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## Games – Medium and Short Term Planning Sheet

**Class:** Year 4 **Half Term:** A1

### Invasion 1 of 1

<b>Physical ME</b>	<b>Social ME</b>	<b>Thinking ME</b>	<b>Healthy ME</b>
<p>Use running, jumping, throwing and catching in isolation and in combination through game</p> <p><b>I can continue to develop FMS with and without games equipment. To develop passing and moving and keeping possession of the ball against a defender. To be able to change pace to beat an opponent. To know how to send and receive a ball to and from a player in the space ahead. To play an uneven game 3 v 1 or 3 v 2 which attacks a goal. (PM)</b></p> <p>I know how to and can keep control of the ball when changing direction and pace to beat an opponent or create space with a partner / game situation. (S2A blue PM 18) also link to 19</p>	<p>Enjoy communicating, collaborating and competing with each other in competitive games (NC2014)</p> <p><b>I can begin to understand some simple attacking and defending principles applying this to the game communicating and collaborating these tactics with your team applying fair play (SM)</b></p> <p>(S2A blue SM 3)</p>	<p>Be able to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p> <p>(NC2014)</p> <p><b>I can improve my score for example how covering space with increased speed and confidently and accurately returning the ball in a game situation will improve the game. To be able to think of different ways to support team to solve problems and to be able to suggest how we could do even better next time (TM)</b></p> <p><b>(S2A blue TM 6)</b></p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p><b>I can devise a simple scoring system. I have a growing awareness of spacing and stability in games situations to keep my bones and joints and others safe,</b></p>



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<p><b>(Skill development, Locomotion and object control)</b></p>	<p>Discuss the importance of the ready position, landing, direction and accuracy and moving into a position to receive the ball.</p> <p>Extend to finding a line / goal to score. Eg's of cards: Top invasion games 1,2,3,4</p>
<p><b>Part 3:</b></p> <p><b>Competitive challenge</b> <b>(Skill development, Locomotion and object control)</b> <b>Social me, physical and thinking me</b> <b>Warm down Part 4</b></p>	<p>Participate in an uneven 2 v1, 3 v 2 co-operative game to include:</p> <p>EG Top Invasion game 4 v 1 (change to 2 v 1, 3 v 2)</p> <p>Play the game for a given time evaluate to improve their score.</p>
<p><b>Questioning Ideas</b> <b>Use of TA / ICT</b></p>	<p>Can you decide on the best way to work as a team to defend / attack? Can you explain how you have made your game safe / energetic? How can determination help in this game? How can you change the game to challenge the attackers? How can you deceive the defender (S)? Where is the best place for the defender to stand to be able to move quickly to intercept the ball? How can show you are ready to receive the ball without alerting the defender? Which are the best type of pass to use and why? How can you make your pass more accurate? Why is it important to keep all your players motivated?</p>

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## Gym – Medium and Short Term Planning Sheet

**Class:** Year 4 **Half Term:** A1

<b>Physical ME</b>	<b>Social ME</b>	<b>Thinking ME</b>	<b>Healthy ME</b>
<p>Use skills, actions and ideas appropriately and apply and develop a broader range of skills in gymnastics learning how to use the movements in different ways and link actions to make sequences of movement Develop their flexibility, strength, technique, control and balance through gymnastics. (NC2014) I know how to and can perform weight on hands in a balanced and controlled way and include this in a sequence or movement phrase(S2A Blue 7) I know how to and can put out small and larger equipment safely on my own and as part of a group and know when to ask for help (S2A Blue 16)</p> <p><b>I can safely move sequence with control from floor space to apparatus. I can perform with balance, strength, and flexibility. I am safe when I get out the equipment</b></p>	<p>Enjoy communicating, collaborating and competing with each other (NC2014)</p> <p>I can set my own goals to improve myself in anything I do (S2A Blue 4)</p> <p><b>I can set my own goals to improve performance</b></p>	<p>Be able to evaluate and recognise their own success. Compare their performances with previous ones and demonstrate improvement to achieve their personal best (NC2014) Use this understanding to improve their own performance(NC2014)</p> <p>I can consider my own and other people’s work and be able to say what is good and how it could be even better (S2A Blue 4)</p> <p><b>I can discuss and compare how I and others have composed and performed the sequence with control and fluency and how it could be made better</b></p>	<p>physically active for sustained periods of time and lead healthy and active lifestyles (NC2014)</p> <p>I know and communicate why being active is important for my health and well-being (S2A Blue 4)</p> <p><b>I can communicate why participating in gymnastics is good for my health and well being. I can state the positive effects it has on my mind-set</b></p>
<p><b>Objectives ideas</b></p>	<p><b>Physical ME:</b> To select and link at least 3 actions in a sequence and improve control and fluency of performance to perform with increasing control and fluency on both floor and apparatus. To be able to get out all equipment safely as part of a group and ask for help when needed.</p> <p><b>Social ME:</b> To be able to set own goals in gymnastics and to improve own work and support others to improve their work.</p> <p><b>Thinking Me:</b> To consider my own and other people’s work and be able to say what is good and how it could be even better</p> <p><b>Healthy Me:</b> To communicate why gymnastics is important for health and well being. To be able to state the positive effects gymnastics may have on their mind set.</p>		
<p><b>Additional objectives (specific to class needs)</b></p>	<p>To all bring in PE kit and get changed quickly and quietly</p>		

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<p><b>Additional challenge ideas</b></p>	<p><b>Physical ME:</b> linking 4+ actions with control and fluency on floor and apparatus  <b>Social Me:</b> I can overcome my fears when trying a new skill or challenge in gymnastics  <b>Thinking Me:</b> I can plan how to make sequences easier or harder to suit the challenges of the equipment safely to make my sequence different or better  <b>Healthy Me:</b> I can begin to communicate to others which muscles are used for the different gymnastic actions</p>
<p><b>Cross-curricular links</b></p>	<p>Starting, stopping instructions, basic actions and fluently in relevant MFL.  IT analyse performance video analysis for baseline assessment  <b>Speaking and listening</b></p>
<p><b>Resources</b></p> <p><b>Inclusion</b></p>	<p>Camera / IPAD  Top Gym cards  Range of gymnastics equipment  Use of TA  STTEPS model: How will you adapt the environment to stretch / meet needs of all pupils  Space  Task  Time  Equipment  People  Visual cue cards  Include specific needs from your class G &amp; T, SEN etc.</p>
<p><b>Floor work</b></p> <p><b>Warm up ideas</b></p> <p><b>Skill development ideas</b></p>	<p>Warm up to cover the combination of the basic actions in gymnastics and to support the development of flexibility, strength, technique, control and balance.</p> <p>Use of movement spots and objects to use to balance on different body parts either concentrating on isolation of large muscle parts increasing challenge / flexibility, control and balance when ready.</p> <p>Children then individually perform combinations of the basic actions from below</p> <p>a) a roll ump and a roll  b) a weight on hands, jump with a turn and a roll  c) a weight on hands, balance and a roll  d) a roll, a jump and a balance  e) Children’s own choice of actions</p> <p>Focus on control and fluency</p>
<p><b>Apparatus skill development (object control)</b></p>	<p>Working on or around the apparatus, explore different ways of linking pairs of actions fluently. Select a pair and practise for control and fluency.</p> <p>Rotate to all apparatus layouts.to experience different objects to control. Perform at different levels.</p>
<p><b>Floor work</b></p>	<p>Perform own sequence – can they perform it fluently and with control individually?</p>