

<p>KS2 PE Curriculum– Year 4</p> <p><u>Aims</u></p> <p>The National Curriculum for Physical Education aims to ensure that all pupils</p> <ul style="list-style-type: none"> develop competence to excel in a broad range of physical activities are physically active for sustained periods of time engage in competitive sports and activities lead, healthy, active lives <p>Statutory Objectives-</p> <ul style="list-style-type: none"> Pupils should be taught to run, jump, throw, catch in isolation and in combination Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Take part in outdoor and adventurous activity challenges both individually and as a team Compare their performances with previous ones and demonstrate improvement to achieve their personal best. Pupils should be taught to develop flexibility, strength, technique, control and balance Swim competently, confidently and proficiently over a distance of at least 25m. Use a range of strokes effectively Perform safe self-rescue in different water based situations <p><i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i></p>	Year 4 themes					
	An Island invasion (Split into two terms)		Who cares? (Split into two terms)		Endangered Environments (Athletics and sports day prep)	
Pupils should develop fundamentals of movement:	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Multi-skills						
To demonstrate an effective running technique.	✓		✓			
To throw the ball with control and accuracy.	✓		✓			
To keep possession of the ball.	✓		✓			
To bounce the ball with control.	✓		✓			
To run with the ball whilst bouncing.	✓		✓			
To successfully pass to team mates.	✓		✓			
Recognise good performance and parts that need improving.	✓		✓			
To demonstrate basic ball control.	✓		✓			
To dribble with the ball.	✓		✓			
To pass the ball with control and accuracy.	✓		✓			
To change direction with the ball.	✓		✓			
To demonstrate kicking techniques.	✓		✓			

To demonstrate how to stop a ball.	✓		✓			
To demonstrate agility and balance.	✓		✓			
Sprint speed.	✓		✓			
To catch a ball with control.	✓		✓			
To run to catch a ball.	✓		✓			
To jump to catch a ball.	✓		✓			
To strike a ball with control.	✓		✓			
To control the ball with a stick.	✓		✓			
To pass the ball using the stick.	✓		✓			
Bat and Ball games						
To demonstrate defending skills.				✓		
Consolidate and improve the quality of their techniques and skills.				✓		
To throw the ball with control and accuracy.				✓		
To catch the ball with control.				✓		
To keep possession of the ball.				✓		
To successfully pass to team mates.				✓		
To choose appropriate skills and actions to use in game.				✓		
To catch a ball whilst moving.				✓		
To play to the rules of the game.				✓		
To choose tactics appropriate to the game.				✓		
To catch a ball with control.				✓		
To run and catch a ball.				✓		
To jump to catch a ball.				✓		
To run effectively to score runs.				✓		
To strike a ball with control.				✓		
To field with awareness.				✓		
To follow the rules of the game.				✓		
To apply tactics suitable for the game they are playing.				✓		
To move with coordination and control.				✓		
To work together to be successful.				✓		
Swimming						
To swim competently, confidently and proficiently up to 25 metres.		✓				
To use a range of strokes effectively including Front crawl		✓				
Back stroke		✓				
Breaststroke		✓				
Use more than one stroke and coordinate breathing as appropriate for the stroke being used.		✓				

Coordinate leg and arm movements.		✓				
Swim at the surface and below the water.		✓				
To perform safe self-rescue in different water based situations.		✓				
Use more than one stroke and coordinate breathing as appropriate for the stroke being used.		✓				
Coordinate leg and arm movements.		✓				
Swim at the surface and below the water.		✓				
Arrive properly equipped for adventurous activity.		✓				
Understand the need to show accomplishment in managing risks.		✓				
Athletics						
Sprint over a short distance up to 60 metres.						✓
Consolidate and improve the quality of their techniques and skills.						✓
Run over a longer distance, conserving energy in order to sustain performance.						✓
Use a range of throwing techniques (such as under arm, over arm).						✓
Throw with accuracy to hit a target or cover a distance.						✓
Jump in a number of ways, using a run up where appropriate.						✓
Compete with others and aim to improve personal best performances.						✓
To show coordination and control when hurdling.						✓
Health and Well-being						
To know the immediate effects of exercise on the body – raised heartbeat, increased temperature.						✓
To know the long term effects of exercise on the body – improves health, makes you feel good, healthy body weight.						✓
To know that exercise strengthens bones and muscles.						✓
To know exercise helps to keep joints flexible.						✓
To participate in a warm up and understand the reasons why.						✓
To participate in a cool down and understand the reasons why.						✓
To know the social benefits of exercise – teamwork, cooperation, sharing.						✓

<i>Aims</i>	Year 4 Themes		
<p>The National Curriculum for Physical Education aims to ensure that all pupils</p> <ul style="list-style-type: none"> • develop competence to excel in a broad range of physical activities • are physically active for sustained periods of time • engage in competitive sports and activities • lead, healthy, active lives • <p>Statutory Objectives-</p> <ul style="list-style-type: none"> • Pupils should be taught to develop flexibility, strength, technique, control and balance • To perform dances using a range of movement patterns • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. <p><i>*The objectives shown below are non-statutory guidance to support the planning and delivery of Physical Education at Riverside Primary School.*</i></p>	<p>An Island Invasion (Roman Dance) (Whole class based on group motifs)</p>	<p>Who Cares? (Oliver Twist Partners)</p>	<p>Endangered Environments (Rainforest Dance) (Groups)</p>
<p>Acquiring and Developing skills (Stimulating and Exploring Movements)</p>	Term 1 and 2	Term 3 and 4	Term 5 and 6
<p>To respond to a different type of stimuli (Clips of Roman soldiers, photograph, props).</p>	✓		
<p>To respond imaginatively to character and narrative.</p>	✓		
<p>To be able to structure themselves into dance spaces.</p>	✓		

To copy and perform their dance movements.	✓		
To understand that ideas initiated by a story can be translated into movement,	✓		
To demonstrate simple motifs and movement patterns as a whole class.	✓		
To rehearse and remember a class motif.	✓		
To use different group formations to interpret ideas. (soldiers preparing for war, start position...)	✓		
To work with a group to structure dance using unison, mirroring and 'follow me leader' to use in a whole class performance.	✓		
To select and use props as an integral part of the dance.	✓		
To respond imaginatively to stimuli. (Rainforest clip, pictures, stories)			
To use a stimuli as a starting point for their dance.		✓	✓
To work in small groups to develop movement.			✓
To develop these movements into 2 motifs. (16 movements with a link).			✓
To link movements (motifs) together using appropriate transitional movement.			✓
To choose and use the appropriate dynamics.			✓
To use a high and low movements.			✓
To explore and create movement in response to the stimulus of Oliver Twist. (Theatre show, film, book etc)		✓	
To understand how to communicates character moods, ideas and feeling through dance.		✓	
To create a round of 4 motifs with transition. (32 movments- whole piece dance).		✓	
To use simple choreographic principles to create motifs and narrative.		✓	
To choose and use the appropriate dynamic.		✓	
To work with a partner showing meeting/parting and action/reaction.		✓	
To refine, remember and repeat dance phrases.		✓	
To develop a motof using speed and action.		✓	
Selecting and applying skills, tactics and compositional ideas. (Creating and performing)			
To create a class motif from a stimuli. (+8movements).	✓		
To count a beat of +8 from the music.	✓		
To structure themselves into their dance spaces.	✓		
To know and perform that basic dance actions with some understanding of mood and feeling in relation to the dance idea.	✓		
To link a whole class motif with a small group motif to show unison, mirroring and 'follow me leader'.			
To perform with expression and clarity of shape.	✓		
To perform imaginatively in character.	✓		
To perform a whole class dance with group motifs linked into to show unison, mirroring and 'follow me leader'. (Record)	✓		
To be able to structure themselves as a group into dance spaces.			✓
To perform with a sense of phrasing, rhythmically and musically.			✓

To produce group motifs.			✓
To link group motifs into their class motif using unison.			✓
To repeat, remember and perform the phrases in a dance.			✓
To use props to convey mood in a dance.			✓
To work with a partner to structure a dance using unison, mirroring and 'follow me leader'.		✓	
To share and create dance phrases with a partner.		✓	
To understand how dance communicates character moods, ideas and feelings.		✓	
To perform a dance that reflects moods, ideas and feeling.		✓	
To perform a dance with expression.		✓	
To perform imaginatively in character.		✓	
To perform a partnered dance to the class.		✓	
Type of Dance			
To perform a whole class dance with group motifs linked into to show unison, mirroring and 'follow me leader'. (Record)	✓		
To produce group motifs.	✓		✓
To work in a small groups to develop movement.	✓		✓
To perform a group dance to the class.			✓
To work in partners to create movement.		✓	
To structure a dance with a partner.		✓	
To perform a partner dance to the class.		✓	
Evaluating and improving performance.			
To observe themselves and others dancing.	✓		
To observe each other in dance and describe what they can see.	✓		
To demonstrate descriptive language when talking about dance.			✓
To observe each other dancing and say what they like or can be made better.			✓
To interpret and comment upon other's work.		✓	
To observe each other in partners and say what they like and can improve in their dance.		✓	
To recognise and talk about the movements used and the expressive qualities of the dance.		✓	
To describe and evaluate some of the compositional features of dances performed with a partner and in a group.		✓	
To evaluate their own work.		✓	
To describe, interpret and evaluate their own and others dances, taking into account of character and narrative.		✓	
Knowledge and understanding of fitness and health.			
To know and describe what you need to do to warm up and cool down for dance.	✓		
To understand the importance of warming up and cooling down.	✓		
To be able to keep up activity over a period of time and know they need to warm up and cool down for dance.		✓	✓

To create their own warm up and cool down for dance.

✓

✓

GYMNASTICS MAP

YEAR 4	Unit 1	Unit 2	Unit 3	Unit 4
	Balance	Receiving body weight	Balance leading to change of front or direction	Rolling
	<i>Use a variety of body parts for supporting balances – points/patches Understand stable/unstable balances</i>	<i>Show a variety of travelling, jumping, rolling and balancing skills.</i>	<i>Use a range of travelling, jumping and turning movements on different levels.</i>	<i>Show at least 2 different types of rolls in different directions. (forwards, sideways, backwards) Use change of speed</i>
	<i>Balance in a variety of ways including feet higher than head</i>	<i>Different body parts taking weight in balance and travel</i>	<i>Different balances on different body parts</i>	<i>Teaching points for forward/backward roll</i>
	<i>Move into and out of balances with control. Understand about tension and quality of performance</i>	<i>Skills which transfer weight from feet-hands-feet</i>	<i>Travel into a balance then move out of it in a different direction</i>	<i>Show how to land safely and sink into roll. Match different types of rolls with different types of jumps</i>
	<i>Understand that the same base can support different shaped balances</i>	<i>Link balances with travelling and rolling actions showing understanding of shapes, levels, directions and speeds</i>	<i>Travel in different directions and levels</i>	<i>Join rolls, jumps, balances and travelling movements</i>
	<i>Join movements together in a sequence which shows variation in speed, shape and level</i>	<i>Sequence with partner showing control and accuracy</i>	<i>Sequence of travelling ad balances which shows changes of direction and speed</i>	<i>Sequence with partner showing change of speed, direction and levels</i>

At every stage use ideas on/over/under/in and out of simple apparatus

For detailed lesson plans, music for the warm ups and how to teach specific skills refer to Val Sabin Primary Gymnastics 7-11 Years