



Class: Year 4	Topic Title: Physical Education	Key Vocabulary /Skills
<p>NC Objectives: The national curriculum for physical education aims to ensure that all pupils:</p> <ul style="list-style-type: none"> ▪ develop competence and confidence to excel in a broad range of physical activities ▪ are physically active for sustained periods of time ▪ engage in competitive sports and activities ▪ aim to lead healthy, active lifestyles with an understanding of the importance of physical activity, PE and school sport. <p>Key stage 2 Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. Pupils should be taught 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</p>	<p><u>ATHLETICS</u> To perform a start in a sprint type race To throw for distance using three different throws To perform a hop, step and jump To pass a baton successfully in a race To perform 5 different jumps To perform in athletic type competitive events (run, jump and throw)</p> <p><u>DANCE</u> Identify and practise patterns and actions of dance style Demo an awareness of the music's beat and rhythm Create an individual dance and partner dance that reflects the theme To dance using a range of movements Evaluate own work</p> <p><u>GAMES</u> <u>INVASION/TARGET</u> Handball/Basketball/Netball/ Tri golf To send and receive a ball To travel with a ball Travel with a ball with control Use various simple tactics to outwit an opponent Apply basic principles of attack Travel with a ball with control in a game Evaluate success</p> <p><u>STRIKING & FIELDING</u> To strike a ball a striking and fielding game To use simple tactics in a striking and fielding game To evaluate tactics used in a striking and fielding game</p>	<p>Master fundamental movement skills and start to develop athletic specific skill: running, jumping & throwing-performing with consistency and accuracy. Running quickly over short distances Throwing-push, pull and sling Hop, step and jump Combination of jumping actions</p> <p>Dance vocabulary-unison, canon, dynamics, rhythm, control, level, repetition, formation. Perform moves with control & with awareness of rhythmic & dynamics. Perform themed dances clearly and fluently using the accompaniment. Perform with control & with awareness of rhythmic, dynamic and expressive qualities. Working in pairs /in groups Explore, create & compose dance phrases, using expression to communicate character /narrative when performing dance sequences. Talk about & say how they might improve their own and others' work</p> <p>Master fundamental movement skills & start to develop sport specific skills perform with consistency & accuracy. Control, dribble and pass ball using the correct techniques. Applying attacking & defending to small sided games Throw underarm & overarm Bowl underarm, Batting techniques-perform a straight drive, striking a bowled ball. Catch a ball Improve & use throwing, catching, bowling & batting in a game situation. Learn to apply simple tactics in groups.</p>



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

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: 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.

GYMNASTICS

- To develop ways of travelling on feet and hands and feet.
- To develop balance on small body parts.
- To develop a range of jumping actions
- To develop balance on large body parts.
- To create a gymnastic sequence of travelling and balancing.
- To explore different ways of rolling.
- To perform rolling actions and link these with other actions to create a sequence.
- To explore different ways of balancing, jumping and travelling.
- To create a sequence using travelling, balancing, jumping and rolling that meet a set of conditions
- To make simple judgements about the quality of performances.

OAA

- To describe how we can work in small groups to support plans.
- To embed map work and orientation of the school site.
- To use and create routes for each other using simple plans.
- To support and assist in group problem solving tasks.
- To consolidate map work and orientation.
- To talk about what they have done, using appropriate vocabulary with support.
- To talk about exercising, safety and short term exercise

SWIMMING will be delivered @ KEY STAGE 2 by WLSP

Non swimmers & developing swimmers

- Swim between 10-20m unaided in shallow waters, using arms and legs to propel themselves. Use one basic method to swim distance, remembering to breathe.
- Start by using floats, swim over longer distances with more controlled leg kick.
- Explore how to move in and under water; recognise how the water affects their temperature & identify and describe the differences between different leg and arm actions.

Developing & competent swimmers

- Swim 50-100m, keep swimming for 45-90 sec+; use three different strokes - swimming on their front & back. Control their breathing and swim confidently & fluently on the surface and under water.
- Know the dangers of water locally & nationally.
- Learn how and why to use appropriate survival & self-rescue skills if they fall by accident/get into difficulty/know how to help others.

Travelling, jumping, balancing and rolling showing control, co-ordination & tension.
 Travel-i.e Feet& hands and feet. Balance i.e. large body parts-dish & arch, one foot balance. Jump-different shapes when jumping, jump ¼ & ½ turns. Rolling-basic rolls. Apparatus.
 Create & perform a of sequence on floor including: 6 different skills must include 1 roll 1 balance 1 jump.
 Extend to performing sequence with a partner using matching & mirroring.

Simple orienteering activities, working on own & in small groups.
 Develop map reading skills: orientate a map, follow directions, use a control card and navigate safely around a school course
 Work effectively as a team to develop: communication, problem solving and decision making skills.

Develop water confidence. Learn to keep afloat, move in water. Use swimming aids-moving to swimming without aids. meet challenges, breathe when swimming.

Swimming more fluently, improving their swimming strokes and learning personal survival techniques

Possible Community Links

WLSP, TWF Sports Events - Competitions & SEND festivals, AGT events & experiences & Local Clubs

Previous Learning Experiences:

WLSP Delivery throughout KS1 & KS2