

## Multi Skills medium-term plan

## Year 3 &amp; 4

		Year 3 & 4		
Knowledge	Skills	Key Vocabulary	Assessment	
		Assessment areas	Year 3 expected	Year 4 expected
<p><b>Competent learner:</b></p> <p>Confidently demonstrate creativity in their work with control Demonstrate how strategies and tactics can improve their work Demonstrate improvements to their work Perform fundamental movement skills in a range of activities demonstrating balance, coordination &amp; agility Understanding of effective leadership</p> <p><b>Active &amp; healthy learner:</b></p> <p>Describe why physical activity is good for health and well being Recognise and describe how their body feels during and after activities Understand how to remain active for sustained periods of time</p> <p><b>Reflective learner:</b></p> <p>Make judgements to improve their and others' work Respond to set tasks following rules and expectations</p> <p><b>Engaged learner:</b></p> <p>Demonstrate enthusiasm for PE Effectively communicate and collaborate with each other Understand the principles and purpose of preparing effectively for PE and sport Work independently for extended periods of time without the need for guidance</p> <p><b>Engaged learner:</b></p> <p>Demonstrate a positive attitude to all activities and be respectful towards others Follow rules and listen well to all instructions Stay on task and be attentive in all activities Show kindness and consideration when working with others</p>	<p><b>Locomotion skills</b> <b>Run</b> - identifying space to move into to receive the ball <b>Avoid</b> - monitoring opposition and moving accordingly to remain in space and maintain possession <b>Jump</b> - block, intercept, receive object off target/on the move</p> <p><b>Ball manipulation skills</b> <b>Send</b> - from a static position and on the move, into a space for a teammate to run on to and receive <b>Receive</b> - from a static position and on the move, transitioning into an immediate pass when received (quick pass) <b>Dribble</b> - varying movements to outwit opponent <b>Pick up</b> - loose ball followed by an immediate pass or shot <b>Carry</b> - controlling the ball on the move, disguise pass or shot <b>Shoot</b> - kick, throw or strike/push a ball with intent into a goal or net</p>	<b>Demonstrate creativity</b>	Are inventive with their own movements and actions with mixed success	Are inventive with their own movements and actions and gain an advantage
		<b>Strategies and tactics</b>	Suggest and action ways to gain an advantage with mixed success	Identify and implement changes to performance that gain an advantage over their opponent
		<b>Improvements to work</b>	Implement changes to better their performance, suggested by self or AP	Review and implement correct changes to better their performance without prompt or guidance
		<b>Fundamental Movement Skills</b>	Can sequence a series of movements with increasing control (e.g. dribble then pass)	Can sequence a series of movements with consistent control (e.g. dribble then pass)
		<b>Understanding effective leadership</b>	Can suggest characteristics of an effective leader (e.g. respectful, encouraging, role model, good communicator, puts the team first)	Can suggest characteristics of an effective leader and explain why it is important and how it benefits the team
		<b>Health and wellbeing</b>	Comment on different factors for wellbeing, other than healthy eating (e.g. sleep, being active, friends, self esteem)	Have an awareness of the multi-dimensional elements (physical, social, emotional) and comment on their importance
		<b>Changes to the body</b>	Reference heart rate, temperature change and muscle soreness	Reference longer term benefits of exercising, such as muscle growth and improved endurance
		<b>Remain active</b>	Reference managing energy levels to last for the duration of a game	Reference managing energy levels accordingly and external factors such as diet, sleep and hydration
		<b>Actions and feelings</b>	Show a mutual respect for all and describe the importance of fair play	Demonstrate respect and fair play by shaking hands and congratulating others when on the losing team
		<b>Make judgements to improve their and others' work</b>	Identify relevant changes to apply to their work and others that would improve performance, when prompted	Identify relevant changes to apply to their work and others that would improve performance, without prompt
		<b>Rules and expectations</b>	Follow rules in activities and reinforce to others respectfully when needed	Follow rules in activities and reinforce to others. Begin to officiate own activities with little guidance
		<b>Enthusiasm for PE</b>	Show an interest and enjoyment in lessons	Show an interest and enjoyment in lessons and reflect positively, celebrating successes
		<b>Communicate and collaborate</b>	Work sensibly with who they are partnered or grouped with, despite friendships	Work sensibly with who they are partnered or grouped with, despite friendships or abilities
		<b>Preparation for PE and Sport</b>	Have an awareness of safety (correct kit/footwear, no jewellery/watches, have inhaler or other medication to hand)	Show accountability of having correct kit and take ownership of own preparation (remove watches/jewellery, have medication ready)
		<b>Work independently</b>	Can keep an activity flowing without	Keep an activity flowing and resolve any

work independently	stoppages and adult supervision	conflict, without adult supervision
Positive attitude and respect	Do not allow activity results or incidents influence their behaviour or manner to others	Do not allow own preferences on activity choice, activity results or incidents influence their behaviour or manner to others
Following rules and instruction	Remain on task throughout the lesson with no intervention from AP and encourage others to do so	Ignore any distractions and tries to influence others to do the same
Stay on task	Do not allow competition or incidents influence their participation	Do not allow own preferences on activity choice, activity results or incidents influence their participation
Kindness to others	Remain calm when someone makes a mistake	Show understanding and encouragement when someone makes a mistake
<b>Additional key vocabulary</b>		
Strategy	A plan of action to achieve a long term goal (i.e. overall result)	
Tactic	An action planned to achieve a specific end (i.e. in play)	
Shooting	The action in which a player kicks, strikes or throws the ball into the opposition's net/goal	
Marking	A strategy were defensive players identify attacking players they are responsible for reducing space to receive	

## Year 3

Lesson number	Learning focus					Lesson focus	Useful questions for individuals / groups / whole class
	C	A	R	E	D		
1	✓					Travel in different forms	How do you avoid collisions? How do we change direction quickly? Why is moving like this good for your body? How can these skills help with various different game play? What was happening to your heart throughout the game? When did it speed up? When did it slow down?
2		✓				Bouncing a ball	Are you looking where you are going? How much force do you need to use to keep the ball bouncing at waist height? How do you keep the ball under control? Are you varying your hand usage? Can you change direction? How do you hit a target with accuracy? What is the best position to score?
3			✓	✓		Throwing & catching	How much force is required for each game? What games use skills like these? Do you need to consider the angle at which you roll the ball to reach the target? When further away why do you need to throw for height? What games or sports can you think of that need throwing and catching skills? What games or sports use defenders?
4	✓	✓				Tactics for keeping possession	What affect has this warm up had on your body? What is happening to your heart now? Why is this good for our bodies? How did you dodge the attackers? Explain the force used to keep controlled passes. How well are you communicating? How difficult is it keeping possession? How can you outwit an opponent? How does being quick on your feet help? Why does good physical healthy help with tactics like this?
5	✓					Using a racket	How do you keep the ball under control? How much force should be applied when tapping? Is it more or less than bouncing? Why is maintaining balance important? Why do we change body position to receive the ball? What angle is the racket to drop the ball?
6			✓		✓	Throwing for accuracy	Should we use overarm or underarm throw? How do you make this decision? Discuss amount of force and angle of aim for various targets. Are you moving quickly as a team? Are the fielders focusing on accuracy? How do you keep your balance? In a game situation how do you decide which technique to use? Are there some games where you are only allowed to use one or the other?
7			✓	✓		Game Creation	Is your game safe to play? Does your game include movement, teams, attacking, defending, throwing/sending, catching/receiving balls or objects? How do you score/win? Are your instructions clearly set out? Are they easy to follow? Why is safety an important thing to consider?

### **Additional information**

Defending a ball and keeping possession is important in invasion games.

Games involving a net and racket require a good sense of accuracy.

Science and Mathematical knowledge are important in deciding on the angle and force required for accurate passing and scoring.

Safety of the players and spectators is an important factor in all sports.