

Year 4 Short Term Plans

	Content	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6
Invasion Games	<p>Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition.</p> <p>Key Skills Physical: dribbling, passing, ball control, tracking/ jockeying, turning, receiving Social: communication, collaboration, cooperation.</p> <p>Emotional: honesty, perseverance Thinking: selecting and applying tactics, decision making.</p> <p>Key Vocabulary: Outwit Opposition Opponent Contact Pivot Court Field Pitch</p>	<p>Learning Objective: I can use ball skills including throwing, catching, dribbling and passing with accuracy and control.</p> <p>Warm-up: Stuck in the mud: a Select five pupils as the catchers. If caught, pupils must jump up and down on the spot with arms outstretched until another pupil runs underneath their arms. Play the game again with new catchers. This time, give five pupils a ball. To free a player, pupils must pass them the ball. Catchers cannot tag a player in possession of the ball. Players with a ball must dribble around looking for caught players to free.</p> <p>Dribble with all parts of the foot. In pairs with one ball between them. One pupil dribbles the ball around the teaching area whilst their partner follows them. When the teacher calls 'change' the front pupil stops the ball by resting their foot on top of it and they swap roles with their partner. After a few minutes change the game so that when the teacher says 'change' the pupil with the ball sends it out a little in front of them for their partner to run onto and take possession of.</p> <p>In pairs with one ball between them. Pupils to begin on one side of the playing area one behind the other.</p> <p>The first pupil begins with the ball, they dribble to the other side of the playing area and back. Stop the ball 3m away from their partner, send the ball to them and swap roles. This time when they pass the ball to their partner, they become a defender. Try to delay the attacker from getting to the other side but do not tackle them or take the ball. Once the attacker reaches the other side the defender runs back to the start position ready to receive the ball from the attacker on their return.</p>	<p>Learning Objective: I can use a variety of movement skills to lose a defender.</p> <p>Warm-up: Give each pupil a cone that they stand next to in a space. Pupils complete the following movement actions from cone to cone. Jog Side steps Jog backwards.</p> <p>Label half of the class 'defenders.' They collect two cones (it would be helpful if they were the same colour) and place them 3m apart to make a gate. Defenders must stay in their own gate. The rest of the class are the attackers. They score points by running through a defender's gate. Defenders use side steps to get in the attacker's way.</p> <p>In groups of three with one ball and two cones. Defender starts in a gate 3m wide. Attacker must sprint or dodge to get through the gate and receive a pass from the ball carrier on the other side. In netball a player can only hold the ball for 4 seconds, so that is how long the attacker has to get through the gate. Six turns each then change roles.</p> <p>Repeat the activity, this time without the gate. The ball carrier must recognise when the attacker has lost the defender and is free to receive a pass.</p>	<p>Learning Objective: I can use a variety of movement skills to stop attacking players.</p> <p>Warm-up: Select one pupil to start on each line, they are the catchers and can only move sideways along the line. The rest of the class begins at one end of the playing area. They have to try to run to the other end without being tagged by the catchers. If caught, they join hands with the pupils on the line, just like table football.</p> <p>In pairs, pupils line up on one side of the area without a ball. One attacker, one defender. Explain to the pupils that they have a thin channel to work in, approx. 2m wide (mark this with cones). How long can the defender delay their partner from getting across the area? Change over.</p> <p>Repeat the task but this time the attacker now has to dribble a ball across.</p> <p>In pairs with one ball and four cones. Pupils create an area approx. 5m x 5m using four cones. One pupil is the attacker and the other is the defender. The attacker must dribble the ball to try to touch all cones with the ball but cannot go to the same cone twice (until they have completed all four, then they can start again). The defender must try to restrict the attacker's movement by closing down their space for as long as possible. The defender cannot tackle.</p>	<p>Learning Objective: I can find and use space within a game situation.</p> <p>Warm-up: Stuck in the mud: a Select five pupils as the catchers. If caught, pupils must jump up and down on the spot with arms outstretched until another pupil runs underneath their arms. Play the game again with new catchers. This time, give five pupils a ball. To free a player, pupils must pass them the ball. Catchers cannot tag a player in possession of the ball. Players with a ball must dribble around looking for caught players to free.</p> <p>Pupils to pass the ball to their partner and then move to a new space to receive the next pass. Pupils to move around the whole teaching space, avoiding others.</p> <p>They pass the ball between their group. Each time they pass the ball pupils run around one of their outer cones before re-entering the game. Pupils must run around a different cone each time.</p> <p>Repeat the activity in A, this time pupils do not need to run around a cone but must still move into space after they have passed the ball. Play for a couple of minutes and praise groups who are moving and creating space.</p>	<p>Learning Objective: I can work well in a group to develop a game and rules.</p> <p>Warm-up: Pupils run around the teaching area. On the teacher's command of the following numbers, pupils complete the corresponding action: One: touch the ground. Two: two broad jumps. Jump as far as you can. Three: three star jumps.</p> <p>Recap on sport rules that they must follow during the game.</p> <p>Lineball: Two teams play against each other. One team will be scoring on one line and the other team on the opposite line. To score, pupils must place the ball on their scoring line. Once the ball has been placed on the line, the conceding team gain possession of the ball.</p> <p>Win the cones: Two teams play against each other in one third of a netball court. Each team starts with three cones placed on their end line. The aim of the game is to win a cone from their opponents' end line. To win a cone, pupils must touch it with the ball. After a cone is won, it is placed on the successful teams' end line and play re starts with a throw in by the conceding team. The winning team is the first team to win all six cones.</p>	<p>Learning Objective: I can apply tactics to a game situation.</p> <p>Tournament set up: Set out two or three pitches, each with cones 4m wide for goals. Referees: One pupil from each team will help referee each game. They will also need to keep the score. Rotate this person each time the pupils play a new game.</p> <p>Ask the teams to discuss any tactics that they may use in their games such as: Keeping some players ahead of the ball as attackers and some players back to defend. Passing if they are under pressure from the defenders. Using jockeying to close down the oppositions space. Marking one on one. Teacher note: rotate around the games as they are being played and encourage fair play.</p>

<p>Gymnastics</p>	<p>Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.</p> <p>Key Skills Physical: individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: responsibility, collaboration, communication, respect.</p> <p>Emotional: confidence Thinking: observing and providing feedback, selecting and applying actions, evaluating and improving sequences</p> <p>Key Vocabulary: Perform Quality Inverted Technique Apparatus Extension</p>	<p>Learning Objective: I can use unison, cannon, symmetry and asymmetry.</p> <p>Warm-up: Traffic lights: Pupils to stand in a space off the mats. Pupils respond to the following instructions: green - jog around weaving in and out of the mats. Should not be able to hear them. amber - straight jump on the spot Pointed toes and soft landing. red - hold a 5 second balance Make it interesting by using different body parts to balance on and different levels. zebra crossing - make a dish shape on a mat Hands and feet together off the mat. Squeeze abdominals (stomach muscles) and glutes (muscles in your bottom) to help lift.</p> <p>In pairs, one pupil sits in a pike position, the other pupil tries to push their partner's legs apart by holding onto their calves. Pupil sitting in pike must squeeze their legs and bottom (hamstrings, quads, calves and glutes) to try to prevent this from happening. 5 seconds and then change over.</p> <p>Discuss the safety of partner balances and the importance of having good body tension when supporting/or being supported by a partner. Show pupils a wrist grip. Explain this grip will give them the most support when holding hands/arms. Pupils only balance on their partner where there is a base for support underneath. Do not jump on or off someone else.</p> <p>Pupils to create a short sequence that includes two partner balances and one individual balance. Pupils to start and finish their sequence standing in a straight shape. Pupils will need to consider where on their mat they want to start in relation to their partner and the order that they choose to put their balances in so that they flow from one to the next.</p>	<p>Learning Objective: I can perform gymnastics actions, balances, shapes and rolls with confidence, fluency and control.</p> <p>Warm-up: Around the world: a Pupils jog around the outside of their mat, when you say 'change' they must change direction. Calling the name of a shape, pupils quickly move to perform that shape on their mat. b Pupils now jog around the gaps between all mats, on the command 'jump' pupils stop and perform a jump.</p> <p>In pairs on one mat with a base station, pupils take turns to attempt jumping and landing on the base station, landing in a landing position. Teacher note: landing should be as quiet as possible. Land on both feet. Knees bent when jumping and landing. Land on toes then heels. Head up to prevent over-rotation. Arms out in front at shoulder height. Squeeze glutes and abs to help you to balance. Rotation jumps: In pairs, pupils take turns to jump and land on the base station using the following rotations. Pupils use a straight jump when jumping with rotation. Hands start by side. Move arms forwards and up, in line with ears, palms facing forwards. Legs together. Toes pointed. Partner watches and awards points for: landing on the spot without wobbling or taking an extra step landing in a landing position completing the rotation.</p> <p>Quarter turn: Teacher or pupil to demonstrate a quarter turn. Pupils to copy. Q: How many degrees is a quarter turn? 90. Land feet together. Look forwards. Bend knees on landing. b Half turn: Land facing the opposite way. Land toes first. Keep eyes looking forwards. Make this easier by performing the skill from a bench. The bench will allow pupils more time to rotate in the air. c Full turn: Turn head around quickly. Bend knees on landing. Make this easier by connecting two half turn jumps in quick succession.</p>	<p>Learning Objective: I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.</p> <p>Warm-up: Stuck in the mud: Select three pupils to be the taggers. All pupils must travel around the teaching area using bunny hops. If touched by a tagger, pupils must hold a down dog position until 'released' by someone tapping them on the shoulder. After a few minutes select three new taggers. Change the travelling action to hopping. Pupils to move their hands then their feet when bunny hopping. Squeeze muscles in your arms to help you to maintain the position. Make this harder by pupils holding their down dog on a mat. They can re-join the game when another pupil travels underneath them.</p> <p>Demonstrate various rolls: straight, barrel, forward, straddle. In pairs, pupils work two to one mat. Pupils sit one behind the other off the mat and take turns to practise each roll. Teach each of the rolls separately, allowing pupils time to practise each before moving on to the next. After a few minutes, bring all pupils together and go through the teaching points of the next roll. Pupils to watch their partner as they perform rolls and provide them with feedback.</p> <p>Sequence building: Pupils to create a sequence that includes the following actions. Pupils will need to take it in turns with their partner to use the mat. Whilst they are waiting, they need to be planning their sequence in their head. two rolls one balance. Hold balances for 5 seconds. one jump Land in the landing position, squeeze muscles in legs to balance. Improve the sequence by changing the direction and level of the movements. Consider the shapes you can use to improve your sequence e.g. adding a shape to your jump or including shapes in your rolls where possible. Make this easier by linking just three rolls together. Make this harder by creating the sequence with their partner.</p>	<p>Learning Objective: I can plan and perform longer sequences that include a change of speed, level and pathway with a partner.</p> <p>Warm-up: On the spot: Pupils to stand in a space not on the apparatus. Pupils to begin jogging on the spot. Now they complete the following actions. 10 x star jumps 10 x touch the floor and jump 10 x high knees Repeat this three times.</p> <p>Rolling stations: Split the pupils into five groups with each group sitting in a line behind one of the five stations. Pupils will spend four minutes at each station, taking it in turns to complete the task at each. Before each rotation, invite a pupil to demonstrate their performance at the station they were working at. Pupils to work sensibly and safely at each station. Move and land with control. Do not begin until the area in front of you is clear.</p> <p>Station 1: Forward roll along a flat mat. Pupils should aim to finish standing up. Make this harder by finishing the roll in a straddle stand</p> <p>Station 2: Forward roll down a slope. Make this easier by straight rolling down the slope.</p> <p>Station 3: Straddle roll and jump. Pupils perform a straddle roll then climb up and jump off the agility table. Make this harder by completing a shape jump from the agility table.</p> <p>Station 4: A straight roll followed by bunny hops over the bench. Make this harder by holding a front support half way along the mat then continuing with the roll.</p> <p>Station 5: Barrel roll to balance. Hold the balance for 5 seconds</p>	<p>Learning Objective: I can describe and evaluate my own and others performance using gymnastics vocabulary.</p> <p>Warm-up: Snickerdoodle: Snickerdoodles have invaded the planet! All pupils begin standing apart from two. Two pupils begin in a crab position on their hands and feet with their stomach facing upwards, bottom off the floor and can only move around in this position. They are the snickerdoodles who try to catch the other pupils by tagging them. All pupils standing can only walk to move. If they run, jump or make a noise they turn into a snickerdoodle also. Snickerdoodles to work together to catch the others. Squeeze abs and glutes to keep your bottom lifted.</p> <p>Sequence building: Pupils to work with their partner to create a sequence that includes one roll, one jump and an inverted movement. They do not have to use the same inverted movement as each other. Hold inverted movement for 5 seconds. Squeeze muscles, strong body tension. Remember to start and finish sequence with starting and finishing positions.</p> <p>Show another pair: Pupils to perform their sequence to another pair. Provide feedback to each other on their performances. Teach the pupils how to feedback in a positive and constructive way.</p>	<p>Learning Objective: I understand that strength and flexibility can improve my performance.</p> <p>Warm-up: Copy me: Pupils stand in their own space and jog on the spot. Calling out different instructions, pupils quickly complete the shapes. Change the movement action in between shapes to actions that can be completed on the spot e.g. jumping on the spot, high knees, heel flicks, star jumps etc. Keep a steady breath throughout the warm up. Make this harder by allowing chosen pupils to lead the warm up. Make this easier by showing the pupils the shapes each time.</p> <p>Safety of using apparatus: Discuss how to safely use apparatus.</p> <p>Creating a partner sequence: In pairs, sit pupils at one of the six stations. They will work with their partner to create a partner sequence using the station given to them. Pupils discuss with their partner what actions they think will work well on different areas of their apparatus. The sequence must include at least one of each of the following: jump roll individual balance partner balance inverted movement travelling movements e.g. slide, spin, step Teacher note: write these actions up on flipchart paper for the pupils to refer to throughout the lesson. Change the direction, level and pathway. Pupils to use all areas of the station, including the mats around it. Make this harder by giving the pupils more challenging apparatus or specifying a set number of actions to be used. Peer assessment: Link pairs together. Groups take it in turns to perform to each other. Then provide feedback on the performance they have seen. Consider if the performance included all the required actions.</p> <p>Using feedback: Once both pairs have performed and received feedback, give them time to make changes to their sequences. Reflect on the feedback provided and discuss how to make improvements to the performance. End performance: Pupils perform their sequences, half the class perform and half watch, then switch over. Use gymnastic terminology to help them structure their feedback e.g. actions, inverted movements, shapes, levels, directions.</p>
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<p>Dance</p>	<p>Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.</p> <p>Key Skills Physical: performing a variety of dance actions, using canon, unison, formation, dynamics, character, structure, space, balance, control, technique Social: collaboration, consideration, inclusion, respect.</p> <p>Emotional: empathy, confidence Thinking: observing and providing feedback, selecting and applying skills.</p> <p>Key Vocabulary: Reaction Unison Represent Dynamics Control</p>	<p>Learning Objective: I can demonstrate precision, rhythm and some control.</p> <p>Warm-up: Solid, liquid, gas: a Pupils jog around the teaching space responding to the following teacher instructions: • Solid: move to the centre of the teaching space to form a class cluster. They place their hands on the shoulders of the person in front and to the side of them and continuously step forwards and backwards. Aim to step in time with each other. • Liquid: get into pairs and stand one behind the other to form a straight line with the pupil at the back placing their hands on the shoulders of the person in the front. Together they jog around the teaching space. • Gas: independently jog around the space. Be mindful of others and cover all of the available space in the class. Once pupils are familiar with the game, show them the 'Basis of Dance' resource.</p> <p>Exploring dynamics: Dynamics are how the movement is performed e.g. strongly, quickly, smoothly etc. They change the way a performance looks and feels and therefore the message of the dance. As a class fill in the dynamics column on the 'States of Matter – Dance Ideas' sheet for all three states of matter. Pupils work in pairs. Provide them with an action e.g. extending forwards with arm. Pupils explore how this action would change if representing a solid, liquid or gas. Pupils think of their own action and change the dynamics of it to represent a solid, liquid and gas. Make this easier by providing pupils with an action.</p> <p>Exploring space and relationships: Discuss how changing space and relationships can impact on a performance. For example, where a group move in relation to each other (their formation), the timing of their movements in relation to each other (unison, together or canon, one after the other). Fill in key words as a class on the states of matter sheet. Solids e.g. unison, close together, in contact with each other Liquids e.g. canon, spacing a little further away Gases e.g. random timing, further away from each other. In their pairs, provide pupils with an action e.g. kick.</p> <p>Developing a phrase to represent a solid: a Pupils work in groups of four. They create a phrase of 16 counts which represents a solid state of matter. Consider actions, dynamics, space and relationships.</p>	<p>Learning Objective: I can refine, repeat and remember dance phrases.</p> <p>Warm-up: Aerobic warm up: In groups of four, ask each pupil to think of one action that could be repeated in counts of 8 e.g: star jumps marching on the spot stepping forwards for 2 counts and jump back for 2 counts (step, step, jump, jump) side steps right 2 counts, side step left 2 counts Once pupils have decided on their four movements, play the warm up track and ask each pupil in the group to take turns to lead the rest of their group through their aerobics style warm up. Repeat through a few times. Count out loud and call out the next action to help the rest of your group to stay in time. Make this easier by giving pupils the four actions to use.</p> <p>Revisiting the solid phrase: Pupils to revisit the phrase they created in the previous lesson representing a solid state of matter. Give them time to practise their dance. Work together to help each other to remember the choreography and timing of your phrase. Count aloud to help each other to stay in time.</p> <p>Developing a phrase to represent a liquid: In their groups of four, pupils to create a phrase (approximately 16-24 counts), which represents a liquid state of matter. Movements could be performed in canon to represent a flowing liquid. Consider the actions you choose e.g. roll, wave, tilt, dive. You will need to also consider the dynamics, space and relationships of the actions they choose. Try to perform the actions without looking at each other. Use counts of 8 to help you to decide who should move on which counts. Make this harder by asking the pupils to also include a change of level. Developing a phrase to represent a gas: Discuss how the phrase that represents a gas will look different to the solid and liquid phrases. Pupils to list action words which could represent a gas e.g. sway, jump, run, spin, extend.</p> <p>Creating the dance: Solid phrase (approx. 16-24 counts) Liquid phrase (approx. 16-24 counts) Gas phrase (approx. 16-24 counts).</p>	<p>Learning Objective: I can begin to vary dynamics and develop actions.</p> <p>Warm-up: Aerobic warm up: Pupils work in their groups of four. Ask them to recap on their aerobic actions they used in the previous lesson. Ask them to consider the order they would like to perform their actions then play the warm up track as each group completes their aerobic warm up. Perform each action to a count of 8. Repeat a few times. Count out loud and call out the next action to help the rest of your group to stay in time. Link two groups together. Number them group 1 and group 2. Play the warm up track whilst group 1 leads group 2 through their aerobic warm up, then group 2 leads. Make this harder by asking on pupil from each group to lead the other. Tell the pupils that they are going to perform one of the groups aerobic actions twice. They will need to decide on the structure, which group will perform twice and when?</p> <p>Revisiting the solid, liquid and gas phrase: Ask the pupils to revisit the three phrases they have created in the previous two lessons. Give them time to practise their dance so far. Work together to help each other to remember the choreography and timing of your phrase. Count aloud to help each other to stay in time. Order and structure the dance: Ask the pupils to discuss how they are going to order their phrases e.g. liquid, gas, solid. They are also going to repeat one of the phrases to give the performance its structure. They might decide that starting and ending their dance with the same phrase creates an impact or by repeating the same phrase in the middle of the dance has greater effect. Give pupils time to practice their performance. Consider how to link your phrases so that your performance flows.</p> <p>Performing the dance: Create a positive performance environment by confirming the expected behaviours of the audience and the performers. Invite the groups to perform their dance then take feedback from the audience. Encourage the audience to provide feedback using the headings 'actions, dynamics, space, relationships, order and structure'. Watch the performers, clap them at the end and ensure you are able to provide feedback with something that you thought was good about the performance as well as something that they could do to improve.</p>	<p>Learning Objective: I can perform dances clearly and fluently.</p> <p>Warm-up: Let's twist: Pupils begin in their own space listening to the music and clapping to the beat. Make this easier by counting the beats aloud. Pupils continue clapping the beat and start moving round the room. Each step follows the beat, so pupils should be following their own pathway. Move fluidly. Teacher to hold up cones for the following moves. In between the twist moves pupils continue walking and clapping to the beat. Red cone: twist on the spot. Both feet on the floor twisting the legs, hips and body from side to side. Yellow cone: one legged twist on the spot. One foot on the floor twisting the legs, hips and body from side to side. Green cone: twisting while moving around the room. Blue cone: freestyle twist, twist in your own way.</p> <p>Twist set phrase: Use the video resource 'Twist Set Phrase' to teach the pupils the set phrase of 32 beats. Repeat the phrase several times without the music and with the music, with counting then without.</p> <p>Refining the set phrase: Display the second visual 'Set Phrase'. In pairs, pupils practise the set phrase.</p> <p>Developing the set phrase: Show the pupils 'Let's do the Twist' video resource again. Staying with their partner, pupils create one or two more dance moves for an additional 4 or 8 counts in the 1960s theme. Encourage pupils to share some of their ideas with the whole class before setting them off on the task. Make this easier by modelling some examples: Twist away from your partner for a count of 4 then twist back towards them. Circle your arms from side to side for a count of 4. Spin around on the spot for 4 counts. Clap your hands for a count of 4. Make this harder by asking some pupils to add a change of level or insist that one move has to involve travelling.</p> <p>Creating the dance: Set dance phrase in pairs: 32 counts Own dance moves in pairs: 4 or 8 counts Performing the dance: Invite half the class to perform their dance. The other half are the audience. Swap roles.</p>	<p>Learning Objective: I can confidently improve a sequence using balance and technique.</p> <p>Warm-up: Twist with a friend: Pupils begin in a space with a partner listening and clapping to the beat of the music. Vary where in space you clap, high, low, side to side etc. Pupils continue clapping to the beat but start moving around the room with their partner. Each step follows the beat, follow your own pathway. Teacher to hold up cones for the following moves. In between the twist moves, pupils continue walking around the space clapping to the beat. Red cone: twist on the spot facing your partner holding their hands. Both feet on the floor twisting the legs, hips and body from side to side. Yellow cone: one legged twist on the spot holding one of your partner's hands. One foot on the floor twisting the legs, hips and body from side to side. Green cone: facing their partner, one person shimmies backwards for 4 counts while their partner copies but shimmies forwards for 4 counts then reverse it. Blue cone: freestyle twist moves with their partner.</p> <p>Refining the set phrase: In pairs, pupils practise the paired phrase together. Can they keep in time with each other? Encourage them to think about their different formations e.g. face to face, side to side. Make this easier by speaking the counts aloud to help with timing or by letting some pairs do each move for 8 counts to slow things down.</p> <p>Developing the set phrase: Ask pupils for suggestions of twists or turns that involve contact between two people in the dance. Model or encourage pupils to share ideas e.g. holding your partner's hand and twisting, holding your partner's hand and spinning them towards you, facing your partner holding hands and both spinning. In their pairs pupils devise two more moves that involve a twist or a turn. Consider the following: Could you change levels in your dance move? Could you travel? Is your move going to be face to face or side to side? Make this harder by asking pupils to make up three extra moves.</p> <p>Creating the dance: Set partner phrase in pairs: 32 counts Own dance moves in pairs: 8 -12 counts. Performing the dance.</p>	<p>Learning Objective: I can describe, interpret and evaluate dance.</p> <p>Warm-up: Let's twist: Pupils begin in their own space listening to the music and clapping to the beat. Make this easier by counting the beats aloud. Pupils continue clapping the beat and start moving round the room. Each step follows the beat, so pupils should be following their own pathway. Tell the pupils that a formation is where dancers stand in relation to one another. Put the pupils into groups of four and show them the 'Twist Formations' visual. Teacher to hold up cones for the following formations. In between the twist moves, pupils continue walking with their group and clapping to the beat. Red cone: in a square formation, twist on the spot. Both feet on the floor twisting the legs, hips and body from side to side. Yellow cone: in a straight-line formation, one legged twist on the spot. One foot on the floor twisting the legs, hips and body from side to side. Blue cone: in a diamond formation, freestyle twisting. Complete each action for 8 counts.</p> <p>Developing the dance: In groups of four, pupils create their own 1960s dance performance using the moves they have learnt so far and/or the ones they created. The performance must: Have at least 32 counts. Use both individual and partner twist moves. Use at least two changes in formation. Share and explore ideas as a group before making final decisions. Consider where the audience will be when deciding on your formations. Make this harder by asking the pupils to extend their dance or by using more than two formations. Give the pupils time to practice and refine their performance. Ensure you know your starting and finishing positions. Count in your heads to help you to stay in time. Keep energetic dynamics to create the lively performance of 1960s dance style.</p> <p>Performing the dance: Invite groups to perform and ask the audience to feedback. Remind the pupils to be respectful of one another when being an audience. Whole body watching and listening, clap at the end and ensure you have some feedback to give. Encourage the audience to feedback using WWW (what went well) and NS (next steps), using dance vocabulary to help structure your feedback.</p>
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Striking & Fielding

Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

Key Skills

Physical: underarm and overarm throwing, catching, tracking a ball, fielding and retrieving a ball, batting
Social: collaboration and communication, respect, supporting and encouraging others.

Emotional: honesty and fair play, confident to take risks, managing emotions
Thinking: observing and providing feedback, using tactics, decision making.

Key Vocabulary:

- Stance
- Retrieve
- Opposition
- Stumped
- Two-Handed Pick Up
- Technique
- Short Barrier

Learning Objective:

I can field a ball effectively using a two-handed pick up.

Warm-up:

Roll ball tag: Select three pupils to be the taggers, they carry a cone and five pupils to be the 'free-ers', who carry a tennis ball. If a pupil is tagged, they must stand with their legs apart in a straddle position. For a stuck pupil to be freed, a 'free-er' must roll the ball through their legs. Repeat the game changing the taggers and free-ers. Look for those who are stuck and help them. Make this harder by having stuck pupils stand with their legs closer together to make the target area smaller.

Two-handed pick up: In pairs with one ball. Pupils stand approx. 7m away from each other. Pupil with the ball rolls it towards their partner. Receiver runs towards the ball, scoops up the ball with two hands and overarm throws it back to their partner. Pupils have five turns each and then switch. Make this harder by pupils rolling slightly to the side of the receiver so they have to move their feet to get in line with the ball.

Short barrier: Pupils stand approx. 7m away from each other. One pupil starts by rolling the ball to their partner. Receiver uses a short barrier to stop the ball and then return it using an overarm throw. Pupils have five turns each and then switch. Use two hands to pick up the ball. Place your foot behind your hands so that if the ball is missed, it hits the inside of your foot. Make this harder by asking the pupil rolling the ball to roll it slightly to the side of the receiver so that they have to move their feet to get in line with the ball.

Through the goal: In pairs, pupils set up a goal each using two cones placed approx. 3m apart. Pupils take it in turns to roll the ball through their partner's goal to score a point. Pupils select and apply either the two-handed pick up or the short barrier to stop the ball from going through their goal. Watch the ball and move feet to stay in line with it. Make this harder for the fielder (the person trying to stop the ball) by increasing the size of the goal so that they have to move their feet to get in line with the ball. Make this easier for the fielder by using a bigger ball.

Learning Objective:

I can bowl a ball in different ways with accuracy and consistency.

Warm-up:

Catch stuck in the mud: Select three pupils to be the taggers and five pupils to be the 'free-ers'. 'Free-ers' have a tennis ball each. Once tagged, pupils must stand with their hands out in front of them. To rejoin the game a 'free-er' must pass them the ball. Repeat changing the taggers. Make this harder by having more taggers.

Underarm bowl: In groups of three with one tennis ball, show the pupils how to underarm bowl. Pupils stand in a triangle approx. 4m apart and practise bowling the ball underarm to each other. Challenge: how many can you bowl without dropping it? Step forwards with opposite foot to throwing arm to help to stay balanced. Point fingers at target as you release the ball. Make this harder by increasing the distance that the pupils bowl over. The official distance in rounders is 7.5m.

Bowling rules: Explain the rules of bowling in rounders: Must be an underarm action. The ball must be below the head and above the knee of the batter. If it is higher or lower than this, it is called 'NO BALL HIGH' or 'NO BALL LOW'. The ball cannot bounce before reaching the batter. The ball must be bowled within the batting square and not straight at the body of the batter. If it is outside the batting square or at the batter, it is called 'NO BALL WIDE' or 'NO BALL BODY.'

Learning Objective:

I can develop an overarm bowling technique.

Warm-up:

Roll ball tag: Remind the pupils of the warm up game they played last lesson. Select three pupils to be the taggers they each carry one cone. Select eight pupils to be 'free-ers'. 'Free-ers' work in pairs and carry one tennis ball between them. If a pupil is tagged, they must stand with their legs apart in a straddle position. To rejoin the game a 'free-er' must roll the ball through the stuck players legs to their partner on the other side. Free-ers to communicate with one another so that they can work together to save others. Make this harder by increasing the number of taggers.

Overarm bowling technique: Teach the pupils the technique for overarm bowling. Grip: hold the ball with two fingers and thumb. Stance: begin standing sideways on. Movement: draw a number 6 with bowling arm. Step forward with opposite foot to bowling arm. Release with a straight arm and same foot stepping on follow through.

Pupils work in pairs to practise the overarm bowling technique trying to get the ball to bounce once before it reaches their partner.

Hit the wickets: In groups of four with one ball and one wicket between them. One pupil begins as the wicket keeper and starts behind the wicket. The other three pupils line up and take it in turns to overarm bowl the ball to hit the wickets. The wicket keeper retrieves the ball and sends it back.

Beat the bowl: In groups of four with one wicket, one ball, two bats and two cones. Two fielding players play against two batting players. Place two cones 10m apart for the batting team. The bowler begins with the ball and overarm bowls the ball at the wickets. The wicket keeper catches the ball and rolls it ball back to the bowler. Each bowler bowls six balls after which, swaps over with the wicket keeper. The bowling team score three points for each bowl that hits the wickets. At the same time, the batting team take turns to run between the two cones to see how many runs they can get. One run for reaching the cone 10m away and one run when they get back. Both teams need to keep count of their own scores and swap over. Talk to the pupils about the importance of playing honestly and keeping to the rules.

Learning Objective:

I can perform an appropriate batting technique.

Warm-up:

Clusters: Pupils run around the teaching area. On command, a number is called e.g. four. Pupils have to get into groups of that number. The last pupils to get into a group, complete five star jumps before rejoining the game. Change the travelling action each time e.g. skipping, jumping, hopping. Group with the pupils who are closest to you.

Batting technique: In pairs with one racket and one ball between them, teach pupils the batting technique. Pupils stand 5m away from each other. One pupil underarm bowls and the other bats. Pupils have five turns each and then change roles. Make this harder by using a rounders bat instead of a tennis racket. Make this easier for the batter by hitting off a tee or allowing a bounce before they hit it.

Out of five: In groups of four with one ball and one racket. Pupils take on the roles of bowler, batter, backstop and fielder. The batter is bowled five good balls. The fielding team collect the ball and return it to the bowler. The batter scores one point if they hit the ball. How many out of five were they able to strike? Change roles. Keep eyes on the ball as it comes towards you. Make contact with the ball slightly in front of you and point racket where you want the ball to go. Make this harder by using a rounders bat instead of a tennis racket.

Learning Objective:

I can play different roles in a game and begin to think tactically about each role.

Warm-up:

Finding space: Pupils begin by standing in their own space. They jog around the area showing an awareness of space and other people. Change the movement action e.g. side steps, skips, heel flicks etc. Pupils to find the space in the area and change direction to avoid others. Ball tag: Give five pupils a tennis ball. These pupils are the taggers. If they tag another pupil with the ball, they pass the ball on to that person, who then becomes the new tagger. Keep your head up, change direction quickly and look for space. Make this harder by increasing the number of taggers.

Roles in rounders: Discuss with the pupils the different roles within a rounders game. Explain to the pupils that they will be playing games where they will take on the different roles within a rounders game.

Thinking tactically: Pupils work in groups of four. Pupils take on the role of bowler, batter and two fielders. The bowler stands in a hoop and faces the first batter who is stands at a cone 4m away. Place another cone 7m away from the batter. The bowler underarm bowls the ball for the batter to catch. The batter then throws it out into the field of play. The batter then runs to the cone 7m away and back scoring a point each time they do this. They can keep scoring points until the fielders return the ball to the bowler who is standing in the hoop. Pupils get two turns as the batter before they all change roles. Fielders spread out and work together to retrieve the ball quickly and return it to the bowler. Nearest person to the ball should collect it. Fielders should throw the ball back to the bowler instead of running it back to save time. Batter to throw the ball away from the fielders. Work together as a group to organise your equipment and who will take on which roles in which order. Make this easier for the bowler by decreasing the distance they have to bowl over.

Learning Objective:

I can communicate effectively with my team to gain positive outcomes.

Warm-up:

Team tag: Split the class into teams of five and number the team's 1-6. Pupils jog around the teaching space. When a team number is called that team becomes the taggers for 20 seconds. Anyone caught must complete five star jumps before rejoining the game. Repeat until all the teams have had a turn at tagging.

Recap on the rules: Remember to run even if you do not hit the ball unless it is a 'no ball.' The batter must stop running at the next base they come to when the bowler has the ball in the bowling square. Outs: Caught out. Stumped out. Overtaking someone. Running inside the bases. Scoring: One rounder for: Hitting the ball and running to base four without stopping. Half a rounder for: Hitting the ball and running to base number two without stopping. Not hitting the ball and running to base four without stopping. Two consecutive 'no balls' from the bowler.

Use the same six teams from the warm up. Teams will play against each other for as many games as possible within the time you have. Each team will bat for 4 minutes and then swap over between batting and fielding. Tell the pupils when to start and change over the roles of batting and fielding. Teams can have as many bats as they can complete in the 4 minutes. In between games ask the pupils to reflect on their team's performance.



<p>Athletics</p>	<p>Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>Key Skills Physical: pacing, sprinting technique, jumping for distance, throwing for distance Social: working collaboratively, working safely.</p> <p>Emotional: perseverance, determination Thinking: observing and providing feedback, exploring ideas.</p> <p>Key Vocabulary: Muscle Stamina Healthy Determination Perseverance Personal best Power Officiate Accuracy Coordination</p>	<p>Learning Objective: I can begin to adapt my running style and pace with confidence.</p> <p>Warm-up: Gears: Pupils travel around the teaching area, responding to the following commands. Pupils to identify how the different speeds affect their body, when they walk, jog or sprint. Pupils to identify how their body moves differently when jogging and sprinting e.g. their arms move faster and their knees come higher when they are sprinting. Gear 1 - walk Gear 2 - jog Gear 3 - sprint on the spot.</p> <p>Match my speed: In pairs with one cone, pupils begin behind a designated start line. They number themselves one and two. Number one has a cone. On the teacher's command, number one runs for forwards 3 seconds from the start line. Call 'stop' and they must stop and put their cone down, then return to the start line. Number two must try to reach the cone in exactly the same time (3 seconds). If they pass the cone before the whistle goes, they must keep going until they hear the whistle. Change over. Repeat the activity giving the first pupil 4 seconds and the second pupil 8 seconds to get there.</p> <p>In pairs with one beanbag between them, pupils stand opposite each other around 20m apart. Place a line of cones through the centre of the space. Their challenge is to try to pass through the centre cones at the same time handing the beanbag on to their partner as they do so. They are not allowed to pass the beanbag on if they do not pass through the centre cones at the same time and they are not allowed to stop running and wait. Talk to one another and decide on a pace that they will both be able to maintain.</p> <p>Double the time, double the distance: Pupils now are going to run twice. Once for 1 minute and once for 2 minutes. Whatever distance they cover in the first minute, they are going to need to double when they run for two minutes. Time the pupils running around the perimeter of the teaching area for one minute. Pupils to count how many laps they complete in that time. Repeat the activity, timing the pupils for 2 minutes, asking them to double the distance they ran in the first minute.</p>	<p>Learning Objective: I use effective techniques in relay.</p> <p>Warm-up: Progressive tag: One pupil begins as the tagger with a cone. When tagged, pupils collect a cone and also become a tagger. Play until only a few pupils are left. Repeat the game. Remind pupils of pacing and stamina from previous lesson. Run with a controlled action. Make this harder for the catchers by playing in a larger playing area.</p> <p>In pairs, pupils line up one behind the other behind a designated start line. Pupils take it in turns to sprint to an end line 15m away and then walk back. After four attempts ask the pupils to watch their partner when they sprint and then provide them with feedback on their technique. Ask the pupils to use the teaching points to help them to structure their feedback. Remind pupils that some of the teaching points help to give them power.</p> <p>In groups of four, two pupils stand one behind the other 20m away from their teammates opposite them. The first pupil sprints up to their teammate opposite tagging their hand for them to run. Time the pupils for 1 minute. Collectively, how many laps can they complete in this time? Pupils to share ideas on how to improve their own and others' technique. Repeat the task. As a team, can they improve on their previous score? Structure your feedback with strengths as well as areas to improve. Encourage your team to try their best and improve on your score.</p> <p>Create a circular track with cones. Each team of four lines up one behind the other on the inside of the track. The first pupil from each team runs around the outside of the track and back to their team, tagging the next person and returning to the back of the line. Pupils to run close to the outside of the cones to keep the track as short as possible. Complete the curve run as a race in which the pupils run twice each.</p>	<p>Learning Objective: I can link running and jumping activities with some fluency, control and consistency.</p> <p>Warm-up: Jump, hop, leap combinations: Pupils jog around the teaching space at a steady pace. Call a combination of three jumps that the pupils use to travel around the teaching area e.g. 1. jump, jump, hop 2. leap, hop, hop 3. leap, hop, jump etc. Make this harder by repeating the jumping sequence until a new one is called.</p> <p>Jump the snakes: Place eight skipping ropes around the teaching space. Pupils jog around the teaching space, jumping over the skipping ropes as they approach them. Bend your knees on take-off and landing. Pupils jog around the teaching space, this time when they approach a skipping rope, they take off with one foot and land with two. Try to keep a consistent, smooth-running action.</p> <p>Increase the distance: In groups of four, pupils' line up one behind the other behind a designated start line. Place a skipping rope out in front of each group. Pupils take it in turns to jump over their skipping rope using one foot to take off with and two feet to land. Ask the pupils to explore taking off from both feet and deciding on the one that they prefer. Start with one foot forward, rock back and then forward, transferring your weight onto the front foot at take-off (1 foot to 2 feet jump). Bend your knees on landing for a safe and controlled landing. Make this harder by gradually increasing the distance from the start line to the skipping rope.</p> <p>Measure me: In pairs with one cone each, pupils take it in turns to lie down on the start line. Their partner places a cone measuring their height. Pupils count how many jumps it takes for them to jump their height. One pupil works at a time with their partner providing feedback in between each jump. Bent knees on take-off and landing. Drive your arms forward as you jump. Use a long and thin body shape in flight and soft landings. Pupils will need to measure one pupil then the other to get a combined length to jump.</p>	<p>Learning Objective: I can throw a variety of objects, changing their action for accuracy and distance.</p> <p>Warm-up: Walk, jog: Pupils begin around the outside of the teaching space. They will walk for 30 seconds, then jog for one minute and repeat this process three times. Jog at a steady pace that you can maintain. Make this harder by increasing the jogging time and decreasing the walking time.</p> <p>Throwing stations: Pupils that they will be developing throwing, heaving and launching today. There are five different techniques and the pupils will practise these at different stations. Show the pupils around each of the stations and the varying techniques at each. Split the class into five groups and allocate each group to begin at one of the five stations. Pupils will have four minutes at each station, in which they can have as many turns as time allows. At all stations, the pupils will work in pairs with one ball between them and one cone each. Pupils begin behind a designated start line. They take it in turns to throw the ball as far as they can. Once they have thrown the ball their partner marks how far the ball travelled with a cone. They must place a cone down where the ball first lands not where it rolls to. Each time they throw they try to beat their cone. They leave the measuring cone where it is, only moving it on the individuals' proceeding throws. The pupil who measures must stand to the side of the area out of the thrower's way. One pupil in each group to say when to throw and when to collect. This pupil is rotated for each station. Be honest when measuring and when throwing. All of the events can be made harder by using a heavier ball. Make the measuring harder by using a measuring tape to track accurate data.</p>	<p>Learning Objective: I can throw a variety of objects, changing their action for accuracy and distance.</p> <p>Warm-up: Jam Sandwiches: Pupils jog around the teaching space. Once the pupils have been jogging for a minute, stop and select four pupils to be the catchers. All pupils must jog around the teaching space, when caught, pupils must jump on the spot holding their hand out. To re-enter the game, two other pupils must place their hand either side of the 'stuck' pupil's hand to make a 'sandwich'. Repeat the game changing the catchers. Stay within the lines of the playing area.</p> <p>Experiment: In groups of three with one beanbag between them, pupils stand behind a defined line and take turns to experiment throwing with one hand from the following three starting positions: arm straight up in the air above their head arm slightly behind their head arm as far back as it will go.</p> <p>Pull throw technique: In groups of three with one beanbag and one cone, show the pupils the 'pull throw' technique. Pupils take turns to throw the beanbag using this technique. Pupils to mark their throw with a cone, trying to beat their score each time.</p> <p>Throw for accuracy: Remind pupils that it is important to throw accurately when throwing for distance as a throw that travels straight will travel further. In groups of three, pupils stand one behind the other behind a defined line. Create a goal 5m ahead of each group using cones. Place the cones 3m apart. Pupils take turns to throw their beanbag through the goal. Award one point for each successful throw.</p> <p>Javelin: In their groups of three with one foam javelin, place a cone marking out every 5m from a start line. One pupil from each group stands at the side of the throwing area, out of the way of the throwers. They are the officials who measure the throw. Pupils take turns to throw the javelin and collect on the teacher's command. After they have thrown, they become the official. Allow pupils three attempts each. Can they improve on their previous throw?</p>	<p>Learning Objective: I can describe good athletic performance, using the key vocabulary.</p> <p>Warm-up: On the spot: Pupils begin in their own space. Call out the following movement actions for the pupils to perform on the spot: running high knees heel flicks star jumps Every few commands, add in a ten second sprint on the spot.</p> <p>In groups of six, pupils complete the following stations as a carousel. Pupils will work in pairs within their group. At all stations three pupils will work at a time, whilst their partner helps to count, measure and record. Keep central time for 30 seconds and tell the pupils when to change over for the sprinting station. Each station should take around 3 minutes.</p> <p>Sprints: Sprint to the other to the end of the playground and back. How many laps of the playground can they complete in 30 seconds?</p> <p>Standing long jump: Place four cones one at every 0.5m from a start line for pupils to use to measure their jumps. How far can they jump? Pupils continue to take it in turns with their partner until the 3 minutes are up. They record their furthest jump.</p> <p>Distance throw: Place cones at 2m intervals. Pupils choose which type of throw, heave or launch that they believe will achieve the further distance. Pupils continue to take it in turns with their partner until the 3 minutes are up.</p> <p>Javelin: Place five cones marking every 3m. How far can pupils throw a javelin? Pupils continue to take it in turns with their partner until the 3 minutes are up. They record their furthest throw.</p> <p>Long distance running: How many laps of the playground can you complete in 3 minutes? All six pupils work at the same time.</p>
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Net & Wall Games

Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.

Key Skills

Physical: underarm throwing, catching, forehand, backhand, ready position
Social: collaboration, respect, supporting others.

Emotional: honesty, perseverance
Thinking: decision making, understanding rules, selecting and applying skills and tactics.

Key Vocabulary:

- Receiver
- Backhand
- Outwit
- Court
- Forehand

Learning Objective:

I can return to the ready position to defend my own court.

Warm-up:

Traffic lights: Pupils with a ball, stands in a space in the teaching area and respond to the following instructions: Green: jog around holding the ball Yellow: stop and bounce the ball on the spot Bounce it to waist height. Red: stop and stand in a squat position holding the ball in two hands above your head Reverse: bounce the ball whilst walking backwards.

Underarm catch: In pairs with one tennis racket and ball between them, pupils stand approx. 7m away from each other. One pupil underarm feeds the ball to their partner who tries to catch the ball on their racket after one bounce. They then roll the ball back to their partner. Pupils have five turns each and then change roles. Begin in the ready position. Move your feet to track the ball, getting in line with it. Bend your knees to catch the ball on your racket. Move from the ready position to slightly sideways on to the feeder. Swing the racket from low with one hand over to the other shoulder high. Make contact with the ball when the racket face is facing your partner and hit the ball slightly in front of you.

Catch the forehand: In pairs with one ball and one tennis racket between them. Pupils stand opposite each other. One pupil begins with the racket and the ball. They balance the ball in the centre of their racket, they tip the racket so that the ball drops on the floor, then attempt to hit it to their partner after one bounce. Can their partner catch it? Change over after six turns. Make this easier by using a sponge ball.

Feed, return: One pupil begins with the ball as the feeder and stands approx. 7m away from their partner who has the racket. The feeder underarm throws the ball so that it bounces once before the hitter attempts to return it using a forehand. After each attempt ask the feeder to provide feedback to the hitter to help them improve. Begin in the ready position, with your feet apart, knees bent and eyes on the ball. As the ball is coming, move from the ready position to slightly sideways on to your partner with your non-hitting side closest to them. Make this easier by having the feeder stand next to the hitter, dropping the ball from the side for them to hit.

Learning Objective:

I can use a range of basic racket skills.

Warm-up:

Numbers and actions: Pupils jog around the teaching area and respond to the following commands: One: touch the floor with one hand Two: touch the floor with two hands Three: complete three star jumps.

Catch tennis: In pairs with a tennis racket each and one ball between them. One pupil begins with the ball, bouncing it on the floor and after one bounce, hit the ball over the net to their partner. Their partner catches the ball on their tennis racket, and repeats. How many can they do in a row? Make this easier by only one pupil using a racket or use a sponge ball.

Forehand rally: In pairs, with a tennis racket each and one ball between them. Pupils forehand rally. How many can they do in a row? Don't hit the ball too hard. Keep the ball controlled using softer hits to keep the rally going. Support and encourage your partner as you complete the challenge. Make this harder by rallying over a net instead of cones. Make this easier by playing with one racket and changing who has the racket every four hits.

Rally for cones: In pairs pupils rally over the net. Each time they complete three in a row, they collect one cone. When they have collected three cones, they must complete five in a row to be able to collect a cone. Once they have collected another three cones, they have to complete ten hits in a row to collect a cone. See how many cones pupils can collect in a set time. Return to the ready position each time to prepare for the next shot. Feet shoulder width apart. Knees bent. Watch the ball. Return the ball close to your partner so that it is easy for them to return it back to you. Make this easier by rallying in groups of four.

Learning Objective:

I can use a range of basic racket skills.

Warm-up:

Swipe: In pairs with one cone. Pupils stand opposite their partner with the cone on the floor between them and complete the following actions and race to 'swipe' (pick up) the cone on your command 'swipe': Squats, star jumps, hopping, high knees.

Forehand rally: Pupils work in pair to practise rallying using the forehand. How many can they do in a row? Return to the ready position in the centre of the space you are working in so that you can move in either direction to receive the next ball. Be supportive and encourage your partner so that you can achieve your best collective score. Make this easier by allowing the ball to bounce twice before returning.

Backhand: Demonstrate the backhand to the pupils. In pairs with one tennis racket and ball, one pupil begins as the feeder with the ball standing next to their partner who has the racket. The feeder drops the ball to the hitters' backhand side. After one bounce, the hitter hits the ball over the net using a backhand. Change roles after five turns. Make this harder by underarm feeding the ball to the hitter. Make this easier by using a sponge ball.

Feed to backhand: In pairs with one racket and one ball. Pupils start on either side of the net. Feeder underarm feeds the ball to the hitter. After one bounce, the hitter performs a backhand to return the ball back to the feeder. Can the feeder catch it after one bounce? Pupils have five turns each and then change roles. Move your feet to get in line with the ball as it comes towards you. Racket back to prepare to hit the ball. Make this easier by dropping the ball from the side of the hitter or by using a sponge ball.

Learning Objective:

I can return a served ball when playing against an opponent.

Warm-up:

3-minute movement: Pupils to move around the outside of the teaching space for 3 minutes. Pupils choose to run, jump, skip, side step or hop, but must keep moving for the entire 3 minutes. Consider the pace at which they move. Move at a pace that they can maintain. Make this harder by increasing the time to 4 or 5 minutes.

Hit up rally: In pairs with one racket each and one ball between them. Pupils begin on either side of the net. One pupil starts by tapping the ball up to themselves, letting it bounce on the floor and then gently hitting it over to their partner. Their partner allows the ball to bounce once before tapping it up to themselves, letting the ball bounce on the floor and then hitting it back. TAP-BOUNCE-HIT. Challenge: how many they can do in a row?

Rally 2,4,6: In pairs, pupils rally with each other and between shots recover to the centre of their baseline (back of their court area). Pupils count the number of consecutive hits they do. The first rally has a target of two and when this is achieved, the pair collect a cone and place it at the net. The next rally target is four and when this is achieved, put another cone at the net. The next rally count is six and so on. Make it competitive by saying the first pair to six cones (rally of twelve) wins. Or time the pupils, how many cones can they win in three minutes? Can they beat their score? Make this easier by rallying in groups of four. Make this harder by increasing the target number for certain pairs to win a cone.

Empty the hoop: In pairs with one racket each. Each pair has a hoop with three balls placed at the back of their court. On the signal 'go', pupils collect one ball from their hoop and rally with their partner. When they have completed a rally of four, put that ball in another pair's hoop. The pair collects another ball from their hoop and begins again. The winning team is the first team to empty their hoop. Make this harder by placing more balls in a more able pairs' hoop to start with. Make this easier by decreasing the number of shots a pair has to do in their rally.

Learning Objective:

I can sometimes play in a competitive continuous game with others and against an opponent, within set boundaries (court).

Warm-up:

Cops and robbers: In groups of four, three pupils stand in a triangle and place their hands on each other's shoulders. Nominate one pupil to be the robber. The fourth pupil is the cop. The cop tries to catch the robber by touching them on the back. The pupils in the triangle must move in as a group to dodge the cop but must keep their hands on each other's shoulders. Once the robber is caught, change roles. Use quick and small steps to move quickly away from the cop. Communicate with one another so that you move in the same direction.

How to score, doubles: Teach the pupils how to score. Pupils hit the ball away from where their opponent is standing. Make this harder for a player by playing one against three.

Catch tennis tactics: In groups of four with one tennis ball between them, pupils play two against two and start opposite each other on either side of the net. Play catch tennis over the net, using the ways to score that they have just learnt. Allow time for partner discussion for potential tactics that they could use. Communicate and move so that you cover space between you. Make this easier by playing over cones. Make this easier by allowing the ball to bounce twice.

Doubles: In groups of four with one racket each. Pupils play two against two and keep the score. Pupils try to apply tactics they have just learnt with their partner. Communicate and agree on the score after each point. Be honest and abide by the rules. Make this easier by playing in groups of three. Make this easier by playing with one pupil in each pair without a racket and rotate this pupil every four points.

Learning Objective:

I can communicate with my team mates to apply simple tactics.

Warm-up:

Catch tennis: In pairs with one tennis ball between them. Pupils stand opposite each other, either side of the net. Pupils play against each other by underarm throwing the ball over the net with their partner attempting to catch it after one bounce. The pupils score points in the ways listed above. Pupils must throw from where they caught the ball. Can the pupils remember any tactics they used in the previous lesson and apply them to this activity? Return to the ready position each time in the centre of your area to make it easier to move to the next ball. Make this easier by using a larger ball.

Rallying with a partner: In pairs with one racket each and one ball between them. Pupil's practise rallying the ball over the net. How many can they do in a row? Begin each rally from the back of the court by dropping the ball, allowing it to bounce once and then hitting it using a forehand. Move your feet to the ball and then return to the ready position. Make this easier by playing with a sponge ball.

Premier league: In pairs. Pupils play against another pair for 4 minutes. Teams take it in turns to start the rally from the back of their court area. After 4 minutes: The team who won the match moves up to the next court. The team who lost the match moves down to the next court. If a team wins on the top court they stay there. If a team loses on the bottom court stay there. The aim is to get to the top court. Agree the score after each point. Encourage your partner, especially if you are losing. Shake hands with your opponents after each game to show good sportsmanship. Make this easier by playing in teams of three. Make this easier by allowing certain teams the opportunity to serve throughout.



<p>Orienteering</p>	<p>Pupils further develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils develop their knowledge of map reading, identifying key symbols and following routes.</p> <p>Key Skills Physical: balance, dodging, running Social: communication, teamwork, trust, inclusion, listening.</p> <p>Emotional: confidence, resilience, determination, honesty, integrity Thinking: planning, map reading, decision making, tactics, problem solving.</p> <p>Key Vocabulary: Leader Inclusive Effectively Symbol Orientate</p>	<p>Learning Objective: I can accurately follow and give instructions.</p> <p>Warm-up: Rescue tag: Select three pupils to be taggers, each carrying a cone. If caught, pupils stand with hands facing out and arms extended. Pupils look out for their caught teammates to 'rescue' by giving them a 'high-ten' to enter them back into the game. Play again, pupils keep count how many times they saved a teammate, attempting to beat their previous score. Pupils consider how their actions helped others. Make this easier for rescuers by including the rule, 'you cannot be tagged, when rescuing'.</p> <p>Leapfrog: In pairs, pupils create a 'Leapfrog Grid' of five squares using chalk or masking tape on the playground or on small-squared floor spaces within the hall. Alternatively, the 'Leapfrog Grid' can be printed and counters used instead of cones. Each pair has four cones (two of each colour). Pupils work together to move their frogs to the opposite side of the grid. Rules: Must alternate colours e.g. one move for red and one move for green. Frogs can only jump one space or onto a free space. Frogs can jump forwards or backwards. After each move both pupils leapfrog around their grid.</p> <p>In groups of five, pupils take turns to become the frogs (two holding one colour cone and two holding a different colour) with the remaining player taking the role of the 'gamemaster'. Gamemaster must communicate with the frogs to move them from one side without touching them. Gamemaster to run around the grid after every instruction given. All frogs complete five jumps on the spot in time with each other after each move. Switch roles, giving each pupil a turn at being the 'gamesmaster'. Calling teammate's names will help you. Give clear instructions to support.</p>	<p>Learning Objective: I can confidently communicate ideas and listen to others.</p> <p>Warm-up: Foxes and rabbits: Select three pupils to be foxes, they are allowed to run. All other pupils are rabbits, they travel using two footed jumps. If a fox catches a rabbit, the rabbit must jump on the spot until another rabbit comes to free them by giving them a high five. Change the foxes and play the game again. Look for rabbits to free. Jump with your feet together. Make this harder for the catchers by playing in a bigger space.</p> <p>Cone courses: Tell pupils they will learn how to orientate around a map using start and finish points. In groups of four, show pupils the below grid. Pupils work together to recreate it out of cones. Talk to each other before you set off to agree on roles. Be inclusive of your whole group. Groups of four have two 'Cone Courses' resource cards between them. Pupils look at Map 1. Highlight the key, pupils follow your route with their finger. As you get to each cone pupils to complete the suggested movement in the key. As a class, discuss and identify if it was done correctly and how we recognised the start and finish points. Rotate (orientate) the map depending on the direction of travel. Pupils work with their group to navigate around the maps. Two pupils navigate, the other two check they have completed the map correctly. Rotate each time. Remember to orientate the map as you move. Make this harder by asking one pair of pupils to guess the map that the other pupils are following each time. Groups create a cone course using the 'My Cone Course' resource card. They decide on the movements to add to the key (they may also decide on how many e.g. 5 x star jumps). Groups swap their cards to complete someone else's course. Reflect on how hard you felt the given courses were in navigation and movement and make relevant changes in your own map.</p> <p>In groups of four, pupils take the following roles: Pupil 1 the instructor Pupil 2 the navigator Pupils 3 and 4 will be checking to see if the cone course has been completed correctly. Using a chosen map from the 'My Cone Course' resource', the instructor gives instructions for the navigator to follow. Make this easier by using the 'instructor's word bank' on the bottom of the 'My Cone Course' resource. Use instructions/language which is clear and concise. Orientate the map into the direction in which you are facing at all times.</p>	<p>Learning Objective: I can plan and apply strategies to solve problems.</p> <p>Warm-up: Rescue tag: Select three pupils to be taggers, they each wear a team band. If caught, pupils stand with hands facing out and arms extended. Pupils look out for their caught teammates to 'rescue' by giving them a 'high-ten' to enter them back into the game. Play again, pupils keep count how many times they saved a teammate, attempting to beat their previous score. Pupils consider how their actions helped others. Make this easier for rescuers by including the rule, 'you cannot be tagged, when rescuing'. Make this harder for the catchers by playing in a bigger space.</p> <p>Locks and keys: Split the class into two groups (locks and keys). Players around the outside (locks) collect four cones (one of each colour) and place them next to them, in any order, to create their lock. In three hoops randomly place 10 x tennis balls, 10 x red team bands, 10 x blue team bands and 10 x beanbags. Pupils in the middle (keys), use their 'Key Document' to find objects that match the 'lock' shown by an outside player e.g. blue cone = tennis ball, red cone = blue team band. They can only collect one item at a time, show it to the lock player then place it back in any hoop. Every time a key player gets an object correct; the lock player completes 5-star jumps. How many locks can each key player open in 5 minutes? Focus on remaining calm and being patient.</p> <p>Locks and keys instructions: Place the equipment again randomly inside the area. In pairs, one pupil holds the 'Key Document' on the outside of the area. The pupil with the 'Key Document' secretly chooses a cone and puts it behind their back. They instruct their partner towards the matching object using only directional language (Instructor's word bank) and 'collect' e.g. forwards, backwards, turn to the left, collect. Upon collection the pair must check that the object and the cone match, using the 'Key Document'. Swap roles and repeat a few times.</p>	<p>Learning Objective: I can plan and apply strategies to solve problems.</p> <p>Warm-up: Progressive tag: One pupil begins as a catcher with a cone. Once caught, pupils also collect a cone and become a catcher and so on until one pupil is left. Repeat the game again. This time pupils can only jump. Catchers work together to catch other players. Make this harder for the catchers by playing in a bigger area or by challenging players to use communication to support their teammates.</p> <p>In pairs, pupils collect a 'Netball Navigation Map' resource and a pencil. Show pupils there are four different coloured cones on the course but on their map, they are all black. Using a 'Mini Map' they are going to mark the correct colour on their 'Netball Navigation Map'. Model navigating 'Mini-Map 1'. Use the start symbol and orientate the map accordingly, pupils to assist by giving instructions to reach the correct cone (indicated on the map by the finish symbol). Show how the answer (blue) has been written on their 'Netball Navigation Map'. Distribute a 'Mini-Map' randomly to each pair. Pupils work together to navigate to the correct cone displayed on their map. Once they have completed a map they check the answer with the teacher, leave their pencil at the start and run together around the netball court before collecting another 'Mini-Map'. Make this easier by choosing maps in number order. Make this harder by selecting maps in random order. Combine pairs when complete, to compare ways of solving the problem. Ask pairs to give some feedback to support one another's progress e.g. remember to always start from the start symbol each time.</p> <p>Pairs draw their own mini-map on the back of their 'Netball Navigation Map', this time the map must lead to all cones of the same colour e.g. Draw the netball court first. Pairs swap mini-maps for others to follow. Can they find the colour and correctly follow the order of cones?</p>	<p>Learning Objective: I can reflect on when and why I was successful at solving challenges.</p> <p>Warm-up: Copy cats: In pairs, facing one another. One pupil is the leader, the other the 'copycat'. The leader describes an activity without showing, copycat to perform first then both perform together e.g. hop three times, jump once, clap three times. Swap roles a few times. Without words, the leader performs a sequence of actions, the copycat copies. Swap roles a few times. Make this easier by only using arm movements. Make this harder by combining the top half of their body and bottom half to create more complex movements e.g. hands clapping, whilst legs march. The leader moves around the area, whilst the copycat follows their actions. Swap roles a few times.</p> <p>Mansion maps - read and create: In groups of three, using the 'Mansion Maps' resource, pupils: read the map decide on a mansion collect equipment place the cones and the skipping ropes to create their mansion. Make this easier by giving each pupil a mansion map. Each group swaps with another group to guess which mansion they created. Pupils to create another mansion, this time trying out different roles. Pupils to decide if creating their mansion with designated roles or without was more effective. Make this harder by having one pupil decide on a mansion and direct the other two members without showing them the map. Rotate roles.</p> <p>Mansion maps - create and read: Using whiteboards and pens, groups create a simple mansion map. Groups share their map with another group and attempt to build it. Think about the use of a key to make the symbols and the objects match up. Make this harder by asking pupils to consider new ways of using the objects on their map.</p>	<p>Learning Objective: I can use simple maps to follow a short trail, going from one place to another.</p> <p>Warm-up: North, South, East, West: Show pupils the grid. It needs to be a large enough space for the whole class to move inside. Pupils jog within the space. When a colour is called, pupils move quickly and safely towards the line of cones. Point towards the cones and name the matching compass points. Pupils jog around, call out the directions, pupils run to touch the corresponding line then return to the centre. Ask pupils for suggestions of different travelling actions and include these in the game. Make this harder by calling north-west or south east-east.</p> <p>My cone course: Remind pupils of the 'Cone Courses' activity from lesson 3. In groups of four with two 'Cone Courses' resources. Pupils work together to create their coned grid. Discuss and decide on roles to do this effectively. In pairs with a 'My Cone Course', pupils create three courses with their partner. Make this harder by: Including the compass points on your maps. Ensure you have at least 6 steps in your cone course. Or by adding an extra column or row Pupils give their cone course to another pair. One pair will observe as the other pair navigate around the course, checking if the map has been correctly navigated and performed correctly.</p> <p>Connect and navigate: Pairs work with a new pair to follow their 'My Cone Course', this time they have the added challenge of keeping a ball 'safe' as they move. One ball per group of four. Place the ball on the starting cone to begin, pairs transfer it to the finishing cone at the end by passing to their partner as they navigate to each cone.</p> <p>Rules: Do not move your feet if you are holding the ball. Put the ball on the given cone whilst you complete the given movement. Communicate with your partner, check that they are ready to receive the ball before passing it. Make this easier by allowing partners to bounce the ball to their partner.</p>
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