

St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 4

Term: Autumn 1



Unit: Outdoor, Activities and Adventures –
Co-operation, Co-ordination and Consideration



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Challenge – tests ability, skill or strength.</p> <p>Teamwork – ability to work together with another person or in a group to solve a problem or complete a task.</p> <p>Trust – a belief that someone or something is good, honest, reliable and will not harm you.</p> <p>Co operation – working with others to achieve a common goal.</p> <p>Communication – the act of giving and receiving information</p> <p>Consideration – thinking about others</p>	<p>which skills and tactics they need to meet the needs of the situation.</p> <p>how to work effectively as part of a team.</p> <p>The role they play within a team</p> <p>how their bodies react and feel when taking part in different activities and undertaking different roles.</p> <p>how to evaluate and recognise success.</p> <p>strengths and weaknesses of their own and other performances.</p>	<p>That instructions need to be clear and unambiguous.</p> <p>how to apply fundamental movement skills.</p> <p>how to develop control and technique whilst performing skills at speed and showing good awareness of others.</p> <p>how to show determination to complete tasks using the correct techniques.</p> <p>how to demonstrate stamina.</p> <p>Different hazards and risks and can take action to control risks.</p>	<p>Interact positively and work together to solve problems and perform a range of tasks</p> <p>Give verbal instructions to others that guides them through a pre-determined course.</p> <p>Design and create simple plans and maps.</p> <p>Orientate to North</p> <p>Follow map marker's and follow a range of trails and journeys.</p> <p>Collect, build, assess risks and light a fire successfully.</p> <p>Cook on a fire and consider self-survival.</p>

<p>Instructions – a sequenced set of orders, thing you must do to achieve a specific outcome.</p> <p>Unambiguous – clear and precise</p> <p>Map – a drawing to show where things are</p> <p>Orientate – ability to locate yourself in an environment.</p>			
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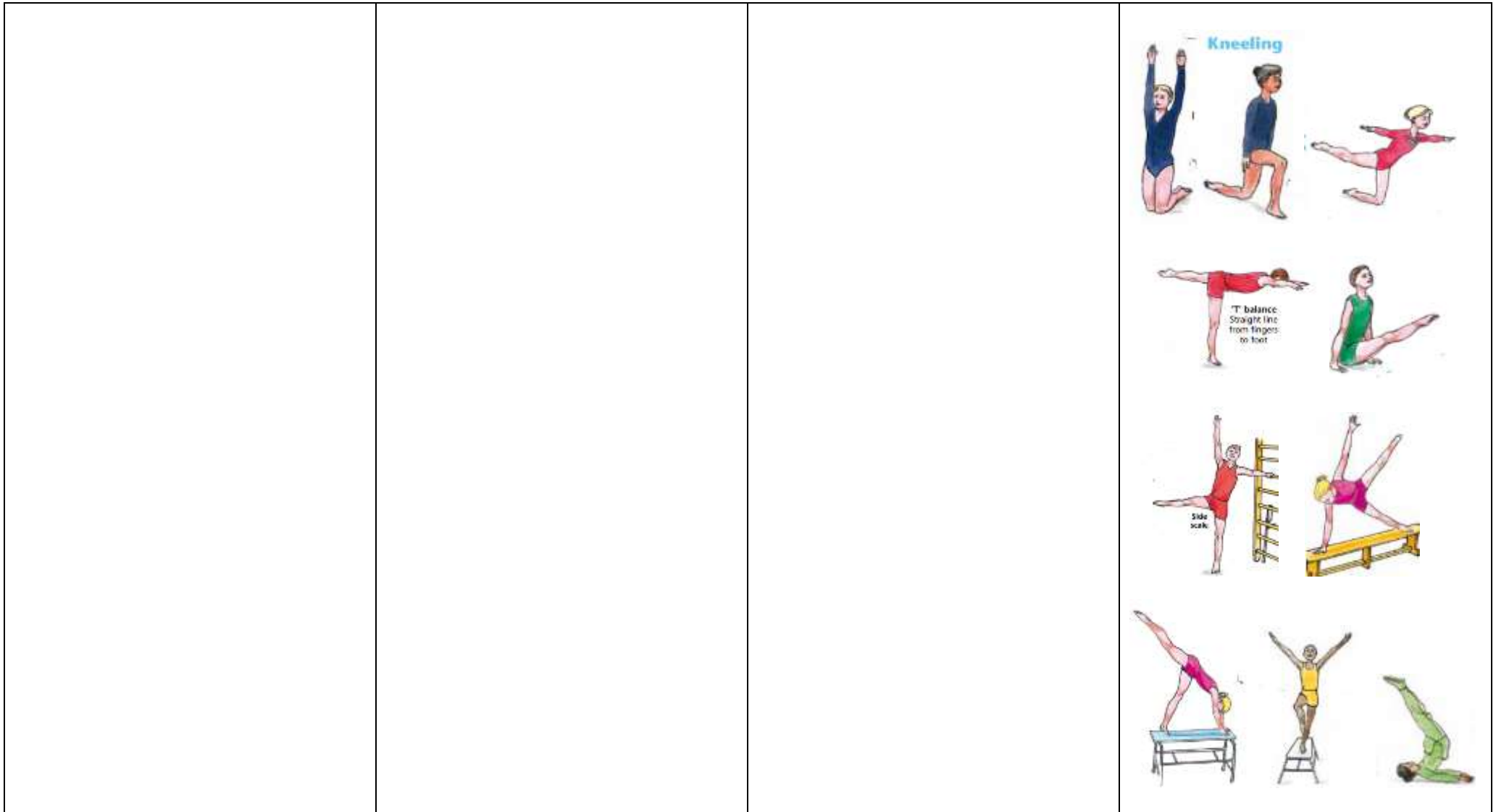
Term: Autumn 2




Unit: Gymnastics - Balance



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Contact points – Parts of the body touching the ground of apparatus.</p> <p>Centre of Gravity – the point at which weight is even on all sides. Usually the middle</p> <p>Surface area – the area covered</p> <p>Extend – to stretch out to full length</p> <p>Control – keep within boundaries</p> <p>Sequence – events / movements put into an order</p> <p>Fluency – easy, flowing movement, that looks light. Where one movement blends into another</p>	<p>There are key principles of balance and that they are easier to perform if the following is considered –</p> <p>Contact points – the higher number of contact points with the ground the steadier the balance will be.</p> <p>Surface area – the larger the surface area, the easier a balance will be to perform.</p> <p>Centre of gravity – the lower the centre of gravity the easier the balance will be to perform.</p>	<p>How contact points, surface areas and centre of gravity affect the performance of different balances.</p> <p>Control of a balance is linked directly to how someone controls their muscles.</p> <p>That they need to keep their heads up and be aware of the space around them to perform different movements.</p> <p>Developing balancing activities and being able to control them, helps to build muscle strength.</p> <p>The need to warm up and cool down their bodies before and after exercise.</p>	<p>Perform balances showing increasing control.</p> <p>Perform balances involving small apparatus.</p> <p>Transition smoothly from one balance to another showing control over movement.</p> <p>Show a range of different transitions into different balances.</p> <p>Follow a set movement phase that has been given to them.</p> <p>Evaluate their own performance and discuss what areas they need to develop and improve.</p> <p>Perform simple warm up and cool down activities</p>



			<p>Switching places</p>  An illustration showing four children standing on a yellow bench. From left to right, they are wearing green, yellow, red, and blue clothing. They are positioned as if they are about to switch places or have just finished. The text 'Switching places' is written in blue above them.
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St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 4

Term: Spring 1



Unit: Dance – Cold Places



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Timing – a period of time, how long something takes to happen Can also relate to rhythm and performing tasks 'in time' or at the same time as a musical rhythm.</p> <p>Expressions – how we demonstrate or show emotion to an audience through movements and body language.</p> <p>Rehearse – to practice</p> <p>Rhythm – a steady beat in music</p> <p>Unison – Together</p> <p>Canon – where dancers in groups take it in turns to perform a movement</p> <p>Fluency – moving with ease and grace</p> <p>Pose – a fixed position</p>	<p>Movements can relate to pieces of music and link in terms of speed of movement and the type of movement.</p> <p>to describe their own dance, taking characters into account</p> <p>what they need to practice to improve their dance.</p> <p>When working with others it is important to listen, take turns and allow others to lead sometimes.</p> <p>the link between heart rate and breathing when exercising.</p>	<p>how to explore and create characters and narratives in response to a range of stimuli.</p> <p>how to perform dances using a range of movement patterns.</p> <p>how to use different compositional ideas to create motifs incorporating unison, canon, action and reaction.</p> <p>how to experiment with a wide range of actions, varying and combining spatial patterns.</p> <p>how to work well as part of a team.</p> <p>Sharing ideas and thought with others can help to develop them.</p> <p>How exercise can impact on physical health and mental health.</p>	<p>move using a range of patterns, body positions and body shapes.</p> <p>to link movement patterns together showing consistency and fluency that incorporates interweaving pathways.</p> <p>work on their own, with a partner and in a group.</p> <p>create, practise, and perform more complex dances.</p> <p>experiment with speed, tension and continuity.</p> <p>perform actions with clarity of movement.</p>

<p>Routine – a series of movements performed to music.</p> <p>Emotions – how someone feels. Mood.</p> <p>Performance – putting together all elements of a dance with a view demonstrate them to an audience.</p> <p>Interweaving pathways – the train left by a dancer moving through a dance space, crossed by another dancer</p>			
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St Anne's C of E Primary School Curriculum Plan

Subject: PE

Year: 4

Term: Spring 2



Unit: Games – Gymnastics - Rotation



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Unison – Together</p> <p>Fluency – moving with ease and grace</p> <p>Pose – a fixed position</p> <p>Routine – a series of movements</p> <p>Performance – putting together all elements of a set of movements with a view demonstrate them to an audience.</p> <p>Dynamic – how someone moves with varying speed, flowing or sudden movements, lower and high movements, big and small movements.</p> <p>Cannoning – taking turns with a partner to demonstrate movements.</p> <p>Mirroring – Copying a partners movements at the same time.</p>	<p>rotational actions can involve rolling, turning, spinning and twisting.</p> <p>Rotational actions can link one movement to another. For example one balance into another.</p> <p>That a rotation can vary in terms of speed, level and direction.</p> <p>how to recognise and explain a good performance.</p> <p>Body strength and flexibility impact on the quality of movement</p> <p>Basic elements of warming up and cooling down and why these activities are important before and after physical exercise.</p>	<p>how to find different ways of using a shape, balance and rotation to link a series of actions.</p> <p>how to show control, accuracy and fluency of movement when performing actions.</p> <p>how to devise and perform a gymnastic sequence, showing a clear beginning, middle and end.</p> <p>how to create, perform and repeat a combination of actions that include changes of dynamic</p> <p>how to collaborate with others.</p>	<p>perform a floor sequence of 4-6 actions combining rotational actions with others</p> <p>use travel to links actions.</p> <p>to travel on different levels at different speeds.</p> <p>create longer sequences of movements that show control, quality of movement, changes of speed, level and direction.</p> <p>Children will be able to work with others mirroring and cannoning.</p> <p>Children will be able to perform in front of others.</p>

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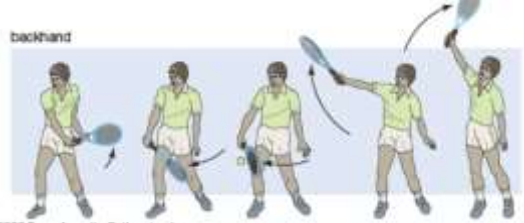
Term: Summer 1



Unit: Games – Net Games (Tennis)



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Serve – Play feeds the ball to their own racket to strike and start a game or rally.</p> <p>Swing – the movement of the racket as you strike the ball</p> <p>Stance – the way in which you stand to send or receive the ball.</p> <p>Court – The area that the net game takes place. Usually players and the ball need to stay within the markings for the court.</p> <p>Rally – When two players strike the ball continuously to each other.</p> <p>Fore hand – A technique using the racket to hit the ball.</p>	<p>That the aim of a game is to score points by throwing or hitting a ball over a net.</p> <p>In tennis and other net games, you need to be aware of all parts of your body when playing the game.</p> <p>That you need to move your body around a court to be able to strike a ball that is sent towards you.</p> <p>That a serve is when a player starts a game by sending the ball from the hand to the racket and towards their opponent.</p> <p>How to describe correct grip and technique. Knowing how to serve a forehand and backhand serve with accuracy.</p>	<p>The basic game principles related to playing net games and how to score.</p> <p>How to hold a tennis racket using a 'shake hands' grip</p>  <p>The basic forehand technique –</p> <ul style="list-style-type: none"> - Sideways stance - Firm Grip - Racket back - Turn shoulder and swing through ball to make contact with the ball. - Swing and contact should be between shoulders and waist. 	<p>Move and change direction varying speed.</p> <p>Demonstrate 'shake hands' grip of a racket to support the forehand technique</p> <p>Balance a ball on a racket and move around.</p> <p>Make small bounces of the ball on a racket as they move around.</p> <p>Demonstrate a backhand technique for striking a ball.</p> <p>Self feed a ball to a partner using a racket.</p> <p>Able to strike a ball with their racket, that is coming towards them from their partner with some accuracy</p>

<p>Back hand – A technique using the racket to hit the ball</p> <p>Racket – The item used to hit the ball, usually with a handle leading into a circular tight net that is used to hit the ball with.</p>	<p>The correct stance when sending and receiving a ball.</p> <p>Warming up and cooling down is important before and after physical activity.</p> <p>The effect different activities have on your heart beat and how this makes your body feel.</p>	<ul style="list-style-type: none"> - Following through with the racket towards the direction of the shot.  <p>The elements of a backhand technique:</p> <ul style="list-style-type: none"> - The arm holding the racket is across the body. - Racket pulled back. - Swing and make contact with ball. - Continue the swing after the ball has made contact.  <p>The importance of working with others when playing team games.</p>	<p>Regularly send a moving ball back towards their partner with some accuracy and move into a ready position.</p> <p>Explain some of the benefits of being active each day and how this helps to keep your body healthy.</p>
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St Anne's C of E Primary School Curriculum Plan

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Term: Summer 2



Unit: Athletics - Pentathlon



Vocabulary	Knowledge	Understanding	Skills
	Children will know (that).....	Children will understand (that).....	Children will be able to.....
<p>Jogging - a slower pace of running that can be sustained for longer periods of time.</p> <p>Sprint – running over a short distance a top speed</p> <p>Push throw – throwing an object that requires the arms to push it – shotput.</p> <p>Pull throw – where the arm is pulled back past the body to throw and object.</p> <p>Flight – the part of the jump where the person is off the ground</p>	<p>the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task.</p> <p>The basic elements of different types of jumping, including jumping for distance and jumping for height.</p> <p>Know the basic elements of different throwing techniques, including a push throw and a pull throw.</p> <p>how to evaluate and recognise success.</p> <p>suitable warm-up activities for the upcoming activities.</p>	<p>There are 5 different events in a pentathlon that come together as one overall competition.</p> <p>how to combine basic jump actions to form a jump combination, using a controlled jumping technique.</p> <p>how to perform a throwing technique with control, coordination and consistency.</p> <p>How to judge their pace when running and how this needs to be adjusted depending on how far you are required to run.</p> <p>how to perform competitively with others.</p>	<p>Copy, repeat and evaluate simple athletic skills and actions including Running, Throwing and Jumping.</p> <p>Execute a one handed push throw with some control and accuracy.</p> <p>combine different types of jumping.</p> <p>Jump a reasonable distance using a learnt technique.</p> <p>run for distance</p> <p>to run in races of varied distances.</p> <p>Run with co-ordination and rhythm over obstacles</p>

<p>Landing – the part of jumping where the person arrives back onto the ground</p> <p>Lead leg – the leg that clears the hurdle first when jumping hurdles or jumping a longer distance</p> <p>Take off – part of a jump where the person prepares to lift off the ground</p> <p>Trail leg – the leg that follows the lead leg over a hurdle or jumping a longer distance.</p>	<p>how their body feels when exercising and know the link between the heart and breathing.</p>		<p>Demonstrate control and co-ordination in their movements and actions.</p> <p>Describe reasons why warming up and cooling down is important for athletic activities.</p> <p>Observe and describe a partners running, throwing and jumping action.</p> <p>to perform competitively with others.</p>
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