

National Curriculum: Key stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught to: - use running, jumping, throwing and catching in isolation and in combination - play 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 - develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] - perform dances using a range of movement patterns - take part in outdoor and adventurous activity challenges both individually and within a team - compare their performances with previous ones and demonstrate improvement to achieve their personal best.

	<b>Term 1 Lesson 1- Swimming</b>	<b>Term 1 Lesson 2- Gymnastics</b>	<b>Term 2 Lesson 1- Dance</b>	<b>Term 2 Lesson 2- Multi Skills Invasion games</b>	<b>Term 3 Athletics</b>	<b>Term 3 Multi Skills Net and wall/ Striking and fielding</b>
<b>Year 4</b>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>To be able to swim 25metres any style, unsupported.</p> <p>To use a range of strokes effectively.</p> <p>To perform safe self-rescue in different water-based situations.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Devise, perform and repeat sequences that include travel, body shapes and balances.</p> <p>Help them change sequences.</p> <p>Include changes of dynamics.</p> <p>To identify and practise symmetrical</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Explore and create characters and narratives in response to a range of stimuli. S&amp;A</p> <p>Describe, interpret and evaluate their own and others' dances, taking account of character and narrative. E&amp;I</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Play 3vs1 and 4vs1 and how to use the space and help each other.</p> <p>Score more regularly without making mistakes.</p> <p>Choose and adapt their techniques to keep possession and give their team chance to shoot.</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Run for short distances and times, and for longer distances and times.</p> <p>Keep a steady pace.</p> <p>Practise 5 basic jumps e.g hop, step, jump.</p> <p>Combine basic actions and form simple jump combinations.</p> <p>Throw into a target using slinging, pushing and pulling actions. A&amp;D</p>	<p>CHILDREN WILL BE TAUGHT TO:</p> <p>Net and Wall: Play games using throwing and catching skills. Vary strength, length and direction of throw. Understand how they can make it difficult for opponent to receive ball.</p> <p>Understand where to stand when receiving. Understand attack and defence tactics.</p> <p>Understand rules about the games. S&amp;A</p>

		<p>and asymmetrical body shapes</p> <p>Work with a partner.</p> <p>Adapt their sequences to include apparatus and to suit partner or small group. S&amp;A</p> <p>Ask which parts of task they have completed and the ones they still need to practice.</p> <p>Compare and contrast similar performances. Suggest ways to improve the quality of sequence. E&amp;I</p> <p>Core Task - Create and</p>		<p>Plan ideas and tactics similar across invasion games.</p> <p>Know what rules are needed to make games fair.</p> <p>Understand simple patterns of play. S&amp;A</p> <p>Evaluate how successful their tactics have been, use appropriate language to describe performance and identify what they do that makes things difficult for their opponents.</p> <p>Know what they need to improve their game and what they need to practice. E&amp;I</p> <p>Core Task - 4vs 2 and 4vs 3 on pitch 10 by 20 with end zones about 1m wide. To score player must</p>	<p>Describe and evaluate the effectiveness of performance and recognise aspects that need improving. H&amp;F</p> <p>Core Task - Chn to work in small groups to investigate and compare the effectiveness of different styles of : running e.g. short steps, long strides, straight arms, bent arms, swinging arms. Jumping, e.g off one foot, two feet. Throwing e.g. underarm, overarm, pushing, pulling etc. Chn to decide which style they prefer and see if they can go faster, higher or further.</p>	<p>Describe what they do and what they find hard.</p> <p>Talk about how to change the court to make it easier/harder.</p> <p>Say what they do well in a game and what they need help with and what they need to practice. E&amp;I</p> <p>Core Task - Play 1vs 1 try to score points by throwing ball over a net and making it bounce twice. Then 2vs2 one with racket and partner to feed ball.</p> <p>Striking and fielding: Choose and use a range of simple tactics and strategies. Keep, adapt and make rules for striking and fielding games. S&amp;A Recognise good performance and identify the parts of a</p>
--	--	---	--	--	--	---

		<p>perform a simple sequence on floor and using mats of up to four elements (eg balance roll, jump, body shape). Clear starting place and move smoothly between shapes and actions.</p>		<p>receive ball in end zone. Then they will get the opportunity to shoot at a goal</p>		<p>performance that need improving. E&amp;I</p> <p>Core Task - T Ask the children to make up a new striking and fielding game, with a scoring system. They should be able to play their game well and teach it to others.</p>
--	--	---	--	--	--	---