PE at Kimbolton St James’ Primary School

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| **Knowledge – Year 4** |
| **Topic** | **Vocabulary** |  |
| **Invasion Games** | PassReceiveDifferent types of passes, e.g. overhead pass, chest pass, shoulder pass, push passKeeping possessionUsing spaceScoring goals/ points and keeping scoreRulesTactics | * 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
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| **Dance** | SpaceStillnessTravel(Changing) Speed(Changing) direction(Changing) levelsImproviseMotifPattern/ sequenceRepetitionAction and reactionPerform | * 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
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| **Gymnastics** | SequenceJumpsRollsShapesBalancesHandstands/ cartwheelsDirection/Speed/ LevelTravelLinking actionsApparatusPerformEvaluate | * 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
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| **Athletics** | Relay Baton Change overSprint and starting stanceMiddle distance and starting stanceRunning TechniqueJumpingJumping techniqueTriple jumpThrowing Throwing techniquePull throwEvaluate 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.
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| **Swimming** | Front crawlBack strokeBreast 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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