



# Physical Education

## Dodgeball Year 4

### Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence** in games.

Pupils will apply their **throwing**, **catching** and **dodging** skills combining these with their understanding of team work to try and win the game.

### Inspire Me

**Did you know...** a record was set for a dodgeball game with the most players on 25 September, 2012 by the University of California. The game consisted of a whopping 6,084 players.



### Key Success Criteria

- P** Pupils will be able to apply a secure understanding of dodging, throwing, jumping, ducking and catching skills to outwit their opponents and win the game.
- C** Pupils will demonstrate an understanding of the importance of apply skills at the right time (where, when and why) in order to win a game.
- S** Pupils will develop life skills such as encouragement and cooperation as they collaborate with others and apply the rules of the game.
- W** Pupils will continue to develop and apply life skills such as integrity and self motivation as they strive to improve their own performance and understanding.

### Vocabulary for Learning

**Attacker:** We are considered an 'attacker' when we are in possession of the ball or when we throw the ball. The aim of the game for the attackers is to throw their ball hitting an opponent.

**Defender:** We are considered a 'defender' when we are not in possession of the ball or when the ball is not in our control. The aim of the defenders is to avoid being hit by the ball.



### Sport Specific Vocabulary

**Dodge:** is a method of moving quickly from one side to the other to avoid being hit by a ball.

**Ducking:** Is a method of defending to avoid being hit by a ball. It involves a defender lowering their body towards the floor, allowing the ball to travel over them.

**Jumping:** Is a method of defending to avoid being hit by a ball. It involves a defender raising their body towards the air, allowing the ball to travel under them.

**Aiming:** is when the attacker in possession of the ball directs their throw towards a specific target.





# Physical Education

## Tag Rugby Year 4

### Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence**. Pupils will combine passing and moving to develop ways of **creating space** to beat an opponent to score a try. Pupils will also develop **tagging** and to explore different ways the defending team can prevent the attackers from scoring.

### Inspire Me

The **Webb Ellis Cup** or as it is more commonly known the Rugby World Cup is named after the inventor of rugby William Webb Ellis. The inaugural World Cup was held in 1987 and is now played every four years.



### Key Success Criteria

- P** Pupils will be able to apply a secure understanding of passing, moving to create space and score. Pupils will apply tagging to prevent an attacker scoring.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence, understanding when and why to apply certain skills.
- S** Pupils will develop and apply life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.
- W** Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.

### Vocabulary for Learning

**Space:** is an open area on the pitch that is unoccupied by a defender or the defending team. If the ball carrier identifies an open space they can choose to either run into it or pass the ball to a team member to run into in an attempt to score a try.

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or in control of the ball. The aiming of the game for the attackers is to score a try.

**Defender:** We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a try.



### Sport Specific Vocabulary

**Forward Pass:** The ball can only be passed sideways or backwards. If the ball is passed forwards to a team member this is an illegal pass. This is known as a forward pass.

**Offside:** occurs when a tag takes place. All players on the defending team, must step back towards their goal line. A defender must not intercept that first pass, unless they are in front of the attacker who was tagged. If a defender behind the tagged attacker intercepts the first pass, this is known as offside.





# Physical Education

## Dance: Space

### Unit Purpose

The unit of work will challenge pupils to explore movement through improvisation, introducing **unison** and **matching**. Pupils will sustain their characters to add drama and **emotion** to the dance.

Pupils will extend their dance skills by using more complex **interacting movements**, actions and incorporate apparatus.

### Inspire Me

**Did you know...** you would not be able to walk on Jupiter, Saturn, Uranus or Neptune because they have no solid surface! Also if you could fly a plane to Pluto, the trip would take more than 800 years!



### Key Success Criteria

- P** Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- C** Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- S** Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.
- W** Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

### Vocabulary for Learning

**Excellent Dancers:** Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.

**Expression:** refers to the actions a dancer uses to make their characters thoughts or feelings known.

**Creativity:** refers to pupils using their imagination or original ideas when performing their dance actions.

**Emotion:** refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

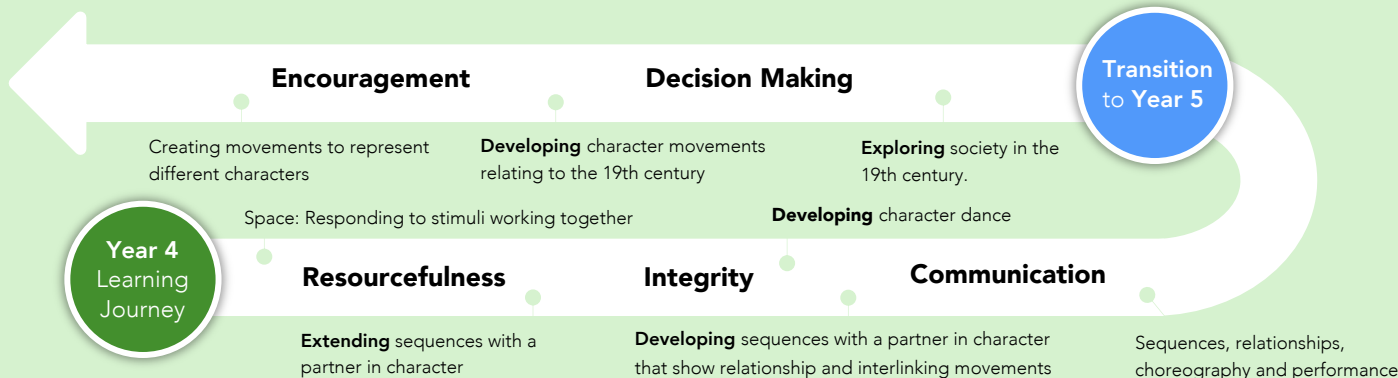


### Sport Specific Vocabulary

**Motif:** is a series of movements that are repeated.

**Choreography:** is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer.

**Character:** Character refers to the person, animal or fictional character that the pupil is portraying in their performance.





# Physical Education

## Gymnastics Year 4

### Unit Purpose

The unit of work will focus on exploring **bridge** balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus.

Pupils will create **sequences** combining movements and bridge balances in pairs, applying flow and challenging their creativity.

### Inspire Me

**Max Whitlock** became Britain's first ever gold medallist in artistic gymnastics when he won both the men's floor and horse exercises at the 2016 Summer Olympics. He is the most successful gymnast in Britain's history.



### Key Success Criteria

- P** Pupils will execute 'excellent' balances and movements within the 'bridges' theme. Applying flow, pupils will link these movements and balances together.
- C** Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.
- S** Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.
- W** Pupils will develop their resilience and ability to remain self motivated as they strive to improve their sequences even when they find it hard.

### Vocabulary for Learning

**Excellent gymnastics:** 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds.

**Extension:** This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

**Control:** This refers to pupils being able to move their bodies silently.

**Interesting:** This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

**Bridge:** A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies.

**Levels:** This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

**Flow:** This is when a gymnast moves from one action to another without stopping.

