Y4 PHYSICAL EDUCATION CURRICULUM

4	Autumn 1		Autumn 2	
	Swimming	**Flag Football**	**Swimming**	**Dance**
Key Skills	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical:** Running, Throwing, Catching, Evading, Tagging, **Social:** Can you help teammates when they make a mistake **Emotional:** Can we deal with positives and negatives from the game? **Thinking:** What position is becoming my favourite and a strength	**Physical:** submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water **Social:** communication, support and encouragement, keeping safe **Emotional:** confidence, determination, perseverance **Thinking:** observe and provide feedback, select and apply skills	**Physical**: actions, dynamics, space, relationships **Social**: respect, work safely, collaboration, share ideas, inclusion **Emotional**: sensitivity, confidence, perseverance, acceptance **Thinking**: provide feedback, comprehension, reflection, observation, creativity
Learning Objectives	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	**By the end of the lesson, year four would have recapped understanding from year 3 flag football lessons and** demonstrate throwing as a quarterback back over a longer distance. should be able to snap the ball to the quarterback consistently. should be able to perform basic routes (Hook, slant and fade) without defenders be able to describe and demonstrate at least four different football plays that involve C, QB, RB and WR be able to play multiple positions in a flag football match and play a full match	To develop head above water breaststroke technique. To develop head above water breaststroke technique. To develop basic skills in water safety and floating. To learn techniques for personal survival. To develop water safety skills and an understanding of personal survival.	THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space. To choose actions which relate to the theme. To develop a dance using matching and mirroring. THEME: Carnival To learn and create dance moves in the theme of carnival. To develop a carnival dance using formations, canon and unison. To develop a dance phrase and perform as part of a class performance.
Vocab	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Offence, Defensive, Quarterback, Running Back, Plays, Touchdown, Down, Snap, Line of scrimmage	Alternate, backstroke, breaststroke breathing, buoyancy, crawl, floating, front crawl, glide, rotation, sculling, submerge, surface treading water	Action, reaction, canon, dynamics, expression, flow, formation, match, mirror, order, performance, phrase, relationship, rhythm, space, structure, timing, unison
Assessment	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	Can they perform different roles on offence and defence? Can they throw to a moving player as a quarterback back Are we able to use sportsmanship when winning and losing	I can swim competently, confidently and proficiently over a distance of at least 25 meters I can use a range of strokes effectively (front crawl, backstroke and breaststroke) I can perform safe self-rescue in different water-based situations	I can choose actions and dynamics to convey a character or idea I can copy and remember set choreography I can respond imaginatively to a range of stimuli relating to character and narrative I can use changes in timing and spacing to develop a dance I can use counts to keep in time with others and the music I can sue simple movement patterns to structure dance phrases on my own, with a partner

Y4 PHYSICAL EDUCATION CURRICULUM

4	Spring 1		Spring 2	
	Fitness	**Gymnastics**	**Gymnastics**	**Athletics**
Key Skills	**Physical:** agility, balance, coordination, speed, stamina, strength **Social:** support others, work safely, communication **Emotional:** perseverance, determination, honesty **Thinking:** identify areas of strength and areas for development	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand **Social:** work safely, determination, collaboration, communication, respect **Emotional:** confidence, perseverance, **Thinking:** observe and provide feedback, select and apply actions, creativity, evaluate and improve	**Physical:** Pace, sprint, jump for distance, throw for distance **Social:** collaborate, leadership **Emotional:** determination, perseverance, honesty **Thinking:** reflection, observing and providing feedback, exploring ideas, comprehension
Learning Objectives	To recognise different areas of fitness and explore what your body can do. To develop speed and strength. To develop co-ordination. To develop agility. To develop balance. To develop stamina.	To develop individual and partner balances. To develop individual and partner balances using apparatus. To develop control in performing and landing rotation jumps. To develop rotation jumps and sequence building using apparatus. To develop the straight, barrel, forward and straddle roll. To assess my straight, barrel, forward and straddle roll.	To link actions that flow using the rolls I have learnt on my own and with a partner. To develop strength in inverted movements. To create a great partner sequence to include the skills I have learnt and apparatus. To create a great partner sequence to include the skills I have learnt and apparatus.	To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop techniques when jumping for distance. To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.
Vocab	Accelerate, agility, balance, coordination, control, decelerate, direction, dynamic, muscle, progress, react, record, speed, stamina, static, strength, technique	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Body tension, bridge, contrast, extend, flow, fluidly, inverted, landing position, match, momentum, perform, rotation, sequence, shoulder stand, stability, wrist grip	Accuracy, distance, heave, launch, measure, official, officiate, pace, power, record, speed, stamina, stride, technique, transfer of weight
Assessment	I can collect and record my scores and identify areas I need to improve I can sue key points to help me improve my sprinting technique I show balance when changing direction at speed show control when completing activities to improve balance I show determination to continue working over a period of time I understand there are different areas of fitness, and that each area challenges my body differently	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can plan and perform sequences with a partner that include a change of level and shape I can provide feedback using appropriate language relating to the lesson I can safely perform balances individually and with a partner I understand how body tension can improve the control and quality of my movements	I can demonstrate the difference in sprinting and jogging techniques I can explain what happens when my body warms up I can jump for distance with balance and control I can throw with some accuracy and power to a target area

Y4 PHYSICAL EDUCATION CURRICULUM

4	Summer 1		Summer 2	
	OAA	**Cricket**	**Hockey**	**Tennis**
Key Skills	**Physical:** balance, run at speed, run over distance, coordination **Social:** communication, cooperation, collaboration **Emotional:** determination, resilience, honesty, trust **Thinking:** problem solving, evaluation, reflection, create, select and apply	**Physical:** underarm an overarm throwing, bowling, batting, two handed pick up, short barrier **Social:** collaboration and communication, respect **Emotional:** perseverance, honesty, determination **Thinking:** observing and providing feedback, applying strategies	**Physical:** dribble, pass, intercept, receive, run, shoot **Social:** respect, communication, collaboration, work safely **Emotional:** determination, perseverance, honesty **Thinking:** comprehension select and apply, decision making, identifying strengths and areas for development	**Physical:** throwing, catching, forehand, backhand, rallying **Socia**l: cooperation, collaboration, respect, support and encourage others **Emotional:** perseverance, honesty, determination **Thinking:** comprehension select and apply, use tactics, reflection, identifying strengths and areas for improvement
Learning Objectives	To develop co-operation and teamwork skills. To orientate a map and navigate around a grid. To develop observational skills, listening to others and following instructions. To develop trust whilst listening to others and following instructions. To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions.	To develop overarm and underarm throwing and apply these to a striking and fielding game. To develop bowling technique and learn the rules of the skill within this game. To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament.	To develop sending and receiving the ball with accuracy and control. To develop the attacking skill of dribbling. To develop dribbling to beat a defender. To use defending skills to delay an opponent and gain possession. To apply attacking skills to move towards goal and find space. To apply skills and knowledge to compete in a tournament.	To develop racket and ball control. To develop returning the ball using a forehand and understand when to use it. To develop the backhand and understand when to use it. To keep a continuous rally going showing increased technique. To use and apply rules and simple tactics. To understand and use rules to manage a game.
Vocab	Collaborate, communicate, effectively, key, leader, navigate, orientate, reflect, role, solve, symbol, teamwork	Accuracy, bowled out, caught out, cushion, decision, grip, momentum, no ball, opposition, pressure, retrieve, run out, short barrier, tactics, technique, tournament, two handed pickup, wicket	Accelerate, control, cushion, decision, delay, gain, invasion, opposition, option, possession, receive, referee, tackle, tournament	Backhand, competition, control, court, face, feeder, forehand, opponent, opposition, rally, react, return, tactics, track
Assessment	I can accurately follow and give instructions I can confidently communicate ideas and listen to others I can identify symbols on a map and use a key to help navigate around a grid I can plan and apply strategies to solve problems I can reflect on when I why I was successful at solving challenges I can work collaboratively and effectively with a partner and small group	I can bowl a ball with some accuracy and consistency I can strike a bowled ball after a bounce I can use overarm and underarm throwing, catching skills with increasing accuracy I can communicate with my teammates to apply simple tactics I can persevere when learning a new skill	I can dribble, pas, retrieve and shoot the ball with increasing control I can move to space to help my team to keep possession and score goals I can use simple tactics to help my team score or gain possession I can share ideas wand work with others to manage our game	I can return to the ready position to defend my own court I can sometimes play a continuous game I can use a range of basic racket skills I understand the rules of the game and I can use them often and honestly