



Year Four



Day of the Week	Activity
Monday	Rock, Paper, Scissors – Duel!
Tuesday	Gymnastics Routine
Wednesday	30 or Under
Thursday	Heart Rate Challenge
Friday	Joe Wicks – Fancy Dress Style

Monday – Rock, Paper, Scissors – Duel!

Find someone to play against. Challenge them to a game of Rock, Paper, Scissors whoever wins gets to decide a physical forfeit for their opponent!





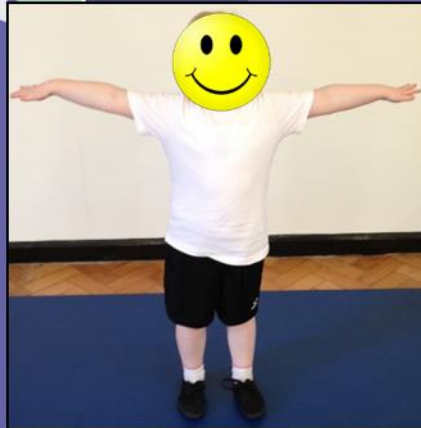
Tuesday –Gymnastics routine!

We know you might be a little squished for space at the moment, but on Tuesday's your challenge is to create your own Gymnastics challenge. Aim for 4-5 balances completed in succession.

You may not be able to perform a Round off – but you can practice these point balances.

Remember Gymnastics judges appreciate, Control, Extension and Fluency. So tense those muscles to stay nice and still and extend your arms, legs, fingers and toes where possible!

2 Point Balances



3 Point Balances



4 Point Balances

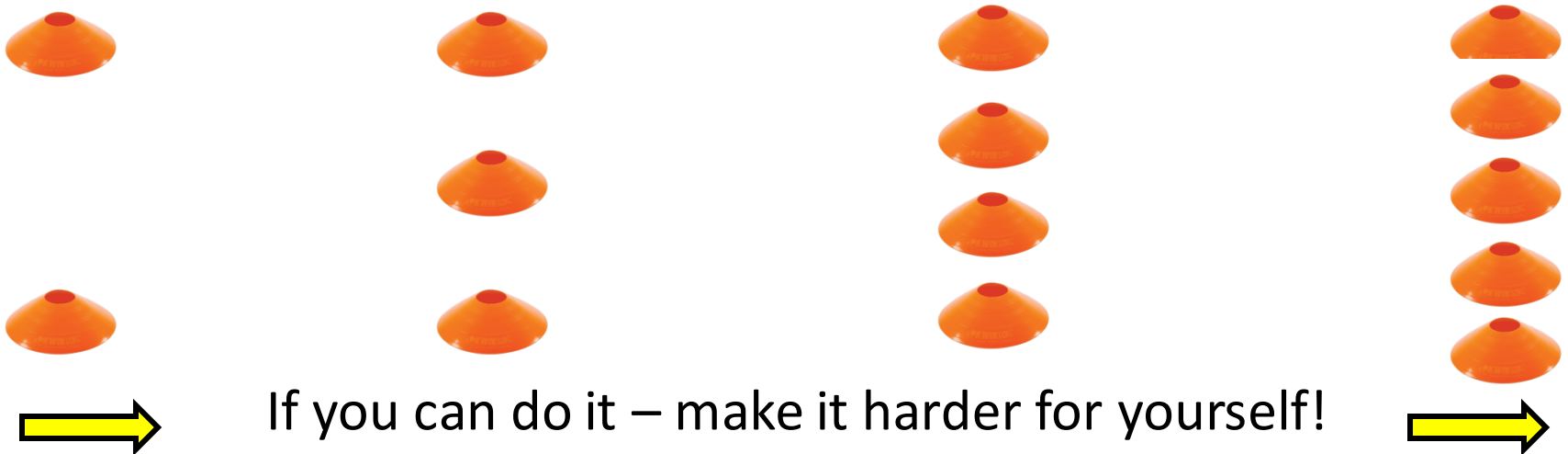




Wednesday – 30 or under

Pick a sport that you enjoy (and that you have the equipment for). It could be Hockey, Basketball or Football.

Set out 2 markers, the challenge is to dribble 'there and back' in under 30 seconds. If you can do it, add another marker and weave in and out!



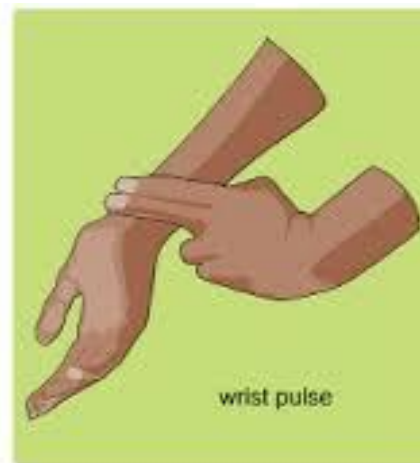
Thursday – Heart Rate Challenge

Today you will conduct a science experiment!

As you know your heart rate (how fast your heart beats) changes depending on how your body is moving.

On Thursdays you need to try lots of different types of exercise, **the challenge is to see how fast you can make your heart beat!**

There is one rule – you just complete the exercise for at least 2 minutes before you take your pulse. Then simply fill out the log on the sheet (or copy it and write it down on some scrap paper). Enjoy!



Type of Activity	Heart Rate (How fast your heart is beating)

Friday – Joe Wicks Fancy Dress

- On Friday Joe Wicks encourages people to dress up and join in with his online work outs.
- Dress up and get moving. Enjoy!
- <https://www.youtube.com/user/thebodycoach1>



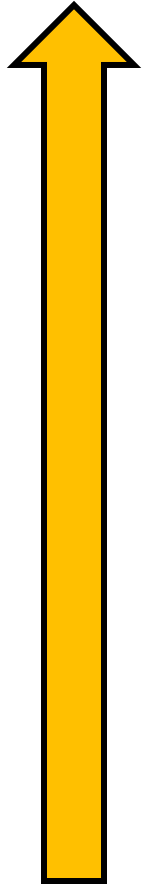
“I can do that.... What’s
next?”

Progressions: Balance

- Children can maintain balance when performing a task on one leg (this applies when static or when moving) (**Develop through setting challenges where children must perform tasks on one leg. I.e – Throw and catch bean bag with alternate hands on one leg – Individual or as pairs**)
- Children can maintain their balance whilst standing on one foot (**Set time challenges, use apparatus to focus children. Encourage the children to look at something that is level with their eyes – ears govern our balance! Some children will initially find it easier balancing with a bend in their knee, allowing the Quadriceps to contract slightly and control their body**)
- Children maintain their balance whilst standing in a stationary position and performing a task (2 feet) (**Develop by asking children to balance a bean bag on their shoulder > back of hand > head > on head whilst holding arms out and touching nose with one hand**)
- Children maintain balance when standing in a stationary position on the floor (2 feet) (**Develop this skill through activities involving a 'freeze' OR ask children to balance objects on particular parts of their body. I.e - Bean Bag/Cone**)




As children develop their balance, ask them to hold their limbs further away from their core!



Increase in
Complexity
of Skill

Progressions: Catching

- 
- Standing — Using two **bean bags!**
 - Standing — Practice catching with a **medium sized ball**
 - Resting on knee's — Practice catching with a **medium sized ball**
 - Sitting — practice catching with a **medium sized ball**
 - Standing — Practice catching with a **bean bag**
 - Resting on knee's — Practice catching with a **bean bag**
 - Sitting — practice catching with a **bean bag** (doesn't roll away!)

Individual


- Standing — Using two **bean bags!**
- Standing — Practice catching with a **medium sized ball**
- Resting on knee's — Practice catching with a **medium sized ball**
- Sitting — practice catching with a **medium sized ball**
- Standing — Practice catching with a **bean bag**
- Resting on knee's — Practice catching with a **bean bag**
- Sitting — practice catching with a **bean bag** (doesn't roll away!)

In Pairs

- Large group working in a set space, one child acts as the DEF, the rest keep **ball** away from DEF
- Standing in a circle, no adult in the middle, practice catching with a **medium sized ball**
- In a circle, no adult in middle, practice catching a **bean bag**
- Standing in a circle, adult in the middle, practice catching with a **medium sized ball**
- Standing in a circle, adult in the middle, practice catching with a **bean bag**

In a Small Group

Increase in
Complexity
of Skill

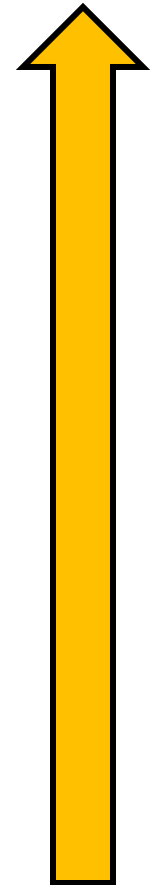
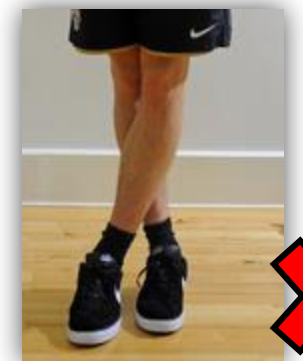


Progressions: Running & Stopping

- Children maintain balance when moving fast in all directions & changing directions. Children react to variables and maintain balance whilst moving in a range of directions and stopping with competency (**Development would now begin to integrate other factors such as another FMS — Kicking, Catching, Throwing, Jumping etc**)
- Children maintain their balance when changing direction in a regimented fashion, show an understanding that not crossing legs when changing direction helps them to maintain balance (**Development would then focus on activities/games requiring children dodging, chasing, avoiding moving objects/people**)
- Children maintain their balance when moving forwards, show an understanding that bending at the knee helps them to stop quickly. Struggle to maintain balance when changing direction in a regimented fashion (I.e Running in & out of cone slaloms)
- Children show a clear in-balance when moving forwards at any pace faster than walking. Need to numerous steps when coming to a stop (**Development would focus on lots of activities/games requiring straight line running**)



When changing direction
DON'T cross your feet!



Increase in
Complexity
of Skill

Progressions: Throwing

- Can utilise the over-arm throw to throw to a target/area with moderate success (a greater distance away)
- Begins to use the over-arm throw to throw over a greater distance
- Can throw objects under-arm to targets 3-4 metres away with moderate success
- Can throw objects under-arm to targets 1-2 metres away with moderate success
- Can throw objects under-arm in a general direction with a degree of success (i.e – Forwards)

Individual

- Can utilise the over-arm throw to throw to the chest with moderate success (a greater distance away)
- Begins to use the over-arm throw to throw over a greater distance (close to partner's chest)
- Can throw objects under-arm to chest 3-4 metres away with moderate success
- Can throw objects under-arm to chest 1-2 metres away with moderate success
- Can throw objects under-arm in a general direction with a degree of success (i.e – Towards their partner)

In Pairs

- Children select appropriate types of throw, reacting to changing situations in game play successfully (bounce pass to avoid defender)
- Children can use teaching points to successfully complete different types of throw on command
- Children can list the teaching points of different types of throw (i.e – How to perform a chest pass/bounce pass)
- Takes part in activities using one type of throw

Activity specific

Increase in
Complexity
of Skill

