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

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| **Theme:**  |
| **Curriculum objectives**   | **Vocabulary**   | **Links across the curriculum**   |
|    **OAA**    To develop co-operation and teamwork skills.  To be able to orientate a map and navigate around a grid.  To develop trust and teamwork whilst listening to others and following instructions.  To develop trust whilst listening to others and following instructions.  To be able to identify objects on a map, draw and follow a simple map.  To be able to orientate and navigate around a map and draw a route using directions   | **Keyword**   | Definition    |  route  |  Which way to go  | **Geography** – Biomes, local area, map reading **PSHE** – Teamwork, co-operation    |
|  Co-operation  |  Working together  |    |    |
|  Orientate  |  Aim in a set direction  |    |    |
|  symbol  |  What something stands for  |    |    |
|  Navigate  |  Travel on a desired course  |    |    |
|  grid  |  A network of lines to instruct direction  |    |    |
| **Prior Learning:**   To develop co-operation and teamwork skills.  To develop trust and team work.  To involve all team members in an activity and work towards a collective goal.  To develop trust whilst listening to others and following instructions.  To be able to identify objects on a map, draw and follow a simple map.  To draw a route using directions.  To be able to orientate a map and navigate around a grid.     | **Future Learning:**    **OAA** To develop communication, negotiation and empathy whilst working in a team. To work as a team to solve problems, sharing ideas and collaborating with one another. To develop tactical planning and problem solving. To share ideas and work as a team to solve problems. To develop navigational skills and map reading. To use a key to identify objects and locations.   |
| **Lesson Sequence**   | **Key Knowledge**   | **Key Skills**   |
| To develop co-operation and teamwork  |  Social: To communicate with teammates and put forward ideas. Emotional: To show determination to complete a challenge. Thinking: To use critical thinking to solve a problem.   |  Share and listen to ideas in your team. •Think about your role in supporting other team members.   |
|  To orientate a map and navigate around a grid  |  Social: To communicate with my team, sharing and reflecting on tactics. Emotional: To be resilient when I am stuck. Thinking: To evaluate the effectiveness of my tactics and make changes.   |  Look carefully at the map to ensure you follow the directions. •Move your map so that it is facing the same direction as you.   |
|  To develop observational skills, listening to others and following instructions  |  Social: To communicate with my team sharing and reflecting on tactics. Emotional: To play to the rules. Thinking: To reflect on a strategy and make changes where necessary.   |  Be clear and descriptive with your instructions. •Use key vocabulary to help your team.   |
|  To develop trust whilst listening to others and following instructions  |  Social: To collaborate with others to create a strategy. Emotional: To show honesty when playing. Thinking: To create, use and adapt tactics.   |  Listen carefully to your team members. •Share your ideas with your team. •Think about your role in supporting other team members.   |
|  To be able to identify, draw and follow a simple map  |  Social: To discuss and decide on roles for each of my team members. Emotional: To be confident to share my ideas. Thinking: To create a plan/map for others to use.   |  Look carefully for symbols and what these represent. •Use a key to help you understand the map.   |
| To be able to orientate and navigate around a map and draw a route using directions  |  Social: To discuss and decide on roles for each of my team members. Emotional: To be aware of my own and other’s safety. Thinking: To create a plan/map for others to use.   |  Look carefully for symbols and what these represent. •Use a key to help you understand the map   |