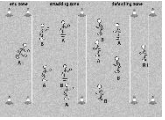
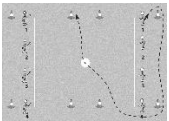


**PE – Year 4 – Summer 1 – Football - MTP**

National Curriculum	Week	NC - Coverage	Skills Taught (Teacher)	Substantive Knowledge	Activity Outline
<p><b>Key Stage 2</b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>1</p> <p>Dribbling</p>	<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why dribbling is important in football.</p> <p>I know why dribbling can create space and time for my team.</p> <p>I know how to dribble into space by looking up.</p> <p>I know how to change direction whilst dribbling.</p> <p>I know how to shield the ball whilst dribbling.</p>	<p>I know that I must use my feet to dribble.</p> <p>I know that I can use both feet to dribble.</p> <p>I know that I can use all parts of my foot to dribble.</p> <p>I know that dribbling will help me create opportunity to score and keep possession of the ball.</p>	<p>Give each child a ball and challenge them to dribble around the area until you shout stop – teach how to keep control of the ball by putting your foot on top of the ball before setting off again.</p> <p>Set up an obstacle challenge for dribbling – children are to travel around the course and again when you say stop they are to stop the ball. Explain that keeping the ball close is important for not losing control.</p> <p>Play a game of dribbling tag – children are to tag as many people as they can whilst dribbling a ball and keeping control.</p>

<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Perform dances using a range of movement patterns</li> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to</li> </ul>	<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;">Passing and Receiving</p>	<p>They should enjoy communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p>	<p>I know why passing is important in football.</p> <p>I know why receiving the ball under control is important.</p> <p>I know why it is important to pass with accuracy and control to my teammate.</p> <p>I know how to use my feet to pass a football.</p> <p>I know how to control a football whilst receiving.</p>	<p>I know that I must communicate whilst passing and receiving.</p> <p>I know that I must use my feet to pass to my teammate.</p> <p>I know to receive the ball I must stop the ball with a part of my body (not hands or arms).</p> <p>I know that I must use accuracy whilst passing to a teammate.</p>	<p>Explain that we are going to be practise how to pass more accurately to each other and to a target. Practise using the middle of their stronger foot to strike the middle of the ball.</p> <p>Organise the children into pairs - with their partner, they must travel around the playing area, one of them dribbling the ball. When they reach a pair of cones, they should perform one pass through the cones to their partner, who then dribbles to another pair of cones. The pairs should continue to dribble and perform passes between them, trying to find a different pair of cones each time to pass through.</p>
	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Creating Space</p>	<p>Apply basic principles suitable for attacking and defending – developing skills needed</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>I know why creating space helps my teammates.</p> <p>I know why creating space helps create scoring opportunities.</p> <p>I know why creating space makes it harder for the other team to defend.</p>	<p>I know that creating space helps to create scoring opportunities.</p> <p>I know that creating space helps my teammates keep the ball.</p> <p>I know that creating space makes it harder for the defenders of the other team.</p>	<p>Organise the children into groups of four and give each group a football – they are to stand in a square shape. They are to practise passing between themselves. Develop the game – when they pass the ball, they must stand behind the person who receives the ball.</p> <p>3vs1 situation – children are to practise being both the attacker and defender. Explain that to be able to retain possession they need to make space for each other to be able to pass without it being stopped.</p>

<p>achieve their personal best.</p> <p><b>Swimming and Water Safety:</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>		<p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success</p>	<p>I know how to create space by sprinting.</p> <p>I know how to create space by moving around the pitch.</p> <p>I know how to create space for teammates by moving defenders out of position.</p>		<p>Introduce tackling – as a way of achieving possession of the ball.</p>
<ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>	<p>4</p> <p>Attacking Skills</p>	<p>Apply basic principles suitable for attacking and defending – developing skills needed</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know why attacking is important in football.</p> <p>I know why attacking helps win football games.</p> <p>I know why tactics help whilst attacking.</p> <p>I know how to use other skills to help me whilst attacking.</p> <p>I know how to communicate whilst attacking.</p> <p>I know how to score whilst attacking.</p>	<p>I know that by attacking it allows more chances to score.</p> <p>I know that scoring is the aim whilst attacking.</p> <p>I know attacking can be very quick or slow.</p>	<p>Organise the class into groups of six – children are to play a game in which they need to get the ball to the end zone with their player in it, see layout below:</p>  <p>Children are to apply attacking and defending skills to the game – e.g. creating space.</p>

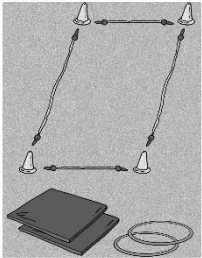
	<p style="text-align: center;"><b>5</b></p> <p style="text-align: center;">Games</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know why defending is important during a game.</p> <p>I know why attacking is important during a game.</p> <p>I know why working as a team is important during a game.</p> <p>I know how to play a game of football.</p> <p>I know how to play as a team.</p> <p>I know how to apply my skills whilst playing a game of football.</p>	<p>I know I must follow the rules of football.</p> <p>I know I must listen to the referee during the game.</p> <p>I know that I must attack and defend whilst playing football.</p> <p>I know that you can win, lose, or draw during a football match.</p>	<p>Children are to play simple games which involve the skills they have been developing e.g. split the class into two teams, they are to be numbered – when a child's number is called they are to run around the cones, collect the ball if they arrive first, dribble and shoot into a goal.</p> 
	<p style="text-align: center;"><b>6</b></p> <p style="text-align: center;">5 vs 5</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>I know why defending is important during a game.</p> <p>I know why attacking is important during a game.</p> <p>I know why working as a team is important during a game.</p>	<p>I know I must follow the rules of football.</p> <p>I know I must listen to the referee during the game.</p> <p>I know that I must attack and defend whilst playing football.</p>	<p>Organise the class into smaller teams of 5 – make sure there are varying abilities.</p> <p>Children are to play a game of 5 a side football – make sure to swap children around so they are able to take on different roles within the game.</p>

		<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know how to play a game of football.</p> <p>I know how to play as a team.</p> <p>I know how to apply my skills whilst playing a game of football.</p>	<p>I know that you can win, lose, or draw during a football match.</p> <p>I know that I have to be a team player.</p>	<p>Introduce the rules and scoring system of the game.</p>
<p>7</p> <p>7 vs 7</p>	<p>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways</p>	<p>I know why defending is important during a game.</p> <p>I know why attacking is important during a game.</p> <p>I know why working as a team is important during a game.</p> <p>I know how to play a game of football.</p> <p>I know how to play as a team.</p> <p>I know how to apply my skills whilst playing a game of football.</p>	<p>I know I must follow the rules of football.</p> <p>I know I must listen to the referee during the game.</p> <p>I know that I must attack and defend whilst playing football.</p> <p>I know that you can win, lose, or draw during a football match.</p>	<p>Organise the class into smaller teams of 7 – make sure there are varying abilities.</p> <p>Children are to play a game of 7 a side football – make sure to swap children around so they are able to take on different roles within the game.</p> <p>Introduce the rules and scoring system of the game.</p>	

				<p>I know I must follow the rules of football.</p> <p>I know I must listen to the referee during the game.</p> <p>I know that I must attack and defend whilst playing football.</p> <p>I know that you can win, lose, or draw during a football match.</p> <p>I know that I have to be a team player.</p>	

**PE – Year 4 – Summer 2 – Outdoor Adventurous Activities - MTP**

<b>National Curriculum</b>	<b>Week</b>	<b>NC - Coverage</b>	<b>Skills Taught (Teacher)</b>	<b>Substantive Knowledge</b>	<b>Activity Outline</b>
<p><b><u>Key Stage 2</u></b></p> <p>Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link</p>	<p>1</p> <p>Team Work</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating</p>	<p>Disciplinary Knowledge</p> <p>Procedural Knowledge</p> <p>I know how to work effectively as part of a team.</p> <p>I know how to confidently choose the best equipment for an activity.</p>	<p>I know that I must work with other people.</p> <p>I know that I must use communication (Verbal or non-Verbal) to help my team.</p>	<p>Cross the swap team work activity:</p>

<p>them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</li> <li>Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</li> <li>Perform dances using a range of movement patterns</li> </ul>		<p>and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why working as a team can help me complete a task easier.</p>		 <p>Put the children in teams of four (choose one child to be the leader – swap this around each time). Explain that the area on the ground that is marked with boundaries (e.g. ropes or benches) represents the crocodile-infested swamp. Explain that the mats and hoops are the rafts. The children must keep their feet on/inside the mats/hoops at all times. They are to use the mat and hoop to cross the swamp!</p> <p>Encourage children to reflect on their methods as they are working and change their method if needed.</p> <p>Extend –what other equipment could we use to help? How would we use it?</p>
	<p>2</p> <p>Leadership Skills</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why working as a team will help complete the task more effectively.</p> <p>I know how to communicate clearly with others.</p> <p>I know how to work as part of a team.</p>	<p>I know that to be a leader, I must make decisions for the team.</p> <p>I know that I must listen to others to find the best solution.</p> <p>I know I must support others in their task.</p> <p>I know I must motivate others whilst completing a task.</p>	<p>Organise the class into pairs for the obstacle challenge (an obstacle course should be set up prior containing obstacles that need to be travelled under, over and round). Challenge the children to complete the obstacles in a set amount of time with one partner blindfolded and the other using only their words to guide their partner e.g. 20 minutes – once complete swap over.</p> <p>In small groups, children are to design their own obstacle challenge choosing their own equipment and layout.</p>

<ul style="list-style-type: none"> <li>Take part in outdoor and adventurous activity challenges both individually and within a team</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul> <p><b>Swimming and Water Safety:</b></p> <p>All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:</p>	<p style="text-align: center;"><b>3</b></p> <p style="text-align: center;">Map Symbols</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p>	<p>I know why using a map is important.</p> <p>I know why reading a map carefully will lead to more success.</p> <p>I know why reading a map wrong will impact the success of my task.</p> <p>I know how to use a key to read symbols.</p> <p>I know how to hold a map in the correct direction.</p>	<p>I know what a map is.</p> <p>I know how to read a map.</p> <p>I know maps have a range of symbols on them to show information.</p>	<p>Introduce that on maps they use symbols to represent different points e.g. trees for woodland, blue line for water.</p> <p>Children are to create symbols on a blank map of the outdoor area (playground/field) to represent the environment in that area. E.g. trees at the edge of the field, benches on the playground.</p>
<ul style="list-style-type: none"> <li>Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> <li>Perform safe self-rescue in different water-based situations.</li> </ul>		<p style="text-align: center;"><b>4</b></p> <p style="text-align: center;">Map Skills</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know why using a map is important.</p> <p>I know why reading a map carefully will lead to more success.</p> <p>I know why reading a map wrong will impact the success of my task.</p> <p>I know how to use a key to read symbols.</p> <p>I know how to hold a map in the correct direction.</p>	<p>I know what a map is.</p> <p>I know how to read a map.</p> <p>I know maps have a range of symbols on them to show information.</p>



			I know how to use North, East, South and West on a map.		
	5 Map Skills Continued	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>They should enjoy communicating, collaborating and competing with each other</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>I know why using a map is important.</p> <p>I know why reading a map carefully will lead to more success.</p> <p>I know why reading a map wrong will impact the success of my task.</p> <p>I know how to use a key to read symbols.</p> <p>I know how to hold a map in the correct direction.</p> <p>I know how to use North, East, South and West on a map.</p>	<p>I know what a map is.</p> <p>I know how to read a map.</p> <p>I know maps have a range of symbols on them to show information.</p>	<p>Repeat same map from previous lesson – children are to improve their skills.</p> <p>Instead of finding the control points in a circular route, tell the children that they can visit them in any order, with the aim of collecting them all in the quickest time possible.</p> <p>Children are to choose their own route with a partner before starting – the route that will allow them to complete the trail the accurately and quickly.</p> <p>Repeat the activity, reflecting on what worked well about their route and what did not work well. Ask the children how they could change the course to increase difficulty.</p>
	6 Map Skills Continued –	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p>I know why using a map is important.</p>	<p>I know what a map is.</p> <p>I know how to read a map.</p>	<p>Organise the class into groups – they are to work together to create a <b>short</b> trail for other children to follow. This is to be</p>

	<p>Creating Own Trail</p>	<p>They should enjoy communicating, collaborating and competing with each other.</p> <p>They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.</p>	<p>I know why reading a map carefully will lead to more success.</p> <p>I know why reading a map wrong will impact the success of my task.</p> <p>I know why it is important to label a map clearly and accurately.</p> <p>I know how to use a key to read symbols.</p> <p>I know how to hold a map in the correct direction.</p> <p>I know how to use North, East, South and West on a map.</p> <p>I know to use my surroundings to create a map.</p>	<p>I know maps have a range of symbols on them to show information.</p> <p>I know to create my own trial by using my map knowledge.</p>	<p>marked on a map handout – with a clear route identified.</p> <p>Groups are to swap maps with another group – they are to work together to follow the trail.</p> <ul style="list-style-type: none"> <li>• What was good about the trail?</li> <li>• How could the trail be improved?</li> <li>• How long did it take to complete the trail?</li> <li>• How could the course be made more difficult/challenging?</li> </ul>
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