**Year 4 P.E. Curriculum – Summer Term 1 Outdoor**

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Rounders  To play different roles in a game and begin to think tactically about each role. To develop the bowling action and learn the rules of bowling. To run around the outside of the bases and make decisions about when to stop and when to run. To field a ball using a two handed pick up and a short barrier. To develop batting technique and an understanding of where to hit the ball. To apply skills and rules learnt to play rounders | | **Keyword** | Definition |  |  | |  |
| role | Your job within a team |  |  | |
| Bowling action | The correct way to bowl a ball |  |  | |
| Short barrier | A technique for collecting a ball |  |  | |
| accuracy | Where you are aiming |  |  | |
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| **Prior Learning:**        Ball Skills To develop confidence and accuracy when tracking a ball. To explore and develop a variety of throwing techniques. To develop catching skills using one and two hands. To develop dribbling a ball with hands. To use tracking, sending and dribbling skills with feet. | | | | **Future Learning:**    To develop the bowling action and understand the role of the bowler.  To develop batting technique. To make decisions about where and when to send the ball to stump a batter out. To develop a variety of fielding techniques and when to use them in a game. To develop long and short barriers in fielding and understand when to use them. To apply the rules and skills you have learnt to play in a rounders tournament. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop throwing and catching with accuracy and apply these to a striking and fielding game | Social: To use communication skills when fielding and batting.  Emotional: To play by the rules of the game.  Thinking: To recognise when to use an overarm or an underarm throw | | | | | For catching, watch the ball and move your feet to it.  Point your hand at your target after you have thrown the ball.  Step forward with the opposite foot to throwing arm.  Use an overarm throw for long distances. | |
| To develop bowling and learn the rules of the skill within this game | Social: To respect the umpire’s decisions.  Emotional: To be confident to make decisions.  Thinking: To understand how to use the rules to umpire. | | | | | Point your hand at your target after you have thrown the ball.  Step forward with the opposite foot to throwing arm. | |
| To develop batting technique and understand where to hit the ball | Social: To work with my group to manage our game.  Emotional: To play games fairly using the rules.  Thinking: To understand that hitting the ball away from the fielders will help me to score. | | | | | Stand sideways on to the bowler.  Watch the ball as it comes towards you. | |
| To develop fielding techniques and apply them to game situations | Social: To work co-operatively with my group, using the rules of the game to play fairly.  Emotional: To play games honestly.  Thinking: To identify who fielded well and why. | | | | | Move your feet to stay in line with the ball as it comes towards you. | |
| To play different roles in a game and begin to think tactically about each role | Social: To work as a group, making decisions to manage our activity.  Emotional: To be honest and play to the rules.  Thinking: To use tactics appropriate to my role. | | | | | Be aware of where other pupils are before making a decision about what to do.  Play honestly and fairly.  Use the rules to help to manage your game | |
| To apply skills and knowledge to compete in a tournament | Social: To show respect towards others and congratulate others.  Emotional: To show determination and perseverance in the games I play.  Thinking: To select and apply skills under pressure. | | | | | Play honestly and fairly.  Show respect towards others.  Use the rules to help to manage your game. | |