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

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| **Theme:** | | | | | | | |
| **Curriculum objectives** | | **Vocabulary** | | | | | **Links across the curriculum** |
| Athletics  To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills. | | **Keyword** | Definition |  |  | | Maths – Measurements and time |
| Stamina | How long you can perform activities for without tiring |  |  | |
| officiating | The role of a referee or judge |  |  | |
| pace | Speed over a certain timeframe |  |  | |
| performer | Person partaking in the activity |  |  | |
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| **Prior Learning:**      Year 3  Athletics  To develop the sprinting technique and improve on your personal best. To develop changeover in relay events. To develop jumping technique in a range of approaches and take off positions. To develop throwing for distance and accuracy. To develop throwing for distance in a pull throw. To develop officiating and performing skills. | | | | **Future Learning:**  Year 5  Athletics  To be able to apply different speeds over varying distances. To develop fluency and co-ordination when running for speed. To develop technique in relay changeovers. To develop technique and co-ordination in the triple jump. To develop throwing with force for longer distances. To develop throwing with greater control and technique. | | | |
| **Lesson Sequence** | **Key Knowledge** | | | | | **Key Skills** | |
| To develop stamina and an understanding of speed and pace in relation to distance | Social: To work with my partner to decide on a set pace.  Emotional: To show perseverance to complete the run.  Thinking: To reflect on activities and identify success and areas for improvement. | | | | | Run at a pace that you can maintain.  Run faster at the end of the race.  Run with fluency and coordination alternating your arms and legs. | |
| To develop power and speed in the sprinting technique | Social: To help organise my team and encourage them to achieve their best.  Emotional: To work to my personal best.  Thinking: To provide feedback on my partner's sprinting technique to help them improve. | | | | | Elbows bent at 90 degrees.  Run with fluency and coordination alternating your arms and legs.  Sprint on the balls of your feet moving your hands from pocket to mouth. | |
| To develop technique when jumping for distances | Social: To collaborate with a partner to jump our furthest distance.  Emotional: To work to my personal best.  Thinking: To identify areas for development in my partner's jumps and use this to provide feedback. | | | | | Jump with control and balance by bending your knees.  Keep looking straight ahead when you jump. | |
| To develop power and technique when throwing for distance | Social: To work safely in our group.  Emotional: To show honesty when measuring throws using the rules.  Thinking: To identify when I am successful and areas for improvement. | | | | | Create power in your throw by transferring your weight from your back to your front leg.  Strength and speed will produce power. | |
| To develop a pull and throw for distance and accuracy | Social: To lead others.  Emotional: To show determination to improve on my previous throw.  Thinking: To explore different throwing techniques and decide on one that achieves the furthest distance. | | | | | Begin with a straight arm.  Create power in your throw by transferring your weight from your back to your front leg.  Point the javelin tip slightly up. | |
| To develop officiating and performing skills | Social: To work with my group to ensure that we are ready for the activity.  Emotional: To show determination to achieve my best at each station.  Thinking: To identify areas of strength and areas for development | | | | | Measure from the start line to where the object or performer first lands. | |