



Physical Education

Cricket Year 4

Unit Purpose

The unit of work will **develop pupils ability to apply** the principles of **attack vs defence** in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to **outwit** the fielders and score as many runs (points) as possible.

Inspire Me

Baroness Rachael Heyhoe Flint was a pioneer for women's cricket. Flint led England to their first World Cup victory in 1973. Did you know that Flint was the first woman to hit a six in a test match!



Key Success Criteria

- P** Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.
- C** Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.
- S** Pupils will develop life skills such as respect 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

Retrieving: Retrieving means returning the ball as quickly as possible to a bowler, fielder or wicketkeeper preventing the batters from scoring runs.

Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs.

Strike: means hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs.



Sport Specific Vocabulary

Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible.

Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible.

The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, but positioning their body in line with the ball just in case they miss the ball with their hands.





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.

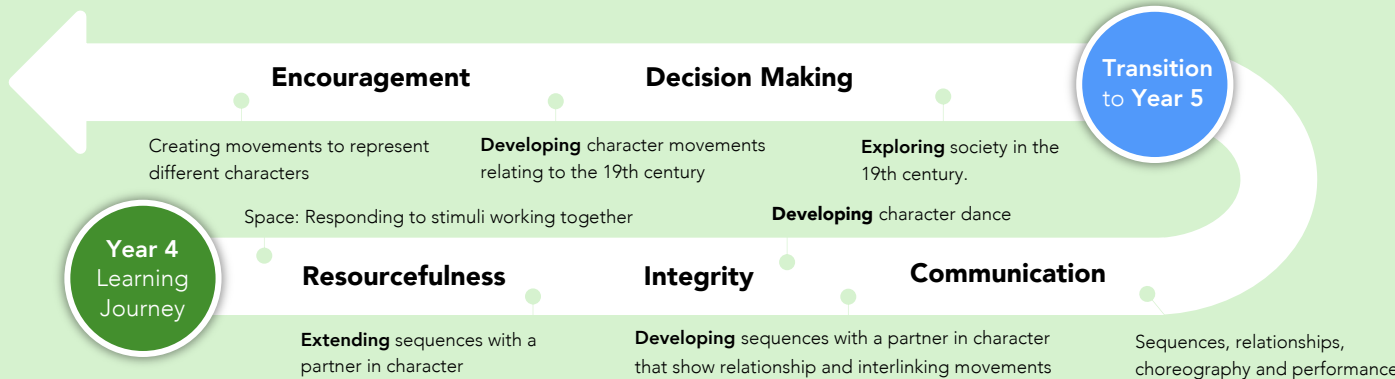


Sport Specific Vocabulary

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.

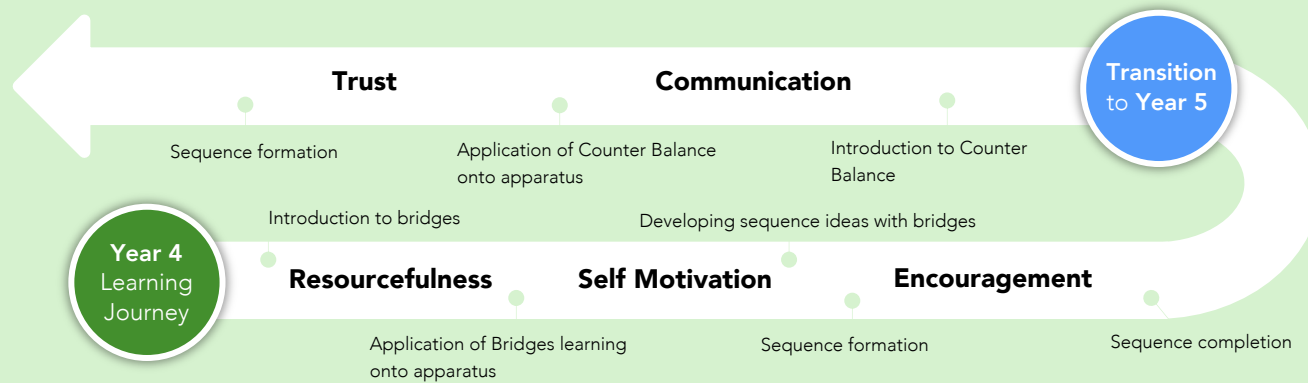
Control: This refers to pupils being able to move their bodies silently.

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.





Physical Education Hockey Year 4

Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack** vs **defence**, with a particular focus on creating simple **attacking tactics** in order to move the ball up the court, creating an attack that results in a shooting opportunity.

Inspire Me

The **Great Britain's Women's Hockey Team** won gold at the 2016 Olympics beating Netherlands on penalties. Goalkeeper, Maddie Hinch was one of the heroines saving four consecutive penalties.



Key Success Criteria

- P** Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.
- S** Pupils will develop 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

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

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 goal

Dribbling: is a method of moving with the ball using our stick. When we dribble we can only use the flat side of our stick.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball on by restricting their options.



Sport Specific Vocabulary

Tackling: Is method of defending in hockey. It involves a defender using their stick to knock the ball out of the possession of an attacker.

Blocking: A block occurs when an attackers takes a shot and a defender uses their stick to prevent the ball from going towards the goal.

Free Hit: A free hit is awarded when a foul occurs or the ball hits a players foot. The free hit is taken from where the violation took place.





Physical Education

Communication and Tactics Year 4

Unit Purpose

The unit of work will develop pupil's ability to apply effective **teamwork** through different problem-solving **challenges**. Throughout the unit, there will be a focus on pupils applying effective **communication** skills, essential to working within a team to complete the activities.

Inspire Me

Did you know... during the 1999 Cricket World Cup semi final, South Africa needed 2 runs to win, with 2 balls left. But a break down in communication between the two batsman resulted in Alan Donald being run out, which meant Australia won the game.



Key Success Criteria

- P** Pupils will work within teams to find effective strategies and tactics in order to complete the different challenges successfully.
- C** Pupils will apply an ability to evaluate and improve strategies to solve the problems.
- S** Pupils will apply life skills such as collaboration and communication effectively as they apply both speaking and listening skills within their teams.
- W** Pupils will demonstrate leadership attributes as they take responsibility for their team members.

Vocabulary for Learning

Communication: is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual.

Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy: is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Sport Specific Vocabulary

Responsibility: is when you take ownership for the things that you are supposed to do and accept the results or consequences of your actions.

Listening: Listening is the ability to accurately receive and interpret messages from our team in the communication process.

Trust: Is the ability to have the confidence to believe in the actions of your partner or team.





Physical Education

Game Sense Year 4

Unit Purpose

The unit of work will develop pupils' ability to apply the principles of **attack vs defence**, with a focus on effectively using their **passing, moving** and **dribbling** skills to create an attack that results in a shooting opportunity. Pupils will be introduced to defensive principles including **marking**.

Inspire Me

Did you know... that Polo is considered the oldest team game ever recorded. Polo first appeared in Persia around 2,500 years ago and was a sport for the rich and wealthy – making it the oldest known team game!



Key Success Criteria

- P** Pupils will apply a secure understanding of passing, moving and shooting whilst developing dribbling skills in order to score points against another team.
- C** Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to attack and when to defend.
- S** Pupils will develop life skills such as communication and encouragement 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 discipline as they strive to improve their own performance and understanding.

Vocabulary for Learning

Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score keep possession and score.

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.

Dribbling: is a method of moving with the ball using our hands or our feet. The attacker in possession of the ball can either continuously bounce the ball on the floor or kick the ball with their feet, in order to move around the playing area.

Space: is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into, to enable them to create opportunities to shoot.

Marking: Marking is when the attacking player has received the ball and you are making it difficult for them to pass the ball to another member on their team by restricting their options.

Control: means keeping the ball close to us, preventing the defenders from gaining possession.





Physical Education

Health and Wellbeing

Unit Purpose

The unit of work will focus on exploring positive and negative **emotions** and managing them through using mindfulness techniques such as visualisation, using music, **meditative balances**, **mime** and **deep breathing**.

Pupils will be able to bring these emotions to life and understand how we can manage them.

Inspire Me

Did you know ... that Buddhism is a religion that focuses on mindfulness, personal and spiritual development and meditation.

Buddhism is one of the world's largest religions and originated 2,500 years ago in India.



Key Success Criteria

- P** Pupils will be able to use their skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a variety of activities.
- C** Pupils will be able to discuss and explain their emotions, understanding why it is important to use mindfulness techniques in order to combat negative emotions.
- S** Pupils will effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques.
- W** Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity.

Vocabulary for Learning

Emotions: An emotion is how we are feeling. An emotion is a psychological feeling brought on as a reaction to what happens to us and around us.

Mindfulness: Is the ability to maintain awareness and keep control of our thoughts and feelings.

Relaxed: means when we are calm and free from stress, tension and anxiety.

Expression: is the action of making our thoughts or feelings known.



Sport Specific Vocabulary

Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels.

Meditative Balances: A meditative balance is a still position that pupils hold still for at least ten seconds or three long in, and out breaths.

Deep Breathing: Deep breathing is a relaxation technique that is used to help us to relax and to feel calm.

Mime: Mime is acting without words, using only gestures, expression and movements.

