



Year Four

# National Curriculum Targets

Physical education – key stages 1 and 2

## Subject content

### Key stage 1

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### Key stage 2

Pupils should continue to 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. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- 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.

Key Stage one and Two national Curriculum Targets can be found at: [National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](https://www.gov.uk/national-curriculum/physical-education/key-stages-1-to-2)

# Think

Think	Rules/Scoring	Understanding Movement and Skill	Effects of Exercise on the body	Healthy Eating	Muscles and Bones	Understanding Tactics
<b>Learning outcome DO</b>	Can score an activity	Can actively show an understanding of the ABC's	Can identify the role of the heart when exercising	Can identify that the more energy we consume, the more energy we have to use	Can identify that muscles and bones are used to help us move	Can identify a tactic for an individual activity
<b>Teaching Point</b>	Demonstrate a good understanding of the rules	Can demonstrate good balance	Can identify that the heart beats faster to help pump blood around the body	Can identify how much we consume	Can identify that bones are the structure in our body	Can explain why you would need to use tactics in a game
<b>Teaching Point</b>	Demonstrate a good understanding of how to score a point in a activity	Can demonstrate good agility	Can identify that the harder you work the faster your heart will beat	Can identify how energy is used	Can identify that muscles help move the bones in our body	Can give an example of a tactic in relation to a game
<b>Teaching Point</b>	Can be fair to all children when enforcing the rules	Can demonstrate good co-ordination	Can identify that your breathing will get heavier the more exercise you do and the more your heart needs to work	Can identify the effects of to much used energy	Can identify that bones and muscles work together	Can identify if they have ever used a tactic in a game/activity before

## Feel

Feel	Winning and Losing	Respect	Feel Good!	Sportsmanship	Being active	Leadership
<b>Learning outcome DO</b>	Can adopt a positive attitude to losing	Can share ideas and listen to other children's ideas during an activity	Can show enthusiasm and a 'have a go' attitude to make activity fun	Can encourage other children during a competitive situation when losing	Can describe one danger of being inactive	Can confidently lead the scoring of various activities
<b>Teaching Point</b>	Can demonstrate that it doesn't matter if you lose, as long as you have tried your best	Can work as part of a team	Can demonstrate not giving up	Can be supportive of team mates	Can identify what happens to the body if we don't do exercise	Can confidently explain the rules of games/activities
<b>Teaching Point</b>	Can demonstrate good respect to other children	Can demonstrate taking part in a group discussion listening to children's ideas	Can have a positive attitude	Can offer help and support to children who may be finding the activity challenging	Can identify the link between exercise and a balanced diet	Can confidently keep score of activities
<b>Teaching Point</b>	Can show that they want to win in a activity/game by trying their hardest	Is able to offer new ideas	Can help to encourage and engage other children	Can demonstrate a want to win even when losing!	Can identify the difference between being active and being inactive	Can be fair to all children!

## Athletics DO

National Curriculum	<ul style="list-style-type: none"> <li>Develop flexibility, strength, technique, control and balance</li> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Running	Jumping	Throwing	Team Races	Match Up!
Learning outcome DO	Identify children's current understanding of the topic	Run with a full stride to achieve maximum speed	Jog before hurdling over an object effectively	Throw an object for distance and height with accuracy	Take turns in a relay race by receiving an object from behind	Compete (trying to win) as part of a team
Teaching Point	Keep at a pace that you can control when running around the track don't burn yourself out too early	Important to look forward in the direction you are going	Try to lead with your strongest foot when striding over the spots	When throwing we should always look to where we are throwing	When passing the bean bag look up to where your partner is	Show a change of speed
Teaching Point	Ensure dynamic stretches are not are not rushed but controlled throughout the movement	Use your legs and arms in co-ordination to drive the body forwards	When jumping bend your legs, swing your arms and propel your body forwards	It is important that when we are throwing for accuracy we put the right amount of speed on the ball	When receiving a bean bag from behind you face the way you are going but hold your arm out behind you	As the receiver you should start to move forward before you get the baton so you are already on the move when you receive the baton
Teaching Point	When throwing step and push forwards into the throw	Short quick steps to slow down (decelerate), big stride to accelerate	When performing the jumps use your movement forward to propel you even further – this can be done by finding the timing of your steps- however do not cross the jump point before take off	When throwing the object look to where you want it to go- the harder you swing the further it will go	When you are approaching to pass the bean bag, call out so that the receiver knows you are coming	When jumping make sure you are bending your knees and swinging your arms
Teaching Point	When jumping use your arms to swing forward	Arms should be moving to show hands going in a hip to lip motion	When hurdling try to kick the front foot over the hurdle before continuing to run at the other side	Release the object at the right time	When you are receiving the bean bag hold your arm out at the back and look down your shoulder	Make sure that you aim correctly when you are throwing your object
Teaching Point	When passing the beanbag try to not take the time to turn around, face the same way and receive the beanbag from behind your body	Run with high knees for a longer stride as fast as possible	With your back leg it is important you raise it high and to the side and keep your upper body facing forwards	Try to bend your legs and get side on as you throw as this will give you more power	Place the bean bag down into the open palm of the receiver	Work together as a team when you are racing

## Health Related Fitness (HRF) Dodgeball DO

<b>National Curriculum</b>	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Area</b>	<b>Introduction</b>	<b>Speed- Anaerobic Fitness</b>	<b>Strength</b>	<b>Endurance/Aerobic</b>	<b>Agility</b>	<b>Match Up!</b>
<b>Learning outcome DO</b>	Understand the rules and games format specific to age group	Can show different speeds in a game of dodgeball	Can show strength to pull a ball away from another (grip and rip)	Can show aerobic endurance to keep playing in a game of dodgeball	Can show agility to link dodging and throwing a ball	Play an inter class competition to age specific games of dodgeball
<b>Teaching Point</b>	When performing the activities try to sustain your activity level so that your body can improve its fitness	It is important that you listen to the call, then react quickly	Try to use your whole body to perform strength requiring activities more muscles = more strength	Change speed to avoid being tagged but keep constantly moving	When turning make sure the turns are short and sharp, ensure your body is balanced to shift the weight to the other direction	Children to explain the difference between the four components of fitness
<b>Teaching Point</b>	Can you name some areas of fitness	If you make the catch on the bench ensure you return as quick as possible back into the game	If both players have the ball you must attempt to pull it away from the other player using strength. Try to use all your power to win the snatch	Aerobic endurance relies on us to keep going even when we feel tired	Stay on your toes whilst moving to avoid being hit but also to be ready to catch the ball	What fitness components do you want to improve and how could this help in dodgeball
<b>Teaching Point</b>	The aim of the session is for children to understand the game. A benefit of this game is its high intensity nature, games should physically stretch children	Ensure we are showing different speeds to suit different situations	Aim to throw with as much power as possible – step into the throw	Don't let your performance drop by allowing the effects of being tired kick in!	It is important that we have a good balanced base to move in any direction	Use agility to dodge the ball, strength when throwing, speed when running to the middle and endurance to keep going when you are tired!
<b>Teaching Point</b>		When we are running at full speed it is important that we can stay low in case we need to change direction quickly		When we are running showing aerobic endurance it is important that we pace ourselves	Stay balanced when changing direction, keep your body low ready to make that next move	
<b>Teaching Point</b>		Encourage children to show repeated moments of high speed throughout the game, Inform them that this is speed endurance		It's a marathon not a sprint		

## Basketball DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Dribbling	Passing	Receiving	Shooting	Match Up!
Learning outcome DO	Takes notes on current general ability of children to aid planning	Dribble in different ways changing speed and direction with control	Pass in different ways whilst moving	Receive the ball whilst moving	Shoot whilst moving	Compete making correct decisions in the invasion game
Teaching Point	When you want a ball how can you get another players attention – call out, eye contact, hand signals, be in a good position (ready to receive)	Head up to see where you are going	What types of passes do we already know for different invasion games	Good balance when receiving the ball ready to pass or move again	Balance, try to keep your balance when shooting	Defenders to shadow the players with the ball leading them away from danger areas, stand cutting off potentially dangerous avenues
Teaching Point	Ask children to score	Dribble in front and to the side of the body when moving at speed, head up	Batman hands- try to catch with both hands in basketball	Hands ready to show where you want to receive the ball, step or jump into that position when receiving. Where possible use both hands in the batman hand position	Loop the ball into the hoop not a chest shot but a shot coming from above your body	Look for the opportunity to steal and approach quickly closing down the options for the player with the ball
Teaching Point	How show we react to losing	Dribble with the fingertips, knees bent	How does our ready position change when receiving on the move compared with receiving when static?	Good balance when receiving	Eyes- look to where you are shooting	Defenders try to anticipate the pass to intercept the ball
Teaching Point	Ask children to score the activity	Small touches for control, head up eye contact ready for the pass	To ensure the other team don't get to a pass, pass quickly	Jump to the ball where possible landing in a strong position	Follow through the shot straight arms and knees	Defender needs to ensure they have the balance to create an attack once they win the ball

## Cricket DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Fielding part 1- intercepting	Fielding part 2 –Returning the ball	Batting	Bowling	Match up!
Learning outcome DO	Observe current understanding and introduce a cricket game	Can intercept a moving ball from the floor with 1 hand whilst moving in different directions towards the ball	Can perform a stationary overarm throw with accuracy	Can strike a ball that has been bowled	Can over arm bowl a ball from a stationary position towards a target	Play a cricket match appropriate to the children's ability
Teaching Point	Introduce what movements and actions are required for a striking and fielding game and encourage children to display these in the game	Bend your knees to get low to the ball, react quickly and stay low	Release the ball at the right point to suit the throw, your elbow should be above the shoulders	Hands ready, eyes on the ball	Hold the ball in your stronger hand spider up- fingers pointing up when the ball is in hand and look at your target	Start further away when throwing and catching to challenge yourself
Teaching Point	Quick decision making with the ball	Point fingers down towards the floor, make soft hands to cup the ball and move towards the ball	Drive hips round to use the body to generate more power	Body control and balance when running around the circle	Step forwards when bowling, spread your legs one foot in front of the other body slightly to the side	The ball can be drop fed from the side of the batter or hit from a tee for children who are emerging
Teaching Point	Fielders spread out and be ready to move to the ball	Lunge towards the ball	Step through with the back foot, same side as ball holding side	Pick the bat up from the floor with the flat side down making a V shape with the thumb and index finger for the correct grip. Side on to the fielders, step and strike	Swing your arm from the back of your body to the front	
Teaching Point	Two hands on the bat, favourite hand at the bottom when holding it	Place your foot behind your hands incase it gets past	Follow through extending into a straight arm	Communicate when you want to run	Release at the right time	
Teaching Point	Aim for the ball to bounce once and aim for the wickets when bowling (more then once is a no ball	React to how and where the ball is moving		Head level eyes on the ball when batting		



## Tennis DO

National Curriculum	<ul style="list-style-type: none"> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul>				
Week	Week 1	Week 2	Week 3	Week 4	Week 5
Area	Introduction	Hit	Return	Serving	Match Up!
Learning outcome DO	Identify children's current understanding of the topic	Can hit a ball with a racquet accurately with a bounce to another child	Can return a ball with a racquet from a bounce accurately to another child with a bounce	Can serve a ball underarm with a racquet accurately with a bounce to another child	Play a tennis match appropriate to the child's age
Teaching Point	Do we hit the bees hard or try and catch them softly	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Get low to the ground, knees bent, keep your head up and stay light on the balls of your feet	Get low to the ground, knees bent with your head up looking where you are going to move to next	One hand on the racquet, eyes on the target
Teaching Point	Encourage children to reach the racquet out for the bee and change the direction of the racquet as they catch the bee from both sides	Try to hit the ball with the nose of the racquet	Hold the racquet with a V shape to the side of the hand keeping an open face	Nike tick position and side on for the over arm throw, catapult serve-hold the ball on the racquet at head height and catapult it in a rainbow shape	Bend knees and get under the ball to hit it up
Teaching Point	Keep a locked wrist when hitting through the ball, aim to hit the ball with the nose of the racquet	Hold the racquet sideways then shake hands with the racquet with you favorite hand to grip it	Lock wrist on contact and hit the ball with the centre of the racquet when areal	Contact point serve-racquet held over head, ball thrown up underarm and hit the ball stopping at point of contact	Use forehand and backhand
Teaching Point	Get the right amount of power soft enough for a bounce and hard enough to reach your partner	The shot is hit upwards from low to high	If possible when returning stand slightly sideways on allow your hit to follow through the front of your body	Side-on point the front arm up	Racquet cheek to the floor, push the ball up in a rainbow shape
Teaching Point	Make the hit at the right time	Keep a locked wrist, make the hit at the right time	Keep your head up before you return the ball ensuring you are aware of where your opponent is positioned	High 5 the sky with the catapult serve and do not follow through	

## Tag Rugby DO

National Curriculum	<ul style="list-style-type: none"> <li>Use running, jumping, throwing and catching in isolation and in combination</li> <li>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Introduction	Passing	Receiving	Evasive running	Defending skills	Match Up !
Learning outcome DO	Introduce the game and observe current understanding	Can hold a rugby ball effectively whilst passing accurately	Can receive a rugby ball effectively showing control (able to catch ready for the next move)	Can perform a side step to evade a moving defender	Can steal another players tag effectively	Can play a tag rugby match appropriate to children's ability
Teaching Point	Mucky fingers clean palms- grip the ball with the fingers not the palm of the hand	Mucky fingers clean palms- grip the ball with the fingers not the palm of the hand	Keep your eyes on the ball and catch with two hands	2 handed carry with the ball	Get low and close to the other player when trying to take a tag	Strong body position using core strength
Teaching Point	Try not to hold the ball by the ears	Keep a firm grip on the ball with two hands	W hands out in front of your body	Short quick steps when changing from a high gear to a low gear to stop quickly	Get into a low position when tagging and get close to the attacker	Short quick steps when changing direction to be fast
Teaching Point	No diving when scoring a try the ball must be placed under control on the floor with one or two hands on the ball	Point the top of the ball down to 6 o'clock and scoop the ice cream swinging the ball across your body	Catch the ball in front of you	Get low and take a fast first step	Try to anticipate where the attacker is going to run or pass the ball to next to make it easier to tag them	2 handed carry with the ball- scoop the ice cream and pass across your body
Teaching Point	Where can I stand to help me gain an advantage if I receive the ball? Away from opposing players	Get a good amount of speed on the ball, not too fast which it becomes hard to receive but not too slow that it could be intercepted	Player with the ball must be at the front to pass backwards	Take a quick powerful step in the opposite direction to where you are going to move to	Get as close to the attacker as possible before tagging	Defend in a line like angle scoop from last week
Teaching Point		Fingers follow through and point to the target when you pass the ball	Call the child's name with the ball to show that they are ready to receive the ball	Try to approach the defender in a straight line so they don't know which direction you will be dodging into		When defending run to get in front of the ball at all times

## Gymnastics DO

National Curriculum	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> </ul>					
Week	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Area	Shapes	Travel	Balance	Rolling	Jumping	Rhythmic
Learning outcome DO	Can link a series of shapes together in a sequence and demonstrate them to the group with confidence.	Demonstrate a variety of different ways of travelling at different speeds, levels and body parts.	Demonstrate solo, matching, mirroring and counter balances as part of a routine.	Demonstrate a forward and an egg roll.	Demonstrate the different jumping patterns and perform cat leap or scissor kick	Demonstrate sequence using rhythmic apparatus in a pair or small group
Teaching Point	<p>Straight- Body tall, legs together, arms stretched beside ears.</p> <p>Tuck- Curl knees into chest, hold on to shins with legs together.</p> <p>Star- Arms and Legs stretched out wide as far away from each other.</p>	What different speeds in relation to animals can the children think of, eg cheetah fast, sloth slow.	Counter balances where they are holding each others weights while holding a move.	Forward roll – Crouch down, hands flat on the floor, head tucked under, weight taken on hands and shoulders not head and neck, round back to roll smoothly.	<p>Take off- full drive arm swing, strong bend and thrust through the legs</p> <p>Flight- Tension in flight, showing shape clearly with precision and control</p> <p>Landing- Absorb impact through legs, held and control landing position</p>	Children should think of as many different ways of moving as they can, the different speeds that they can move at and the different levels they are moving on.
Teaching Point	<p>Straddle – sat on bottom with legs open and arms open and stretched.</p> <p>Pike – sat on bottom with legs straight and together, arms straight and together.</p>	Think of the different body parts that the moves could be done on?	matching balances should be identical when they are stood next to one another. Both children should have the same leg lifted for example.	Egg roll- Curl up in a tuck shape on knees, practise rolling over side, back, other side and return to knees. If the children can do this allow them to perform different shapes while on their back during the roll.	While exploring 1 foot – other foot can children perform a cat leap and scissor kick?	Bounce the ball rather the slapping the ball when trying to bounce the ball. Use your thumb and fore finger when spinning the hoop. Turns from the wrist when skipping
Teaching Point	<p>Dish- Lie on back with arms and legs together and straight lifted off the floor. Arms should be above the head.</p> <p>Arch- Lie on Stomach with arms and legs straight and together lifted off the floor, arms should be above the head</p>	Children to think about the different speeds that they can move at and the different levels they are moving on.	mirroring balances when they look at one another should be the same, if one child is picking up their left leg, the mirroring child it will be their right leg.	Have a start and finishing position so that everyone can clearly see when the routine begins and ends.	Ensure they are landing on their feet, legs bent and arms stretched in front showing control.	Try using the equipment as part of a routine within pairs or part of a small group.

## Dance DO

<b>N.C</b>	<ul style="list-style-type: none"> <li>• Compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> <li>• Develop flexibility, strength, technique, control and balance</li> <li>• Perform dances using a range of movement patterns</li> </ul>					
<b>Week</b>	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Area</b>	<b>Introduction</b>	<b>Timing of movements</b>	<b>Creating Movements</b>	<b>Movement Patterns</b>	<b>Movement Pathways</b>	<b>Perform</b>
<b>Learning outcome DO</b>	Introduction to creating basic movements exploring a theme	Cooperate to make a dance warm up and take on a leadership role	Respond imaginatively to a stimulus	Dance in unison with a group keeping in time with each other	Perform a canon showing good timing	To perform using a variety of levels and pathways
<b>Teaching Point</b>	Make sure there is a clear start and ending position.	All the routine should be performed in unison	Think about how you use your prop to keep it under control.	Try to stay in time with your partner doing the same moves.	Show control when holding the selected moves.	Think about the different transitioning moves between each performers piece.
<b>Teaching Point</b>	all moves should be performed in unison with the rest of the group.	When performing, the groups should have a starting and ending position for their routine.	Think about how you can time your movement with the music.	Children to remember to use different pathways when travelling.	When one dancer performs a movement and then another performs the same movement just after or sometimes overlapping.	Can forward, backwards and diagonal pathways be used when transitioning between moves
<b>Teaching Point</b>	All the 8-10 positions created in the main activity should be strong moves with extended arms and feet where applicable	Can different levels be incorporated into the routine	Is there a break in the music where you could pose and then transition to the next move.	Think about how clowns may move and act and try to incorporate this within your routine.	Think about how the act should be performed, a magician should have confidence, a clown may be clumsy.	Can moves be performed on a mixture of high, medium or low levels.