

PE at Horwich Parish Year 4 Booklet



Lower Key Stage 2



Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Dance	<p>Perform basic dance actions in timing to a song/rhythm/beat</p> <p>Show flexibility, strength, technique, control and balance when performing to music</p> <p>Become increasingly competent and confident.</p> <p>Create appropriate actions/movements relating to a chosen song</p>	<p>Know, apply and understand key skills of a good performance and make recommendations of how to make improvements</p> <p>Complete dance actions using counts of 4 and 8</p>
Gymnastics	<p>Complete a forward roll from a high starting position.</p> <p>Link gymnastic skills together</p>	<p>Combine movements , actions and balances individually or collaboratively to create a routine.</p> <p>Compare performances with previous ones and demonstrate improvements to achieve personal best.</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Sending and Receiving	<p>Use a variety of equipment to send and receive to a partner</p> <p>Receive from a variety of heights, speeds, distances and angles</p> <p>Throw ,catch, strike and field a ball with control/accuracy.</p> <p>Explain and apply sending and receiving techniques</p>	<p>Maintain control when travelling with equipment</p> <p>Begin to make good decisions to maintain possession</p> <p>Effective communication/signals to help maintain child in possession</p> <p>Master sending and receiving different objects</p>
Swimming	<p>Move in and around water confidently and competently.</p> <p>Explore ways of swimming above and below the water.</p>	<p>Swim between 25-50m unaided.</p> <p>Apply breathing and surviving techniques</p> <p>Perform a variety of strokes</p>
Athletics	<p>Apply running techniques to improve performance</p> <p>Apply throwing techniques to improve performance</p> <p>Take off, jump and land demonstrating control and balance</p> <p>Compete against others in a variety of events/games</p>	<p>Develop an awareness of time, speed and distance</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Throw with coordination, force, distance, control and accuracy</p> <p>Compare own performances with previous ones</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Fundamental movements	<p>Demonstrate control, coordination, agility and balance when travelling through equipment.</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Demonstrate resilience when participating in activities</p>	<p>Recognise when to use effective changes of speed and direction when competing in a game.</p> <p>Negotiate space within a game to make quick decisions.</p> <p>Master basic movements including running and jumping</p> <p>Apply agility, balance and coordination skills, individually and with others</p>
Tactics and Strategies	<p>Develop strategies to cause problems for opposition.</p> <p>Demonstrate resilience when participating in activities against the opposition.</p> <p>Recognise transferable skills to use in a variety of sports.</p>	<p>Defend an area 1 V 1 or 2 v 2 using a plan</p> <p>Attack an area 1 V 1 or 2 v 2 using a plan</p> <p>Work collaboratively as part of a team</p> <p>Analyse own performance.</p>
Competing	<p>Compete against self and/or others using a variety of methods.</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances</p>	<p>Compare own performances with previous ones and identify areas for improvement</p> <p>Compete in modified sport/activities</p>

Lower Key Stage 2

End of Year Expectations

End of Year Expectations	Year 3	Year 4
Striking and Fielding	<p>Take up appropriate fielding position in relation to other children and the batter</p> <p>Apply basic principles for striking and fielding</p>	<p>Adapt ideas for striking and fielding strategies</p> <p>Strike a moving ball with control and accuracy</p> <p>Describe batting techniques</p> <p>Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter</p>
Outdoor Adventurous Activities	<p>Children understand the concept of a basic map and can follow simple route.</p> <p>Identify locations using a map</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations</p> <p>Pinpoint locations using lining up techniques</p> <p>Work co-operatively with others in a team.</p> <p>Apply effective communication to solve simple problems.</p>	<p>Complete a simple orienteering course</p> <p>Identify how to improve a performance</p> <p>Recognise skills that are important to the game/activity and select the appropriate time to use them.</p> <p>Children to self and peer asses routes followed on a map</p>

Year 4 PE Overview



Y4

Autumn 1

Autumn 2

Spring 1

Spring 2

Summer 1

Summer 2

Lesson 1

Fundamental movements

Recognise when to use effective changes of speed and direction when competing in a game

Negotiate space within a game to make quick decisions

Master basic movements including running and jumping

Apply agility, balance and coordination skills, individually and with others.

Gymnastics

Combine movements, actions and balances individually or collaboratively to create a routine

Compare their performances with previous ones and demonstrate improvements to achieve personal best.

Dance

Know, apply and understand key skills of a good performance and make recommendations of how to make improvements

Complete dance actions using counts of 4 and 8

Outdoor Adventurous Activities

Complete a simple orienteering course

Identify how to improve a performance

Recognise skills that are important to the game/activity and select the appropriate time to use them.

Children to self and peer assess routes followed on a map

Sending and Receiving

Maintain control when travelling with equipment

Begin to make good decisions to maintain possession

Effective communication/signals to help maintain child in possession

Master sending and receiving different objects

Tactics and Strategies

Defend an area 1 V 1 or 2 v 2 using a plan

Attack an area 1 V 1 or 2 v 2 using a plan

Work collaboratively as part of a team

Analyse own performance.

Athletics

Develop an awareness of time, speed and distance

Select appropriate speed when travelling at a variety of distances

Throw with coordination force, distance, control and accuracy

Compare own performances with previous ones

Striking and Fielding

Adapt ideas for striking and fielding strategies

Strike a moving ball with control and accuracy

Describe batting techniques
Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)

Lesson 2

Year 3-4 Medium Term Plans



Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Travel with awareness of others when travelling at speed</p> <p>Apply a variety of ways to travel in combination</p> <p>Negotiate space within a game to make quick decisions</p> <p>Recognise when to use effective changes of speed when competing in a game</p> <p>Identify when to use effective changes of direction when competing against others</p> <p>Demonstrate control, coordination, agility and balance when travelling through equipment</p> <p>Identify own and others technique that needs improvement.</p> <p>Apply basic principles suitable for attacking and defending</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Passing through SAQ equipment as individuals or large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces at a variety of speeds</p> <p>Games include change of direction and change of speed</p> <p>Small team games</p> <p>Games competing against others</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Demonstrate a smooth flowing motion when travelling through equipment</p> <p>Complete foot patterns and sequences</p> <p>Change speed and direction maintaining control and balance when competing against others</p> <p>Show determination and resilience when competing against self and others</p> <p>Explain and describe running techniques and identify areas for improvement</p> <p>Apply correct techniques for fundamental movements</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Develop an awareness of time, speed and distance</p> <p>Select appropriate speed when travelling at a variety of distances</p> <p>Apply running techniques to improve performance</p> <p>Apply throwing techniques to improve performance</p> <p>Throw with coordination force, distance, control and accuracy</p> <p>Take off, jump and land demonstrating control and balance</p> <p>Compete against others in a variety of events/games</p> <p>Compare own performances with previous ones</p> <p>Develop an understanding of how to improve and evaluate own performance</p> <p>Demonstrate resilience when participating in activities</p>	<p>Obstacle course showing variations of speed</p> <p>Races in small groups</p> <p>Competition – personal best, against others, against the clock, measuring distance</p> <p>Travelling at speed in a variety of areas</p> <p>Competing in a variety of events</p> <p>Competing against previous performance</p> <p>SAQ work</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Understand when to change speeds according to length of run/distance/time</p> <p>Select appropriate speed for the distance travelled</p> <p>Select appropriate force when throwing at a target</p> <p>Explain key factors in a good performance</p> <p>Throw with accuracy, balance and coordination</p> <p>Demonstrate determination and resilience during and after events when competing against self and others</p> <p>Showing values of respect for others when winning and losing</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain the key skills of a good performance</p>

Year 3+4

Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Pass and move maintaining control of the ball</p> <p>Start to show control of equipment when travelling at speed or competing against others</p> <p>Apply basic strategies suitable for attacking and defending</p> <p>Make quick decisions whilst competing against others</p> <p>Defend an area 1 V 1 or 2 v 2</p> <p>Attack an area 1 V 1 or 2 v 2</p> <p>Demonstrate an awareness of others and space to attack</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Tag games</p> <p>Games that include guards or defenders</p> <p>Games that race against the clock, for example, encourages quick play</p> <p>Ball games that recognise space, distance and awareness of others</p> <p>Opportunity to compete against others as a team and as an individual</p> <p>Games that allow children to compete 1 V 1 or 2 v 2</p> <p>Repeat games changing the equipment (basketball-Hockey)</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Pass and move demonstrating control and accuracy</p> <p>Send and receive with good pace and distance</p> <p>Compete against others, individually and as a group</p> <p>Apply simple tactics and strategies when competing against others</p> <p>Contribute in discussions</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Change direction maintaining control and balance</p> <p>Identify areas of a good performance and make suggestions for improvement</p> <p>Show determination and resilience when competing against self and others</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Know and explain key skills of a good performance</p>

Year 3+4

Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Defend an area when faced with an opponent</p> <p>Attack an area when faced with an opponent</p> <p>Compete against yourself and/or others</p> <p>Apply ABC skills where appropriate</p> <p>Compete against others using a variety of equipment</p> <p>Start to develop a knowledge of a variety of skills and how to improve performances</p> <p>Develop competence to excel in a broad range of physical activities</p> <p>Start to create ideas for simple strategies and tactics</p> <p>Compare own performances with previous ones and identify areas for improvement</p> <p>Demonstrate resilience when participating in activities</p>	<p>Competing against others, individuals, groups and against the clock</p> <p>Improving personal best</p> <p>1 V 1 games</p> <p>Small teams games, for example, games where you can move on to the next level that increase in difficulty</p> <p>Compete in modified sports/ activities</p> <p>Repeat games changing the equipment (basketball-hockey)</p> <p>1 v 1 or 2 v 2 games</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards successfully when attacking an area</p> <p>Pick up appropriate positions when defending an area</p> <p>Show determination and resilience when competing against self and others</p> <p>Apply transferable skills in a variety of competitions/games/events</p> <p>Improve owns performance from reflecting on previous attempts</p> <p>Contribute to discussions with ideas for strategies/tactics</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Create appropriate actions/movements relating to a chosen song</p> <p>Create appropriate actions to represent characters within a dance</p> <p>Perform basic dance actions in timing to a song/rhythm/beat</p> <p>Perform small sequences with fluency</p> <p>Complete dance actions using counts of 4 and 8</p> <p>Use expression when dancing</p> <p>Create short sequences with a partner or a small group</p> <p>Know, apply and understand key skills of a good performance and make recommendations of how to make improvements</p> <p>Show flexibility, strength, technique, control and balance</p>	<p>Teacher lead activities</p> <p>Small group work creating actions</p> <p>Small group work creating sequences</p> <p>Clapping and performing actions to music</p> <p>Clapping to beats in-between creating actions</p> <p>Discussions in small and large groups</p> <p>Performances</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Complete short sequences in a role of a character</p> <p>Create small patterns as individuals and as a group</p> <p>Link actions to make a dance phase</p> <p>Recognise and perform to actions linked to a piece of music</p> <p>Perform a wide range of actions when dancing to music</p> <p>Show enjoyment in achieving tasks set out</p> <p>Demonstrate movements to music using flow, timing, coordination and balance</p> <p>Evaluate and improve own and others performances suggesting ideas for improvement</p> <p>Show flexibility, strength, technique, control and balance when performing to music</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

Gymnastics

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Move confidently and safely around others and apparatus/equipment</p> <p>Apply balance agility and coordination whilst performing gymnastic skills</p> <p>Compare performances with previous ones and demonstrate improvements to achieve personal best</p> <p>Link actions to create sequences of movements</p> <p>Develop an understanding of how to improve and evaluate own performance/s</p> <p>Link gymnastic skills together</p> <p>Know, apply and understand key skills of a good performance</p> <p>Explore apparatus, demonstrate control, balance and coordination</p> <p>Perform a forward roll from a high start position</p> <p>Combine movements, actions and balances individually or collaboratively to create a routine</p>	<p>Travelling under, over and through different pieces of equipment/ apparatus</p> <p>Performing small movement patterns/sequences as an individual and in small groups</p> <p>Model basic floor work</p> <p>Travelling along a variety of apparatus</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel safely around others whilst using equipment/apparatus</p> <p>Explain how we can extend different gymnastics skills and begin to suggest improvements for performance</p> <p>Demonstrate a climate of joy, freedom, respect and celebration</p> <p>Perform a variety of gymnastic skills, showing good flow and transition</p> <p>Show enjoyment in achieving tasks set out</p> <p>Complete a forward roll from a high starting position</p> <p>Perform a simple routine with good timing and flow</p> <p>Know and explain key skills of a good performance</p> <p>Enjoy communication, collaboration and competition with others</p>

Year 3+4

SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Change speed and direction showing body control and balance</p> <p>Travel with awareness of others</p> <p>Recognise when to speed up and when to slow down when using equipment</p> <p>Show coordination and balance within small and big movements</p> <p>Show coordination control and balance when travelling through equipment</p> <p>Apply agility, balance and coordination, individually and with others</p> <p>Travel with control when travelling through equipment</p> <p>Know, apply and understand key skills of a good performance</p> <p>Show effective changes of speed and direction to travel past the defender</p>	<p>Passing through SAQ equipment as individuals or as large groups</p> <p>Games that include guards/defenders/taggers</p> <p>Travelling past lots of children (traffic) in small and large spaces</p> <p>Games include change of direction and change of speed</p> <p>1v1 games</p> <p>Travelling past guards/defenders</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>To be able to move limbs in coordination</p> <p>Travel in limited spaces avoiding contact with other children</p> <p>Apply effective use of speed when using a variety of equipment</p> <p>Demonstrate a flowing motion when travelling through equipment</p> <p>Show skill and control in combination</p> <p>Select the appropriate skill to beat the defender when faced with a 1v1 situation</p> <p>Change direction maintaining control and balance</p> <p>Show determination and begin to show resilience when competing against self and others</p> <p>Show enjoyment in achieving tasks set out</p> <p>Know and explain the key skills of a good performance</p> <p>Evaluate and recognise own success</p>

Summer 1

Year 3+4

Outdoor Adventurous Activity (Orienteering)

Learning Intentions	Learning Activities/Experience	Success Criteria
<p>Children understand the concept of a basic map and can follow simple route</p> <p>Children to self and peer asses routes followed on a map</p> <p>Apply effective communication to solve simple problems</p> <p>Work in small groups to create effective strategies for visiting control points</p> <p>Complete a simple orienteering course</p> <p>Identify locations using a map</p> <p>Consider health and safety as well as travelling time when locating possible routes to locations</p> <p>Pinpoint locations using lining up techniques</p> <p>Work co-operatively with others in a team</p> <p>Identify how to improve a performance</p> <p>Recognise skills that are important to the game/activity and select the appropriate time to use them</p>	<p>Whole class competitions naming symbols</p> <p>2v2 Challenges naming symbol cards</p> <p>Following simple trails on simple maps</p> <p>Identifying locations on a map in small groups</p> <p>Pinpointing locations on school maps</p> <p>Setting up orienteering courses in small groups</p> <p>Creating drawings using scale</p> <p>Completing orienteering courses</p> <p>Analysis (Written, verbal, visual/tablet)</p> <p>Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)</p>	<p>Travel past guards/defenders successfully</p> <p>Communicate and problem solve in small groups</p> <p>Work co-operatively with others in a team</p> <p>Identify ,explain and apply different orienteering skills</p> <p>Recognise symbols on a variety of maps</p> <p>Complete an orienteering course</p> <p>Pinpoint locations on a map using different methods</p> <p>Enjoy communication, collaboration and competition with others</p>