

Year 4

Subject PE- Outdoor Games

Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p>Key Skills:</p> <p>Hockey (6 weeks)</p> <ul style="list-style-type: none"> To pass and receive the ball (Lesson 1) To hold the hockey stick correctly for pushing and stopping the ball (Lesson 1) To push the ball accurately (Lesson 1) To stop and control the ball (Lesson 1) To dribble with the ball (Lesson 2) To use the correct body position to travel with the ball safely (Lesson 2) To stay in control of the ball whilst moving (Lesson 2) To change direction with the ball (Lesson 2) To get passed an opponent (Lesson 3) To use the correct grip and body position for dribbling (Lesson 3) To change direction with the ball (Lesson 3) To dribble past an opponent (Lesson 3) To tackle an opponent (Lesson 4) To use the correct technique to tackle safely.(Lesson 4) To know the rules for tackling.(Lesson 4) To win back the ball (Lesson 4) To use the correct grip and body position for hitting. (Lesson 5) To aim for a target.(Lesson 5) To hit the ball at pace (Lesson 5) To use the skills that I have learnt in a game (Lesson 6) 	<p>Key Skills</p> <p>Describe how the body reacts at different times and how this affects performance.</p> <p>Explain why exercise is good for your health.</p> <p>Know some reasons for warming up and cooling down.</p> <p>Throwing and catching (6 weeks)</p> <ul style="list-style-type: none"> To throw and catch a rugby ball. (Lesson 1) To know how to hold a rugby ball. (Lesson 1) To use the correct technique to catch a rugby ball.(Lesson 1) To use the correct technique to throw a rugby ball.(Lesson 1) To throw and catch with accuracy and control.(Lesson 1) To use technique and positioning to successfully throw and catch a ball in rugby while on the move. (Lesson 2) To use the sidestep to move into space with the ball, avoiding defenders.(Lesson 2) To work as part of a team to move the ball towards the try line.(Lesson 2) To explain and demonstrate the rules of tagging when playing as a defender and as an attacker.(Lesson 3) To know when to pass the ball to a teammate after being tagged.(Lesson 3) To avoid being tagged by using the space effectively.(Lesson 3) To gain possession by intercepting a pass.(Lesson 4) 	<p>Key Skills</p> <p>Athletics (6 weeks)</p> <ul style="list-style-type: none"> To perform basic running, jumping and throwing skills (Lesson 1) To apply the skills of running, jumping and throwing in games (Lesson 1) To work as part of a team (Lesson 1) To sustain my sprinting pace (Lesson 2) To identify and practise an effective running technique for sprinting (Lesson 2) To identify and practise an effective sprint finish (Lesson 2) To know how to pass and receive the relay baton for a smooth changeover (Lesson 3) To use an effective sprinting technique (Lesson 3) To work as a team (Lesson 3) To combine a variety of jumps (Lesson 4) To jump as far as possible (Lesson 4) To jump and measure the jumping triple jump successfully (Lesson 4) To identify and describe how to perform a pull throw. (Lesson 5) To use the correct technique for a pull throw. (Lesson 5) To develop my ability to throw for distance and accuracy (Lesson 5)

- To work as a team to attack and defend (Lesson 6)
- To know the basic rules of hockey (Lesson 6)
- To evaluate my performance (Lesson 6)

Invasion games (6 weeks)

- To practise common skills needed for invasion games (Lesson 1)
- To know and understand what is involved in an invasion game. (Lesson 1)
- To perform different skills needed for invasion games in isolation. (Lesson 1)
- To apply basic skills of invasion games in simple games.(Lesson 1)
- To demonstrate control and fluency when using different techniques to move with the ball. (Lesson 2)
- To change direction and speed when using different techniques to move with the ball. (Lesson 2)
- To look up while travelling with the ball (Lesson 2)
- To pass and receive a football with increasing accuracy and success (Lesson 3)
- To pass the ball with increasing accuracy and speed over different distances. (Lesson 3)
- To stop and control a ball that is passed to me. (Lesson 3)
- To use the correct technique to pass and receive the ball. (Lesson 3)
- To know what attacking skills and strategies are. (Lesson 4)

- To position myself between the player with the ball and a supporting player.(Lesson 4)
- To cooperate with teammates and defend the space.(Lesson 4)
- To use my attacking and defending skills and knowledge to make tactical decisions. (Lesson 5)
- To look for and attack the space when attacking. (Lesson 5)
- To defend the ball and the space when defending. (Lesson 5)
- To make tactical decisions to help my team win possession and keep the ball.(Lesson 5)
- To apply attacking and defending skills in a game of tag rugby.(Lesson 6)
- To watch and evaluate the performance of others.(Lesson 6)
- To use attacking and defending skills to contribute towards the success of my team.(Lesson 6)
- To work as part of a team.(Lesson 6)
- To play to the rules of tag rugby.(Lesson 6)
- To describe the effectiveness of the performance of others and give suggestions for improvement.(Lesson 6)

OAA (6 weeks)

- To work together in small groups, developing problem-solving skills. (Lesson 1)
- To follow instructions and work well as part of a team.(Lesson 1)
- To use equipment to solve challenges. (Lesson 1)
- To describe the reasoning behind my thinking(Lesson 1)

- To apply a variety of techniques in competition. (Lesson 6)
- To identify good technique and areas for improvement. (Lesson 6)
- To adjust my performance in order to improve. (Lesson 6)
- To work as part of a team. (Lesson 6)

Striking and fielding (Rounders)

To create some lesson plans

[Accurately serve underarm.](#)

<ul style="list-style-type: none"> • To use attacking skills and strategies in isolation. (Lesson 4) • To apply attacking skills and strategies in a game (Lesson 4) • To understand what a defending skill and strategy is. (Lesson 5) • To use defending skills and strategies in isolation.(Lesson 5) • To apply defending skills and strategies in a game (Lesson 5) • To understand the job of a goalkeeper. (Lesson 6) • To use skills and strategies to prevent a goal being scored. (Lesson 6) • To contribute to the success of my team in both attack and defence. (Lesson 6) • To work as part of a team (Lesson 6) 	<ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance whilst showing leadership skills (Lesson 2) • To show good leadership skills within my group. (Lesson 2) • To adapt my leadership skills to different challenges.(Lesson 2) • To take on different roles within my team (Lesson 2) • To navigate around a space with growing confidence (Lesson 3) • To follow a basic map of a setting. (Lesson 3) • To work well within my group. (Lesson 3) • To name at least three qualities of good sportsmanship(Lesson 3) • To read a map with increasing accuracy and confidence and within a time limit (Lesson 4) • To follow a map. (Lesson 4) • To state what orienteering means. (Lesson 4) • To record information accurately on a map (Lesson 4) • To create symbols that are effective for map-reading. (Lesson 5) • To understand why clear symbols are useful on a map. (Lesson 5) • To design map symbols. (Lesson 5) • To accurately plot symbols on a map (Lesson 5) • To follow a map with increasing accuracy and confidence (Lesson 6) • To mark control points on a map. (Lesson 6) • To accurately find points marked on a map. (Lesson 6) • To work with others to complete a task(Lesson 6) 	
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<p>Learning and Activities Hockey</p> <ul style="list-style-type: none"> *Holding the stick *Stopping the ball – take in in turns to roll the ball to each other. * The push pass – Practise the push pass in groups of five, taking it in turns to be in the middle. *Dribbling with the ball – in a straight line for approximately 10m *Dribble relay * Practise technique for Indian dribble. Take it in turns to practise the Indian dribble by zig zagging the ball through the coned area. * Dribble around an opponent, with the aim of beating a defender. *Tackling: Explain the focus of the lesson using the Lesson Presentation. Explain how to block tackle using the Lesson Presentation *The Block Tackle: Take it in turns to straight dribble towards each other and practise the block tackle *Keeping Possession: In mixed ability groups play small 4v4 games in a space approximately the same size as of a netball court *How to Hit the Ball: Practise hitting an imaginary ball to begin with, referring to the teaching points on the Lesson Presentation 	<p>Learning and Activities Throwing and catching</p> <ul style="list-style-type: none"> *Holding a Rugby Ball: carry out the suggested activities to practise holding the rugby ball *Passing a Rugby Ball. For the activity, the children will need to stand side-on to each other. Explain that in rugby and tag rugby the ball can only be passed backwards to players standing behind the player with the ball. However, for this exercise, standing side-on to one another, rather than one behind the other will be fine. * Catching a Rugby Ball and carry out the suggested activities to practise catching the ball using different techniques, which are explained in detail on the poster. Emphasise that it doesn't matter which technique is used to pass the ball, but that this is a good opportunity to practise their passing technique too! * Working in groups of six to eight, with one rugby ball per group. • Pass the ball around the circle. Remember to pass it in both directions. • Try to pass the ball as quickly as you can around the circle and race other teams to do this. *Passing a Rugby Ball: Rugby balls *Passive Defenders: Rugby balls, cones: Explain that they are going to repeat the activity End Ball with the difference being that they must now work as a team to move towards the try line by passing the ball on the move while avoiding the passive defenders. Ask – What is a passive defender? Explain that a passive defender is not allowed to move positions or move towards you, but you will have to think about avoiding them when making your passes. 	<p>Learning and Activities</p> <ul style="list-style-type: none"> *Each group draw and jump their hopscotch grid. Children to move around each hopscotch and try jumping the different patterns * Play the game, ' Capture the flag.' *Play the game, hoop guard. * Complete the short sprinting technique drills. * Sustaining running pace activity *The baton Exchange * Sprinting technique * Pursuit relays *Practise jumping and landing safely *Step, leap, hop and jump activity *Jumping sequences/ measure activities. * Power: Take it in turns to experiment throwing a beanbag from different starting positions * One-Handed Pull Throw: Practise the one-handed pull throw technique with a beanbag following the teaching points on the Lesson Presentation *Javelin Practice: Take it in turns to practise throwing the javelin using the one-handed pull throw technique.
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***Hitting Practice:** Practise hitting (*and stopping*) the ball in pairs. Pairs will need a stick and cone each and a ball between two. Place the cones approximately 6 metres apart

***Shooting: Up the Ladder:** Explain the activity using the **Lesson Presentation**. Groups set up their own activity station referring to the **Up the Ladder Challenge Card**

*One on one, take it in turns to be the attacker and the defender in a one on one situation.

*The tournament, play 4v4 in 6 minute games.

Invasion games

* Share the **Skills Poster: Sidestepping** and carry out the suggested activities to practise sidestepping. Practise sidestepping between two cones, gradually increasing your speed. In a low sidestepping position, follow the commands 'left' and 'right' called out by the teacher

***Area Plan: Clockwork** to set up your space and explain the activity. Working in groups of three to four, move through the different numbers of an analogue clock in order, starting at 12 o'clock and then moving back to the centre each time. Remain facing forwards. More than one child can move through the numbers of the clock at any one time, leaving a gap between each person

*Share the **Skills Poster: Dodging and Swerving** and carry out the suggested activity to practise dodging and swerving. The dodger must avoid being hit by the ball by the rest of the group, who are trying to hit the dodger below the knees

***The Sidestep: Cones:** Share the **Skills Poster: The Sidestep** and carry out the suggested activities to practise the skill of getting past a defender.

***Decision Making: Rugby balls:** Explain that they will now work in pairs against a passive defender. Refer to the **Area Plan: Two Versus One** to set up the space and explain the activity.

***End Ball: Rugby balls, cones:** Explain that they will now take part in an activity to practise the skill of passing the ball on the move. Refer to the **Area Plan: End Ball** to set up the space and explain the activity.

*Refer to the **Skills Poster: The Sidestep** from Lesson 2 to recap on how to sidestep and carry out the suggested activity to practise the skill of getting past a defender

***Foxes and Farmers: Tag rugby belts, tags, cones:** Explain that the next activity will be using the skill of dodging and sidestepping as well as tagging. Refer to the **Area Plan: Foxes and Farmers** to set up the space and explain the activity.

***Tag rugby belts, tags, rugby balls, cones:** Explain to the children that they will be playing a mini-game of tag rugby (three versus three). Refer to the **Area Plan: Game Time** to set up the space and explain the activity

***Intercepting: Rugby balls:** Refer to the **Skills Poster: Intercepting** to explain how to intercept a pass and carry out the suggested activity to practise this skill.

* **Beat the Ball: Rugby balls:** Explain that the next activity requires quick, accurate passing to try and avoid the defender intercepting the ball. Refer to the **Area Plan: Beat the Ball** to set up the space and explain the

***Shark-Infested Waters:** Use the **Lesson Presentation** to explain the activity. Set up the area following the **Area Plan**. Take it in turns to throw the javelin to earn points by trying to clear the shark-infested waters.

* **Pentathlon, decide on who will take part in each event.**

***4 x 50m Relay:** Use the **Lesson Presentation** to recap on what makes an effective baton changeover. Children decide who will run each leg. Decide on a scoring system to award each team points for the relay.

***Pirate's Treasure:** Beanbags, cones, hoops: Refer to the **Area Plan: Pirate's Treasure**. Explain the activity. The three pirates try to protect the treasure (beanbags in a hoop) from the sailors.

The sailors try to steal the treasure and take it outside the area without being tagged by a pirate

***Skill – Dribbling in Basketball:** Basketballs: Share the **Skills Poster: Dribbling in Basketball** and carry out the suggested activities to practise the basketball dribbling technique.

Bounce the ball while walking in different directions. Follow the arm signals made by the teacher to move while bouncing the ball. Complete basketball bouncing relay races

***Skill – Dribbling in Football:** Share the **Skills Poster: Dribbling in Football** and carry out the suggested activities of ball familiarisation and dribbling skills to practise the football dribbling technique. Tap the ball with your feet from left to right on the spot. Move with the ball within the coned area. Can you look up and keep moving?

*Dribble along a straight line, first without a ball and then with a ball. Challenge the children to see how far they can travel while looking up. Try using these skills in a hockey dribbling relay race.

* Explain that this activity will be using their newly learnt dribbling skills but they will also need to think of new ways to dribble and move with the ball.

***Skill – Receiving a Football:** Footballs: Explain that before we learn how to pass a football, we must first learn how to stop and control it. Share the **Skills Poster: Receiving a Football** and carry

activity. If the player intercepts the ball, or the ball is dropped, they go back to the beginning and start again. If the ball gets to the end of the line successfully, the player stays at the end and the activity is repeated with the next player in line.

***Game Time: Tag rugby belts, tags, rugby balls, cones:**

Explain that they will be playing a mini-game of tag rugby (three versus three) as last week. Refer to the **Area Plan: Game Time** to set up the space and outline the activity.

***Making Tactical Decisions: Rugby balls, cones, tag rugby belts and tags:** Ask: **What does two versus one mean?** Explain that in invasion games, such as tag rugby, players often find themselves involved in a two versus one situation, where two attackers come up against one defender. When this happens, the attackers are advantaged because they outnumber the defender.

*** 2 v 1 Continuous Drill: Rugby balls, cones, tag rugby belts and tags:** Refer to the **Area Plan: 2 v 1 Continuous Drill** to set up the space and explain the activity.

*** 3 v 2 Continuous Drill**

*** The Tournament**

OAA

*Share the envelopes containing the **Jigsaw Activity** pieces with the children. Explain that the four jigsaws have been mixed up and they will need to find their own pieces before completing them. Set them a challenge to complete what is in the envelope within five minutes

***Obstructing Obstacles:** Using the **Lesson Presentation**, set the class the challenge of creating an obstacle course that tests the participant's agility, balance and

out the suggested activities to practise the technique of receiving a football

.***Passing a Football:** Footballs: Explain that when passing the ball, you will need to know your dominant kicking foot and that this will usually be the same side as the hand you write with. Share the **Skills Poster: Passing a Football** and carry out the suggested activities to practise passing a football

*** Passing Accuracy:** Footballs, cones: Explain that the children should set their own level of difficulty to challenge themselves appropriately in the next activity, 'Through the Gate'

***Please Do Not Feed the Animals:** Cones, footballs: Refer to the **Area Plan: Do Not Feed the Animals** to set up your space and explain the activity.

*The visitors try to feed the animals by passing a ball to them while the zookeepers attempt to stop the ball before it reaches them.

*** Dodging:** Cones: Why is it important to be able to dodge and swerve as an attacker? Explain that being able to dodge, change their speed and travel in multiple directions are very important skills for both attackers and defenders. Attackers can use these skills to avoid defenders and create space for themselves and their teammates.

* Explain that it is a great skill to learn for invasion games as a way of outwitting the defender or getting free to receive a pass. Share the **Skills Poster: The Fake Dodge (Feigning)** and carry out

coordination. Each group will need to choose a **Course Task Card**, which will indicate the equipment they will have to use to construct their course

***Changing the Challenge:** Explain to the class they are going to adjust their obstacle course using the **Altering the Course Task Cards**.

***Teamwork and Communication:** Did children manage to rearrange the cards to make a word? The words are linked to the unit of work (obstacles, problems, leadership). What do the words mean?

Obstacle - something that blocks you so that movement is made more difficult.

Leadership – having good characteristics to help people improve.

Problems – something which may stop the task being achieved. It needs to be resolved!

***Obstacle Course:** In groups of three, one child will be blindfolded, one will lead the child who is blindfolded, whilst the other child will construct a small course consisting of cones and spots, using the **Area Plan** within the pack. The child is to be navigated around the course. The children are to take it in turns so that each child has a turn within each role

*Share the **Teamwork** Skills Poster with the class. Set each team the challenge of finding as many of the **Sportmanship Letter Cards** as they can around the space. There are 13 letters for each team to collect (only two children per team should be out in the space at any one time).

***Mapping the Stars:** Share the **Problem Solving Skills Poster** with the class. Hand each team a map of the space you are working in. Show the children how to hold the map and where the main features are (this

the suggested activity to practise the technique for fake dodging.

* **Passing:** Footballs: Recap on how to pass and receive the ball by sharing the **Skills Poster: Passing and Receiving a Football** and carry out the suggested activities to practise passing and receiving a football.

***Attack the Castle:** Cones, footballs, bibs: Refer to the **Area Plan: Attack the Castle** to set up the space and explain the game.

*The attacker's aim is to knock the castle down with their ball by passing the ball between them. The defenders try to protect the castle.

* **Marking:** Cones: What does it mean to mark a player? Explain that marking is an important skill for defenders to learn, which involves quick reactions and being light on your feet. When the other team are in possession of the ball (attacking), you must try to work as a team to win back the ball

***When to Mark a Player** -Mark out an area of approximately ten metres by ten metres using cones.

- Stay in the same pairs from the previous activity and decide on who will be the attacker and who will be the defender to begin with.
- Repeat the marking activity, with the defender trying to stay as close to the attacker as possible but every time the whistle is blown, the attacker and defender must immediately swap roles.

* **Intercepting** -Carry out the suggested activity to practise intercepting the ball. Encourage the attacker to call for the ball when they are free. Remind the defender how to mark the attacker

could be the fence around the playground, or a particular building, etc.).

***Qualities of Sportsmanship:** Once teams have completed the mapping activity, children should come and collect an envelope with the **Qualities of Sportsmanship Cards**

***Anagram Action:** Place children in small groups of 4 – 5. Children may come up with a team name if you wish. Show the map of the playground to the children and the markers they are looking for. Show the children how to hold the map and where the main features are in order for them to be aware of the direction they are to move. The map will be the same as the previous lesson.

***Solve and Create:** Gather the children back and discuss what they have collected so far. Ask the children not to share the words yet, until everyone has solved the anagrams. Allow the children an extra five minutes to solve the rest of the anagrams if required

***Symbol Charades:** Use the **Lesson Presentation** to show children a weather map, demonstrating how symbols are used on maps (to make information clear and uniform so as many people as possible can understand it just from reading the map). Hand out **Charades Cards** and ask children to work in small groups with one child acting out the weather on it, can they think how best to show that so the other children can recognise the weather?

*Symbol selection-In small groups, children complete the **Symbol Creation Activity Sheet**, deciding and drawing appropriate symbols for each of the objects. Depending on resources, children could draw their own and then in groups decide which are the most effective.

and the importance of being able to see both the feeder and the attacker by standing at a 45° angle

* **Circle Interception** - Standing in a circle, six attackers pass the ball between them while two defenders inside the circle try to intercept the ball. The attackers are not allowed to move from their position or pass to the player standing directly next to them

***Keeping Possession:** Cones, footballs, bibs: Organise the children into groups of eight to play a four versus four possession game.

*Share the **Skills Poster: Goalkeeping - Stopping a Ground Ball** and carry out the suggested activity to practise stopping a ball along the ground

*Saving high balls- Throw the ball to one another at just above head-height to practise making the 'W' shape with the hands when catching it.

* **Bamboozled** : Cones, footballs, foam balls: Refer to the **Area Plan: Bamboozled** to set up the space and explain the activity. Take it in turns to be the goalkeeper and to try and save six shots at goal – three high and three low.

*Use cones to demarcate an area of approximately five metres by five metres. Play a five versus five game using a foam ball for five minutes, including keepers. No tackling allowed. Rotate the keepers regularly.

***Symbol Reader, Map-Maker**-In pairs or individually (depending on resources), provide children with an **OAA Map Template** (please see **OAA Map Video Guidance** for further support in creating these) and ask them to mark on the objects that are around the space, using the symbols provided. Prompt the children to think about the size of the symbols and how that will impact on the scale of the map

* **Outstanding Orienteering:** Children to have their **Control Cards** on a clipboard. They are to then swap maps with another pair/group, logging on their card who has made it. They are then to use it to find the appropriate markers and record the correct letter next to the corresponding number

*Setting up a map, In pairs or small groups, ask the children to design their control markers using the **Control Marker Templates** and note the combination of letters and numbers on their **Control Card**. Then allow children time prior to the warm-up to place their control markers in the correct places within the adventurous area

Extension and Enrichment Opportunities			