



Year 4 PE Progression of Skills, Knowledge & Vocabulary

Content	Core Tasks	Knowledge & Skills	Key Concepts	Vocabulary	Assessment
<p>Invasion games Unit Title – Ball on the ground</p>	<p>The aim of the game is to pass the ball to a nominated player in the end zone of a pitch. Play the game 4v2 and then 4v3. Play on a pitch that is about 10m x 20m. Use football or hockey techniques. To score points, the ball has to be passed to, and stopped by, a player who has been nominated to receive the ball in the end zone. This player can move anywhere on the pitch, but must be in the end zone to receive the ball.</p>	<p>Improve skills of: travel, travel with, send, chase, receive, avoid, dodge, attack, defend, movement into/out of space. Perform with control and accuracy.</p>	<p>Experience small-sided and modified competitive invasion games; use and adapt simple tactics; apply simple rules and conventions; work in teams. Make up small-sided games; play games in pairs/small groups; develop an understanding of Games principles, related to attack and defence.</p>	<p>Pass, stop, kick, dribble, trap, control, mark, target, goal, accurate, space, transfer of weight, rules, defend, attack, close control, move into space.</p>	<p>Control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>Accurately pass to someone else and am aware of space and how to use it.</p> <p>Choose simple tactics for sending and defending</p> <p>Influence the conditioned games with opponents.</p> <p>Describe what others do well.</p> <p>Talk about why it is important to warm up / cool down and lead a partner through short warm up routines.</p>
<p>Net/Wall Games Unit Title – Net Games</p>	<p>The aim of the game is to score points by throwing a ball into the opponent's court area and making it bounce twice. Play the game one against one. Use a low net (bench to short tennis height), on a court that is relatively long and narrow. Use throwing and catching skills. Introduce hitting the ball with a racket after it has bounced. A partner playing with the hitter should feed the ball.</p>	<p>Improve skills of travel, travel with, send, receive, attack, defend, movement into/out of space – perform with control and accuracy.</p>	<p>Make up small-sided games, play games in pairs and small groups, develop an understanding of game principles, related to attack and defence, team work.</p>	<p>Send, Receive, Throw, Catch, Control, Bounce, Strike, Hit, Accurate, Space, Transfer of Weight, Rules, Contact Point, Defend, Attack, Court Area.</p>	<p>Control, strike, catch a ball whilst moving and keep possession with some accuracy.</p> <p>Accurately pass to someone else and be aware of space and how to use it. I can choose simple tactics for sending and defending.</p> <p>Beginning to influence the conditioned games with opponents. I can describe what others do well.</p> <p>Talk about why it is important to warm up / cool down and lead a partner through short warm up routines.</p>



	Try adapting the rules so that the partner has to catch the ball before feeding it to be hit. More able players will be able to rally without a partner feeding the ball.				
Striking and fielding Games Unit Title - Striking and fielding activities – Throwing and Catching	The aim of the game is for the batter to hit the ball forward into the field of play and score points by running around a marker as many times as possible before the fielding team return the ball to base. The batter hits the ball off a low/high tee into the field of play. The players field the ball and then pass it to each other. When all fielders have touched the ball and returned the ball to base, the batter stops scoring. Change round after 4 strikes. Play the game in groups of 4.	Improve skills of: travel, travel with, send, chase, receive, avoid dodge, attack, defend, movement into/out of space.	Experience: small-sided and modified competitive net, striking/fielding and invasion games; using simple tactics; applying simple rules and conventions. Develop: making up small-sided games; own game practices; playing games in pairs/small groups.	Send, receive, throw, catch, roll, control, strike, target, accurate, space, rules, contact point, fielding, release point, field of play.	Control, catch, send and receive a ball accurately whilst moving and keeping to the rules. Attack and defend in a small sided game. Take part in a conditioned game with an understanding of tactics and rules and use this to help improve performance. Understand and use principles of exercise activities for warming up and recognise how exercise is good for health.
Athletics Unit Title - Pentathlon	To develop the stamina to keep going (jogging) for 3 minutes; to be able to participate in, officiate, record and evaluate an athletic "pentathlon" event participating in TWO running events (sprint and distance), THREE jumping events (for distance, for height and combination) and THREE throwing	Copy, repeat and evaluate simple athletic skills and actions (run, throw, jump) showing control and co-ordination. Improve skills of running, jumping and throwing. Give reasons why warming up and cooling down is important and athletic	Refine a variety of running, jumping and throwing techniques. Setting targets and monitoring progress; Prepare for and recover from athletic performance; Understand the limits of own performance; Apply rules and conventions of athletic events; Evaluate own and others' performance	Quadriceps, triceps, gluteal, techniques, setting targets, monitoring progress, prepare for and recover from, understand limits, rules, sling, aim, combination jumps.	Run at a speed appropriate to the distance I am running. Jump accurately for distance and/or height and combination jumps. Demonstrate a range of throwing actions using a variety of objects Recognise a change in heart rate, temperature and breathing rate during exercise Develop personal performance as an athlete and an official in run, jump and throw events



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	events (using a push, pull or sling action as appropriate), identifying the best FIVE events to count.	activities are good for personal health and well-being. Observe and describe a partner's running/throwing/jumping action			To participate and experience an 8-event athletics competition where the best 5 events count – pentathlon.
Gymnastics Unit Title – Body Symmetry	Create and perform a floor and apparatus sequence of 4 – 6 actions which combines balances with other actions. Make sure you apply the Principles of Balance so that you can perform your sequence with control.	Develop a broad range of skills. Link actions to make sequences of movement. Understand how to improve and evaluate own success. Develop flexibility, strength, technique, control + balance.	Principles of Balance – how contact points, surface area and centre of gravity affect the performance of balances. Movement phrases – linking balances smoothly into sequences using the floor and apparatus	Principles of Balance, points of contact, surface area, centre of gravity, remember, recall, movement phrases, sequences, improve, add, change, apply, adapt, extend, more complex, fluent transitions, logical, smooth, variety, directions, levels, start position, finish position, perform, space, safe handling, safety.	Copy, remember, explore and repeat gymnastics actions with consistent control, co-ordination, quality and clarity. Select and link gymnastics actions fluently into longer movement phrases and apply basic compositional ideas. Describe movement patterns noting similarities and differences and make suggestions for improvements. work safely, handling a range of hand, small and large apparatus and recognise changes in the body giving reasons why PE is good for health
Dance Unit Title – Cold Places	Create and perform a dance individually, with a partner or a small group, based on the idea of 'cold places'. Make sure you use changes in speed, strength, level, direction and space in your dance.	Improve skills of travelling, jumping, turning, stillness, gesturing. Changing shape/size/level/direction. Increase the range of body actions. compose, practice and perform actions with control and fluency	Experience a range of stimuli and accompaniment; creating and performing different movement patterns, including those from different places. Make own dances with clear beginning/middle/end. Develop an understanding of different dance elements of control, stepping patterns and co-ordination. Use simple compositional ideas such as meet and part, repetition, unison, interweaving pathway, lead and follow.	Waddle, huddle, plop, slide, glide, flop, snow, icicle, frozen, shiver, dynamics (quick, light, heavy, slow), polar bear, penguin.	Improvise freely individually and with a partner. translate ideas from a variety of stimuli into movement. compare, develop and adapt movement motifs to create longer dances. Use dance vocabulary to compare and improve. work safely, recognise changes in the body give reasons why PE is good for health.
OAA – Unit - Cooperation, communication and consideration	Complete a number of problem-solving tasks, to allow pupils to develop the 3 Cs of team work; Co-operation, Communication and Consideration. Include the following areas;	A range of sequential learning experiences that allow pupils to venture successfully in the outdoors. Respond to different challenges and problem-solving tasks.	Challenge, teamwork, trust, communication and co-operation, solving problems in small and large groups, understanding trails and maps, designing risk assessments and controlling risk factors.	Alphabet, communication, problem solving, trust, support, Photos, trails, control cards, control markers, arrows, direction, accurate, star, problem. north arrow, orientate, map reading.	Interact positively and can work together to solve and perform a range of tasks. Interact positively and can work together to design and follow trails To recognise hazards, assess the risks and take action to control the risks



	<p>1. Interact positively work together to solve problems and perform a range of tasks.</p> <p>2. Design, create simple plans and maps and orientate to North, follow map markers and then follow a range of trails and journeys.</p> <p>3. Collect, build, assess risks and light a fire successfully. Cook on a fire and consider self-survival.</p>				Work together to create simple plans and maps, orientate to North and follow map markers.
Swimming - Improvers	<p>The aim for improving swimmers is to achieve a sound understanding of front crawl, backstroke and breaststroke, developing the swimmer so that they are able to swim longer distances and be safe in deeper water. The swimmers should be able to identify good technique in their peers and areas for development, which will help with their understanding of their own ability. All swimmers should be aware of the dangers of open water and techniques for staying safe should they fall into water, including being comfortable with water on their faces and floating on</p>	<p>use a range of strokes to swim competently, confidently and proficiently over a distance of at least 25 metres. To perform safe self-rescue in different water based situations.</p>	<p>buoyancy, floating, streamlined, submerging, front crawl, backstroke, breaststroke.</p>	<p>streamlined, front crawl, push and glide, control, floating, mushroom floats, star floats, breathing out, submerging, slow, controlled, backstroke, sculling, little fast kicks, floppy ankles, treading water, pull, dolphin, regular breathing pattern</p>	<p>Stroke development Understand how to achieve a streamlined body position. Swim 1 stroke with good technique over at least 10 metres. Swim 2 strokes with good technique over at least 10 metres. Swim 3 strokes with good technique over at least 10 metres. Swim 25 metres competently and efficiently using at least 1 stroke.</p> <p>Confidence and skill development Push and glide Submerge to pick an object of the bottom of the pool. To combine floating shapes. To perform sculling action. To jump into deep water.</p>



	their backs to gain control of their breathing.				
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