanbags</li> <li>• Cones</li> <li>• Hoops</li> <li>• Tennis rackets</li> <li>• Tennis balls</li> <li>• Foam Tennis balls</li> <li>• Badminton rackets/nets/shuttles</li> <li>• Table tennis tables/bats/balls</li> <li>• Volleyball equipment</li> </ul>	<b>Website/Apps</b> <a href="http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml">http://www.bbc.co.uk/learningzone/clips/topics/primary/physical_education/net_and_wall_game_activities.shtml</a>
<b>Suggested Quality Texts</b>	<b>Extended Writing Opportunities</b>
	<b>Numeracy Skills</b> Individual and team scoring  <b>WOW Experience</b> Arrange inter-school competitions against other schools in the area to give children extra incentive to improve skills.
<b>Cross Curricular Links</b> Science – Investigating pulse rate and breathing. Investigating changes in the body during exercise. PSHE – Making up and agreeing rules. Assessing their own and others performance.	

<b>Question:</b> What affect does exercise have on my body? How can we identify different types of fitness?		
<b>National Curriculum Link</b> KS2 Y3-6		
<b>International Baccalaureate Learner Profile Link</b>  <b>Reflective</b> <ul style="list-style-type: none"> <li>Understand physical needs of the body</li> <li>Understanding your strengths and limitations</li> <li>Use your own experiences to learn further</li> <li>Taking considerations to keep healthy and fit.</li> </ul>		
<b>Vocabulary Focus – highlighted in yellow</b>		
<b>Prior Skills – Y1 &amp; 2</b> <ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle.</li> </ul>	<b>Current Skills – Y3 &amp; 4</b> <ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle.</li> <li>Understands the need to warm up and cool down.</li> </ul>	<b>Future Skills – Y5 &amp; 6</b> <ul style="list-style-type: none"> <li>Can describe the effect exercise has on the body</li> <li>Can explain the importance of exercise and a healthy lifestyle.</li> <li>Understands the need to warm up and cool down.</li> </ul>

<b>Knowledge, Skills and Understanding</b> <ul style="list-style-type: none"> <li>Concentrate on control and accuracy during aerobic activities.</li> <li>Concentrate on speed and power during aerobic activities.</li> <li>Use basic skills in a variety of fitness building scenarios.</li> <li>Focus on good quality movement during light resistance activities.</li> <li>Work in groups for safety and performance review.</li> <li>Improve their ability to choose and use simple techniques.</li> </ul>
<b>Challenge</b> <ul style="list-style-type: none"> <li>Can they recognise what position their bodies need to be during different techniques?</li> <li>Can they identify the benefits of attaining an all round fitness level?</li> <li>Can they recognise the benefits of leading a healthy lifestyle?</li> <li>Can they demonstrate their work to other members of the group?</li> </ul>

<b>Resources</b> <ul style="list-style-type: none"> <li>Beanbags</li> <li>Cones</li> <li>Hoops</li> <li>Balance boards</li> <li>Steps</li> <li>Skipping ropes</li> <li>Outdoor fitness equipment</li> <li>Fitness trail</li> <li>Resistance bands/bars</li> <li>Medicine ball</li> <li>Mats</li> </ul>	<b>Website/Apps</b> <a href="http://www.change4life.co.uk">www.change4life.co.uk</a> <a href="http://www.brainmac.co.uk">www.brainmac.co.uk</a>
	<b>Extended Writing Opportunities</b>
<b>Suggested Quality Texts</b>	<b>Numeracy Skills</b>

	Counting repetitions and sets Learning about space and shape
	<b>WOW Experience</b> Arrange for a fitness professional to take final lesson in module. (Aerobics etc).
<b>Cross Curricular Links</b> Science – Investigating pulse rate and breathing. PSHE – Assessing their own and others performance. Literacy – Using specialist vocabulary	