

Physical Education - Year 4



Curriculum End Points

Unit: Games Sense Invasion

- Pupils will apply a secure understanding of passing, moving and shooting whilst developing dribbling skills 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.
- 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

Unit: Games Sense Invasion

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score.

Defender – We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring.

Marking – Marking is 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.

Control – Means keeping the ball close to us, preventing the defenders from gaining possession.

Dribbling – Is a method of moving with the ball using our hands or our feet. The attacker in possession of the ball can either continuously bounce the ball on the floor or kick the ball with their feet, in order to move around the playing area.

Space – Is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into, to enable them to create opportunities to shoot.

Curriculum End Points

Unit: Gymnastics – Bridges

- 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.
- Pupils will collaborate applying cooperation skills with their partner as they work together to create 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

Unit: Gymnastics – Bridges

Bridge – A bridge is a structure that passes over a road, a river, or another obstacle. In this unit, we want to recreate the idea of a bridge using our bodies.

Levels – This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus.

Direction – This refers to when a gymnast changes the course along which they were moving.

Control – This refers to pupils being able to move their bodies silently.

Flow – This is when a gymnast moves from one action to another without stopping.

Extension – This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance.

Interesting – This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements.

Excellent gymnastics – ‘Excellent’ refers to when pupils are being silent, extending their fingers and toes, and when they make a shape/balance, they are able to hold it still for at least 4 seconds.

Unison – Unison is where pupils perform the same movement at exactly the same time as each other.

Canon – Canon is where pupils perform the same movement one after the other.

Curriculum End Points

Unit: Dance – Space

- Pupils will perform with big and clear movements that flow. They will perform with expression and be able to stay in character.
- Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences.
- Pupils can apply life skills such as cooperation and communication as they work successfully with others to execute their interacting sequences.
- Pupils will demonstrate integrity as they continually strive to ensure their sequences are executed to the highest standard.

Key Vocabulary

Unit: Dance – Space

Excellent Dancers – Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity, and are able to choreograph.

Expression – Refers to the actions a dancer uses to make their character's thoughts or feelings known.

Creativity – Refers to pupils using their imagination or original ideas when performing their dance actions.

Emotion – Refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others.

Motif – Is a series of movements that are repeated.

Choreography – Is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to perform.

Character – Character refers to the person, animal, or fictional character that the pupil is portraying in their performance.

Curriculum End Points

Unit: Hockey

- Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.
- Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.
- Pupils will develop life skills such as trust 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

Unit: Hockey

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball or in control of the ball. The aim of the game for the attackers is to score a goal.

Defender – We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.

Possession – Is when we have physical control of the ball. This could be as an individual or when working as part of a team. It is when we have ‘possession’ that we can create the opportunity to score.

Space – Is an open area on the pitch that is unoccupied by a defender or the defending team. The team in possession of the ball needs to identify open spaces to move into to enable them to create opportunities to shoot.

Shooting – Is when we hit the ball with our stick in an attempt to score a goal.

Barrier – When we receive a pass from a team member, we can lower our stick horizontal towards the ground making a barrier to control the ball.

Intercepting – Is when a defender cuts off and prevents a pass from reaching the receive.

Curriculum End Points

Unit: Handball

- Pupils will be able to apply a secure understanding of passing, moving and shooting 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 shoot and when to defend.
- 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

Unit: Handball

Shoulder Pass – Is the most commonly used pass in handball. The shoulder pass is a one-handed pass that can be used to cover long and short distances. If a shoulder pass is fast and accurate, it can be the most effective pass to use to outwit the opposition.

Possession – Is when we have physical control of the ball. This could be when working individually or as part of a team. It is when we have 'possession' that we can create the opportunity to score a goal.

Attacker – We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession, and score a goal.

Defender – We are considered a 'defender' when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring a goal.

Space – Is an open area on the court that is unoccupied by a defender or the defending team. The team in possession of the ball needs to identify open spaces to move into to enable them to create opportunities to shoot.

Curriculum End Points

Unit: Running

- 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 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 develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.
- 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

Unit: Running

Power – Is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.

Speed – Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

Stride Pattern – Is the distance covered when an athlete takes a step. An athlete's stride pattern will differ depending on the distance that athlete is running.

Distance – Is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped.

Pace – Pace is used to measure an athlete's speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long-distance runners to pace themselves; if they go too fast too early, they will finish the race slower.

Tactics – Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Curriculum End Points

Unit: Tennis

- Pupils will hit the ball into space on their opponents' side of the court, creating space for the next shot that will win them the point.
- Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents' side of the court.
- Pupils will develop life skills such as trust and cooperation as they collaborate with others, applying 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

Unit: Tennis

Outwit – Means using your intelligence to trick or outsmart your opponent to win a point.

Space – Is an open area on the court that is unoccupied by your opponent. This could be at the side, front, or back of the court.

Baseline – The baseline runs parallel to the net and defines the back of the court on each side.

Forehand – A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball.

Rally – A rally is a series of returned hits of the ball that ends when either player fails to successfully return the ball.

Out – Is the term used when the ball is returned over the net and does not bounce on the inside of the court.

Backhand – A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball.

Accuracy – Is the ability to control where we hit the ball on our opponent's side of the court.

Power – Is the intensity and speed that a ball is hit.

Curriculum End Points

Unit: Football

- Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team.
- Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills.
- 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-discipline as they strive to improve their own performance and understanding.

Key Vocabulary

Unit: Football

Attacker – We are considered an ‘attacker’ when we or our team are in possession of the ball. The aim of the game for the attackers is to keep possession and score.

Defender – We are considered a ‘defender’ when we are not in possession of the ball. The aim of the game for the defenders is to prevent the opposition from scoring.

Marking – Marking is 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.

Control – Means keeping the ball close to us, preventing the defenders from gaining possession.

Dribbling – Is a method of moving with the ball using our hands or our feet. The attacker in possession of the ball can either continuously bounce the ball on the floor or kick the ball with their feet, in order to move around the playing area.

Space – Is an open area on the playing area that is unoccupied by a defender or the defending team. The team in possession of the ball need to identify open spaces to move into, to enable them to create opportunities to shoot.

Curriculum End Points

Unit: Athletics

- 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 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 develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.
- 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

Unit: Athletics

Power – Is the intensity and speed that an object is thrown towards or how an athlete uses their body to increase the distance they jump.

Speed – Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object.

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Pace – Pace is used to measure an athlete's speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long-distance runners to pace themselves; if they go too fast too early, they will finish the race slower.

Tactics – Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Curriculum End Points

Unit: Outdoor Adventure Activities – Orienteering

- Pupils will apply their developing ability to orientate a map and locate points, returning to base as quickly as possible.
- Pupils will apply a strong understanding of what makes an effective team and understand how important teamwork is when orienteering.
- Pupils will develop life skills such as trust and communication as they collaborate with their team to complete orienteering challenges.
- Pupils will apply integrity and determination as they complete the orienteering challenges. Pupil's will develop their leadership attributes.

Key Vocabulary

Unit: Outdoor Adventure Activities – Orienteering

Navigate – Means to find a way through a planned course often by using a map.

Teamwork – Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way.

Strategy – Is a planned set of actions that are used by a team or individual to achieve a long-term goal. We plan a strategy and then use specific tactics to help us achieve our goal.

Tactics – Tactics are a carefully planned set of actions that are used by a team or an individual to attain a certain goal.

Map – A map is a piece of paper that shows a representation of an area of land that uses symbols or signs to represent the various physical features i.e. trees and buildings.

Route – A route is a particular course taken when moving from point A to point B.

Out of Bounds – Is the area outside of the course that is prohibited for pupils to enter. The area that is 'out of bounds' should be clearly marked out and identifiable on a map.