

Year 4: Physical Education – Autumn 1: Tag Rugby & Football

Key Questions: How does exercise keep me healthy?

Why is it important to have regular exercise?

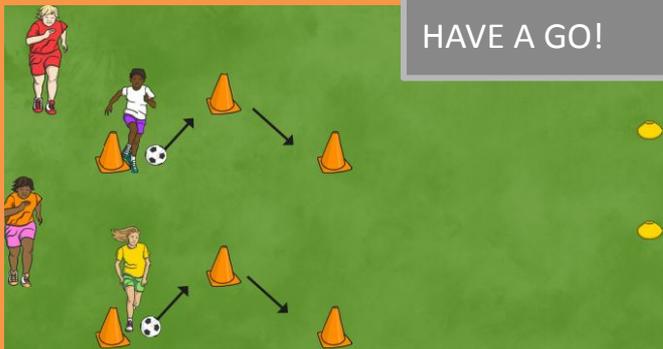
What decisions might you have to make when playing football or Tag Rugby?

What does the term ‘sportsmanship’ mean?

Activity:

Set up some cones to dribble ball in and out of then when you get to the end shoot at the goal.

This could be done with a partner to practice passing- or they could pretend to be on the opposite team and try to take the ball!



What will I learn? We will build on our skills of previously learned in Year 3 to help us play football and tag rugby.

We will help you to start to combine moves such as dribbling the ball then shooting at the goal.

We will learn the rules of the game and improve on making tactical decisions such as passing to a particular player, when to shoot.

We will develop our ability to work as part of a team and solve conflict make decisions to best change the game.

Key words: pass control, safely, coordination, throwing, catching, technique, decision making, tactical awareness, goal, try, tackle

Tactical Decisions

A tactical decision: choosing and performing an action, based on the situation you are presented with, to help you reach your end goal.

Attacking Tactical Decision

An attacker is running towards the try line with the ball but there is a defender coming towards them.

Do they try to dodge the defender or look to pass the ball to a teammate?

Defending Tactical Decision

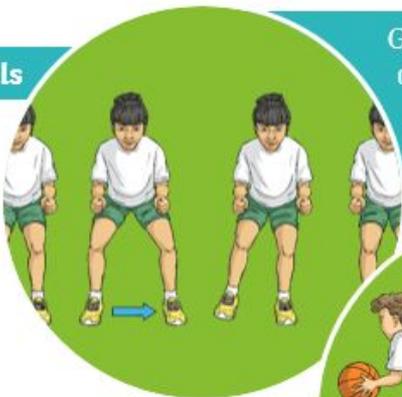
Two attackers, one with the ball, are running towards a defender.

Does the defender position themselves between the two players and try to make an interception or try to tag the player with the ball?

Activity: Show us your speedy feet! practice your footwork including your fast feet and pivoting.

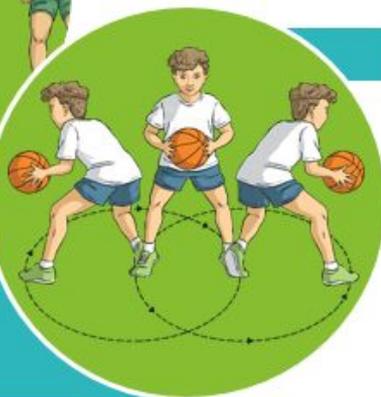
Skills Snapshot

Fast Feet Drills



Good footwork is fundamental to all areas of basketball. It can give a player more space in attack and helps when defending.

Pivoting involves keeping one foot on the floor, as an anchor, while the other foot moves in a circular pathway (360°), allowing you to change direction.



Pivot

What will I learn?

We will learn the rules of both hockey and basketball and understand the basic idea of attacking and defending.

We will work together to start thinking of tactical awareness, decision making and refining our technique. We will use our skills in running, jumping, throwing and catching to play a competitive game.

Key words: coordination, agility, balance, **technique, decision making, tactical awareness, defend, attack, goal,**

Skills to Teach

- Passing the ball: Put your weaker foot next to the ball and use the inside of your stronger foot, following through to pass the ball.
- Receiving the ball: Make sure you are facing the ball and position your weaker foot next to the path of the ball. Use your stronger foot to receive the pass with the side of your foot.

Key Questions:

- What does it mean to defend the goal?
- What ways can we signal our team mates about our next move?
- What does being a good team player look like?
- What are the different positions played in a game of hockey/ basketball?

Year 4– Physical Education – Spring

1: Gymnastics

Key Questions:

Can you use all of your body when forming a pose?
What does it feel like when you hold a pose for a long time?

Activity:

How many different types of jumps and leaps can you remember and perform? Write down the name of 5 types of jumps and leaps and describe how to perform them.

Practise the jumps and leaps. Can you perform 5 in a row without stopping?
Which jumps or leaps can be performed quickly?
Which need more time?

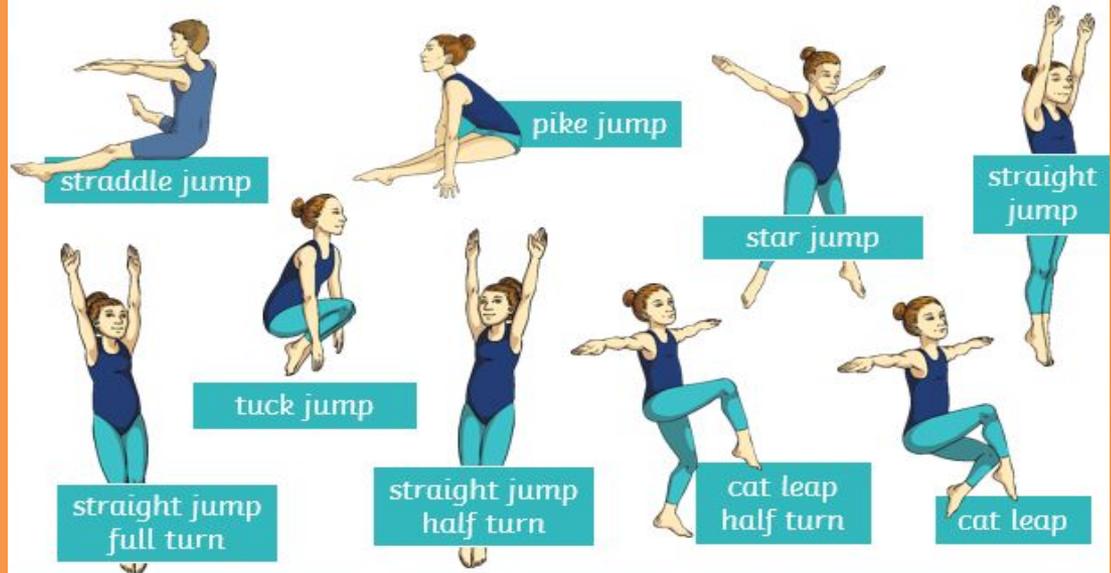
Can you link together a sequence containing a variety of jumps and leaps to perform to your friends in class?



What will I learn?

You will learn to work with a partner to create symmetrical balance positions using different parts of your body.
You will piece together different movements to form a gymnastic routine.

Types of Jumps



Can you incorporate a turn into each jump?



Key words:
decision making
technique
posture
transition
coordination
flexibility
linking movement

Year 4– Physical Education – Summer 1: Athletics

Key Questions:

In what event would you use a baton?
Can you describe the difference between a shotput and javelin?
How would you evaluate your performance?
Which event do you feel you are strongest at?

What do I know already?

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

They should be able to engage in competitive (both against self and against others) and co-operative physical activities,

Key words:

Footwork, accuracy, pace, effective technique, competitor.

What will I learn?

We will learn to select and maintain a pace for running different distances.
We will develop throwing with power and accuracy.
We will explore footwork patterns for running, jumping and throwing.
We will demonstrate good techniques within a competitive situation and utilise our skills learned.

Activity:

Athletic Events

Athletics involves many different athletic events, which can be organised into either **track** or **field** events.



Can you sort these athletic events into the **track** and **field** events?

100m sprint	Hurdles	Long jump
10,000m	Pole vault	Discus
High jump	400m	Javelin
4x100m relay	Steeplechase	Hammer
1500m	Shot put	Triple Jump

Effective Sprinting Technique



An effective sprinting technique involves:

- reacting as quickly as possible to the starting whistle;
- keeping a low body position and driving the arms quickly at the beginning to pick up speed (the acceleration phase);
- **light, quick movements on the feet;**
- keeping a relaxed body;
- **lifting the knees up to a horizontal position;**
- **keeping the arms bent and pumping;**
- **keeping the head still and looking ahead;**
- contacting the ground with a heel-toe action.

The purple bullet points relate specifically to the head, knees, arms and feet.

What should the **head** be doing?

What should the **knees** be doing?

What should the **arms** be doing?

What should the **feet** be doing?



Did you identify what these body parts should be doing to sprint effectively?

Year 4– Physical Education – Summer 1: cricket

What I will learn:

- ❑ Hand-Eye Coordination
- ❑ Batting Technique
- ❑ Hand-Eye Coordination with Throwing & Catching
- ❑ Bowling Technique (Fast, Swing, and Spin)
- ❑ Fielding
- ❑ Wicket-keeping

Key learning:

To be successful at cricket I need-

- Excellent hand-eye coordination.
- A sense of anticipation.
- High levels of concentration.
- Quick reflexes.
- Good sprinting speed.
- An ability to catch a cricket ball reliably.
- An ability to throw the ball accurately.



Cricket bat



shin pads



wickets



This is a wicket keeper. It is a fielding position and you have to be good at catching a ball.

Key words:
decision making
tactics
Hand - eye
coordination
bowling
batting
wicket- keeping
fielding

Year 4– Physical Education – Summer 2 : swimming

Key learning:

To be successful at swimming I need-

- ❖ To concentrate.
- ❖ To control my breathing.
- ❖ To enter the water and resurface.
- ❖ To float.
- ❖ To turn.
- ❖ To move to safety in the water and exit.

What I will learn:

- ❑ To stay safe in the water I must listen carefully and follow the pool rules.
- ❑ To improve my swimming technique I must practice and think about my breathing as well as my arms and legs.
- ❑ To swim underwater and on top of the water - using my arms and legs efficiently.



Butterfly stroke



Breast stroke



Front crawl in a swimming lane.

Key words:

safety

float

breaststroke

front crawl

butterfly

kicking

breathing

technique