

Year 4		
Subject PE-Indoor		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p>Gymnastics (10 weeks)</p> <ul style="list-style-type: none"> <li>To explore and combine balances and changing shapes with a travelling action (Lesson 1)</li> <li>To select and link one balance with three different shapes (Lesson 1)</li> <li>To add a change of direction to the sequence (Lesson 1)</li> <li>To describe different parts of a warm up (Lesson 1)</li> <li>To select and link three different actions with three different shapes (Lesson 2)</li> <li>To repeat the sequence adding a change of direction (Lesson 2)</li> <li>To synchronise sequences with a partner (Lesson 2)</li> <li>To teach their sequence and replicate a partners sequence (Lesson 2)</li> <li>To perform different actions and different shapes using apparatus (Lesson 3)</li> <li>To move on a L-shaped pathway (Lesson 3)</li> <li>To link actions, shapes and moving on an L-shaped pathway on apparatus (Lesson 3)</li> <li>To suggest suitable warm up activities (Lesson 3)</li> <li>The difference between matching and contrasting a partner's actions (Lesson 4)</li> <li>To match and contrast a partners actions (Lesson 4)</li> </ul>	<p>Key Skills</p> <p>Dance- Comic Strip (6 weeks)</p> <ul style="list-style-type: none"> <li>To select and copy contrasting shapes and positions from pictures</li> <li>To select shapes and create a character motif</li> <li>To link motifs to create longer phrases</li> <li>To use cannon and unison in the group work</li> <li>To create a phrase and repeat in different directions and levels</li> </ul>	<p>Key Skills</p>

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| <ul style="list-style-type: none"><li>• To select and combine matched actions when moving towards and away from a partner with contrasting shapes (Lesson 4)</li><li>• How exercise improves suppleness (Lesson 4)</li><li>• To explore and perform wheeling actions (Lesson 5)</li><li>• To link other actions to different ways of wheeling (Lesson 5)</li><li>• To assess their own and others work using criteria (Lesson 5)</li><li>• To adapt actions to work on apparatus (Lesson 5)</li><li>• To explore and perform balances from different starting positions (Lesson 6)</li><li>• To link three different ways of moving into the same balance (Lesson 6)</li><li>• To add variations to their sequences such as a change in direction (Lesson 6)</li><li>• To record their sequence using symbols (Lesson 6)</li><li>• To select, explore and link two different ways of moving into a balance using apparatus (Lesson 7)</li><li>• To approach moving into balances on apparatus using different pathways (Lesson 7)</li><li>• To explore different partner relationships (Lesson 7)</li><li>• To lead a simple stretching warm up (Lesson 7)</li><li>• To explore ways of turning (half and full) on the spot and whilst travelling (Lesson 8)</li><li>• To select and link two different ways of turning on the spot with two ways of travelling on different pathways (Lesson 8)</li></ul> |  |  |
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<ul style="list-style-type: none"> <li>• To explore and adapt actions to work on apparatus (Lesson 8)</li> <li>• To record their sequences using symbols and diagrams (Lesson 8)</li> <li>• To move in under and through a partner in different ways (Lesson 9)</li> <li>• To perform different types of bridges (Lesson 9)</li> <li>• To link making bridges with different actions to move under and through (Lesson 9)</li> <li>• To explain why they have chosen actions (Lesson 9)</li> <li>• To move in under and through a partner in different ways using apparatus (Lesson 10)</li> <li>• To perform different types of bridges using apparatus (Lesson 10)</li> <li>• To combine making bridges with different actions to move under and through using apparatus (Lesson 10)</li> <li>• To record their sequences using symbols and diagrams (Lesson 10)</li> </ul>		
<p>Learning and Activities</p> <p>*Children to tell and show you which parts of the body they can balance on. Encourage them to demonstrate balances on whole body parts and combinations</p> <p>*Can they remember balances using tuck, pin and star shapes</p>	<p>Learning and Activities</p> <p>Dance</p> <p>*Take each mood identified and explore different ways of travelling for that mood, e.g. happy – move fast, bouncy; angry – move slow, shoulders hunched, stomping; Challenge the pupils to use different levels when travelling – can they move high, low etc.</p> <p>*Individually choose actions from earlier to create a movement phrase (8 beats long) showing ideas from a happy/funny comic strip.</p>	<p>Learning and Activities</p>

<p>*Perform three balances on feet – one tuck, one pin, one star.</p> <p>*Chose a balance not on feet and perform it three times with a different shape. Chose one way of travelling and link the three balances e.g. travel-balance-travel-balance-travel-balance</p> <p>*What actions can they perform in a tucked position? Ask them to perform a bunny hop and/or a spin on seat with bent knees. Repeat exploring pin and star shapes</p> <p>*Link three different actions each showing a different shape. Repeat the sequence changing the direction of travel e.g. on the diagonal, in a L-shape</p> <p>*Practise their shapes on the apparatus –tuck, pin, star. Encourage children to explore balancing, sliding, rolling, jumping, sliding, spinning and travelling as they perform their shapes on the apparatus.</p> <p>*Link any number of actions showing all three shapes to create a sequence that follows a L-shaped pathway on the apparatus</p> <p>*In pairs side by side, both perform a balance on hands and feet, #1 tuck shaped, #2 star shaped</p> <p>*One in front of the other, both perform a sideways roll, #1 in a tucked shape, #2 in a pin shape</p> <p>*Children select a way to travel towards each other and away from each other and an action to perform when they meet.</p>	<p>*Perform their phrase to the music, repeating it a few times to the music.</p> <p>*Individually choose actions from earlier to create a movement phrase (8 beats long) showing ideas from a comic strip that showed anger or frustration.</p> <p>*Individually choose actions from earlier to create a movement phrase (8 beats long) showing ideas from a comic strip that showed anger or frustration.</p> <p>*Perform their phrase to the music, repeating it a few times to the music.</p> <p>*As a class create gestures for the different moods. Note down all the gestures used to help as a reminder in future lessons.</p> <p>*Use the body parts card to help the pupils use different body parts to create gestures. Individually take a mood and add gestures to the phrase from last week.</p> <p>*Pupils to remember and repeat their phrase, encourage pupils to try to adapt their phrase each time they repeat it.</p> <p>*Work in pairs to create a movement phrase showing 1 mood:</p> <ul style="list-style-type: none"> <li>○ 8 or 16 beat phrase</li> <li>○ Using different body parts</li> <li>○ Using gestures</li> </ul> <p>*Encourage the pupils to work together to create actions they can remember and repeat. Give pupils opportunities to show others and suggest ways they could improve it.</p> <p>*Work in pairs to create a 2<sup>nd</sup> movement phrase:</p> <ul style="list-style-type: none"> <li>○ 8 or 16 beat phrase</li> <li>○ Using different body parts</li> </ul>	
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<p>*Practise bunny hopping in the space – hips must be high. Can they bunny hop on a straight line? Hands on the line then feet.</p> <p>*Children stand on a number on the clock. Teacher calls out a number for children to place their hands on and a number to land their feet on – bunny hop action e.g. start on 10, hands on 12 feet on 2. Feet stay on the number landed on and repeat.</p> <p>*Link four actions together including two wheeling actions/ gestures. Remember to make the sequence interesting by adding change of level, speed, direction. Practise and perform as a final presentation</p> <p>*Ask children to demonstrate different ways they might start a sequence e.g. standing, sitting, kneeling, lying</p> <p>*Give children a balance they must perform e.g. 3 point balance on two hands and one foot. Children explore ways of getting into their balance from different starting position</p> <p>*Select and link three different ways of moving into the same balance. The sequence should be performed on the spot</p> <p>*Practise, refine and perform the sequence as a final presentation</p> <p>*With a partner, experiment with different actions and partner relationships e.g. jump side by side, balance facing each other</p> <p>*Individually, select and link three different balances from three different starting positions with a travel on a L-shaped pathway</p>	<ul style="list-style-type: none"> <li>○ Using gestures</li> </ul> <p>*Work to put the 2 phrases together – how can they link them together?</p> <p>*Pupils to practise their movement phrases from the last lesson to music.</p> <p>*Take 1 action – show the class how to perform this action in the different ways shown on the card. Give the pupils a second action – challenge them to find different ways of performing the same action using the ideas on the card. Pairs to show how they can perform the action in the different ways. Give pupils a 3<sup>rd</sup> action – can they find ways of performing this action in the different ways mentioned on the card.</p> <p>*Challenge the pupils to use their movement phrases from last week and find new ways of performing their phrase focusing on the relationships between the pairs:</p> <ul style="list-style-type: none"> <li>○ Mirroring or matching</li> <li>○ Canon or unison</li> <li>○ Copying or following or shadowing</li> </ul> <p>*Give pupils time to practise and refine their phrases. Record the relationships they use throughout their phrase.</p> <p>*Take a shape from a comic strip and an action – how can the pupils perform this action with their partner using an appropriate pathway?</p> <p>*Using their movement phrases already created adapt it to include:</p> <ul style="list-style-type: none"> <li>○ Suitable pathways</li> <li>○ Suitable body shapes</li> </ul> <p>*Pairs to choose the shapes and pathways to use in their dance relevant to the comic strip they have used. *</p>	
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<p>*Practise performing their sequence alongside a partner, adapting only the timing so actions are synchronised</p> <p>*On the spot, use small step to complete a full turn then a half turn. How else can you perform a full and half turn e.g. hopping, bouncing, jumping, spinning?</p> <p>*Explore travelling and turning using different actions e.g. side step, skip, walk, run. What do half turns add to your sequence i.e. change of direction?</p> <p>*What other body parts can you complete a full or half turn e.g. spin on seat, seat-side-tummy-side-seat. Facing backwards, link a half turn on the spot followed by travelling on a straight and L-shaped pathway whilst turning. Repeat the sequence travelling but changing the pathway e.g. zig-zag</p> <p>*Explore shapes that create a gap for a partner to travel under and through e.g. standing straight with arm out to the side, making a bridge, hands and feet on the floor making a V shape</p> <p>*Explore ways to travel under and through the space e.g. slide, crawl, bunny hop, roll</p> <p>*Explore ways of moving through and under a partner using the apparatus. Does the apparatus allow you to make higher bridges? Does this allow you to use different actions to travel through and under</p> <p>*Link two different ways of moving through and under different bridge reversing roles each time. Actions should be on two different pieces of</p>	<p>Give pupils time to practise their refined phrases.</p> <p>*Pupils to work in their pairs using the ideas created at the beginning of the lesson to create a final phrase for each mood (2-4 moods can be chosen). The phrase should last for 8 or 16 beats. Pairs should decide how to perform their phrases. Each phrase should be repeated 3 times and performed to the music 'Viva'. Pupils can choose how and when to repeat the phrases, e.g. AAABBB or ABABAB or AABBBAB etc.</p> <p>*Give pupils time to practise and refine their dance ready for a performance.</p>	
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apparatus. Use travelling actions to link and consider the pathway to travel along

\*Talk with partner to determine where the sequence needs improving. Does it have a change of speed, use of different body parts, change of level and direction? Perform a final presentation

Extension and Enrichment  
Opportunities
