

Year 4 PE Coverage

*'As aspiring athletes, we are physically active so we can lead healthy lives and develop skills in a variety of activities.
We compete fairly, both individually and with teams. We aim to win but we can accept defeat graciously.'*

Year 4	Autumn Term	Spring Term	Summer Term
	Swimming Games	Swimming Gymnastics/Games	Athletics (TT Summer 1) Dance/Games
National Curriculum	<ul style="list-style-type: none"> 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 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 compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> 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 develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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 	<ul style="list-style-type: none"> use running, jumping, throwing and catching in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] 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 perform dances using a range of movement patterns compare their performances with previous ones and demonstrate

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Subject Focus	<p>Swimming</p> <p>In Swimming in Year 4, children will:</p> <p>Develop the use a range of strokes effectively.</p> <p>Learn to swim competently, confidently and proficiently over a distance of at least 25m.</p> <p>Practise and perform safe self-rescue in different water-based situations.</p>	<p>Swimming contd.</p> <p>In Gymnastics in Year 4, children will:</p> <p>Travelling - find space and travel at different levels, tempos and changes of direction on floor incorporating into sequence.</p> <p>Shape and balance - perform the 5 body shapes interlinking with small and large body part balances, focus on strength, precision and control, explore and understand different types of balances including box balances with a partner, introduce the different stages of inversions.</p> <p>Rolling - experiment with rolling; learn safe technique to practise a variety of rolls.</p> <p>Jump and landing - continue to develop and explore jumping and landing, on floor and apparatus, with an understanding of safe practise.</p> <p>Composition - select gymnastic skills to create a solo, transfer skills onto different</p>	<p>In Dance in Year 4, children will:</p> <p>Understand the importance of warming up and cooling down for dance and explore relationships.</p> <p>Stimulus - talk about stimuli in groups, create dance phrases to various stimuli.</p> <p>Choreography - apply unison and canon in small groups, to be aware of other dancers in the group, practise and refine dance phrases, lengthen phrases and link them together to make a dance, have a greater knowledge of the social/cultural background of dance.</p> <p>Dynamics - know how actions performed using dynamics and spatial qualities can communicate character and a narrative, understand how improvisation can be used as a creative method, improvise freely alone, with a partner and in a small group using a wide range of actions, dynamics, directions, levels and relationships.</p>

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		<p>apparatus, making decisions on appropriate and safe movement, develop pairs sequences on floor and apparatus, develop technique and sequencing through low apparatus, perform a gymnastics sequence with confidence and an understanding of movements demonstrated.</p> <p>Fitness and health - discuss the effects of the body during PE, develop an understanding of simple exercises designed to improve or maintain fitness levels.</p>	
	<p>In Games in Year 4, children will:</p> <p>Tag Rugby</p> <ul style="list-style-type: none"> - Use speed and space to avoid defenders - Pass backwards and in both directions and sometimes on the move - Begin to make a high pop pass to avoid a defender - Explore and create passing angles for teammates. <p>Hockey</p> <ul style="list-style-type: none"> - Understand how to change direction of travel by rotating and turning stick to support this. - Use and complete a push pass to make a direct pass. - Use different levels of speed to dribble the ball into space. 	<p>In Games in Year 4, children will:</p> <p>Basketball</p> <ul style="list-style-type: none"> - Make decisions regarding which is the best type of pass to use. (Shoulder, chest, bounce pass) - Begin to use a bounce pass, which only bounces once. - Identify space to move into in advance attacking positions. - Mark another player and begin to attempt interceptions. <p>Netball</p> <ul style="list-style-type: none"> - Use and complete multiple chest passes to a team mate. - Understand how to land and pivot. - Move into an advanced attacking space. 	<p>In Athletics in Year 4, children will:</p> <p>Sprinting - demonstrate good arm, leg, body and breathing technique. Long distance - show good technique over a long distance and understand how to pace themselves. Relay - display a baton changeover and be able run as a group on a track. Jumping - jump successfully over a short and long distance with body control, demonstrate good landing skills. Throwing - throw using various techniques over a long distance with control, add a run up. Competition - compete as an individual and a team in a competition in Athletics.</p> <p>In Games in Year 4, children will:</p> <p>Tennis</p>

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	<ul style="list-style-type: none"> - Maintain defensive positions and keep the pressure until possession is gained. - Score in a designated area. - Use and implement simple skills in a game scenario. 	<ul style="list-style-type: none"> - Understand the basic principles of defence and how to cut off space on court. - Develop basic in play tactics in netball-based scenario games. <p>Cricket</p> <ul style="list-style-type: none"> - Develop a range of fielding skills, to enable fielders to safely and efficiently gather the ball and target an effective throw to the wicket, wicketkeeper or bowler. - Complete an overarm bowl. - Choose and use a range of simple batting tactics in isolation and game scenario. - Consolidate existing skills and apply with consistency. 	<ul style="list-style-type: none"> - Consistently hold the racket correctly. - Strike the ball confidently in different directions. - Return ball to partner with control - Get into the correct position when returning/striking the ball. - Play forehand and backhand shots - Know the difference of playing at the front of the court and back of the court - Make faster and more efficient decisions with control. - Use various shots during a game - Demonstrate and explain the rules of tennis. - Score tennis the correct way during games.
Top Ten / Fab Five	<p>Swimming/ Games focus</p> <ol style="list-style-type: none"> 1. I use a range of swimming strokes effectively 2. I can perform safe self-rescue 3. I can use speed and space to avoid defenders. 4. I can pass backwards in both directions. 5. I can pass to teammates. 6. I can rotate the stick to change direction of travel 7. I can use a push pass 	<p>Gymnastics focus</p> <ol style="list-style-type: none"> 1. I travel at different tempos, levels and changes of direction. 2. I perform the 5 body shapes interlinking with small and large body part balances. 3. I perform with strength, precision and control. 4. I can perform a box balance 5. I can perform inversions. 6. I can select skills to create a solo on the floor and on apparatus. 	<p>Dance focus</p> <ol style="list-style-type: none"> 1. I can explore the relationship between warming up and cooling down. 2. I can discuss stimulus in a group. 3. I can create dance phrases to various stimuli. 4. I can apply unison and cannon in small groups. 5. I am aware of other dancers in my group 6. I can lengthen phrases and link them together to make a dance.

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	<p>8. I can use different levels of speed to dribble a ball into a space</p> <p>9. I can score in a given area</p> <p>10. I can use simple skills in a game scenario.</p>	<p>7. I can develop a pair sequence with a partner.</p> <p>8. I can make decisions on appropriate and safe movement</p> <p>9. I can perform a sequence with confidence and understanding of my movements.</p> <p>10. I can discuss the effects of the body during PE.</p>	<p>7. I have a good knowledge of the social/cultural background of dance.</p> <p>8. I know how to communicate character and a narrative.</p> <p>9. I can improvise freely alone, with a partner and in a small group.</p> <p>10. I perform with a wide range of actions, dynamics, directions, levels and relationships.</p>
Unit specific Vocabulary	<p>(Year 3 - Games- Try, score, pass, tag, mark, defend, dribble, attack. Muscles, heart rate, circulate, pulse, circuits, fielding, wicket, bowler, batting. Forehand, backhand, racket, net).</p> <p>Year 4 - Games - passing angle, high pop pass, rotate, push pass, defensive position, and possession.</p>	<p>(Year 3- Gymnastics - tempo, interlink, inversions, pair sequences).</p> <p>Year 4 - Gymnastics - incorporate, precision box balance, select, demonstrate, maintain</p> <p>Year 4 - Games - shoulder/chest/bounce pass, pivot, overarm.</p>	<p>(Year 3 - Dance - action words, unison, canon, refine, positions, social/ cultural backgrounds, portray, improvise).</p> <p>Year 4 - Dance - lengthen, communicate, character, narrative.</p> <p>(Year 3 - Athletics - lane discipline, co-ordination, baton, personal best, reflect).</p> <p>Year 4 - Athletics - pace, changeover, run up, Games - court</p>