PE at Kimbolton St James’ Primary School

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| **Knowledge – Year 4** | | |
| **Topic** | **Vocabulary** |  |
| **Invasion Games** | Pass  Receive  Different types of passes, e.g. overhead pass, chest pass, shoulder pass, push pass  Keeping possession  Using space  Scoring goals/ points and keeping score  Rules  Tactics | * I can lead group warm up * I know that an invasion game involves attacking an opponent’s territory with the aim of scoring a goal or point * I know that invasion games usually consist of a team of equal players with a focus on team work, keeping possession, attacking and defending * I can demonstrate different passes and am beginning to use them with increasing speed and accuracy during an invasion game * I can travel forwards, backwards, sideways and diagonally, changing directions as appropriate as part of an invasion game * I can make the best use of space to pass and receive the ball and help my team mates * I know that when a team has gained possession of the ball, it means they have control of the ball and a better chance of scoring * I can keep or win back possession of a ball an invasion game * I know that tactics are a game plan made before the start of the game to help you try to win * I can show an awareness of tactics when playing invasion games * I know some basic rules of Year 4 invasion games and can apply them fairly * I can participate in invasion games in a controlled manner |
| **Dance** | Space  Stillness  Travel  (Changing) Speed  (Changing) direction  (Changing) levels  Improvise  Motif  Pattern/ sequence  Repetition  Action and reaction  Perform | * I can lead group warm up * I can warm up and cool down at the beginning and end of a dance session and understand why it is important * I can use the space around me to confidently move forwards and backwards and up and down * I can successfully use stillness as part of a dance sequence * I can confidently travel across the floor as part of my dance sequence, at changing speed, direction. and level * I know that a motif in a dance is a movement within a dance * I can improvise and collaborate with a partner or a group to create simple motifs that I can use in a dance sequence * I know that a dance sequence is a set pattern of movements performed to music that has been specially chosen for the dance * I can use repetition to develop a dance motif * I know that action is any movement that a dancer does during a dance * I can react with greater awareness to actions that my partner or group perform * I can perform with increasing awareness of rhythm and expression * I can evaluate my movements and links to improve them * I can evaluate a peer performance |
| **Gymnastics** | Sequence  Jumps  Rolls  Shapes  Balances  Handstands/ cartwheels  Direction/  Speed/ Level  Travel  Linking actions  Apparatus  Perform  Evaluate | * I can lead group warm up * I know that a sequence is a number of moves or steps put together * I can perform a wider range of jumps, rolls and shapes as part of a sequence * I can perform 1,2 ,3 and 4-point balances as part of a sequence * I can perform balances on simple apparatus * I can balance with or against a partner * I am beginning to be able to perform handstands and cartwheels * I can travel and link my skills with a wider range of linking actions such as half turn and leaps * I can show my awareness of speed, direction and levels when I perform a sequence * I can perform confidently individually, with a partner and within a group * I can evaluate and give feedback on a performance to my peers |
| **Athletics** | Relay  Baton  Change over  Sprint and starting stance  Middle distance and starting stance  Running Technique  Jumping  Jumping technique  Triple jump  Throwing  Throwing technique  Pull throw  Evaluate and improve performance | * I can lead group warm up * I can confidently run with an awareness of my arm and leg action to demonstrate an improved running technique. * I can show a starting stance that is appropriate for the distance I am running. * I can adjust my running pace to the distance I am running. * I can demonstrate a standing triple jump combining a hop, step and jump * I can perform a standing triple jump with a good awareness of take-off, the flight phase and a safe, controlled landing. * I can throw with a greater degree of accuracy and for a longer distance. * I can demonstrate a good throwing technique and perform a pull throw. * I understand how I can improve my own and my peer’s athletics performance and can offer feedback when evaluating performances. |
| **Swimming** | Front crawl  Back stroke  Breast stroke |  |
| **Skills** | | |

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| **Key skills**  **Key knowledge** | **1**  **Invasion games** | **2**  **Gymnastics** | **3**  **Dance** | **4**  **Athletics** | **5**  **Swimming** |
| **Developing Skills**  **Making and Applying**  **Decisions**  **Evaluating and Improving** | **To engage in appropriate competitive games against self and others.**  **Participate in team games developing simple tactics for attacking and defending.**  **Enjoy taking part and be able to recognise their own success.** | **To develop fundamental movement skills (agility, balance and co-ordination.)**  **Learn how to use the skills in different ways.**  **Be able to talk about own and others’ performances and show improvements.** | **To develop fundamental movement skills.**  **To perform dances using simple movement patterns with opportunity to be creative and make their own decisions.**  **Be able to talk about own and others’ performances and show improvements.** | **To master fundamental movements including running, jumping and throwing.**  **To begin to apply the skills in a range of activities mainly in isolation. Sprints and longer distances / standing broad jump, vertical jump, triple jump / throwing a variety of implements.**  **Enjoy taking part and be able to recognise their own success.** | **To begin to develop the basic water skills leading to the ability to swim competently, confidently and proficiently over 25 metres.**  **To use a range of strokes and skills effectively.**  **Improve on stroke technique. Evaluate own water safety.** |
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