

# Y4 Physical Education



Autumn 1	Dance	Gymnastics - Core Task 1
Year 4	<ul style="list-style-type: none"> <li>• Explore and create characters and narratives in response to a range of stimuli.</li> <li>• Show control, accuracy and fluency of movement when performing actions on their own.</li> <li>• Understand the link between heart rate and breathing when exercising.</li> <li>• Perform dances using a range of movement patterns.</li> <li>• Perform more complex dance phrases and dances that communicate character and narrative.</li> <li>• Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer.</li> <li>• Create, perform and repeat sequences that include changes of dynamics e.g. changes of level, speed or direction.</li> <li>• Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others.</li> <li>• Identify what they need to practice to improve their performance.</li> <li>• Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway.</li> <li>• Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group.</li> <li>• Perform skills more accurately and consistently.</li> <li>• Work well as part of a team.</li> <li>• Describe, interpret and evaluate their own dance, taking account of character and narrative.</li> </ul>	<ul style="list-style-type: none"> <li>● To develop ways of travelling on hands and feet.</li> <li>● To develop balance on large body parts.</li> <li>● To develop balances on small body parts.</li> <li>● To turn while travelling.</li> <li>● To create a sequence that is transformed from floor to large apparatus.</li> <li>● To make simple judgements about the quality of a sequence.</li> <li>● To teach a sequence to a partner.</li> <li>● To devise a sequence with a partner using partner balances.</li> <li>● To explore a range of partner balances.</li> <li>● To improve the quality of balances using peer feedback.</li> <li>● To perform a paired sequence in unison with control.</li> <li>● To understand how stretching and suppleness are important to gymnastic performance.</li> </ul>

Autumn 2	Fitness	Gymnastics - Core Task 2
Year 4	<ul style="list-style-type: none"> <li>● Develop lower body strength and fitness.</li> <li>● Work well as part of a team to achieve success.</li> <li>● Understand what aerobic exercise is.</li> <li>● Develop speed and aerobic endurance.</li> <li>● Develop upper body strength and fitness.</li> <li>● Show self-belief and determination to manage and accomplish tasks.</li> <li>● Understand and develop core strength.</li> <li>● Demonstrate correct techniques of core strength fitness exercises.</li> <li>● Identify parts of the body we are working during exercises.</li> <li>● Show control and good technique learnt throughout this unit.</li> </ul>	<ul style="list-style-type: none"> <li>● To explore different ways of rolling.</li> <li>● To perform rolling actions and link these with balances to create a sequence.</li> <li>● To explore different ways of jumping and landing.</li> <li>● To perform jumping and landing actions and link these with balances and rolls to create a sequence.</li> <li>● To create and perform a sequence involving travel, balance, rolling and jumping and landing in pairs.</li> <li>● To create and perform a sequence involving travel, balance, rolling and jumping and landing in pairs, following an L shaped pathway.</li> <li>● To create and perform a sequence involving travel, balance, rolling and jumping and landing in pairs, following an L shaped pathway.</li> <li>● To explore transitions between actions.</li> <li>● To create and perform a sequence involving travel, balance, rolling and jumping and landing in pairs, following an L shaped pathway.</li> </ul>

Spring 1	Indoor athletics	Games - Core Task 1 - Invasion - Netball/Basketball
Year 4	<ul style="list-style-type: none"> <li>● To understand the technique needed to run for speed.</li> <li>● Set targets and work in pairs.</li> <li>● Children work in a team to cover the greatest distance, improving their judgement of pace.</li> <li>● Understand the effects of exercise upon their heart rate.</li> <li>● Investigate different ways of throwing with two hands.</li> <li>● Introduce over arm throw.</li> <li>● Consolidate over-arm throw.</li> <li>● Combine jumps to cover the greatest distance.</li> <li>● Reinforce and consolidate skills learnt.</li> <li>● Evaluate and improve performance.</li> <li>● To apply athletic skills to competitive situations.</li> <li>● Achieve best possible performance.</li> </ul>	<ul style="list-style-type: none"> <li>● To throw a ball using a chest pass.</li> <li>● To receive a ball and keep control.</li> <li>● To know why we warm up and cool down.</li> <li>● To develop throwing and catching skills using chest and bounce passes.</li> <li>● To disguise different types of passes.</li> <li>● To develop tactics in different situations.</li> <li>● To develop range and consistency of throwing and catching skills.</li> <li>● To use and adapt tactics in a game situation;</li> <li>● To evaluate how successful their tactics have been.</li> <li>● To use and adapt tactics in a simple game.</li> <li>● To recognise aspects of their work that need improving.</li> <li>● To use and adapt tactics in different situations. To explain their ideas and plans.</li> </ul>

Spring 2	Games - Core task 2 Invasion - Football/Rugby	Games - Football
<ul style="list-style-type: none"> <li>Year 4</li> </ul>	<ul style="list-style-type: none"> <li>To develop throwing and catching skills using a rugby ball.</li> <li>To use simple tactics in a game situation.</li> <li>To develop the range and consistency of skills using a rugby ball.</li> <li>To use simple tactics in a game situation</li> <li>To use and adapt tactics in a game situation.</li> <li>To recognise aspects of their work that needs improving.</li> <li>To develop passing and dribbling skills.</li> <li>To use and adapt tactics in different situations.</li> <li>To devise and use rules.</li> <li>To use and adapt skills and tactics in different situations.</li> <li>To evaluate and improve upon performance.</li> <li>Apply generic attacking and defending skills to game situations.</li> <li>To use tactics to outwit the opposition.</li> </ul>	<ul style="list-style-type: none"> <li>To learn to keep control of the ball.</li> <li>Using skills to find a space</li> <li>Practice moving with the ball</li> <li>To learn to pass the ball</li> <li>To learn to receive the ball .</li> <li>Develop teamwork within a game.</li> <li>Developing skills to use the width of the field.</li> <li>Develop different ways of shooting for goal - power shots, finesse shots, balance, use of arms, controlling the ball and looking ahead.</li> <li>To develop skills to use 3 turns to keep possession of the ball.</li> <li>To revisit previous skills and use in a game situation.</li> </ul>

Summer 1	Games - Cricket	Orienteering
Year 4	<ul style="list-style-type: none"> <li>• To be able to adhere to some of the basic rules of cricket</li> <li>• To develop a range of skills to use in isolation and a competitive context</li> <li>• To use basic skills with more consistency including striking a bowled ball.</li> <li>• To develop the range of Cricket skills they can apply in a competitive context.</li> <li>• To choose and use a range of simple tactics in isolation and in a game context</li> <li>• Consolidate existing skills and apply with consistency</li> </ul>	<ul style="list-style-type: none"> <li>• Work cooperatively and successfully as part of a team.</li> <li>• Plan activities to achieve success.</li> <li>• Work cooperatively and successfully as part of a team.</li> <li>• Communicate effectively with other people.</li> <li>• To demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</li> <li>• To make a map with symbols and a legend</li> <li>• To recognise where they are on a map.</li> <li>• Use navigation points N,S,E,W in games.</li> <li>• Develop a basic understanding of map reading, and its importance in Orienteering.</li> <li>• Understand the different points on a map.</li> <li>• Has knowledge of safety rules and procedures for taking part in orienteering event.</li> <li>• Takes part in a picture orienteering event with success.</li> <li>• Meets challenges effectively working as part of a team.</li> <li>• Use 'thumbing and folding' techniques to navigate to and from control points.</li> <li>• Work as a team to decide what approach to use to meet the challenge set.</li> <li>• Use a map to plot the best route between controls.</li> <li>• Explain how they could improve their performance.</li> </ul>

Summer 2	Athletics	OAA - Kayaking and Paddleboarding	Swimming
Year 4	<ul style="list-style-type: none"> <li>● Show control, coordination and consistency when running.</li> <li>● Show control, coordination and consistency when throwing.</li> <li>● Show control, coordination and consistency when jumping.</li> <li>● Choose the appropriate running speed to meet the demand of the task.</li> <li>● Understand how to pace your speed when running over an increased distance.</li> <li>● Describe how their bodies feel when exercising.</li> <li>● Combine basic jump actions to form a jump combination.</li> <li>● Devise suitable warm-up activities for the upcoming activities.</li> <li>● Develop jumping technique.</li> <li>● Learn how to evaluate and recognise their own success.</li> <li>● Communicate, collaborate and compete with others.</li> <li>● Work well as part of a team.</li> </ul>	<ul style="list-style-type: none"> <li>• I know how to hold my paddle.</li> <li>• I can paddle forwards and backwards.</li> <li>• I can help put equipment away and help other people.</li> <li>• I help other people who are less confident than me on the water.</li> <li>• I know what a buoyancy aid is and what it is for.</li> <li>• I am confident to paddle my chosen craft.</li> <li>• I am confident to swim in my buoyancy aid.</li> <li>• I can sit or kneel on my craft and keep myself stable.</li> <li>• I can move around my boat carefully without falling into the water.</li> </ul>	<p><b><u>Stroke Action</u></b></p> <ul style="list-style-type: none"> <li>● Explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl.</li> </ul> <p><b><u>Breathing</u></b></p> <ul style="list-style-type: none"> <li>● Pupils demonstrate improved breathing technique in front crawl.</li> <li>● Breathing in Breaststroke is established in sync with arm action and push and glide phase.</li> </ul> <p><b><u>Water safety</u></b></p> <ul style="list-style-type: none"> <li>● Pupils are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water</li> </ul> <p><b><u>Body alignment</u></b></p> <ul style="list-style-type: none"> <li>● Streamline shape in all strokes</li> <li>● Dip to hip visible in all strokes</li> <li>● Leg action controlled and synchronised with arm action and increasingly breathing cycle</li> <li>● Flutter kick on front crawl and backcrawl developing consistently</li> <li>● Breaststroke leg action includes whip kick and effective propulsion</li> </ul>