



# Year 4 Physical Education Curriculum

	Autumn			
<b>Curriculum focus/links</b>	Travel, locomotion, weight bearing, weight transference, jumps, shapes, symmetry/asymmetry. Extend their range of actions in order to perform longer more complex sequences. Develop partner and small group work using the floor and more challenging apparatus.	Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.	Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.
<b>Sport/Games</b>	<b>Gymnastics</b>	<b>Hockey</b>	<b>Dance</b>	<b>Tag Rugby</b>
<b>Prior Learning</b>	Explore, develop and perform basic actions. Practice and improve activities, concentrate on quality.	Experienced different types of small-sided invasion games. Able to send and receive balls. Used a variety of techniques and tactics to play competitively, both attacking and defending.	Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.	Handled a rugby ball with confidence. Evaded attackers using footwork and body control. Linked skills to perform as a team in attack. Used basic game principles of tag rugby and played within more straightforward rules.
<b>Key Vocabulary</b>	Balance Travel Roll Symmetry Asymmetry Starting position Finishing position Weight bearing Transference Speed Level Direction Partners Repetition Adapt Fitness	Control Use space Defend Attack Dribble Pass Push Slap Reverse	Solo Trio Relationship Formations Action Reaction Musicality Performance Combat Secret agent Mission	Possession Consistently Evade Columns Space Length Pace Compete

# Year 4 Physical Education Curriculum

	<p>Injury Control Positive Agility Compare Contrast Flow Extend Timing Mirror Match</p>			
<p><b>Substantive Concepts</b></p>	<p>Acquiring and Developing Skills</p> <ul style="list-style-type: none"> <li>• To develop a more complex range of body actions.</li> <li>• To perform these skills and actions more accurately and consistency.</li> </ul> <p>Selecting and Applying skills, tactics and compositional ideas.</p> <ul style="list-style-type: none"> <li>• Select appropriate complex actions to create a repeatable sequence around a theme.</li> <li>• Explore changes in dynamics and combinations of movement, shape and balance.</li> </ul> <p>Knowledge and Understanding of fitness and health.</p> <ul style="list-style-type: none"> <li>• Describe how the body reacts during different types of activity, and how this affects performance.</li> </ul> <p>Evaluating and Improving Performance.</p> <ul style="list-style-type: none"> <li>• Describe their own and others work.</li> <li>• Make simple judgements about the quality of performance and suggest improvements.</li> </ul>	<ul style="list-style-type: none"> <li>• To perform a push pass with accuracy.</li> <li>• To perform a straight dribble to maintain possession.</li> <li>• To use reverse-stick to control a ball on the far side of our body.</li> <li>• To use a slap pass to send the ball over longer distances.</li> <li>• To turn to keep the ball under control and move into space.</li> <li>• To develop new skills in competitive situations and look to improve.</li> </ul>	<ul style="list-style-type: none"> <li>• To create a secret agent solo dance.</li> <li>• To remember, perform and master an agent phrase.</li> <li>• To develop a trio dance using relationship variations</li> <li>• To create a combat trio</li> <li>• To use gestures to create a secret mission ending.</li> <li>• To perform a secret agent dance with control, precision and skill.</li> </ul>	<ul style="list-style-type: none"> <li>• To use accurate passes to create an attack as a team.</li> <li>• To pick the ball up from the floor &amp; run with it to start an attack.</li> <li>• To keep possession of the ball and build an attack.</li> <li>• To evade being tagged.</li> <li>• To use changes of speed to create gaps to run into.</li> <li>• To create attacking opportunities in competitive games.</li> </ul>

# Year 4 Physical Education Curriculum

	Spring			
Curriculum focus/links	Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.	Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball-handling skills. Use footwork rules in a game situation and explore basic marking.	Travel, locomotion, weight bearing, weight transference, jumps, shapes, symmetry/asymmetry. Extend their range of actions in order to perform longer more complex sequences. Develop partner and small group work using floor and more challenging apparatus.	Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.
Sports/Games	Badminton	Basketball	Gymnastics	Tennis
Prior Learning	Identified and described some rules of badminton. Served to begin a game. Explored forehand hitting.	Performed some basic basketball skills, throwing, catching and dribbling. Built attacking/offensive play. Implemented some basic rules of basketball.		Can identify and describe some rules of tennis. Have served to start a game. Explored forehand hitting.
Key Vocabulary	Tactics Underarm Overarm Bisi Tricks Ready position Shuttlecock Boundary	Turnover Double dribble Crossover ball Tip-off Intercept Bounce pass jump shot Opposed Violation	Balance Travel Roll Symmetry Asymmetry Starting position Finishing position Weight bearing Transference Speed Level Direction Partners Repetition Adapt Fitness	Hit Return Court Forehand Backhand Bounce Points Score Net Tactics Underarm Overarm Position Ready


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			<p>Injury Control Positive Agility Compare Contrast Flow Extend Timing Mirror Match</p>	
<p>Substantive Concepts</p>	<ul style="list-style-type: none"> <li>To use an underarm forehand shot.</li> <li>To hit an overhead clear.</li> <li>To hit a backhand shot with control and accuracy.</li> <li>'Trick' shots and interesting ways of hitting the shuttle.</li> <li>To work collaboratively to score points in different scenarios.</li> <li>To use forehand and backhand shots in a singles game.</li> </ul>	<ul style="list-style-type: none"> <li>To apply pressure on an attacker to force a mistake.</li> <li>To change direction quickly using a crossover dribble.</li> <li>To use man-to-man marking to stop the ball handler.</li> <li>To perform a bounce pass to outwit an opponent.</li> <li>To perform a jump shot.</li> <li>To perform passing and moving with a teammate.</li> </ul>	<ul style="list-style-type: none"> <li>Acquiring and Developing Skills             <ul style="list-style-type: none"> <li>To develop a more complex range of body actions.</li> <li>To perform these skills and actions more accurately and consistency.</li> </ul> </li> <li>Selecting and Applying skills, tactics and compositional ideas.             <ul style="list-style-type: none"> <li>Select appropriate complex actions to create a repeatable sequence around a theme.</li> <li>Explore changes in dynamics and combinations</li> </ul> </li> <li>of movement, shape and balance.</li> </ul>	<ul style="list-style-type: none"> <li>To return to the middle of the court after playing a shot.</li> <li>To accurately use the forehand in game situations to score points.</li> <li>To play a backhand shot with some control.</li> <li>To combine ready position and court movement to consistently return the serve.</li> <li>To work with a partner to score points in a game.</li> <li>To use forehand and backhand shots to score points in a competitive situation.</li> </ul>

# Year 4 Physical Education Curriculum

			<ul style="list-style-type: none"><li>• Knowledge and Understanding of fitness and health.<ul style="list-style-type: none"><li>• Describe how the body reacts during</li></ul></li><li>• different types of activity, and how this effects</li><li>• performance.</li><li>• Evaluating and Improving Performance.<ul style="list-style-type: none"><li>• Describe their own and others work.</li><li>• Make simple judgements about the quality of</li></ul></li><li>• performance and suggest improvements.</li></ul>	
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# Year 4 Physical Education Curriculum

	Summer			
Curriculum focus/links	Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.	To develop pupils' cardiovascular fitness, strength, coordination, and teamwork through age-appropriate rowing activities. Pupils will learn the basic rowing technique, build endurance, and understand the importance of rhythm, timing, and cooperation in rowing.	Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.	Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.
Sports/Games	Quadkids	Rowing	Cricket	Quadkids
Prior Learning	Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.	Before engaging in rowing activities, pupils should have: Developed basic movement skills (running, jumping, balance, coordination) Experience of teamwork in PE contexts Understanding of following instructions and safe equipment use Experience with simple strength-building and aerobic exercises Basic water safety awareness (if using real boats)	Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.	Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped for height and distance. Thrown with speed and power and applied appropriate force.
Key Vocabulary	Track Force Distance Curve Accelerate Hurdles foam javelins vortex howler Bounce Target take off Sling	Stroke Catch Drive Recovery Rhythm Crew Ergometer Grip	Zones Directing Conditioned game Intercepting Isolation Pull shot Ground ball Overarm bowling Run singles	Track Force Distance Curve Accelerate Hurdles foam javelins vortex howler Bounce Target take off Sling

# Year 4 Physical Education Curriculum

	Exchange Accuracy			Exchange Accuracy
<p>Substantive Concepts</p>	<ul style="list-style-type: none"> <li>To challenge ourselves in running, jumping and throwing tasks.</li> <li>To accelerate over short distances.</li> <li>To run and jump using one-footed take-off.</li> <li>To use a sling action to throw a discus.</li> <li>To run on a curve and exchange a baton in our team.</li> <li>To apply the skills we have developed in a competitive way.</li> </ul>	<ul style="list-style-type: none"> <li><b>Technique</b> Understanding and applying correct rowing form - including posture, grip, sequencing of the stroke, and breathing.</li> <li><b>Timing and Rhythm</b> Developing an internal sense of timing, coordinating movement fluidly and consistently, especially when rowing as part of a team or crew.</li> <li><b>Physical Fitness</b> Building cardiovascular endurance, muscular strength (especially in legs and core), and flexibility through rowing practice.</li> <li><b>Teamwork and Cooperation</b> Learning to row in sync with others, respond to commands, and understand the value of every crew member's contribution.</li> <li><b>Safety and Equipment Handling</b> Understanding how to use rowing equipment safely (including indoor rowers), practicing water safety if rowing on water, and treating equipment respectfully.</li> </ul>	<ul style="list-style-type: none"> <li>To hit the ball in different directions.</li> <li>To anticipate when to run To score singles.</li> <li>To intercept a moving ball with one hand.</li> <li>To bowl overarm.</li> <li>The pull shot and attempting it in a game.</li> <li>To field a bouncing ball effectively.</li> </ul>	<ul style="list-style-type: none"> <li>To challenge ourselves in running, jumping and throwing tasks.</li> <li>To accelerate over short distances.</li> <li>To run and jump using one-footed take-off.</li> <li>To use a sling action to throw a discus.</li> <li>To run on a curve and exchange a baton in our team.</li> <li>To apply the skills we have developed in a competitive way.</li> </ul>

# Year 4 Physical Education Curriculum

		<ul style="list-style-type: none"><li>• Effort and Improvement Developing a growth mindset by setting personal goals, measuring progress (e.g. distance, time), and reflecting on performance.</li></ul>		
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