

## PE Medium Term Planning- Year 4

### Key Knowledge

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.

#### **Swimming and water safety**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

#### **In particular, pupils should be taught to:**

swim competently, confidently and proficiently over a distance of at least 25 metres  
use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]  
perform safe self-rescue in different water-based situations.

Year group Year 4	Key Knowledge	Physical skills	Social skills	Emotional skills	Thinking skills
<b>Autumn 1</b> Fundamentals-Year 3/4	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,	<ul style="list-style-type: none"> <li>To develop balancing and understand the importance of this skill.</li> <li>To understand how to change speed and be able to</li> </ul>	<ul style="list-style-type: none"> <li>To show respect towards others when competing.</li> <li>To listen to others and share ideas.</li> <li>To play fairly with others.</li> <li>To work with a small group, listening to others and sharing ideas.</li> <li>To show support</li> </ul>	<ul style="list-style-type: none"> <li>To challenge myself to work to the best of my ability.</li> <li>To show honesty when playing games.</li> <li>To be determined not to give up if I find things challenging.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how we use balance in everyday life.</li> <li>To change my speed to be able to continue to run over a period of time.</li> <li>To create a plan to help me outwit an opponent.</li> </ul>

	<p>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.</p>	<p>demonstrate good technique when running at different speeds.</p> <ul style="list-style-type: none"> <li>• To demonstrate a change of speed and direction to outwit others.</li> <li>• To develop technique and control when jumping, hopping and landing.</li> <li>• To develop skipping in a rope.</li> <li>• To apply fundamental skills to a variety of challenges.</li> </ul>	<p>and kindness towards others.</p> <ul style="list-style-type: none"> <li>• To encourage others in my group.</li> </ul>	<ul style="list-style-type: none"> <li>• To try my best.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a plan based on my findings.</li> <li>• To read and understand task cards.</li> <li>• To listen to the instructions and understand what to do.</li> </ul>
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**Autumn 2**  
Football- Year 3/4

- To know the basic rules of different ball games, through experiencing them as mini games/invasion games: hockey, netball, team tennis, rugby, basketball, volleyball.
- To know that it is against the rules to fist the ball in netball;
- To know that moving passes are appropriate with rugby balls (the ball is passed behind)
- To know the difference between types of passing used in volleyball and basketball; how to dribble; how to catch a ball when being closely marked (by finding space).
- Know how to gain possession by working a team
- Know when to choose a specific tactic for defending and attacking
- Know a number of techniques to pass, dribble and shoot
- Know when to pass and when to dribble in a game.

- To develop controlling the ball and dribbling under pressure.
- To develop passing to a teammate.
- To be able to control the ball with different parts of the body.
- To develop changing direction with the ball using an inside and outside hook.
- To jockey / track an opponent.
- To be able to apply the rules and tactics you have learnt to play in a football tournament.

- To play co-operatively with others to manage our own game.
- To make quick decisions by communicating with my partner.
- To move safely around others.
- To show respect towards others.
- To be respectful and congratulate others.

- To play co-operatively with others to manage our own game.
- To persevere when learning a new skill.
- To play games honestly and fairly keeping to the rules of the game.
- To show determination and perseverance in the games I play.

- To make decisions about when to pass and when to dribble.
- To understand the teaching points and apply them to my learning.
- To make decisions about what type of turn to use.
- To understand why it is important to shut down an attacker's space.
- To select and apply tactics to the games I play.

<p><b>Spring 1</b> Gymnastics- Year 4</p>	<ul style="list-style-type: none"> <li>● To understand the importance of pulse raising and warm ups.</li> <li>● To be able to identify when their pulse has been raised and their body is ready for stretches.</li> <li>● To know a variety of stretches that will prepare their bodies for a gymnastics session.</li> <li>● To know a variety of conditioning exercises to increase stretch and endurance.</li> <li>● To understand the importance of conditioning, stretch and endurance in gymnastics.</li> <li>● To know how to safely move equipment.</li> <li>● To know the terms “progressions” and “preps” and why they are important in developing skills safely.</li> <li>● To know a variety of preps for advance skills, such as walkovers and handsprings.</li> <li>● To know how to safely land and finish skills.</li> <li>● To know what constitutes a good gymnastics routine; including different types of timing, transitions, different heights, and balances.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop individual and partner balances.</li> <li>● To develop control in performing and landing rotation jumps.</li> <li>● To develop the straight, barrel, forward and straddle roll.</li> <li>● To develop strength in inverted movements.</li> <li>● To be able to create a partner sequence to include apparatus.</li> </ul>	<ul style="list-style-type: none"> <li>● To work safely when learning a skill.</li> <li>● To support others in their learning.</li> <li>● To work safely being mindful of others.</li> <li>● To be kind when structuring my feedback.</li> <li>● To work with a partner to create and perform a sequence.</li> <li>● To discuss, plan and create a partner sequence.</li> </ul>	<ul style="list-style-type: none"> <li>● To be confident to perform in front of others.</li> <li>● To try my best in the tasks I am set.</li> <li>● To be confident to receive feedback.</li> <li>● To persevere when developing a skill.</li> <li>● To try my best.</li> </ul>	<ul style="list-style-type: none"> <li>● To identify what makes a good balance and use this to help me improve my balances.</li> <li>● To observe others and provide feedback on their performances.</li> <li>● To plan and create sequences.</li> <li>● To understand what momentum is and how it helps me to roll.</li> <li>● To understand that gymnastics helps to develop strength and flexibility.</li> <li>● To observe others and provide feedback on their performances.</li> </ul>
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	<ul style="list-style-type: none"> <li>● To know how to safely enter and exit group balances and what to do if the balance becomes unsafe.</li> <li>● To understand the differences between a leap and a jump.</li> </ul>				
<p><b>Spring 2</b> Dance- Year 4</p>	<ul style="list-style-type: none"> <li>● Knows how to compose own dances in a creative way, individually, with a partner and within a small group.</li> <li>● Perform dance to an accompaniment devising the sequence to take account of rhythm and style of music and mood of the piece.</li> <li>● Dance shows clarity, fluency, accuracy and consistency of movement</li> <li>● Develop sequences in a specific style of dance.</li> <li>● Choose own music and style</li> <li>● Knows the impact of that increased poise, balance and coordination can make to a dance performance and apply this when moving and stopping within a sequence at different levels within the space.</li> <li>● Knows the importance of warming up specific muscle groups in preparation for dance, as well</li> </ul>	<ul style="list-style-type: none"> <li>• To copy and create actions in response to an idea and be able to adapt this using changes of space.</li> <li>• To choose actions which relate to the theme.</li> <li>• To understand how dynamics, space and relationships can be used to represent a dance idea.</li> <li>• To use actions, dynamics, space and relationships to represent a dance idea.</li> <li>• To remember and repeat actions and create dance ideas in response to a stimulus.</li> <li>• To use action and reaction when creating ideas with a partner.</li> </ul>	<ul style="list-style-type: none"> <li>● To work co-operatively with a partner to refine the set choreography and to adapt it.</li> <li>● To help my partner to remember the choreography.</li> <li>● To share ideas as a group and decide together what to do.</li> <li>● To work co-operatively in my group, helping each other to remember our choreography and create new ideas.</li> <li>● To show respect for others when watching them perform.</li> </ul>	<ul style="list-style-type: none"> <li>● To be confident to share and perform my ideas.</li> <li>● To share ideas as a group and decide together what to do.</li> <li>● To be confident to lead others.</li> <li>● To be sensitive to other's feelings when providing feedback</li> <li>● To be aware of how others feel and structure my feedback taking this into consideration.</li> </ul>	<ul style="list-style-type: none"> <li>• To adapt the choreography to include changes in direction or pathway.</li> <li>• To act on feedback given to me to improve my performance.</li> <li>• To understand how to choose ideas that represent each state of matter.</li> <li>• To provide feedback using set criteria.</li> <li>• To provide feedback using key words.</li> <li>• To understand how to improve my work.</li> </ul>

	<p>as cooling down.</p> <ul style="list-style-type: none"> <li>• Knows that dance can communicate an idea, as well as feelings and narratives.</li> <li>• Knows and can state which aspects of own and others' performance were particularly strong and which they could improve on</li> </ul>				
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<b>Summer 1 Swimming</b>	<p>Each pupil is required to be able to do the following: Perform safe self-rescue in different water based situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> <li>• To develop an understanding of buoyancy and balance in the water.</li> <li>• To develop independent movement and submersion.</li> <li>• To develop gliding and crawl legs.</li> <li>• To develop front crawl breathing.</li> <li>• To develop gliding and backstroke.</li> <li>• To develop rotation, sculling and treading water.</li> </ul>	<ul style="list-style-type: none"> <li>• To work with others to plan a strategy</li> <li>• To swim safely around other</li> <li>• To make safe decisions when creating an obstacle course.</li> <li>• To collaborate with others to achieve a set outcome.</li> <li>• To enter the water safely ensuring the water is clear before I enter.</li> </ul>	<ul style="list-style-type: none"> <li>• To be confident to learn new skills.</li> <li>• To show perseverance and determination to improve on my score.</li> <li>• To work honestly when competing against others.</li> <li>• To try my best.</li> <li>• To be aware of other people's feelings and am inclusive when I play games.</li> </ul>	<ul style="list-style-type: none"> <li>• To plan and decide on the best technique to swim with my noodle.</li> <li>• To plan on a route that avoids the catchers.</li> <li>• To observe my partners technique and use this to provide them with feedback.</li> <li>• To remember to breathe every six seconds.</li> <li>• To think tactically to overcome a task.</li> <li>• To understand how to use my body to scull, tread water and rotate.</li> </ul>
<b>Summer 2 Swimming</b>	<p>Each pupil is required to be able to do the following: Perform safe self-rescue in different water based</p>	<ul style="list-style-type: none"> <li>• To develop surface dives, submersion and handstands.</li> </ul>	<ul style="list-style-type: none"> <li>• To congratulate and support progress</li> <li>• To move safely</li> </ul>	<ul style="list-style-type: none"> <li>• To listen and pay attention to the rules of the game.</li> <li>• To work</li> </ul>	<ul style="list-style-type: none"> <li>• To judge the distance between myself and other swimmers when</li> </ul>

	<p>situations. Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<ul style="list-style-type: none"> <li>• To develop head above water breaststroke technique.</li> <li>• To develop basic skills in water safety and floating.</li> <li>• To learn techniques for personal survival.</li> <li>• To develop water safety skills and an understanding of personal survival.</li> </ul>	<p>around others.</p> <ul style="list-style-type: none"> <li>• To work safely, ensuring the water is clear before jumping in.</li> <li>• To work with others to create a whirlpool.</li> <li>• To work within a small group to practise a new skill.</li> <li>• To communicate and collaborate with others to achieve a set task.</li> </ul>	<p>independently when learning a new skill.</p> <ul style="list-style-type: none"> <li>• To show perseverance to complete the course.</li> <li>• To be confident to fall into the water.</li> <li>• To persevere when learning a new skill.</li> <li>• To try my best.</li> </ul>	<p>surrounding.</p> <ul style="list-style-type: none"> <li>• To understand which part of the stroke helps me to gain distance.</li> <li>• To observe my partner's breaststroke technique and can count the number of strokes it takes them to swim 25m.</li> <li>• To understand key safety messages when I am around water.</li> <li>• To think of ways to swim without using my arms, and then without using my legs.</li> <li>• To plan a strategy to swim with others whilst staying in contact with a float.</li> </ul>
<p><b>GDS Opportunities</b></p>	<ul style="list-style-type: none"> <li>-Can they persevere with a task and improve their performance through regular practice?</li> <li>-Can they set personal challenges and are able to achieve these?</li> <li>-Can they review, analyse and evaluate their own and others' strengths and weaknesses?</li> <li>-Can they effectively transfer skills from one sport to another?</li> <li>-Can they work effectively as a team showing good sportsmanship?</li> <li>-Can they show a great understanding of rules and tactics and adapt tactics where necessary?</li> <li>-Can they show ability and confidence performing skills at a competitive level?</li> <li>-Can they show an understanding of the health and fitness side of PE?</li> <li>-Do they take part in a wide variety of sports both inside and outside of school, competing with others and showing enthusiasm?</li> <li>-Do they show the skills to lead a group or become a sports leader?</li> </ul>				