



# Pinner Wood School



Year Group	4	Term	Autumn 1	Subject	P.E.	Indoor Topic & Learning Focus	<b><u>Real Dance-1</u></b> <b>Unit 1: Personal skills</b> <b>(Solo shapes and Sequences)</b>
<b>Prior Learning and other Curriculum Links</b>	Year 3 - I can hopscotch forwards and backwards, alternating my hopping leg each time. - I can complete 3 step zigzag patterns forwards. - I can complete 3 step zigzag patterns backwards.				<b>Skill Statements</b>	<b>Real PE</b> Exceeding I can persevere with a task and improve my performance through regular practice. Expected I know where I am with my learning and have begun to challenge myself. Emerging I try several times if at first I don't succeed.	
<b>Fundamentals For Real P.E.</b>	Learning Points Focus eyes on a fixed point. Keep whole body tight and extended. Ensure all partners involved and contributing to the balance. When supporting on the back, ensure stomach is engaged and back flat. Success Control (minimum wobble). Both/all partners in a static position. Holding balance for at least 3 seconds.				<b>Sticky knowledge</b>	A contact point is the part of the body that connects with the floor A standing shape is one made whilst standing on both feet A floor shape is a shape made using contact with the floor A sequence is a series of moves put together in order	

<b>Our Curriculum Journey</b>	<b>Real P.E. Journey:</b> In this unit, the children will be working on their shapes and transition between floor and standing shapes. They will create their own sequence to Ancient Egyptian music. They will then form groups and create a group sequence which they will perform together and record to put on Seesaw.		
<b>Key Vocabulary (revisited)</b>	static balance steady unsteady Control	<b>Key Vocabulary (new)</b>	smooth movements steady unsteady staying on a line with head up opposite arms dynamic Floor shapes Standing shapes