

Subject: PE Year 4

What are the aims and intentions:

That all the children will be able 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

- 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.

Links to prior learning.

Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Unit	Topic:	Knowledge	Skills:	Key Questions
Games - Invasion Games	Netball	<ul style="list-style-type: none">• To know the different roles with a High 5 netball team• To know how to signal for a pass• To know when to move to new space following a pass• To know how to disguise a pass	<ul style="list-style-type: none">• To pass accurately using a variety of passes• To land and pivot• To shoot with good technique• To create space• To anticipate the play• To participate purposefully in a netball match	<p>Can the children name the different roles in the High 5 netball team?</p> <p>Can the children hold the ball correctly and pass using a variety of passes?</p> <p>Can the children land and pivot?</p> <p>Can the children shoot and score?</p> <p>Can the children use all the space to play the game of High 5 netball?</p> <p>Can the children play the game knowing where to make improvements?</p>

		<ul style="list-style-type: none"> To know what the terms 'landing foot, pivot and stepping' mean To know the rules on shooting 		
	Key Vocabulary	attacker, goal shooter, centre, goal defender, goal keeper, shoulder pass, chest pass, bounce pass, pivot, step, land, disguise, anticipate		
		Cultural Capital:		
Fundamentals	Multi-Skills	<ul style="list-style-type: none"> To know how to identify agility, balance and co-ordination and how to improve their own personal best times and scores 	<ul style="list-style-type: none"> To be able to balance equipment on varying body parts while moving, or coordinating another body action To be able to change direction with speed and efficiency whilst dribbling a ball To be able to show co-ordination with both the strong and weak sides of my body to perform a combination of movements or actions To be able to balance more than one object while moving, roll, throw and catch two objects, travel with objects and change direction at speed To be able to complete each test with confidence and get more than one Personal Best 	<p>Can the children balance different equipment on different parts of their bodies while moving or co-ordinating another body action?</p> <p>Can the children change direction with speed and efficiency whilst dribbling a ball?</p> <p>Can the children show co-ordination with both the strong and weak sides of my body to perform a combination of movements or actions?</p> <p>Can the children balance more than one object while moving, roll, throw and catch two objects, travel with objects and change direction at speed?</p> <p>Can the children complete each test with confidence and get more than one Personal Best?</p>
	Key Vocabulary	Balance, agility, co-ordination, personal best, timings, score, distance.		
		Cultural Capital:		

<p>Creative Movement</p>	<p>Gymnastics and Dance</p>	<ul style="list-style-type: none"> • To know how to get the body ready for performing jumps and rolls • To know the correct positions when performing jumps and rolls. • To know how to mirror a partner on apparatus • To know how to present when performing to others • To know how to use canon, formation changes, direction and level to improve a motif • To know how to recognise good timing, execution and performance skills 	<ul style="list-style-type: none"> • To perform a rocket jump 1/4 and 1/2 turn in a sequence with control and body tension • To perform a Teddy Bear roll with control and pointed toes • To perform a matching and mirroring balance in a sequence with control and precision • To perform a bunny hop lifting my legs with control, height and pointed toes • To perform a sequence in unison showing different levels, good body tension and control • To mirror a partner's rolls with good timing • To perform in unison with others • To create a sequence with defined starting and finishing points • To create a sequence involving different formations and pathways • To create a sequence involving flight • To spin on a variety of points and patches • To travel on different body parts • To create sequences with pathways that cross 	<p>Can the children perform rocket jump with control and tension?</p> <p>Can the children perform a teddy bear roll with control?</p> <p>Can the children match and mirror in a balanced in a sequence?</p> <p>Can the children perform a bunny hop with the correct technique?</p> <p>Can the children perform a sequence in unison showing different levels of body tension and control?</p> <p>Can the children create a sequence of movements using all the skills taught in this unit?</p>
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			<ul style="list-style-type: none"> To use choreography to create a sequence 	
	Key Vocabulary	Rocket jump, Bunny hop, unison, mirroring, sequence, straddle, control, poise transition, mirroring, canon, pathways, formation, points, patches		
		Cultural Capital:		
Games - Net and Wall (Bat and Ball skills)	Tennis	<ul style="list-style-type: none"> To know what the ready position is To know to try and get to the centre of the court after playing each shot To know how to hit the ball with a full backswing To know to keep the head still when trying to hit the ball To know how to volley a ball and deflect it downwards To know how to play a backhand To know the rules of tennis 	<ul style="list-style-type: none"> To take up a ready position To hit a forehand return To constantly get into good positions to return the ball after one bounce To strike the ball on the backhand with consistency To volley a ball sending the ball downwards To serve from the baseline To move into the correct position to play a variety of shots 	<p>Can the children take up a ready position?</p> <p>Can the children hit a forehand return?</p> <p>Can the children constantly get into good positions to return the ball after one bounce?</p> <p>Can the children strike the ball on the backhand with consistency?</p> <p>Can the children volley a ball sending the ball downwards?</p> <p>Can the children serve from the baseline?</p> <p>Can the children move into the correct position to play a variety of shots?</p>
	Key Vocabulary	forehand, backhand, serve, court, backswing, volley, centre, court, serve		
		Cultural Capital:		

Games - Striking and Feilding -	Kwick Sticks (introduction to Hockey)	<ul style="list-style-type: none"> To know how to win the ball back by tackling and intercepting; To know what they and their team needs to do to keep possession and contribute to this occasionally; To identify some areas that could be improved in games. 	<ul style="list-style-type: none"> To be able to correctly hold the hockey stick. To pass, receive and travel with the ball with some control and accuracy; To begin to use and create space to pass and receive the ball; To develop flexibility, strength, technique, control and balance. To be able to dribble a hockey ball keeping good control of the ball. To be able to tackle an opponent and win the ball back. To be able to shoot into the goal area with accuracy. 	<p>Can the children correctly hold the hockey stick?</p> <p>Can the children pass, receive and travel with the ball with some control and accuracy?</p> <p>Can the children begin to use and create space to pass and receive the ball?</p> <p>Can the children develop flexibility, strength, technique, control and balance?</p> <p>Can the children dribble a hockey ball keeping good control of the ball?</p> <p>Can the children tackle an opponent and win the ball back.?</p> <p>Can the children shoot into the goal area with accuracy.</p>
	Key Vocabulary	Push, hit, pass, receive, control/stop, straight dribble, tackle, intercept, position, umpire, grip, footwork, possession, team, opponent, foul, attacker, defender,		
		Cultural Capital: Tri-Golf festival		
Athletics	Athletics	<ul style="list-style-type: none"> To know how to start a sprint race To know which foot is the take-off foot To know the technique associated with hurdling To know that the furthest point backwards in long jump 	<ul style="list-style-type: none"> To use the correct technique to start a sprint To develop coordination to improve speed To sprint between hurdles To jump consistently from the same take off foot To throw overarm with accuracy To throw overarm with power for distance 	<p>Can the children use the correct technique to start a sprint?</p> <p>Can the children develop coordination to improve speed ?</p> <p>Can the children sprint between hurdles?</p> <p>Can the children jump consistently from the same take off foot ?</p> <p>Can the children throw overarm with accuracy?</p>

		<p>is the point measured in competition</p> <ul style="list-style-type: none"> To know to position the body sideways when throwing To know how to transfer and receive a baton safely 	<ul style="list-style-type: none"> To run a relay effectively as part of a team 	<p>Can the children throw overarm with power for distance ?</p> <p>Can the children run a relay effectively as part of a team?</p>
	Key Vocabulary	sprint technique, take off foot, scissor kick, pull technique		
		Cultural Capital: Sports Day		
Outdoor and Adventure	Outdoor and Adventure	<ul style="list-style-type: none"> To know how co-operate to share roles within a group To know how listen to each other's ideas when planning a task To know how change your ideas if they are not working To know how take responsibility for a role within the group To know how recognise that some outdoor adventurous activities can be dangerous To know how follow rules to keep self and others safe 	<ul style="list-style-type: none"> To orientate simple maps and plans To mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail) To find their way back to a base point 	<p>Can the children orientate simple maps and plans?</p> <p>Can the children mark control points in correct position on their map or plan (e.g. where they find an object when following a photo trail)?</p> <p>Can the children find their way back to a base point?</p>

		<ul style="list-style-type: none"> To know how select appropriate equipment/route/people to solve a problem successfully To know how choose effective strategies and change ideas if not working 		
	Key Vocabulary	Orienteering, course, overhand Boundary, checkpoint, compass, linear, location, orientate, scale, strategy, symbol.		
		Cultural Capital: Outdoor Learning		
Swimming	Swimming	<ul style="list-style-type: none"> To know how to enter the pool in a safe and controlled manner To know how to push and glide in a flat position To know how to perform a sequence of shape changes without touching the floor 	<ul style="list-style-type: none"> To perform a safe entry and exit of the pool To float for at least 10 seconds To push and glide and return to a standing position after 10 metres To swim on front for at least 10 metres To swim on back for at least 10 metres 	Can the children perform a safe entry and exit of the pool? Can the children float for at least 10 seconds? Can the children push and glide and return to a standing position after 10 metres ? Can the children swim on front for at least 10 metres? Can the children swim on back for at least 10 metres?
	Key Vocabulary	push, glide, tuck float, front, back, submerge, flat position, standing position		
		Cultural Capital: Swimming Festival/Gala		