

Year 4 Scheme of Work – Physical Education

Unit	Time (Wks)	Activities	Outcomes	Differentiation	Assessment	NC Links	Other Subject Link
Previous learning: Y3 - Strike a bowled ball in an intended direction; Stop a ball using a range of techniques; Play cooperatively with teammates, making decisions about when to run for points and when to not; Choose and use a range of simple tactics and strategies when striking and fielding; Invent rules for striking and fielding games.				Next learning: See unit 4.4			
4.1 Invasion Games	6-7	<ul style="list-style-type: none"> - Practise common skills needed for invasion games. - Use a range of techniques to move with the ball. - Pass and receive a football with increasing accuracy and success. - Use and understand attacking skills and strategies. - Use and understand defending skills and strategies. - Use goalkeeping skills and strategies to protect a goal. Use attacking and defending skills in a game. 	<ul style="list-style-type: none"> - Show knowledge and understanding of the reasons for warming up and cooling down; - Move in multiple directions at speed and with some success in a game situation; - Change direction quickly (dodge) and feint a move, using a low body position, and apply this with some success in a game situation; - Dribble with the ball using different techniques, demonstrating control and speed; - Look up when dribbling while keeping good control of the ball; - Pass the ball with control and accuracy over a range of distances; - Move to receive a ball that is passed to them with good control; - Mark an opposition player with success in a game and position oneself to allow them to see both the ball and their opponent at the same time; - At times, anticipate where and when the ball will be passed and get into a position to be able to intercept it; - Show an understanding of the job and some of the skills needed to be a goalkeeper and use different techniques to prevent a goal from being scored at different heights; - Regularly contribute to the success of their team in attack and defence; - Show an understanding of teamwork and demonstrate being part of a team; - Follow rules in more complex invasion games; 	- Different physical targets	<p>Continuous throughout.</p> <p>Practical</p>	<p>To develop flexibility, strength, technique, control and balance; to play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>To play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>	PSHCE - teamwork
Previous learning: Y3 – same outcomes				Next learning: Y5 – jump safely into water; perform backstroke and front crawl; perform butterfly or breaststroke; swim 20m; exit water safely; understand water safety.			
4.2 Swimming	6-7	<ul style="list-style-type: none"> - Red 5m unaided: Swim unaided for 5m using recognised arm & leg actions; competently, confidently & consistently. - Red stroke development: Swim for 5m on 3 of the following strokes (with buoyancy aids) – front paddle, back paddle, basic breaststroke, butterfly leg kick. 	<ul style="list-style-type: none"> - Enter and exit water safely without support. - Swim unaided for 5m. - Use 3 strokes with aids: front paddle, back paddle, basic breaststroke, butterfly leg kick for a 5m swim with aids. - Perform a shout & signal rescue. - Float on front or back and tread water for 10 seconds. 	- Different swimming levels	<p>Continuous throughout.</p> <p>Practical</p>	<p>To swim competently, confidently and proficiently over a distance of at least 25 metres.</p> <p>To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].</p>	PSHCE – water

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		<ul style="list-style-type: none"> - Red water safety: Enter the water safely and submerge the face underwater. - Red water safety: Float on front or back for 10 seconds, moving into a standing position (use of aids permitted). - Red water safety: Tread water for 10 seconds using buoyancy aids in 1.2m depth. - Red water safety: Perform a basic shout & signal rescue from poolside. - Red water safety: Exit the water safely without support. 				To perform safe self-rescue in different water-based situations.	<p>safety</p> <p>Maths – rotation, position</p>
<p>Previous learning: Y2 - Use expressions, gestures and movement; Dance simple motifs; Dance in unison and canon; Improvise movement; Move fluently; Say how they would improve a movement or dance; - Change the tempo and rhythm of your movement; March in single file or side by side; importance of stretch after exercise.</p>				<p>Next learning: Y6 - Demonstrate a range of techniques, such as isolation, tempo, repetition etc; Combine and link an increasing number of movement phrases and patterns; Create movements in response to different sounds; Respond and react accordingly to their partner's/group member's movements; clearly create movements to represent an idea; Assess their own and other's performances and begin to suggest improvements.</p>			
4.3 Dance – Water	6-8	<ul style="list-style-type: none"> – Respond to stimuli, creating movement phrases using specific skills. – Design my own movement phrases to represent rivers and seas. – Link and combine movement phrases and patterns. – Perform a short dance phrase with expression. – Respond to a changing stimulus. – Use a range of dance techniques to create a movement sequence. 	<ul style="list-style-type: none"> - Demonstrate a range of dance techniques, such as unison, canon, repetition etc; - Combine and link an increasing number of movement phrases and patterns; - Respond and react accordingly to their partner's/group member's dance movements. 	- Different physical targets	<p>Continuous throughout.</p> <p>Practical</p>	To perform dances using a range of movement patterns.	N/A
<p>Previous learning: Y3 - Apply and try to improve existing skills; Demonstrate increasing control and coordination; Demonstrate how different running techniques can affect their performance and focus on improving their sprinting technique; Demonstrate some rhythm and technique when running over obstacles; Perform the standing long jump; Perform the underarm, overarm and push throws; Compete against self and others in a controlled manner and demonstrate noticeable improvements to achieve their personal best; Watch, describe and evaluate the effectiveness</p>				<p>Next learning: Y5 - Identify a variety of athletic events and techniques; develop existing running, throwing and jumping skills; Practise and improve reaction times and identify an effective sprint start; Develop and improve their running technique for sprinting, showing good coordination and control; Demonstrate stamina in order to maintain a sustained run; perform the standing vertical jump and measure the height</p>			

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of a performance.				jumped with accuracy; Compete against self and others with confidence and demonstrate noticeable improvements to achieve their personal best. Evaluate the effectiveness of a performance, offering suggestions of how to improve a skill or technique.			
4.4 Athletics	6-7	<ul style="list-style-type: none"> - Practise existing running, jumping and throwing skills. - Improve my running technique for sprinting including the sprint finish. - Practise relay running. - Jump for distance. - Learn the pull throw technique. - Refine my running, jumping and throwing skills. 	<ul style="list-style-type: none"> - Recognise and name a variety of different athletic events and techniques; - Apply and try to improve existing running, throwing and jumping skills; - Show increasing control and co-ordination when running and performing a jump or throw; - Follow step-by-step instructions, copy actions and learn new techniques with some accuracy, control and fluency; - Combine and apply new skills and techniques with increasing success, control and fluency when participating in running, jumping and throwing activities and games; - Identify aspects of how a skill or technique has been performed and suggest ways to improve performance; - Work effectively as part of a team. 	- Different physical targets	Continuous throughout. Practical	To use running, jumping, throwing and catching in isolation and in combination. To develop flexibility, strength, technique, control and balance. To compare performances with previous ones and demonstrate improvement to achieve personal best.	N/A
4.5 Games – Hockey	7-9	<ul style="list-style-type: none"> - Pass and receive the ball. - Dribble with the ball. - Get past an opponent. - Tackle an opponent and win the ball back. - Hit the ball. - Apply the hockey skills I have learnt. 	<ul style="list-style-type: none"> - Pass, dribble and shoot with control; - Identify and use tactics to help themselves and their team keep possession of the ball; - Tackle opponents with success and intercept the ball to win back possession; - Use space well to pass and receive a ball; - Identify areas and suggest ways that performances and games could be improved. 	- Different physical targets	Continuous throughout. Practical	To develop flexibility, strength, technique, control and balance. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	N/A