

### Key stage 2

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.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

| What was Cornwall's Biggest Asset?<br>Year 3 & 4, Spring 2 2022   |   | At Bishop Bronescombe, we strive to live by our Christian Values to inspire the very best in our pupils. We work together with passion to create a trusting, nurturing environment where everyone feels valued, secure and respected. We provide exciting and engaging opportunities to allow our pupils to persevere, thrive and achieve; to make the most of God's gifts and to develop their talents. We encourage children to take risks and show courage, having high expectations of each other and high aspirations for the future. Our aim is to ensure our children become successful, and compassionate, citizens of the future. |  |   |  |
|---|---|--|--|---|--|
| PSHCE   | Music   | French   | Geography  | PE  |  |
| <b>Key Vocabulary</b><br>Personal information, illegal drugs, legal drugs, risks, online safety, consent, private, password.  | <b>Key Vocabulary</b><br>Pulse, rhythm, pitch, dynamics, timbre, texture, structure, notation.  | <b>Key Vocabulary</b><br>Je me déguise en, les animaux, les parties du corps, écoutez, regardez.   | <b>Key Vocabulary</b><br>Urban, rural, extraction, mining, alloy, ore, wheel.  | <b>Key Vocabulary</b><br>Balance, Control, Fielder, Bowl, Throw, Roll, Coordination, Strike, Stumps, Wicket, Bases, Cushion, Batting, Bowling, Out.   |  |
| <ul style="list-style-type: none"> <li>Provide a foundation understanding of what drugs are, the difference between legal and illegal drugs and the health risks for both.</li> <li>Understand how to have fun safely online, including how to keep online information private and being respectful of others, also includes where to go for help.</li> <li>Explore keeping personal information safe online and understanding consent when sharing content.</li> </ul> | <ul style="list-style-type: none"> <li>I have listened to music from different countries</li> <li>I can name some instruments from other parts of the world.</li> <li>When I sing I know I need to sit or stand up straight so that my posture is good</li> <li>I can breathe properly and produce a good sound</li> <li>I can sometimes create a 'listening map' which visually describes the music I hear.</li> </ul> | <ul style="list-style-type: none"> <li>Name carnival animals</li> <li>Say the body part nouns</li> <li>Understand and respond to body parts nouns and commands</li> <li>Understand and say nouns for different body and face parts</li> <li>Describe using nouns and numbers</li> </ul>  | <ul style="list-style-type: none"> <li>Create a sketch map to show how the local land is used</li> <li>Describe land use in urban and rural areas in the Cornwall</li> <li>Describe how land is used for farming</li> <li>Understand how mining in Cornwall has changed over time</li> </ul> | <ul style="list-style-type: none"> <li>Roll/throw and receive a ball with accuracy</li> <li>Strike a ball with increasing accuracy</li> <li>Strike a bowled ball</li> <li>Intercept and stop a ball as a fielder</li> <li>Decide the most effective areas to hit the ball to score runs</li> <li>Work as a team to prevent others scoring</li> <li>Work safely in a confined space avoiding others</li> </ul> |  |
| <b>End Point:</b><br>Be able to recognise everyday drugs and their effect. Know how to keep personal data secure and what online safety involves.   | <b>End Point:</b><br>Perform a song using breath control.   | <b>End Point:</b><br>Use phrases and words to talk about animals, numbers and the body parts in French.  | <b>End Point:</b><br>have an understanding how land was and is used by humans across the UK, with a focus on Cornwall  | <b>End Point:</b><br>Work as a team to play a striking and fielding game using all skills that you have learned.  |  |
| <b>Impact:</b><br>Children will know where to seek help and advice with issues relating to everyday drugs.<br><br>The children will use the internet in a more informed and safer way.  | <b>Impact:</b><br>Children will know that music is different around the World as different cultures have different instruments and inspirations.  | <b>Impact:</b><br>To recognise, say and write key words and phrases, and converse with others in French.   | <b>Impact:</b><br>Children will have an understanding of the different land uses and the benefits of each.   | <b>Impact:</b><br>Experience playing competitive sport and working as a team whilst working together and individually.  |  |



### Activity: Striking and Fielding

Year Groups: Y3/4

| Lesson Objective  | Learning outcomes – Where am I in my learning?   |
|---|--|
| Session 1<br>Can you roll/throw and receive a ball with accuracy?   | <b>Gold</b> I can accurately throw a ball at a target and receive a ball with one and two hands?<br><b>Silver</b> I can accurately roll a ball at a target and receive a ball with two hands?<br><b>Bronze</b> I can roll a ball at a target and receive a ball with two hands.                            |
| Session 2<br>Can you strike a ball with increasing accuracy?  | <b>Gold</b> I can hit the ball accurately in a range of directions and varied distance.<br><b>Silver</b> I can hit the ball accurately in a range of directions.<br><b>Bronze</b> I can hit the ball in a range of directions.   |
| Session 3<br>Can you strike a bowled ball?  | <b>Gold</b> I can strike a moving ball accurately into open space.<br><b>Silver</b> I can strike a moving ball into the fielding area.<br><b>Bronze</b> I can strike a moving ball with intent.  |
| Session 4<br>Can you intercept and stop a ball as a fielder?  | <b>Gold</b> I can stop a ball in the air or ground consistently and return with speed accurately back to the bowler.<br><b>Silver</b> I can stop a ball in the air or ground and return accurately back to the bowler.<br><b>Bronze</b> I can stop a ball coming towards me and return back to the bowler. |
| Session 5<br>Can you decide the most effective areas to hit the ball to score runs?                                     | <b>Gold</b> I can hit the ball accurately into open space to enable maximum runs.<br><b>Silver</b> I can hit the ball accurately into space.<br><b>Bronze</b> I can hit the ball so that runs are scored   |
| Session 6<br>Can you work as a team to prevent others scoring? Can you work safely in a confined space avoiding others? | <b>Gold</b> I can hit the ball accurately into open space to enable maximum runs.<br><b>Silver</b> I can hit the ball accurately into space.<br><b>Bronze</b> I can hit the ball so that runs are scored.  |

| Unit Striking and fielding<br>Age group- Yr 3/4   | Session 1<br>Equipment<br>Tennis balls<br>Dodge balls<br>Cones  |
|---|---|
| <b>Learning Objectives</b><br>To roll/throw and receive a ball with accuracy.   | <b>SEND Considerations</b><br><br>Consider: Space – smaller space, distance between cones.<br>Consider: Task – simplify.<br>Consider: Equipment – different balls<br>Consider: People – consult pupil about the kind and level of support they require (adult / buddy up / independent) |
| <b>Learning Outcomes - Where am I in my learning?</b><br><br><b>Gold-</b> I can accurately throw a ball at a target and receive a ball with one and two hands.<br><br><b>Silver-</b> I can accurately roll a ball at a target and receive a ball with two hands.<br><br><b>Bronze-</b> I can roll a ball at a target and receive a ball with two hands. | <b>Changing Time</b><br>Show top fielding in Cricket matches on the internet.   |
| <b>Success Criteria/top tips – 3 max</b> <ul style="list-style-type: none"> <li>Adjust the weight and type of the throw dependant on distance.</li> <li>Be in a ready position to receive the ball.</li> <li>Gather the ball towards the body when catching.</li> </ul>   |   |

### Planned Activities - Whole Group(WG), Small Groups (SG), Independent practise (IP)

**Warm Up- (WG)**  
Each child has a ball and travels by jogging. On a whistle blast the children have to stop and throw and catch the ball 3 times. Repeat a number of times and possibly demonstrate the style of the throw which should be an underarm one about head height. This activity gives an assessment opportunity to gather those that need support and reinforcement. Vary the ways of travelling to include hopscootch, skipping, high knees etc

### Main activities and Challenge – (IP)

- 'Can you throw and catch the ball with two hands 10 times without dropping it?' More?
- Throw the ball up in the air and clap once before catching it. If successful clap twice etc. What can the highest number of claps and catches be for the class? Boys and Girls?
- Throw the ball in the air and catch with one hand. **Challenge-** Can you catch the ball with your non-dominant hand? Fun extras could be... Try catching one handed between the legs, after spinning 360 degrees, behind the back, sitting on the floor!
- Talk about the Top Tips / Success Criteria and how this will help the children to throw and catch accurately.

### Paired Activities: Half the class on activity 1 and the other on activity 2

- Activity 1-** One ball between each pair, roll and receive the ball to each other. Show how to half kneel and face the body sideways on to stop the ball if the ball is travelling at speed. Start 2m facing each other and roll the ball to partner. If the partner receives the ball without taking a step to the side then both take one step back increasing the distance. How far back can you go before taking a step backwards?
- Activity 2-** Take an upright mini cone and place in-between pairs that are roughly 4m apart. Aim is to roll/throw the ball towards the target hitting it. In two minutes how many times the pairs can hit the target. Q-How could you make the task more challenging/easier? SEN Use a larger ball or come closer to the target. Q-When would an overhand throw come into use?

### Run the Gauntlet dodge ball game (WG)

Children in a large space, circle or grid. Using sponge balls, nominated child rolls balls along floor to hit children below the knee. Children dodge. If a child does contact ball they join nominated child. Continue until all the children are out. Throwers have to stay outside of the area to throw but are allowed to retrieve the balls in the middle zone if need be.

### Cool down.

Selection of dynamic stretches, hurdle legs, heel toes, windmill arms, hip circles.

An example of how our Be Bold Curriculum and Arena SOW cover the National Curriculums expectations in LKS2