

Year 4 – PE

Games	Gym	Dance	Athletics	Outdoor	Evaluation
Use running, jumping, throwing and catching in isolation and in combination To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	To develop flexibility, strength, technique, control and balance.	To perform dances using a range of movement patterns.	To use running, jumping, throwing and catching in isolation and in combination.	To take part in outdoor and adventurous activity challenges, both individually and within a team.	To compare their performances with previous ones and demonstrate improvement to achieve their person best.
G1 I can use different ways of travelling for attacking and defending, whilst keeping good control and possession of a ball or winning possession.	GY1 I can develop a range of rolls, jumps, travel, body shapes and balances and include in a performance.	D1 I can copy, remember, perform and adapt set choreography.	A1 I can begin to build a variety of running techniques.	O1 I can develop listening skills.	E1 I can watch and describe a performance.
G2 I can show confidence in using ball skills in various ways and can link these together (bouncing, kicking, throwing, dribbling etc).	GY2 I can create gymnastic sequences of at least 5-6 actions that meet a theme or set of objectives, which contains changes of shape, direction, level and speed.	D2 I can improvise with material and modify dance phrases with a partner or on my own to communicate various ideas.	A2 I can perform a running jump with more than one component.	O2 I can begin to use a simple map.	E2 I can begin to think about how I can improve my work.
G3 I can receive possession of a ball and use running, jumping, throwing and catching in isolation and combination showing coordination, control and fluency.	GY3 I can develop compositional ideas within different situations to develop and extend sequences.	D3 I can translate ideas in response to stimuli and share my ideas and reasoning with others.	A3 I can demonstrate accuracy in throwing activities.	O3 I can begin to think activities through and problem solve.	E3 I can work with a partner or with a small group to improve my skills.
G4 I can take part in a competitive game as an effective part of the team using my knowledge of the rules and communicating well with other players.	GY4 I can demonstrate increasing strength, control, flexibility and technique when taking my own and others weight.	D4 I can vary and adapt dance phrases and motifs showing an awareness of dynamics and choreographic principles such as unison, canon, complementing, action and reaction and a range of different formations.		O4 I can begin to choose and apply strategies.	E4 I can make suggestions of how to improve my work.
G5 I can use tactics within games I have learnt and begin to create my own games using these principles and the knowledge and skills taught.	GY5 I can begin to perfect sequences of taught skills when using equipment.	D5 I can perform dances showing good rhythm, spatial awareness and an appreciation of the audience.		O5 I can begin to demonstrate an understanding of how to stay safe.	

Year 4 Topic Coverage

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
G1- G5 E1- E4		D1-D5 O1-O5 E1-E4		GY1- GY5 E1-E4	A1-A3 E1-E4
Vocabulary					
possession, scoring, space, pass/send/receive, dribble, travel team, striking, bowling, throwing, fielding, combinations, co-ordination, fluency, co-operation, competition, technique, partner, points, goals, rules, tactics, batting, fielding, bowler, wicket, tee, base, boundary, innings, rounder, backstop, court, target, net, defending, hitting, stance, offside, pitch, doubles rally. Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery evaluate, improve	spatial awareness, repeat, dance, character, repetition, action, reaction, pattern, movement, evaluate, improve, agility, flexibility strength, technique, control, balance, combination, stimulus, motifs, dynamics, perform, timing Health and fitness – warm up/ cool down/ heart rate.		degrees, balance, forwards, backwards, combine, rotation, against, towards, across, evaluate, improve, height, strength, suppleness, stamina, speed, level, wide, tucked, straight, twisted, constructive, points, twist, turn, safety, refine, agility, strength, technique, control, balance, evaluate, improve Shapes—tuck, straddle, pike, arch, back support, front support, shoulder stand Bridge partner balances level 1—steps, knees, thighs, shoulders, counter balance Health and fitness – warm up/ cool down/ heart rate		running, technique, pace, accuracy, power, throw, high, low, skip, aim, fast, slow, bounce, jump, leap, hop, run, target, overarm, Underarm, walking, jogging, accelerate, baton, relay, push, take off, landing Health and fitness – warm up/ cool down/ heart rate/ pulse/ recovery evaluate, improve
I will learn...					
<ul style="list-style-type: none"> ✓ How to use different ways of attacking and defending whilst keeping good control and possession. ✓ How to show confidence in using ball skills in various ways and can link these together (bouncing, throwing and kicking, dribbling). ✓ How to receive possession and use running, jumping, throwing and catching in isolation and combination. ✓ How to use skills taught with increasing coordination, control and fluency. ✓ How to take part in a competitive game as an effective part of the team. ✓ How to use tactics within games and begin to create my own game using knowledge and skills taught. 	<ul style="list-style-type: none"> ✓ How to copy remember, perform and adapt set choreography. ✓ How to improvise a dance with a partner or on my own to communicate various ideas. ✓ How to translate ideas to response to stimuli and share my ideas. ✓ How to vary and adapt dance phrases and motifs showing and awareness of dynamics and choreographic principles. ✓ How to perform dances showing good rhythm, spatial awareness and an appreciation of the audience. 		<ul style="list-style-type: none"> ✓ How to develop a range of rolls, jumps, travel, body shapes and balances and include them in a performance. ✓ How to create gymnastic sequences which includes 5-6 movements containing change of shape, direction, level and speed. ✓ How to develop compositional ideas to develop and extend sequences. ✓ How to begin to develop strength, technique and flexibility throughout performances when taking my own and others weight. ✓ How to begin to perfect sequences of taught skills to equipment. 		<ul style="list-style-type: none"> ✓ How to begin to build a variety of running techniques. ✓ How to perform a running jump with more than one component. ✓ How to demonstrate accuracy in throwing activities. ✓ How to strike a ball with intent. ✓ How to throw a ball more accurately when bowling and/or fielding. ✓ How to use running, jumping, throwing and catching in isolation and combination.
Evaluation <ul style="list-style-type: none"> • How to describe a performance. • How to use the appropriate vocabulary when giving feedback. • How to make suggestions to improve my performance. • How to work with a partner or group to improve my skills. • How to improve my own and others performances. 			Outdoor and adventurous activity <ul style="list-style-type: none"> • How to develop listening skills. • How to begin to use a simple map. • How to begin to think activities through and begin to solve problems. • How to begin to choose and apply strategies. • How to begin to demonstrate an understanding in how to stay safe in the outdoors. 		