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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| **Tennis**    To develop hitting the ball using a forehand.  To develop returning the ball using a forehand.  To develop the backhand and understand when to use it.  To work co-operatively with a partner to keep a continuous rally going.  To use simple tactics in a game to outwit an opponent.  To demonstrate honesty and fair play when competing against others. | | **Keyword** | Definition |  |  | | **PSHE –** Collaboration, teamwork, co-operation |
| Forehand | A stroke where the palm of the hand faces where you want the ball to go |  |  | |
| Backhand groundstroke | Swing the bat around the body |  |  | |
| Technique | The correct way to perform an action |  |  | |
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| **Prior Learning:**  **Tennis**    To develop racket and ball control.  To develop returning the ball using a forehand groundstroke.  To be able to rally using a forehand.  To develop the two handed backhand.  To learn how to score.  To develop playing against an opponent.  To work collaboratively with a partner and compete against others. | | | | **Future Learning:**  **Badminton**  To develop footwork and the forehand and backhand grip.  To develop rallying and understand how to start a game.  To develop a range of shots to keep a rally going.  To learn how to score points and play in competitive games.  To select and apply the appropriate skill to a game situation.  To show respect, honesty and fair play when competing against an opponent. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop racket and ball control | Social: To work co-operatively with others.  Emotional: To persevere when learning a new skill.  Thinking: To reflect on key learning. | | | | | Hit the ball when the racket face is facing your partner.  •The racket starts low with one hand and finishes high over your opposite shoulder with two hands. | |
| To develop returning the ball using a forehand and understand when to use it | Social: To work co-operatively with others to self-manage games.  Emotional: To persevere when learning a new skill.  Thinking: To identify what I do well and what I need to do to improve. | | | | | As the ball approaches, move your feet to get in line with it.  •Start in the ready position. | |
| To develop the backhand and understand when to use it | Social: To support and encourage a partner to achieve a collective goal.  Emotional: To persevere when learning a new skill.  Thinking: To identify when to use a backhand and when to use a forehand. | | | | | Make contact with the ball when your racket face is facing your target.  •Turn sideways so that your dominant arm is closest to the net. | |
| To keep a continuous rally going showing increased technique | Social: To work with others to self-manage games.  Emotional: To play honestly and abide by the rules.  Thinking: To understand where to hit the ball so that my partner can return it. | | | | | Hit the ball away from your opponent to make it hard for them to return it.  •Move your feet to the ball and then return to the ready position. | |
| To use and apply rules and simple tactics | Social: To be respectful and congratulate others.  Emotional: To be honest and play by the rules.  Thinking: To select and apply tactics to try to outwit my opponents. | | | | | Cover space on the court between you and your partner.  •Hit the ball away from your opponent to make it hard for them to return it. | |
| To understand and use rules to manage a game | Social: To be supportive and encourage others.  Emotional: To show determination and perseverance in the games I play.  Thinking: To reflect on my performance and areas to improve. | | | | | Agree the score after each point.  •Shake hands with your opponent at the end of each game. | |