**Year 4 P.E. Curriculum – Autumn Term 2**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Gymnastics**  To develop individual and partner balances.  To develop control in performing and landing rotation jumps.  To develop the straight, barrel, forward and straddle roll.  To develop the straight, barrel, forward and straddle roll.  To develop strength in inverted movements.  To be able to create a partner sequence to include apparatus. | | **Keyword** | Definition | Apparatus | Equipment used | |  |
| Straight roll | A roll forward |  |  | |
| Barrel roll | A roll using shoulders |  |  | |
| Forward roll | A forward roll using hands to push |  |  | |
| Straddle roll | A roll going sideways with legs spread (teddy bear roll) |  |  | |
| Rotation jumps | Jumps involving twisting and rotating |  |  | |
| **Prior Learning:**    **Gymnastics**  To be able to create interesting point and patch balances.  To develop stepping into shape jumps with control.  To develop the straight, barrel, and forward roll.  To be able to transition smoothly into and out of balances.  To create a sequence with matching and contrasting actions and shapes.  To create a partner sequence incorporating equipment. | | | | **Future Learning:**    **Gymnastics**  To be able to perform symmetrical and asymmetrical balances.  To develop the straight, forward, straddle and backward roll.  To be able to explore different methods of travelling, linking actions in both canon and synchronisation.  To be able to perform progressions of inverted movements.  To explore matching and mirroring using actions both on the floor and on apparatus.  To be able to create a partner sequence using apparatus. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop individual and partner balances | Social: To work safely when learning a skill.  Emotional: To be confident to perform in front of others.  Thinking: To identify what makes a good balance and use this to help me improve. | | | | | •Strong body tension will help you to hold balances with increased control. | |
| To develop individual and partner balances using apparatus | Social: To work safely when learning a skill.  Emotional: To be confident to perform in front of others.  Thinking: To identify what makes a good balance and use this to help me improve my balances. | | | | | •Strong body tension will help you to hold balances with increased control. | |
| To develop control in performing and landing rotation jumps | Social: To work safely with and around others.  Emotional: To try my best in the tasks I am set.  Thinking: To observe others and provide feedback on their performances. | | | | | •Bend your knees when landing.  •Land using a landing position with arms straight ahead.  •Look forward to help maintain balance. | |
| To develop rotation jumps and sequence building using apparatus | Social: To work safely with and around others.  Emotional: To try my best in the tasks I am set.  Thinking: To observe others and provide feedback on their performances. | | | | | •Bend your knees when landing.  •Land using a landing position with arms straight ahead.  •Look forward to help maintain balance. | |
| To develop the straight, barrel, forward and straddle roll | Social: To be kind when structuring my feedback.  Emotional: To be confident to receive feedback.  Thinking: To plan and create sequences. | | | | | •Keep good body tension throughout your roll. | |
| To assess my straight, barrel, forward and straddle roll | Social: To share apparatus and work safely with others.  Emotional: To reflect on my work with honesty.  Thinking: To reflect on my performance. | | | | | •Think where the momentum is coming from for each roll and remember to use it e.g. legs in a forward roll and stomach in a straight roll.  •Use body tension to improve the control of your movements. | |