

Year 4

Year 4 - Autumn 1: Real PE

Milestone LO

- **Real PE LO:** I am learning to accept challenge.

Curriculum Links:

- Use running and jumping in isolation and in combination and develop control, balance and technique.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Personal Cog • Coordination: Footwork • Static Balance: One leg 	<p>Know that...</p> <ul style="list-style-type: none"> • To challenge themselves they need to keep going when things become hard. • To view things that they can't do are an opportunity to improve and this can be done through practise • To persevere means to continue to work towards a goal when they are faces with a challenge or setback through regular practise. • To look at a success criteria can help identify the steps and areas to improve. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> • To move with balance and control throughout means that they have to think about the body position by having their head up and back straight. • To move with controlled and smooth movements means that they have to work off the balls of their feet with the feet close to the ground. • Zigzag means to make short sharp turns. • To move well in different directions they need to bend their knees and arms to help with the balance. • Footwork patterns are the way they move their feet and these can be like a hopscotch or zigzag. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> • To balance using their arms means that their arms act as a counterbalance to their legs • Counterbalance means to oppose or balance with an equal force • Core muscles are the muscles in from of their abdomen. • The abdomen is the area below their chest and above their belly button • Ankle extension means to lift their heels off the floor so they are standing on the balls of their feet and then lower the heel back to the floor • A squat means to crouch low to the ground with their knees bent but making sure the knees do not go past the toes and then standing up. • To counterbalance they can lean and stretch the arms and legs. • Tension means that the muscles are stretched tight. • An uneven surface mean not level or flat. • Gradually means when moving or changing in small amounts. 	<p>Know how...</p> <ul style="list-style-type: none"> • To identify areas to improve at by looking at models and using the success criteria. • To challenge themselves and keep going when things are hard. • To view challenging tasks as an opportunity to learn and improve. • To identify areas to improve at by looking at models and using the success criteria. • To persevere with a task until their action is consistent ensuring that there is fluency and control. <p><u>Coordination: Footwork</u></p> <ul style="list-style-type: none"> • To use footwork patterns in both directions and off each leg. • To use their arms to move and balance. • To focus on quality, control and rhythm • To vary speed and direction of movement. <p><u>Static Balance: One leg</u></p> <ul style="list-style-type: none"> • To focus on quality, control and rhythm • To vary speed and direction of movement. • To complete ankle extensions by lifting the heels off the floor and down again smoothly. • To squat by having their feet should width apart, core muscles tight and backs straight and using the arms to counterbalance. • To lean and stretch forwards to extend their other arm and leg in the opposite direction to counter balance. • To gradually increase their speed and control as the fluency of movements improve.

Vocabulary	<p>Ask: Something they need to do or complete, like running a race or doing exercises.</p> <p>Back: Moving in the direction opposite to where they are facing or going forward, like stepping back or moving backwards.</p> <p>Control: To manage or handle something well, like controlling a ball during a game or controlling their movements.</p> <p>Directions: Instructions on how to go or what to do, like following directions to get to a place or following game rules.</p> <p>Gallop: A running movement where they leap and land on one foot, then the other, like a horse running.</p> <p>Hop: To jump or leap on one foot, like hopping over a line or jumping in a game.</p> <p>Muscles: Parts of their body that help they move, like their legs and arms muscles that they use in sports and activities.</p> <p>Safely: Doing something in a way that doesn't hurt themselves or others, like crossing the street carefully or playing sports safely.</p> <p>Side step: Moving sideways by stepping one foot to the side, like when avoiding something in their path.</p> <p>Skip: To move forward by jumping lightly and quickly from one foot to the other, like skipping rope or skipping along.</p> <p>Still: Not moving, like standing still or holding a position without moving.</p> <p>Straight: Not bent or curved, like standing up straight or running in a straight line.</p> <p>Wobble: To move unsteadily from side to side, like balancing on one foot and wobbling a bit before regaining balance.</p>
Enrichment & wider development	



Year 4 - Autumn 1: Orienteering

Milestone LO

- To know how to set / orientate a simple map using known features.
- To apply the folding and thumbing techniques.

Curriculum Links:

- 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.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <ul style="list-style-type: none"> • Navigate means to plan, manage a course. • Orientate means to move a map to match the direction currently stood in. • Holding the map in both hands helps with keeping control of the map and keeping the map set. • Setting the map means orientating the map with the real-world. • To set a map they can use known features or north. • Thumbing the map helps an orienteer keep track of their location. As they travel, their thumb moves on the map to correspond with their position. • A legend helps to define the symbols used on a map. • To orient means to make familiar. • A line feature is anything that runs in a line like tracks, fences, streams and hedges. • Setting the map orientates the map with the real world so an orienteer can have their running direction straight ahead of them. Folding the map helps an orienteer focus on the area to be travelled between controls and allows for thumbing. • To set a map they can use north. • To apply a strategy can increase the speed of completing the course. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use a known feature to set / orientate a map. • To keep a map set on the move. • To set, fold and thumb a map whilst orienteering. • To use a strategy to compete effectively in a STAR RELAY orienteering event. • To use north to set a map • To compete effectively in a SCORE orienteering event using a strategy.
Vocabulary	<p>Fold: To bend or crease something, like folding paper or folding clothes.</p> <p>Control: To manage or handle something well, like controlling a ball during a game or controlling their movements.</p> <p>Control point: In sports or activities, it's a specific point or location that they aim to reach or pass through, like in orienteering or navigating through a course.</p> <p>Set: To put something in a particular place or position, like setting up a game or setting a table.</p> <p>Strategy: A plan or method for achieving a goal, like planning how to play a game or solve a problem.</p> <p>Thumb: The short, thick finger on the side of their hand, like using their thumb to press a button or hold something.</p>	
Enrichment & wider development		



Year 4 - Autumn 2: Real PE

Milestone LO

- **Real PE LO:** I am learning to support others

Curriculum Links:

- Use running and jumping in isolation and in combination and develop control, balance and strength.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Social Cog • Dynamic Balance to Agility: Jumping and Landing • Static Balance: Seated Balance 	<p>Know that...</p> <ul style="list-style-type: none"> • To praise someone means to tell them that they are doing well. • To show patience and support to others means listening to them carefully. • To show and tell others their ideas can help to improve our skills and tactics in a game situation. • To show and tell others ideas means that their demonstrations and explanations need to be clear and concise. • To give specific feedback means to give information about a person's performance relative to the success criteria or outcomes. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • Take off means to leave the ground or other surface. • A good take off and height means keeping their feet and shoulder width apart, bending their legs and using their arms on take-off. • A good landing means to land with balance and control. • Using their arms by swinging them upwards on take-off with give them more momentum and height. • Bending their legs on take-off means that they can push through the balls of their feet to gain height. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To balance with their hands and feet off the floor means that their tummy is tight, their back is straight and their arms are used for balance. • To balance with minimum wobble means that they have their tummy tight by squeezing their muscles and having their weight going through their bottom. • To balance without strain means that their head is up, they breathe throughout and they are able to stay steady and feel comfortable. • To use their arms for balance they need to be straight either in front, above their head or outstretched to the side. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use positive words when others do well. • To use positive words or gestures to praise and keep other going. • To listen and support others when they need help. • To share their ideas with their team. • To take turns and listen when others are speaking so that everyone can be heard. • To give specific feedback on what others have done well. • To give clear simple instructions and then check that everyone understands. <p><u>Dynamic Balance to Agility: Jumping and Landing</u></p> <ul style="list-style-type: none"> • To achieve a good take off and height by keeping their feet and shoulder width apart and bending their knees on take-off and swinging their arms to gain height. • To land with balance and control by keeping their head up and using their arms to help balance their body and keep balanced when landing and completing different jumps and hops. • To land softly by keeping their head up and straight as they land when completing different jumps and hops. <p><u>Static Balance: Seated Balance</u></p> <ul style="list-style-type: none"> • To balance with good control and without strain, by keeping their head up and breathe throughout when balancing in a seated position with hands and feet off the floor. • To balance with minimum wobble by keeping their tummy tight. • To maintain balance by keeping their back straight when their hands and feet are off the floor • To balance with hands and feet off the floor and pick up and place down an item.
<p>Vocabulary</p>	<p>Cooperate: To work together with others as a team to achieve a goal, like playing a game together or doing a group project.</p> <p>Maintain: To keep something the same or in a certain condition, like maintaining their balance or maintaining a steady pace.</p>	



	<p>Momentum: The force or energy that keeps something moving, like the momentum of a ball rolling or the momentum of a runner in a race.</p> <p>Performance: How well they do something, like playing in a game or doing a dance routine</p> <p>Strain: To put a lot of effort or pressure on something, like straining their muscles when lifting something heavy or pushing themselves in a race.</p>
Enrichment & wider development	



Year 4 - Autumn 2: Real Gym

Milestone LO

- **LO:** I am learning to support others

Curriculum links:

- 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.
- Enjoy communicating, collaborating and competing with each other.
- Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop flexibility, strength, technique, control and balance.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy Participation 	<p>Know that...</p> <p><u>Balance</u></p> <ul style="list-style-type: none"> • To balance on apparatus they need to keep at least one body part in contact with the apparatus at one time. • To use small bases for support like knees, hands, elbows and feet are called points. • To use large bases for support like bottom, stomach, side and legs are called patches. • A passes is a position where one leg is turn outward with the thigh at horizontal, knee bent and toes touching the inner knee of the other leg • An arabesque is a body position in which a dancer stands on one leg—the supporting leg—with the other leg—the working leg—turned out and extended behind the body, with both legs held straight. • An attitude is when the leg being raised up toward the mid-line of the body with the knee bent • A penche means to bend forward. In an arabesque penché, is when they balance on one leg on pointe, while the other leg is lifted behind the body to full height and the torso is bent towards the floor • To balance with partners in a static position means that all the partners are contributing to the balance. • A static position is when the desired shape is in a stationary (still) position. • To hold a balance for a period of time they need to keep the whole body tight and extended. • When supporting on the back they need to make sure that the stomach is engaged and the back is flat. • A counter balance is where one person uses another person’s weight to achieve a balance through opposing forces. <p><u>Rotation</u></p> <ul style="list-style-type: none"> • Rotation means a movement pattern that means that their body needs to move through space around its own axis. • To rotate with control means that they have a tight body. • To synchronise movements means that they coordinate the movements with a partner so that they happen at the same time. 	<p>Know how...</p> <ul style="list-style-type: none"> • <i>To balance with control</i> • <i>To hold a balance for at least 3 seconds.</i> • <i>To balance on different apparatus.</i> • <i>To use points and patches to support</i> • <i>To balance with a partner in a static position</i> <ul style="list-style-type: none"> • <i>To maintain an accurate shape when performing a rotation</i> • <i>To maintain a balance during a rotation</i> • <i>To rotate the body with control</i> • <i>To keep apparatus in motion.</i> • <i>To maintain good body tension and extension during a rotation</i>

- A side roll is when they do a straddle shape during the roll and start and finish in a wolf spilt.



- A scrabble roll is when they step forwards, rotate on the vertical axis, go down on one knee, and roll onto one hip and then the other (across the bottom) using their hands for support. To finish they cross the legs and stand onto one leg.



- A tuck roll is when they use a tuck shape, keep their knees close to the chest and their arms to the side of the body. They then roll until they have completed a full rotation of the body back in to the starting position.
- A rock 'n' roll is when they use a tuck shape and keep their back rounded and their chin to their chest and roll back then forwards. When moving forwards, they reach their arms forwards.
- A rock and roll to a stand means that they rock backwards and when moving forwards their arms reach forwards and they stand without tucking their legs under or using their hands.
- A chaine turn is when they step forward onto tiptoes with the feet together and turn on the balls of their feet.
- A pivot is a sharp 1/2 turn around a single point of support, like one hand or a turn on the ball of the foot.
- To pivot on their legs means that they stand on one leg and push off with the other to initiate the rotation.
- To knee turn they need to start on one knee, swing their arms up from the side and put both knees down together to spin and finish on their other knee.
- To spin on the stomach they need to lie down and use their hands to start the rotation and then lift their arms and legs.
- To keep apparatus in motion throughout means that they need to hold the apparatus away from the body to allow for free movement.

- To perform individual movements accurately

Vocabulary

Cooperate: To work together with others as a team to achieve a goal, like playing a game together or doing a group activity.

Complementary: Things that go together well or complete each other, like teammates working together in a game.

Contrasting: To be different or opposite, like contrasting colours or contrasting movements in a dance routine.

Counterbalance: To offset or balance something with an opposing force or weight, like leaning forward to balance against the weight of their legs in a plank position.

	<p>Formation: How people or objects are arranged or grouped together, like the formation of players on a sports team.</p> <p>Modify: To change or adjust something, like modifying a game rule or modifying a dance move to make it easier.</p> <p>Motion: Movement or the act of moving, like the motion of their arms when throwing a ball or the motion of running.</p> <p>Plank: A core exercise where they hold their body straight like a plank of wood, using their arms and toes for support.</p> <p>Rhythm: A regular and repeated pattern of movement or sound, like the rhythm of music or the rhythm of running.</p> <p>Simultaneously: Doing things at the same time, like jumping and clapping together in a rhythm.</p>
<p>Enrichment & wider development</p>	



Year 4 - Spring 1: Real PE

Milestone LO

- **Real PE LO:** I am learning to identify areas to improve

Curriculum Links:

- Develop and apply control and balance in different ways.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Cognitive Cog • Dynamic Balance: On a line • Coordination: Ball Skills 	<p>Know that...</p> <ul style="list-style-type: none"> • To identify areas for improvement they need to look at the similarities and differences of others performances. • To give and receive feedback will help to identify areas to improve. • Non- physical skills are actions taken like tactics. • Physical skills are how we use our bodies when performing tasks • To explain what they are doing well, they need to identify areas for improvement. • To identify areas of improvement they need to have a clear idea of what a successful performance looks like by using a success criteria. <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To move smoothly with minimal wobble they use their arms in the opposite action to their legs and use their arms for balance. • To maintain a balance on the line their head needs to be up. • To coordinate means that they move with the opposite arm and leg moving forwards. • To move fluidly and with minimum wobble means that their head is still and looking forward. • To stay balanced on the line their head needs to be up <p><u>Coordination: Ball Skills</u></p> <ul style="list-style-type: none"> • To move the ball smoothly and fluently means that it doesn't stop and stays a similar speed. • To use their fingers to move a ball they use the ends of their fingers and use their hands to grab the ball when switching between hands. • To maintain control of the ball means that it is always near their body to control and they have good balance throughout. 	<p>Know how...</p> <ul style="list-style-type: none"> • To think of non- physical and physical skills when identifying areas to improve • To use their own and others' feedback to identify areas for improvement. • To give feedback they need to have a clear idea and agree what a successful performance looks like <p><u>Dynamic Balance: On a line</u></p> <ul style="list-style-type: none"> • To use their arms to move and balance on a line. • To keep their back straight, head still and look forward when balancing on a line. • To coordinate moving the opposite arm and leg they need to move off the balls of their feet. • To move smoothly with minimal wobble when walking in different ways. • To balance on the line the core muscles must be tight and the back straight. <p><u>Coordination: Ball Skills</u></p> <ul style="list-style-type: none"> • To focus on maintaining good balance . • To keep their head up and facing forwards when moving a ball around their body. • To use their fingers to move the ball and how to avoid it touching the body. • To focus on moving a ball smoothly rather than at speed. • <i>To perform movements smoothly and then gradually increase their speed.</i>
Vocabulary	<p>Angle: The direction or way that lines or surfaces meet each other, like the angle of a corner or the angle of a jump. Attacking: Trying to score points or goals by moving towards the opponent's goal, like trying to score in soccer or basketball. Defending: Trying to stop the other team from scoring, like blocking shots or stealing the ball in sports. Fluidity: Smooth and graceful movement without pauses or stiffness, like the fluidity of a dance or the fluidity of passing a ball.</p>	
Enrichment & wider development		



Year 4 - Spring 1: Real Dance

Milestone LO

- LO: I am learning to identify areas to improve

Curriculum links:

- Apply and develop a broad range of skills and link them to make actions and sequences of movements.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Healthy Participation 	<p>Know that...</p> <p><u>Shapes Solo</u></p> <ul style="list-style-type: none"> • To perform with balance and control when holding a shape and moving between shapes and landing means that they have to find strong, still positions in the shapes. • To perform a variety of smooth, fluent movements when moving between shapes means that they find the simplest way to from turning to jumping to the floor. • To have still positions in standing and floor shapes means that they need to have the bottom and stomach tight. <p><u>Circles</u></p> <ul style="list-style-type: none"> • To make circle moves that moves their body means that their arms are moved in large circles and the body is relaxed as it moves and step where the circle takes their body. • To perform exact, repeatable movements means that the movement is precise and are done again. • Circles can move their body if they follow the circular movement of the arm or leg with their body. <p><u>Partnering shapes</u></p> <ul style="list-style-type: none"> • To perform with balance and control when hopping and moving between shapes means that they position their body so it covers as much space as possible with the arms to help with balance. • Extreme contrast in height means that one person is high and the other perform is slow. <p><u>Partnering (lifts)</u></p> <ul style="list-style-type: none"> • Secure but soft contact means that when they are holding hands in partnering they need to keep their thumbs in and hands soft without squeezing the partner. • To make a partner feel secure means that they talk to them so they both know what is going to happen before practising the move. • Executing means to carry out the move. • To perform successfully with more than one partner means that everyone needs to know their role. <p><u>Partnering circles</u></p>	<p>Know how...</p> <ul style="list-style-type: none"> • To perform with balance and control when holding a shape and moving between shapes and landing. • To perform clear, strong and varied shapes. • To perform a variety of smooth, fluent movement when moving between shapes with no stopping between the moves. <ul style="list-style-type: none"> • Circular movements move the body. • To perform exact, repeatable movements including circles and half circles. <ul style="list-style-type: none"> • To make sure a partner is secure when in direct contact. • To perform circle moves in and out of the lifts. • To perform with more than one partner in a range of roles.

	<ul style="list-style-type: none"> • To make a circular movements they need to think about the starting position and how to begin it before creating the circle. • To keep the body in shape means that they squeeze the muscles to create body tension. • Unison means to perform exactly the same movements at the same time. • Mirroring means to do the same travel, jump, shape or balance at exactly the same time. • Canon means to perform the same movement at different times. <p><u>Artistry</u></p> <ul style="list-style-type: none"> • To create a sequence of movements means to know the elements that need to be included. • To put moves together, remember and perform means that they need to explore different timings for activities and practise the order of them. • To have clear start and finish shapes can impact the impact of the dance, • Choreography is the making a dance by gathering and organising movements into an order and pattern. 	
Vocabulary	<p>Combine: To put things together or join things, like combining different movements in a routine or combining players' efforts in a game.</p> <p>Compose: To put together or create something, like composing a dance routine.</p> <p>Demonstrate: To show how something is done or how it works, like demonstrating a skill or demonstrating a game play.</p> <p>Extreme contrast: A very noticeable difference between things, like extreme contrast in colours or movements in a performance.</p> <p>Supporting: To help or assist someone or something, like supporting a teammate or supporting the weight of their body in a position.</p> <p>Transitions: The process of changing from one position or movement to another smoothly, like transitioning from one dance move to the next.</p>	
Enrichment & wider development		



Year 4 - Spring 2: Real PE

Milestone LO

- **Real PE LO:** I am learning to recognise and respond.

Curriculum Links:

- Use throwing and catching in isolation and in combination and develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Creative Cog • Coordination: Sending and Receiving • Counter Balance 	<p>Know that...</p> <ul style="list-style-type: none"> • To make up their own rules and versions of an activity means to use ideas from other games • To respond differently to variety of tasks means that they adapt and change their movements depending on the task, situation or stimulus • A task is an activity that needs to be completed • A situation means what is happening in a particular place at a particular time • A stimulus is something that causes an increase action, feeling or thought. • Adjustment means to make their own small change to the movement. • Speed is the ability to move part of their body quickly. • Body position is the different parts of the body at rest or during a movement. • To be able to recognise similarities and difference in movements and expression means to look at movements, speed and body positioning. • Similarities means actions or movements which are nearly the same. • Differences means actions or movements which are different. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To send with good accuracy and weight means that the object goes in the direction intending and with the correct speed • Accuracy means going in the correct place. • Striking means to hit a ball. • A backswing is the movement of a bat, racket or arm in a smooth backward movement. • To get in a good position to receive the ball means to move to where the ball is travelling • To collect a ball safely means to receive the ball with 'soft hands'. • Soft hands means that the hands are in a relaxed position ready to close the grip on the ball on contact making sure that the hands are the same shape as the ball. • To send with fluency and rhythm means that it is at a consistent speed. 	<p>Know how...</p> <ul style="list-style-type: none"> • To use others ideas to start with and then make their own adjustments. • To think about how movements and skills would fit together effectively. • To adapt or change movements depending on the task, situation or stimulus. • To consider speed and body positioning when looking at similarities and differences. • To explore and combine movements and skills in different and unique ways. <p><u>Coordination: Sending and Receiving</u></p> <ul style="list-style-type: none"> • To use a backswing and follow through when striking. • To move their feet to get in line with the ball when receiving. • To keep their eyes focused on the ball throughout • To have soft hands when catching. • To send and receive with fluency and rhythm.

	<p><u>Counter Balance</u></p> <ul style="list-style-type: none"> • To maintain balance throughout means that their body has minimal wobble • To move smoothly and with control they need to keep their back straight and head up. • To coordinate movements with a partner they will need to communicate. 	<p><u>Counter Balance</u></p> <ul style="list-style-type: none"> • To keep their tummy tight and the body straight throughout when leaning in and apart when sitting. • To keep their back straight and head up when leaning in and apart when sitting. • To hold with straight arms when leaning back. • To hold onto a partner's forearms and communicate with them. • To perform a balance using a long base by leaning back and moving back in. • <i>To perform a balance using a short base by leaning back and then in.</i>
Vocabulary	<p>Alternately: Doing things one after another in turns, like taking turns in a game or alternating between activities.</p> <p>Communicate: To share information or ideas with others, like communicating with teammates or communicating feelings.</p> <p>Counterbalance: To offset or balance something with an opposing force or weight, like counterbalancing their body in a position or using a counterbalance in a game.</p> <p>Differences: Ways in which things are not the same or are dissimilar, like differences between two colours or differences in rules between two sports.</p> <p>Focused: Giving full attention to something or someone, like being focused on a task or focused during a game.</p> <p>Recognize: To identify or acknowledge something or someone, like recognizing a friend or recognizing a familiar object.</p> <p>Similarities: Ways in which things are alike or have something in common, like similarities between two animals or similarities in how two games are played.</p> <p>Vary: To change or make different, like varying their activities or varying the way they play a game.</p>	
Enrichment & wider development		



Year 4 - Spring 2: Basketball



Milestone LO

- To pass and send the ball in a variety of ways.
- To move with the ball whilst changing direction.
- To shoot and score
- To participate in a game.

Curriculum links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Basketball</u></p> <ul style="list-style-type: none"> • Basketball is a fast-paced team sport played on a rectangular court. Two teams of 5 players use their hands to dribble (bouncing the ball while moving) and pass the ball to each other with the aim of shooting the ball through their opponents' hoop to score. • Basketball is an invasion sport, where two teams attack and defend a 'goal' each trying to score more goals than their opponents. • A goal is scored by throwing a basketball into a hoop/net. • Basketball players can move around the court, travelling with the ball by bouncing to dribble. <p><u>Ball skills</u></p> <ul style="list-style-type: none"> • A chest pass is a fast and flat pass and means to transfer the ball from their chest to the chest height of another player. • To execute a successful chest pass they need to hold the ball by spreading the fingers around the ball making a W shape with the thumbs. The ball in help at chest height with their elbows out and they push the ball away from their body by extending the arms forwards and flicking the wrists. • Control the ball means that they look after the ball and keep it close so that they have control of it. • To successfully pass a ball they need to think about who they are passing to and which pass is needed for it to be successful. • In basketball, dribbling is a fundamental skill where they use one hand to continuously bounce the ball on the court. • Dribbling helps them to control the ball and move it towards the hoop and create a distance between them and the defender. • To successfully dribble the balls means that they keep their head up, extend their arm and flex their wrist to send the ball to the ground, use their fingers to control the ball as they move forward. • When dribbling they must bounce the ball at least once every three steps. 	<p>Know how...</p> <ul style="list-style-type: none"> • To perform skills (e.g. passing) with accuracy, confidence and control, and increasing speed. • To work effectively as part of a team and keep possession of the ball when faced with opponents. • To apply basic principle for attacking – Using skills to keep possession of the ball. • To begin to apply defending principles in games. • To communicate well as a team to regain possession of the ball.

	<ul style="list-style-type: none"> • To have control of the ball when dribbling means that they keep in low to the ground. • Passing is the skill of sending the ball to a target, usually a teammate. It is an attacking skill that a team uses to try and progress up the pitch towards an opponent's goal/basket. • A set shot means a shot that is made with two hands where they stand still and shoot the ball. • A successful set shot means that they stand with their feet shoulder width apart and their knees bent. The shooting hand is under the ball with their wrist cocked and the non-shooting hand is at the side of the ball for support. To shoot, they straighten their legs; straighten their arm upwards and follow through. • To have the wrist cocked means that their wrist is flexed back and then is flicked forwards. • In a game, they need to consider the best technique to gain the most points from: passing, dribbling and shooting. • A free pass means the ball has gone outside the marked area and the team who touched it last has to allow their opponent to have a free pass. 	
Vocabulary	<p>Attack / Defend: Actions in a game where players either try to score points or prevent the opposing team from scoring.</p> <p>Awareness: Being conscious of what is happening around them, like being aware of teammates' positions or opponents' movements.</p> <p>Double Dribble: A basketball violation where a player dribbles the ball with two hands or stops dribbling and then starts again.</p> <p>Evaluate: To assess or judge something based on criteria or standards, like evaluating their performance in a game or evaluating a strategy.</p> <p>Foul / Hold: Breaking the rules of a game by making illegal contact with an opponent, like pushing or holding.</p> <p>Mark: To guard or defend an opponent closely in a game, like marking an opposing player to prevent them from scoring.</p>	
Enrichment & wider development		

Year 4 Summer 1 – Real PE

Milestone LO

- **Real PE LO:** I am learning to select and apply

Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Physical Cog • Static Balance: Floor Work • Agility: Reaction/ Response 	<p>Know that...</p> <ul style="list-style-type: none"> • Footwork is the way in which they move their feet • To keep their eyes focused on the ball means that they look at where it is and follow its movement. • To perform a sequence of movements they will need to change in level, direction and speed. • Change in level means how high or low parts of their body will be. • To change direction and speed they will need to think about their footwork and position of the body. • Moving their feet instead of stretching to reach a ball will help to have more control. • Moving their centre of gravity forwards can help them to move quickly • Centre of gravity is when we are balanced over our feet. • To perform and repeat longer sequences they need to think about clear shapes and controlled movement • Consistency means that they can do an action in the same way. • Controlled movements means that their body controls the actions and objects • To control a landing they need to keep their head up, use their arms for support and bend their legs. <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To balance and hold a specific position they need to think about the position of their hands, knees, have a straight back and their tummy tight. • A full front support position is a support position where their shoulders are over their hands and their arms are extended, their back and hips are flat to create a slope (like a press up position). • Transfer means to move an object from one place to another. • To maintain balance throughout they keep their hands in line with their shoulders. • To balance and hold the correct position means that their back is straight and flat <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • A ready position is when their knees are bent and their feet are apart – front to back. • To be in a ready position means that they can react and move quickly. • To slow down with control after catching means that they move their feet to get the ball and bend their knees 	<p>Know how...</p> <ul style="list-style-type: none"> • To keep their eyes focused on a ball to keep good control. • To use footwork to move in line with the ball when receiving. • To lean forward to help move quickly. • To perform a sequence of movements to achieve the desired result. • To move the feet rather than stretch. • Take the centre of gravity forwards • To control the quality of a movement • To perform skills in different directions / both sides of the body with control and consistency. • To keep balance and control landings. <p><u>Static Balance: Floor Work</u></p> <ul style="list-style-type: none"> • To keep their hands in line with their shoulders to maintain a balance. • To keep their legs straight and stretched out when changing balance or position. • To balance and hold a position that involves keeping a straight, flat back. • To transfer an object on and off the back whilst in a front support position. <p><u>Agility: Reaction/ Response</u></p> <ul style="list-style-type: none"> • To take up a ready position with their knees bent and feet apart. • To start quickly and accelerate by pushing off hard with their feet. • To use their knees to help them slow down. • <i>To bend the knee on the catching leg and take the weight back</i>



Vocabulary	<p>Accelerate: To increase speed or velocity, like running faster or moving quickly in a game.</p> <p>Body tension: The firmness or tightness in muscles and body position, like maintaining strong muscles and a stable body position during exercises or activities.</p> <p>Controlled: Managed or directed with restraint or regulation, like controlling movements or actions to achieve precision or accuracy.</p> <p>Front support: A position where the body is supported facing down, like holding a plank position with the front of the body facing the ground.</p> <p>Perform: To carry out or execute an action or activity, like performing a skill or performing in a game or performance.</p>
Enrichment & wider development	



Year 4 - Summer 1: Tennis

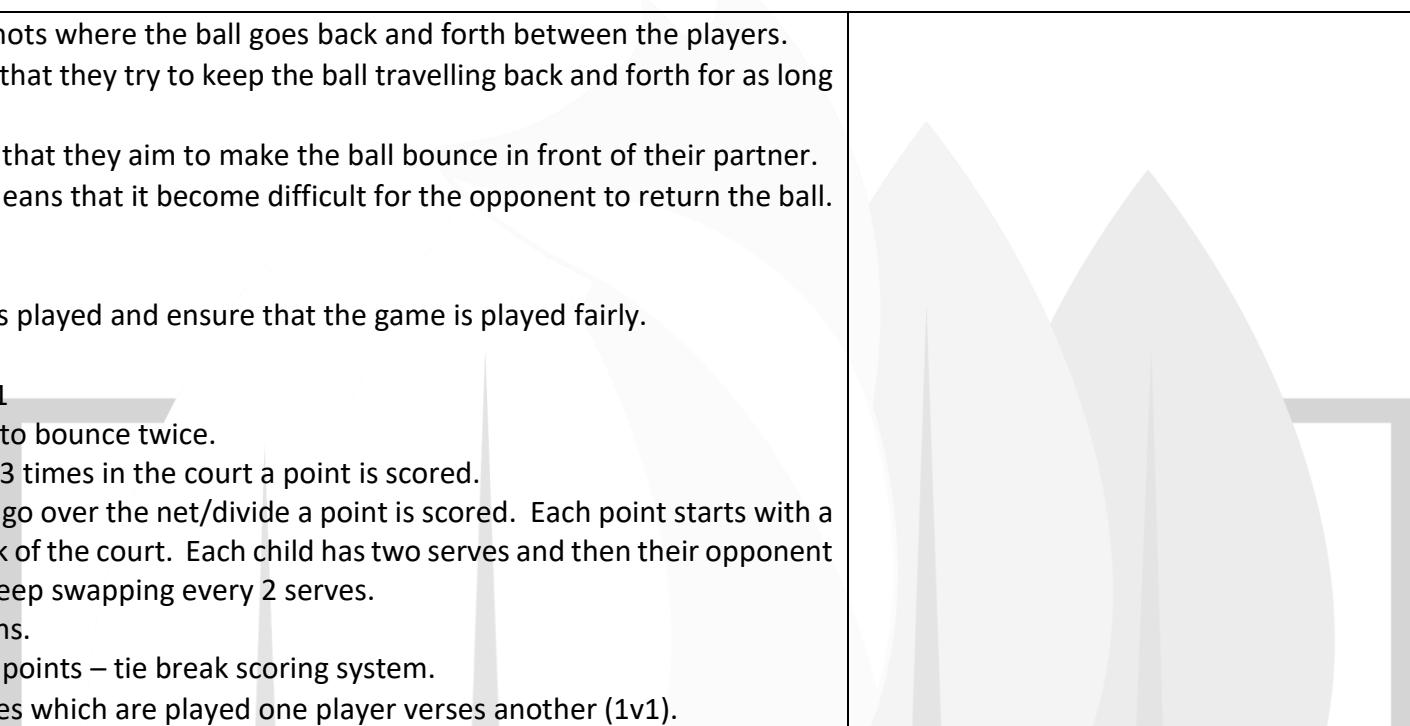
Milestone LO

- To move to get into a good position to receive and return a ball.
- To perform the forehand and backhand accurately.
- To keep a rally using a range of shots.

Curriculum links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Tennis</u></p> <ul style="list-style-type: none"> • Tennis is a racket sport played on a rectangular court divided by a net and is usually played 1v1 (singles) or 2v2 (doubles). • Tennis can be played on grass, clay, hard court or even carpet. • Points are scored by hitting a tennis ball over the net and into the opponent's side of the court in a way that the opponent cannot return it. • To handle the ball means to move with it, react to collecting it and use it effectively to play a game. • A net / wall game is a game where a player sends an object (hits a ball) towards their opponents' area (half of the court). The aim is to make the object (ball) land in the opponents' area and make it difficult for them to return it. In net games such as tennis the court is divided by a net which the ball must be hit over. <p><u>Racket and ball skills</u></p> <ul style="list-style-type: none"> • To control the ball means to keep it close and have control of it. • To receive the ball means to get into the correct position to receive the ball sent to be able to return it. • The tennis grip means how they hold the tennis racquet in their hand. • The speed of the racket effects how hard the ball is hit • A forehand shot means a shot hit from the racket-arm side of their body. • A forearm stance means to turn sideways to the net with their feet shoulder width apart. • To perform the forearm shot means that their arm takes a backswing then they take the arm back and bring forward in the shape of a shallow C. • To make the shape of a shallow C means that they take the racket head back above the hand, lowers it at the end of the backswing and swings it forward and slightly upwards to hit the ball when the racket is level with the front foot to follow through. • A backhand is a shot which is struck on the opposite side of their body to the racquet hand. • To perform the two handed backhand shot means that their dominant hand is at the bottom in a v grip and their non-dominate hand is above, they take the racket across the body back and forward and make the shape of shallow C as they follow forward. 	<p>Know how...</p> <ul style="list-style-type: none"> • To perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. • To perform a basic forehand action with control and accuracy. • To send/ hit a ball into space, at different speeds and heights to make it difficult for their opponent. • To apply the basic principles for attacking including finding and using space in game situations. • To keep a rally going using a range of shots.

	<ul style="list-style-type: none"> • A rally means a series of shots where the ball goes back and forth between the players. • A cooperative rally means that they try to keep the ball travelling back and forth for as long as possible • A cooperative shot means that they aim to make the ball bounce in front of their partner. • To hit a ball into a space means that it become difficult for the opponent to return the ball. <p><u>Tennis Rules</u></p> <ul style="list-style-type: none"> • Rules define how a game is played and ensure that the game is played fairly. • Rules of Mini tennis: <ul style="list-style-type: none"> ○ Play on a court, 1v1 ○ The ball is allowed to bounce twice. ○ If the ball bounces 3 times in the court a point is scored. ○ If the ball does not go over the net/divide a point is scored. Each point starts with a serve from the back of the court. Each child has two serves and then their opponent has two servers - keep swapping every 2 serves. ○ First to 7 points wins. ○ Play the game to 7 points – tie break scoring system. • Singles games means games which are played one player verses another (1v1). 	
Vocabulary	<p>Accuracy: Being precise and hitting or throwing the ball where they want it to go, like aiming accurately at a target.</p> <p>Aim: To point or direct something with the intention of hitting a target</p> <p>Cooperative play: Playing together as a team or group, working together towards a common goal, like passing the ball to each other or defending as a team.</p> <p>Control: To manage or handle something effectively, like controlling the ball during a game or controlling their movements.</p> <p>Court target: A specific area or goal within the playing area.</p> <p>Direction: The path along which something moves or points, like directing a pass towards a teammate or running in a specific direction.</p> <p>Free space: Open or unoccupied areas on the playing field, like finding open space to receive a pass or move into position.</p> <p>Inline: In a straight line, like positioning themselves directly in line with the goal or staying in line with their teammates during a game.</p> <p>Movement: The act of changing position or location, like running, jumping, or moving the ball during a game.</p> <p>Partner: A person they work with or play with as a team, like passing the ball to their partner or coordinating movements together.</p> <p>Power: The strength or force behind an action, like hitting a ball with power or throwing a powerful pass.</p> <p>Racket: A sports implement with a handle and a round or oval frame strung with catgut, nylon, etc., used especially in tennis, badminton, and squash.</p> <p>Send: To pass or move something to someone else, like sending a pass to a teammate or sending a ball towards the goal.</p> <p>Swing: To move back and forth or from side to side, like swinging a racket or swinging their arms while running.</p>	
Enrichment & wider development		



Year 4 - Summer 2: Real PE

Milestone LO

- **Real PE LO:** I am learning to prepare for activity

Curriculum Links:

- Develop and apply control and balance in different ways.
- Learn how to use skills in different ways and to link them to make actions and sequences of movement.
- Enjoy communicating, collaborating and competing with each other
- Compare their performance with previous ones and demonstrate improvement to achieve their personal best

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation <p>Real PE</p> <ul style="list-style-type: none"> • Health and Fitness Cog • Static Balance: Stance • Agility: Ball Chasing 	<p>Know that...</p> <ul style="list-style-type: none"> • To say how their body feels before, during and after exercise means to describe the changes in their body. • Sweating helps to regulate our body temperature. • Warming up before exercise helps to prevent injury by gradually warming up the muscles and raising the body temperature • Warming up help to mentally prepare for the activity • During exercise their muscles need more oxygen which is why their breathing rate increases. • When they exercise the blood flow to the muscles increases and they get warmer and contract, relax and stretch more easily. • Basic fitness includes strength, stamina, speed and flexibility • Aerobic activity is any movement that makes their muscles use oxygen and increases their heart rate • Anaerobic exercise means short, fast exercise that doesn't use the oxygen in their body as its main source of energy. • They need both aerobic and anaerobic exercise in their daily lives. • Cooling down can help to prevent their muscles becoming sore in the first couple of days after exercise. • Cooling down helps their heart rate and breathing to slow down gradually preventing dizziness after exercise • To consider the environment for an activity means to think about the possible dangers like weather / surface, equipment, how often and intensity. • Intensity means how hard or fast they are carrying out an activity. <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • To balance with both feet facing forwards their need to keep their feet shoulder width apart with the knees bent. • To balance with their feet still they need to have the weight on the balls of their feet. • To balance with control means that there is minimal wobble. • To balance with control they need to keep their back straight and their head up. • To stay on a line or low beam through they need to have the correct stance. 	<p>Know how...</p> <ul style="list-style-type: none"> • Changes in their body will happen during and after exercise. • Changes to the body during and after exercise will increase increased body temperature, heart rate and breathing rate. • Fundamental Movement Skills help them to move and land safely. • To develop good technique, posture and use of equipment can help them to stay healthy. • To move and use the body correctly to prevent injury. • To warm up to prepare mentally for the activity. • To warm up and cool down • To cool down to prevent the muscles be sore and slow the heart rate and breathing. • To use different movements in warm ups to prepare the body for movement and activities gradually. • To consider the environment when planning an activity. <p><u>Static Balance: Stance</u></p> <ul style="list-style-type: none"> • To keep their feet shoulder width apart and the knees bent to keep a balanced stance when balancing on a line. • To keep the weight on the balls of their feet to have a balanced stance • To keep their back straight and head up to keep a balance • To balance with control when on a raised beam. • To stay on a line / low beam by using smooth, controlled movements

	<p><u><i>Agility: Ball Chasing</i></u></p> <ul style="list-style-type: none"> • To arrive in the correct position at the correct time they need to keep watching the ball and move their feet quickly. • To collect a ball with balance and control they need to focus on getting into a balanced position with their weight forward. • To start quickly means to accelerate by pushing off hard with their feet and driving the arms from 'hips to lips'. 	<p><u><i>Agility: Ball Chasing</i></u></p> <ul style="list-style-type: none"> • To start quickly and accelerate by pushing off hard with their feet. • To watch the ball and concentrate on timing to arrive at the ball at the correct time. • To accelerate by pushing off hard with their feet and driving the arms. • To get into a balanced position with the weight forward
Vocabulary	<p>Aerobic: Activities that involve continuous and rhythmic movements, like jogging or dancing, which help improve cardiovascular fitness and use oxygen efficiently.</p> <p>Anaerobic: Activities that involve short bursts of intense effort, like sprinting or weightlifting, which do not require oxygen for energy production.</p> <p>Force: The strength or energy exerted to move an object or person, like kicking a ball with force or pushing against an opponent.</p> <p>Intensity: The level of effort or energy used during an activity, like exercising at a high intensity or playing a game with high intensity.</p> <p>Oxygen: A gas that is essential for life and used by the body during aerobic activities to produce energy, like breathing in oxygen during physical activities.</p> <p>Receiving: To catch or collect something that is thrown or passed to them, like receiving a pass in sports or receiving instructions.</p>	
Enrichment & wider development		



Year 4 - Summer 2: Cricket

Milestone LO

- To run, jump and catch a ball with control.
- To understand the rules of cricket.
- To participate in a game.

Curriculum links:

- Use running, jumping, throwing, and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Pillars	Declarative Knowledge (Substantive Knowledge)	Procedural Knowledge (Disciplinary Knowledge)
<ul style="list-style-type: none"> • Motor competence • Rules, Strategies and Tactics • Healthy Participation 	<p>Know that...</p> <p><u>Cricket</u></p> <ul style="list-style-type: none"> • A Striking and Fielding game is a game played between a batting team and a fielding team where the batting team try to score points and the fielding team try to stop them. • Fielding is the action of a player (fielder)/groups of players (fielders) performed after the batter has hit the ball, it involves using skills such as stopping, gathering and collecting the ball, catching and throwing skills • The aim when fielding is to stop the batters from scoring runs, the best way to do this is to get them out. • Running between the wickets means that they can score a single run each time. • Each point / score is called a run. <p><u>Ball skills</u></p> <ul style="list-style-type: none"> • Aiming means throwing the ball in the correct direction. • Accuracy means throwing the ball as close as possible to the intended target. • Catching the ball means that they can get the opponent out and it stops them from scoring. • Throwing is a fielding skills as it is the quickest way to get the ball back to the wicket keeper or bowler. • A wicket keeper is the person on the fielding side who stands behind the wicket. • A bowler is the player who delivers the ball to the batsman. • Bowling underarm uses an underarm throwing technique • To bowl underarm means that they hold the ball in their hand, swing their arm back ,then swing their arm forward and release the ball throwing it towards the target. • A successful bowl means that it is directed towards the wickets and bounces once before it reaches the batter. • The aim when bowling is to stop the batter from scoring runs, the best way to do this is by getting them out. • To catch a ball they need to watch the ball all the way to their hands, have their hands ready, move into a position to catch the ball. • To move into position means that they get in line with it. • To have the hands ready means to have their hands in front of the body ready to catch the ball. 	<p>Know how...</p> <ul style="list-style-type: none"> • To show control, coordination and consistency when throwing and catching a ball. • To hit a ball with increasing control from a tee and progress to without a tee. • To take up spaces/positions that make it difficult for the opposition

	<p><u>Batting</u></p> <ul style="list-style-type: none"> • Batting is the skill of hitting the ball with a cricket bat • Hitting the ball into space is the most effective way to score runs/points when batting. • Hitting the ball into space will reduce the chance of getting out. • The bat should only be used and swung in the designated batting area. • Only the batter should enter the batting area - nobody else should enter this area. • To hit a ball they need to consider the grip and stance and steps to the ball, swing the bat through hitting the ball and follow through. 	
<p>Vocabulary</p>	<p>Communication: Sharing information or ideas with others, like talking to teammates during a game or giving signals.</p> <p>Compare: To examine the similarities and differences between things, like comparing different players' skills or comparing game strategies.</p> <p>Discuss: To talk about something with others to exchange ideas or opinions, like discussing game tactics with teammates or discussing rules with a coach.</p> <p>Evaluate: To assess or judge something based on criteria or standards, like evaluating their performance in a game or evaluating a player's skills.</p> <p>Fielder: A player in cricket or baseball who defends the field and tries to catch or stop the ball.</p> <p>Fielding: The action of players in a team sport who try to catch, stop, or throw the ball to prevent the opposing team from scoring runs or points.</p> <p>Free Space: Open or unoccupied areas on the playing field, like finding open space to move into or receive a pass.</p> <p>Points: Units used to keep score in a game or tournament, like earning points for scoring goals or runs.</p> <p>Skill: The ability to do something well, like batting skills in cricket or dribbling skills in basketball.</p> <p>Striking: Hitting or making contact with the ball, like striking the ball with a bat or racket.</p> <p>Swing: The movement of a ball through the air that makes it curve, like swinging a cricket ball to deceive the batsman.</p> <p>Teamwork: Working together as a group to achieve a common goal, like passing the ball between teammates or defending as a team.</p> <p>Technique: The way of performing a skill or action correctly and effectively, like practicing the correct technique for throwing or kicking.</p> <p>Tournament: A competition where teams or individuals compete against each other in multiple games or events to determine a winner.</p> <p>Underarm: A method of throwing or bowling where the arm is swung below shoulder level, like bowling underarm in cricket or throwing underarm in softball.</p> <p>Wicket keeper: The player in cricket who stands behind the stumps and tries to catch the ball to dismiss batsmen.</p> <p>Wickets: The set of three stumps with two bails on top, which batsmen defend in cricket while the fielding team tries to dismiss them.</p>	
<p>Enrichment & wider development</p>		

