



PE Long Term Plan Hadrian Y4



Y4 PE	
National Curriculum Objectives KS2	Key Links
<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none">● 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.	<p>Home - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>National PE Curriculum - Association for Physical Education - Association For Physical Education P.E. (afpe.org.uk)</p> <p>Google Shared PE Drive - PE - Google Drive</p> <p>Twinkl Move - PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>YST - Youth Sport Trust - Youth Sport Trust</p> <p>School Games - Your School Games - Your School Games</p>

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- perform safe self-rescue in different water-based situations.

Topics		N.C Objectives	Key skills	Key Vocab
Autumn 1	Invasion Games: Benchball	<ul style="list-style-type: none">• 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	<ul style="list-style-type: none">• To use a range of attacking and defending skills and techniques in a game.• To use fielding skills as an individual to prevent a player from scoring• To vary the tactics they use in a game.• To adapt rules to alter games.• To develop different ways of throwing and catching.• To move with the ball using a range of techniques showing control and fluency.• To pass the ball with increasing speed, accuracy and success in a game situation.• To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.• To make the best use of space to pass and receive the ball.	Attacking Defending Running Passing Dribbling Moving Space Movement Throwing Catching Scoring possession
Progression	By the end of Year 4 children should be able to complete the following:			



- Use a range of attacking and defending skills and techniques in a game.
- Use fielding skills as an individual to prevent a player from scoring
- Vary the tactics they use in a game.
- Adapt rules to alter games.
- Develop different ways of throwing and catching.
- Move with the ball using a range of techniques showing control and fluency.
- Pass the ball with increasing speed, accuracy and success in a game situation.
- Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
- Make the best use of space to pass and receive the ball.

Teacher Subject Knowledge



[Primary-PE-model.pdf \(afpe.org.uk\)](#)

[National Curriculum - Physical education key stages 1 to 2 \(publishing.service.gov.uk\)](#)

[PE Planning - PE Resources - Primary PE Schemes of Work \(twinkl.co.uk\)](#)

[Youth Sport Trust - Youth Sport Trust](#)

Cross Curricular Links



Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene
 PSHE - importance of a healthy lifestyle, mental health and wellbeing.



Autumn 2



Gymnastics



- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

- To create a sequence of actions that fit a theme.
- To use an increasing range of actions, directions and levels in their sequences.
- To move with clarity, fluency and expression.
- To show changes of direction, speed and level during a performance.
- To travel in different ways, including using flight.
- To improve the placement and

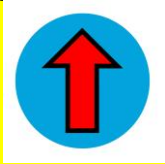
Balance
 Agility
 Coordination
 Travel
 Speed
 Direction
 Movement
 Stretch
 Jump
 Equipment
 Control
 Shapes

			<p>alignment of body parts in balances.</p> <ul style="list-style-type: none"> • To use equipment to vault in a variety of ways. • To carry out balances, recognising the position of their centre of gravity and how this affects the balance. • To begin to develop good technique when travelling, balancing and using equipment. • To develop strength, technique and flexibility throughout performances. To perform and create sequences with fluency and expression. • To perform and apply skills and techniques with control and accuracy. 	Perform
<p>Progression</p> 	<p>By the end of Year 4 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions, directions and levels in their sequences. • Move with clarity, fluency and expression. • Show changes of direction, speed and level during a performance. • Travel in different ways, including using flight. • Improve the placement and alignment of body parts in balances. • Use equipment to vault in a variety of ways. • Carry out balances, recognising the position of their centre of gravity and how this affects the balance. • Begin to develop good technique when travelling, balancing and using equipment. • Develop strength, technique and flexibility throughout performances. • Perform and create sequences with fluency and expression. 			
<p>Teacher Subject Knowledge</p> 	<p>Primary-PE-model.pdf (afpe.org.uk)</p> <p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p>			

	Youth Sport Trust - Youth Sport Trust			
<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene PSHE - importance of a healthy lifestyle, mental health and wellbeing. English - speaking and listening - evaluating performances (self & peer).</p>			
Spring 1	Health & Fitness	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination. • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. 	<ul style="list-style-type: none"> • To describe how the body reacts at different times and how this affects performance. • To explain why exercise is good for your health. • To know some reasons for warming up and cooling down. • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • To modify their use of skills or techniques to achieve a better result. • To perform and apply skills and techniques with control and accuracy. 	<p>Body Reacts Performance Exercise Health Watch Describe Evaluate Modify Technique Control Accuracy</p>
<p>Progression</p> 	<p>By the end of Year 4 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. • Perform and apply skills and techniques with control and accuracy. 			
Teacher Subject	Primary-PE-model.pdf (afpe.org.uk)			

 <p>Knowledge</p>	<p>National Curriculum - Physical education key stages 1 to 2 (publishing.service.gov.uk)</p> <p>PE Planning - PE Resources - Primary PE Schemes of Work (twinkl.co.uk)</p> <p>Youth Sport Trust - Youth Sport Trust</p>			
 <p>Cross Curricular Links</p>	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>English - speaking and listening - evaluating performances (self & peer).</p>			
<p>Spring 2</p>	<p>Net & Wall Games: Badminton</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. • To accurately serve underarm. Build a rally with a partner. • To use at least two different shots in a game situation. • To use hand-eye coordination to strike a moving and a stationary ball. • To occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. • To use a range of attacking and defending skills and techniques in a game. 	<p>Bat Racquet Shuttlecock Accurately Partner Underarm Shot Strike Moving Stationary</p>

Progression



By the end of Year 4 children should be able to complete the following:

- Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.
- Accurately serve underarm.
- Build a rally with a partner.
- Use at least two different shots in a game situation.
- Use hand-eye coordination to strike a moving and a stationary ball.
- Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.
- To use a range of attacking and defending skills and techniques in a game.

Teacher Subject Knowledge



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Cross Curricular Links






Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene
PSHE - importance of a healthy lifestyle, mental health and wellbeing.

Summer 1	OAA (Outdoor Adventure)	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • To orientate themselves with increasing confidence and accuracy around a short trail. • To create a short trail for others to understand. • To start to recognise features of an orienteering course using a map. • To communicate clearly and work as part of a team with others and other teams. • To associate the meaning of a key in the context of an environment. • To try a range of equipment for creating and completing an activity and make an informed decision on the best equipment to use. • To watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. 	<p>Orienteering Confidence Symbol Key Equipment Communicate Teamwork Locate</p>
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<p>Progression</p> 	<p>By the end of Year 4 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Orientate themselves with increasing confidence and accuracy around a short trail. • Create a short trail for others to understand. • Start to recognise features of an orienteering course using a map. • Communicate clearly and work as part of a team with others and other teams. • Associate the meaning of a key in the context of an environment. • Try a range of equipment for creating and completing an activity. • Make an informed decision on the best equipment to use. • Plan and organise a trail that others can follow.
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<p>Cross Curricular Links</p> 	<p>Science - the importance of exercise and eating the right amounts of different foods as well as personal hygiene</p> <p>PSHE - importance of a healthy lifestyle, mental health and wellbeing.</p> <p>Geography - the environment and map reading.</p>			
<p>Summer 2</p>	<p>Dance</p>	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<ul style="list-style-type: none"> • To identify and repeat the movement patterns and actions of a chosen dance style. • To compose a dance that reflects the chosen dance style. • To confidently improvise with a partner or on their own. • To compose longer dance sequences in a small group. • To demonstrate precision and some control in response to stimuli. • To begin to vary dynamics and develop actions and motifs in response to stimuli. • To demonstrate rhythm and spatial awareness. • To change parts of a dance as a result of peer and self-evaluation. • To use simple dance vocabulary when comparing and improving 	<p>Dance</p> <p>Perform</p> <p>Sequence</p> <p>Improvise</p> <p>Range</p> <p>Actions</p> <p>Control</p> <p>Music</p> <p>Counting</p> <p>Rhythm</p> <p>expression</p>

			<p>work.</p> <ul style="list-style-type: none"> • To perform and create sequences with fluency and expression. • To perform and apply skills and techniques with control and accuracy. 	
<p>Progression</p> 	<p>By the end of Year 4 children should be able to complete the following:</p> <ul style="list-style-type: none"> • Compose longer dance sequences in a small group. • Demonstrate precision and some control in response to stimuli. • Begin to vary dynamics and develop actions and motifs in response to stimuli. • Demonstrate rhythm and spatial awareness. • Change parts of a dance as a result of self-evaluation. • Use simple dance vocabulary when comparing and improving work. • Perform and create sequences with fluency and expression. • Perform and apply skills and techniques with control and accuracy. • Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. • Modify their use of skills or techniques to achieve a better result. 			
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Key texts

AFPE - **'Safe Practice: in Physical Education, School Sport and Physical Activity'**

Giraffes can't dance by Giles Andreae – **Building Confidence - Year 3/4**

Body Warriors – The Immune System by Lisa Trumbauer – **Healthy Bodies - Year 3/4**