**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 | |