



Year 4 PE Progression Steps

Year 4	Developing	Expected Standard	Exceeding	PE Language
Gymnastics	<ul style="list-style-type: none"> With support, pupils can perform actions and balances with control. With support, pupils perform body shapes and agilities with control. Pupils are beginning to include changes of speed and level in a sequence. With support, pupils plan, perform and repeat longer sequences. With support, pupils adapt their own movements to include a partner in a sequence. Pupils are beginning to describe possible improvements to their own and others' performances. 	<ul style="list-style-type: none"> Pupils can perform actions and balances with control. Pupils perform body shapes and agilities with control. Pupils include changes of speed and level in a sequence. Pupils plan, perform and repeat longer sequences. Pupils adapt their own movements to include a partner in a sequence. Pupils describe possible improvements to their own and others' performances. 	<ul style="list-style-type: none"> Pupils confidently perform actions and balances with control. Pupils confidently perform body shapes and agilities with control. Pupils understand how to include changes of speed and level in a sequence. Pupils independently plan, perform and repeat longer sequences. Pupils confidently adapt their own movements to include a partner in a sequence. Pupils confidently describe possible improvements to their own and others' performances. 	<ul style="list-style-type: none"> Rotation 90°, 180°, 270° Spinning Axis Strength, suppleness, stamina Combine Approaching, leaving Height Inversion Against, towards, away, across
Dance	<ul style="list-style-type: none"> Pupils respond to a range of stimuli. Pupils copy and explore ideas. Pupils show some body control and fluency. Pupils repeat and remember dance phrases. Pupils work well with a partner. Pupils talk about their own performances. 	<ul style="list-style-type: none"> Pupils respond imaginatively to a range of stimuli. Pupils copy and explore ideas, with some originality. Pupils show good body control and fluency. Pupils refine, repeat and remember dance phrases. Pupils work well with a partner and in a group. Pupils talk about their own and others' performances. 	<ul style="list-style-type: none"> Pupils respond imaginatively to a range of stimuli. Pupils copy and explore ideas, with originality. Pupils consistently show good body control and fluency. Pupils refine, repeat and remember dance phrases. Pupils work well with a partner and in a group. Pupils confidently talk about their own and others' performances. 	<ul style="list-style-type: none"> Character, narrative, costume, props Describe, analyse, interpret, evaluate Communication Gesture Myth, legend Words to describe choreographic devices (unison, canon, repetition, action, reaction).
Games Striking and Fielding	<ul style="list-style-type: none"> With guidance, pupils hit the ball hard and into a space. With support, pupils use different throwing techniques. With support, pupils use different retrieving techniques. With guidance, pupils vary their play. With support, pupils decide on the best position for fielders. With support, pupils discuss how to improve their performance. 	<ul style="list-style-type: none"> Pupils hit the ball hard and accurately into a space. Pupils use different throwing techniques. Pupils use different retrieving techniques. Pupils vary their play. Pupils decide on the best position for fielders. Pupils discuss how to improve their performance. 	<ul style="list-style-type: none"> Pupils hit the ball hard and accurately into a space. Pupils use different throwing techniques competently and accurately. Pupils use different retrieving techniques competently and accurately. Pupils vary their play according to the game. Pupils decide on the best position for fielders. Pupils confidently discuss how to 	<ul style="list-style-type: none"> Batting Fielding Bowler Wicket Tee Base Boundary Innings Rounder Backstop score

			improve their performance.	
Games Net and Wall	<ul style="list-style-type: none"> • With support, pupils can use a range of techniques to throw/hit the ball. • Pupils move to try and intercept the ball. • Pupils feed the ball to their partner. • With support, pupils use a racket to hit the ball over the net. • With support, pupils try to use tactics to beat their opponent. • With support, pupils create a scoring system. 	<ul style="list-style-type: none"> • Pupils use a range of techniques to throw/hit the ball. • Pupils move to try and intercept the ball. • Pupils feed the ball to their partner. • Pupils use a racket to hit the ball over the net. • Pupils try to use tactics to beat their opponent. • Pupils create a scoring system. 	<ul style="list-style-type: none"> • Pupils confidently use a range of techniques to throw/hit the ball. • With confidence, pupils move to try and intercept the ball. • Pupils feed the ball to their partner. • Pupils confidently use a racket to hit the ball over the net. • Pupils use a range of tactics to beat their opponent. • Pupils confidently create their own scoring system. 	<ul style="list-style-type: none"> • Court, target, net • Striking, hitting • Defending • Opponent • Tactics • scoring
Games Invasion	<ul style="list-style-type: none"> • With guidance, pupils use different techniques to pass the ball. • With support, pupils move into different positions to receive the ball. • Pupils are developing their understanding of how to move to intercept the ball. • Pupils show a level of control and speed. • Pupils have simple plans. 	<ul style="list-style-type: none"> • Pupils use different techniques to pass the ball. • Pupils move into different positions to receive the ball. • Pupils move to try to intercept the ball. • Pupils show consistency, control and speed. • Pupils have simple plans that they know they can make work. • Pupils explain tactics they have used. 	<ul style="list-style-type: none"> • Pupils use different techniques to pass the ball. • Pupils confidently move into different positions to receive the ball. • Pupils confidently move to try to intercept the ball. • Pupils show consistency, control and speed. • Pupils have simple plans that they confidently make work. • Pupils explain tactics they have used. 	<ul style="list-style-type: none"> • Keep possession, keep control • Make and use space • Support • Pass • Points, goals • Rules • tactics
Athletics - Running	<ul style="list-style-type: none"> • Pupils run at different speeds. • Pupils hand over a baton, quiot, beanbag. • Pupils can identify some of their team's strengths. • With guidance, pupils choose and sustain an appropriate running pace. • With guidance, pupils demonstrate a good running technique. • With support, pupils say what they have done well. 	<ul style="list-style-type: none"> • Pupils run smoothly at different speeds. • Pupils hand over a baton, quiot, beanbag smoothly. • Pupils make the most of their team's strengths. • Pupils choose and sustain an appropriate running pace. • Pupils demonstrate a good running technique. • Pupils say what they have done well and what they need to improve. 	<ul style="list-style-type: none"> • Pupils run smoothly at different speeds. • Pupils hand over a baton, quiot, beanbag smoothly. • Pupils make the most of their team's strengths. • Pupils choose and sustain an appropriate running pace. • Pupils demonstrate a good running technique. • Pupils say what they, and others, have done well and what they need to improve. 	<ul style="list-style-type: none"> • Sprint, jog • Pace (steady, fast, medium, slow) • Stamina, speed • Relay <ul style="list-style-type: none"> - Time, measure, record
Athletics – Jumping	<ul style="list-style-type: none"> • Pupils understand how to jump with control, coordination and balance. • Pupils understand how to bend their knees and use their arms to propel themselves. • 	<ul style="list-style-type: none"> • Pupils jump with control, coordination and balance. • Pupils bend their knees and use their arms to propel themselves. • 	<ul style="list-style-type: none"> • Pupils confidently jump with control, coordination and balance. • Pupils bend their knees and use their arms to propel themselves. • 	<ul style="list-style-type: none"> • Two footed broad jump • Control • Coordination • balance • propel <ul style="list-style-type: none"> - measure, record

<p>Athletics - Throwing</p>	<ul style="list-style-type: none"> • With support, pupils use appropriate techniques for sling, push and pull throws. • Pupils throw a range of equipment consistently at a target. • 	<ul style="list-style-type: none"> • Pupils use appropriate techniques for sling, push and pull throws. • Pupils throw a range of equipment consistently and accurately at a target. • 	<ul style="list-style-type: none"> • Pupils confidently use appropriate techniques for sling, push and pull throws. • Pupils confidently throw a range of equipment consistently and accurately at a target. • 	<ul style="list-style-type: none"> • Throwing action (sling, push, pull) • Power • Overarm <ul style="list-style-type: none"> - measure, record
<p>OAA</p>	<ul style="list-style-type: none"> • With support, pupils plan their ideas together. • With support, pupils orientate a map. • Pupils find their way back to a starting point. • Pupils review what went well. • 	<ul style="list-style-type: none"> • Pupils plan their ideas together. • Pupils orientate a map. • Pupils mark controls in the correct positions on a map. • Pupils find their way back to a starting point. • Pupils review what went well. • Pupils identify areas for improvement. 	<ul style="list-style-type: none"> • Pupils plan their ideas together. • Pupils confidently orientate a map. • Pupils confidently mark controls in the correct positions on a map. • Pupils find their way back to a starting point. • Pupils review what went well. • Pupils identify areas for improvement. 	<ul style="list-style-type: none"> • Maps, diagrams • Symbols, scale • Orienteering • Controls • Challenges, problem solving • Plan alone, pairs, groups • Do-try, think about and try again • Review-talk about an activity and decide how to do better