

## Y4 Physical Education

### Area of Learning: Invasion Games Unit Title: Games Sense Invasion

Term: Autumn 1

#### Physical & Cognitive

Pupils will apply a secure understanding of passing, moving and shooting whilst developing dribbling skills in order to score points against another team.

Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to attack and when to defend.

#### Social & Emotional Wellbeing

Pupils will develop life skills such as communication and encouragement as they collaborate with others and apply the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self-discipline as they strive to improve their own performance and understanding.

#### Key Vocabulary

#### Knowledge Overview

##### ANCHOR WORDS

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball.

**Defender:** We are considered a 'defender' when we are not in possession of the ball.

**Space:** an open area on the playing area that is unoccupied by a defender or the defending team.

##### GOLDILOCKS WORDS

**Dribbling:** is a method of moving with the ball using our hands or our feet.

**Control:** keeping the ball close to us, preventing the defenders from gaining possession.

**Marking:** when the attacking player has received the ball and you are making it difficult for them to pass the ball to another member on their team by restricting their options.

##### STEP ON WORDS

By the end of this unit, the pupils should know:

- The aim of the game for the attackers is to score keep possession and score.
- The aim of the game for the defenders is to prevent the opposition from scoring
- The defenders can use any part of their body to block the ball or prevent a pass
- The ball must remain within the playing area at all times. If the ball leaves the playing area at the side, possession changes.
- It is important that teams work together to decide upon the tactics and how best to counter-attack against the opposition.

**"Bridging Back"** (previous years/cross-curricular content)

**Reception, Y1, Y2** – Attack vs Defence – Games for Understanding  
**Y3** - Invasion Games – Tag Rugby, Football, Games Sense Invasions

**"Bridging Forward"** (future years/cross curricular content)

**Y4, 5, 6** – Invasion Games - Games Sense Invasions, Dodgeball, Hockey, Quidditch, Netball, Basketball

**Area of Learning: Gymnastics**

**Unit Title: Bridges**

**Term: Autumn 2**

**Physical & Cognitive**

Pupils will execute ‘excellent’ balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movements and balances together.

Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary.

**Social & Emotional Wellbeing**

Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.

Pupils will develop their resilience and ability to remain self-motivated as they strive to improve their sequences even when they find it hard.

**Key Vocabulary**

**Knowledge Overview**

**ANCHOR WORDS**

**GOLDILOCKS WORDS**

**STEP ON WORDS**

**Linking:** successfully adding two movements together so that they flow one after the other  
**Flow:** when a gymnast moves from one action to another without stopping.  
**Interesting:** pupils are thinking and being creative.  
**Control:** pupils being able to move their bodies silently.  
**Extension:** when pupils are pointing (extending) their fingers and toes when moving or holding a balance

**Excellent gymnastics:** ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds  
**Bridge:** A bridge is a structure that passes over a road, a river or other obstacle.  
**Levels:** when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

By the end of this unit, the pupils should know:

- When evaluating the effectiveness of a sequence, we can use what we know about ‘excellent gymnastics’ as part of our reflection
- Bridges can be transferred from the floor to apparatus to create interesting performances.
- Interesting sequences can be created using different levels and connection points.
- Different movements can be used to travel in and out of bridges but should still flow and look like part of the performance.

**“Bridging Back”** (previous years/cross-curricular content)

**Reception**– Gymnastics – Moving & high, low, over, under  
**Y1, Y2, Y3** – Gymnastics – Wide, narrow, curled, Linking, Symmetry and Asymmetry

**“Bridging Forward”** (future years/cross curricular content)

**Y5** -Gymnastics – Counter balance & counter tension  
**Y6** – Gymnastics – Matching and Mirroring

**Y4 Physical Education**

Area of Learning: Dance			
Unit Title: Space			
Term: Spring 1			
Physical & Cognitive			Social & Emotional Wellbeing
<p>Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.</p> <p>Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.</p>			<p>Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.</p> <p>Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.</p>
Key Vocabulary			Knowledge Overview
ANCHOR WORDS	GOLDILOCKS WORDS	STEP ON WORDS	<p><u>By the end of this unit, the pupils should know:</u></p> <ul style="list-style-type: none"> <li>• Dance can be used to 'tell stories', e.g. – an explorer preparing for an expedition.</li> <li>• A character's emotions will change depending on their circumstances, mood, or relationships with others.</li> <li>• Contrasting characters can be shown by adjusting timing or movement</li> <li>• Movements can be performed in either unison (together) or in canon (in turn) and can match or contrast with their partner.</li> </ul>
<p><b>Emotion:</b> refers to the feelings a dancer's character is feeling</p> <p><b>Expression:</b> refers to the actions a dancer uses to make their characters thoughts or feelings known.</p> <p><b>Creativity:</b> refers to pupils using their imagination or original ideas when performing their dance actions.</p>	<p><b>Excellent Dancers:</b> Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph.</p> <p><b>Motif:</b> a series of movements that are repeated</p> <p><b>Character:</b> the person, animal or fictional character that the pupil is portraying in their performance.</p>	<p><b>Choreography:</b> is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer</p>	
<p><b>"Bridging Back"</b> (previous years/cross-curricular content)</p> <p><b>Reception</b> - Dance – Ourselves, Dinosaurs  <b>Y1, Y2, Y3</b> – Dance Growing, Explorers, Weather</p>			<p><b>"Bridging Forward"</b> (future years/cross curricular content)</p> <p><b>Y5, Y6 – Dance</b> – Street Art, Prejudice and Discrimination</p>

**Y4 Physical Education**

**Area of Learning: Invasion Games**  
**Unit Title: Dodgeball**

**Term: Spring 2**

**Physical & Cognitive**

**Social & Emotional Wellbeing**

**Key Vocabulary**

**Knowledge Overview**

**ANCHOR WORDS**

**GOLDBLOCKS WORDS**

**STEP ON WORDS**

By the end of this unit, the pupils should know:

**Attacker:** We are considered an 'attacker' when we or our team are in possession of the ball or when we throw the ball.

**Defender:** We are considered a 'defender' when we are not in possession of the ball.

**Jumping:** a method of defending to avoid being hit by a ball.

**Dodge:** a method of moving quickly from one side to the other to avoid being hit by a ball.

**Ducking:** involves a defender lowering their body towards the floor, allowing the ball to travel over them.

**Aiming:** when the attacker in possession of the ball directs their throw towards a specific target.

- There are many ways to defend including dodging, ducking and jumping.
- The importance of catching and the consequences of dropping the ball.
- How and why we need to throw with power when throwing at a target which is further away.
- The importance of accurate throwing.
- Pupils in possession of a ball can only hold their ball for 5 seconds.
- Pupils can use a ball they are holding to block a ball thrown towards them.

**“Bridging Back”** (previous years/cross-curricular content)

**Reception, Y1, Y2** – Attack vs Defence – Games for Understanding  
**Y3** - Invasion Games – Tag Rugby, Football, Games Sense Invasions

**“Bridging Forward”** (future years/cross curricular content)

**Y4, 5, 6** – Invasion Games - Games Sense Invasions, Hockey, Quidditch, Netball, Basketball

**Area of Learning: Striking and Fielding**  
**Unit Title: Cricket**

Term: Summer 1

**Physical & Cognitive**

Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game.

Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.

**Social & Emotional Wellbeing**

Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.

Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.

**Key Vocabulary**

**Knowledge Overview**

**ANCHOR WORDS**

**GOLDILOCKS WORDS**

**STEP ON WORDS**

By the end of this unit, the pupils should know:

**Batting:** the skill of hitting a ball with a bat into a space to score runs.

**Fielder:** a defensive position that is occupied while the other team are batting

**Retrieving:** returning the ball as quickly as possible to a bowler, fielder or wicketkeeper preventing the batters from scoring runs.

**Bowling:** the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs  
**Strike:** hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs

**The Long Barrier:** a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, but positioning their body in line with the ball just in case they miss the ball with their hands.

- How to outwit the fielding team by varying the speed and direction they strike the ball
- There are different ways of fielding; catching, throwing, etc.
- How to vary the speed when bowling underarm and why this is useful.
- Why they need to stop the ball quickly and how to do this efficiently.
- Each bowler bowls an equal number of balls, known as an 'over'

**“Bridging Back”** (previous years/cross-curricular content)

**“Bridging Forward”** (future years/cross curricular content)

**Reception, Y1, Y2** – Games for understanding, Rackets, Bats and Balls

**Y6** – Rounders

Area of Learning: Athletics			
Unit Title: Athletics			
Term: Summer 2			
Physical & Cognitive		Social & Emotional Wellbeing	
Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin.		Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.	
Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important.		Pupils will continue to develop and apply life skills such as resilience and self-motivation as they strive to improve their own performance and understanding.	
Key Vocabulary		Knowledge Overview	
ANCHOR WORDS	GOLDBLOCKS WORDS	STEP ON WORDS	By the end of this unit, the pupils should know:
<p><b>Distance:</b> the length of space between two points</p> <p><b>Speed:</b> the ability to move all or part of the body as quickly as possible</p> <p><b>Tactics:</b> a carefully planned set of actions that are used by a team or an individual to attain a certain goal.</p>	<p><b>Pace:</b> used to measure an athlete's speed. It is the amount of time it takes an athlete to cover a specific distance.</p> <p><b>Power:</b> the intensity and speed that an object is thrown or how an athlete uses their body to increase the distance they jump.</p>	<p><b>Stride Pattern:</b> the distance covered when an athlete takes a step.</p>	<p>By the end of this unit, the pupils should know:</p> <ul style="list-style-type: none"> <li>• It is important for long distance runners to pace themselves, if they go too fast too early, they will finish the race slower</li> <li>• An athlete's stride pattern will differ depending on the distance that athlete is running.</li> <li>• The importance of a correct arm and head technique and how that will help to improve their pace and power.</li> <li>• The three types of jumps performed in a triple jump.</li> </ul>
<p><b>"Bridging Back"</b> (previous years/cross-curricular content)</p> <p><b>Reception, Y1, Y2</b> - Locomotion - Walking, Jumping, Running, Dodging <b>Y3</b> - Athletics</p>			<p><b>"Bridging Forward"</b> (future years/cross-curricular content)</p> <p><b>Y5, Y6</b> - Athletics</p>

## Y4 Physical Education