# PE at Horwich Parish Year 4 Booklet









End of Year Expectations	Year 3 Year 4	
Dance	Perform basic dance actions in timing to a song/rhythm/beat Show flexibility, strength, technique, control and balance when performing to music Become increasingly competent and confident. Create appropriate actions/movements relating to a chosen song	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements  Complete dance actions using counts of 4 and 8
Gymnastics	Complete a forward roll from a high starting position. Link gymnastic skills together	Combine movements, actions and balances individually or collaboratively to create a routine.  Compare performances with previous ones and demonstrate improvements to achieve personal best.

End of Year Expectations	Year 3	Year 4
Sending and Receiving	Use a variety of equipment to send and receive to a partner Receive from a variety of heights, speeds, distances and angles Throw, catch, strike and field a ball with control/accuracy. Explain and apply sending and receiving techniques	Maintain control when travelling with equipment Begin to make good decisions to maintain possession Effective communication/signals to help maintain child in possession Master sending and receiving different objects
Swimming	Move in and around water confidently and competently.  Explore ways of swimming above and below the water.	Swim between 25-50m unaided. Apply breathing and surviving techniques Perform a variety of strokes
Athletics	Apply running techniques to improve performance Apply throwing techniques to improve performance Take off, jump and land demonstrating control and balance Compete against others in a variety of events/games	Develop an awareness of time, speed and distance Select appropriate speed when travelling at a variety of distances Throw with coordination, force, distance, control and accuracy Compare own performances with previous ones

End of Year Expectations	Year 3	Year 4
Fundamental movements	Demonstrate control, coordination, agility and balance when travelling through equipment.  Apply basic principles suitable for attacking and defending Demonstrate resilience when participating in activities	Recognise when to use effective changes of speed and direction when competing in a game.  Negotiate space within a game to make quick decisions.  Master basic movements including running and jumping  Apply agility, balance and coordination skills, individually and with others
Tactics and Strategies	Develop strategies to cause problems for opposition.  Demonstrate resilience when participating in activities against the opposition.  Recognise transferable skills to use in a variety of sports.	Defend an area 1 V 1 or 2 v 2 using a plan Attack an area 1 V 1 or 2 v 2 using a plan Work collaboratively as part of a team Analyse own performance.
Competing	Compete against self and/or others using a variety of methods.  Start to develop a knowledge of a variety of skills and how to improve performances	Compare own performances with previous ones and identify areas for improvement Compete in modified sport/activities

End of Year Expectations	Year 3	Year 4
Striking and Fielding	Take up appropriate fielding position in relation to other children and the batter Apply basic principles for striking and fielding	Adapt ideas for striking and fielding strategies Strike a moving ball with control and accuracy Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter
Outdoor Adventurous Activities	Children understand the concept of a basic map and can follow simple route. Identify locations using a map Consider health and safety as well as travelling time when locating possible routes to locations Pinpoint locations using lining up techniques Work co-operatively with others in a team. Apply effective communication to solve simple problems.	Complete a simple orienteering course Identify how to improve a performance Recognise skills that are important to the game/activity and select the appropriate time to use them. Children to self and peer asses routes followed on a map

## Year 4 PE Overview





Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Lesson 1	Fundamental movements  Recognise when to use effective changes of speed and direction when competing in a game  Negotiate space within a game to make quick decisions  Master basic movements including running and jumping  Apply agility, balance	Gymnastics  Combine movements, actions and balances individually or collaboratively to create a routine  Compare their performances with previous ones and demonstrate improvements to achieve personal best.	Outdoor Adventurous Activities  Complete a simple orienteering course  Identify how to improve a performance  Recognise skills that are important to the game/activity and select the appropriate time to use them.  Children to self and peer asses routes followed on a map	Sending and Receiving  Maintain control when travelling with equipment  Begin to make good decisions to maintain possession  Effective communication/signals to help maintain child in possession  Master sending and receiving different objects	Tactics and Strategies  Defend an area 1 V 1 or 2 v 2 using a plan  Attack an area 1 V 1 or 2 v 2 using a plan  Work collaboratively as part of a team  Analyse own performance.	Athletics Develop an awareness of time, speed and distance  Select appropriate speed when travelling at a variety of distances  Throw with coordination force, distance, control and accuracy  Compare own performances with previous ones
Lesson 2	and coordination skills, individually and with others.	Know, apply and understand key skills of a good performance and make recommendations of how to make improvements  Complete dance actions using counts of 4 and 8	ive (mental & psychologica	al) Affective (social & em		Striking and Fielding Adapt ideas for striking and fielding strategies  Strike a moving ball with control and accuracy  Describe batting techniques Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

### Year 3-4 Medium Term Plans





#### Year 3+4 ABC

Learning Intentions	Learning Activities/Experience	Success Criteria
Travel with awareness of others when travelling at speed	Passing through SAQ equipment as individuals or large groups	To be able to move limbs in coordination
Apply a variety of ways to travel in combination	Games that include guards/defenders/taggers	Travel in limited spaces avoiding contact with other children
Negotiate space within a game to make quick decisions	Travelling past lots of children (traffic) in small and large spaces at a variety of speeds	Demonstrate a smooth flowing motion when travelling through equipment
Recognise when to use effective changes of speed when competing in a game	Games include change of direction and change of speed	Complete foot patterns and sequences
Identify when to use effective changes of direction when competing against others	Small team games	Change speed and direction maintaining control and balance when competing against others
Demonstrate control, coordination, agility and balance when travelling through equipment	Games competing against others	Show determination and resilience when competing against self and others
Identify own and others technique that needs improvement.		Explain and describe running techniques and identify areas for improvement
Apply basic principles suitable for attacking and defending		Apply correct techniques for fundamental movements
Compare own performances with previous ones and identify areas for improvement		Demonstrate a climate of joy, freedom, respect and celebration
Demonstrate resilience when participating in activities		Show enjoyment in achieving tasks set out
	Psychomotor (physical)	Know and explain key skills of a good performance
	Cognitive (mental & psychological) Affective (social & emotional)	Enjoy communication, collaboration and competition with others

#### Year 3+4 Athletics

Learning Intentions	Learning Activities/Experience	Success Criteria
Develop an awareness of time, speed and distance	Obstacle course showing variations of speed	Understand when to change speeds according to length of run/distance/time
	Races in small groups	
Select appropriate speed when travelling at		Select appropriate speed for the distance
a variety of distances	Competition – personal best, against others, against the clock, measuring distance	travelled
Apply running techniques to improve		Select appropriate force when throwing at a
performance	Travelling at speed in a variety of areas	target
Apply throwing techniques to improve performance	Competing in a variety of events	Explain key factors in a good performance
	Competing against previous performance	Throw with accuracy, balance and
Throw with coordination force, distance,		coordination
control and accuracy	SAQ work	
-1 60		Demonstrate determination and resilience
Take off, jump and land demonstrating control and balance		during and after events when competing against self and others
Compete against others in a variety of		Showing values of respect for others when
events/games		winning and losing
Compare own performances with previous		Demonstrate a climate of joy, freedom,
ones		respect and celebration
Develop an understanding of how to		Show enjoyment in achieving tasks set out
improve and evaluate own performance		
		Know and explain the key
Demonstrate resilience when participating in activities	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	skills of a good performance

#### Year 3+4 Attack and Defend

Learning Intentions	Learning Activities/Experience	Success Criteria
Pass and move maintaining control of the ball	Tag games	Pass and move demonstrating control and accuracy
	Games that include guards or defenders	
Start to show control of equipment when		Send and receive with good pace and
travelling at speed or competing against others	Games that race against the clock, for example, encourages quick play	distance
		Compete against others, individually and as
Apply basic strategies suitable for attacking and defending	Ball games that recognise space, distance and awareness of others	a group
		Apply simple tactics and strategies when
Make quick decisions whilst competing against others	Opportunity to compete against others as a team and as an individual	competing against others
		Contribute in discussions
Defend an area 1 V 1 or 2 v 2	Games that allow children to compete 1 V 1	
Attack an area 1 V 1 or 2 v 2	or 2 v 2	Apply transferable skills in a variety of competitions/games/events
	Repeat games changing the equipment	
Demonstrate an awareness of others and space to attack	(basketball-Hockey)	Change direction maintaining control and balance
Compare own performances with previous		Identify areas of a good performance and
ones and identify areas for improvement		make suggestions for improvement
Demonstrate resilience when participating in activities		Show determination and resilience when competing against self and others
		Demonstrate a climate of joy, freedom,
	Psychomotor (physical)	respect and celebration
	Cognitive (mental & psychological) Affective (social & emotional)	Know and explain key skills of a good performance

#### Year 3+4 Paralympics

Learning Intentions	Learning Activities/Experience	Success Criteria
Show qualities for fair play when competing against others	Activities that remove children's sight	Demonstrate respect and fair play
Recognise how commitment and	Activities that remove children's hearing	Highlight positive impacts through achievement of others
letermination can impact performance	Activities that make children communicate	
Jse a variety of methods for communicating	with signals	Gain respect for different abilities
Be aware of how disabilities can affect		Understand the word determination
performance		Explain a variety of barriers for disability sports
		Understand how people can be discriminated against in sport
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 3+4 Competitive

Learning Intentions	Learning Activities/Experience	Success Criteria
Defend an area when faced with an opponent	Competing against others, individuals, groups and against the clock	Travel past guards successfully when attacking an area
Attack an area when faced with an opponent	Improving personal best	Pick up appropriate positions when defending an area
••	1 V 1 games	
Compete against yourself and/or others		Show determination and resilience when
	Small teams games, for example, games	competing against self and others
Apply ABC skills where appropriate	where you can move on to the next level that	
Compete against others using a variety of	increase in difficulty	Apply transferable skills in a variety of competitions/games/events
equipment	Compete in modified sports/ activities	, , , , , , , , , , , , , , , , , , ,
		Improve owns performance from reflecting
Start to develop a knowledge of a variety of skills and how to improve performances	Repeat games changing the equipment (basketball-hockey)	on previous attempts
skins and now to improve performances	(basketball flockey)	Contribute to discussions with ideas for
Develop competence to excel in a broad range of physical activities	1 v 1 or 2 v 2 games	strategies/tactics
range of physical activities		Demonstrate a climate of joy, freedom,
Start to create ideas for simple strategies and tactics		respect and celebration
		Show enjoyment in achieving tasks set out
Compare own performances with previous		Show enjoyment in demoving tasks set out
ones and identify areas for improvement		Know and explain key skills of a good
Demonstrate resilience when participating		performance
Demonstrate resilience when participating in activities		Enjoy communication, collaboration and
in activities		competition with others
	Psychomotor (physical)	Competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

#### Year 3+4 Dance

Learning Intentions	Learning Activities/Experience	Success Criteria
Create appropriate actions/movements relating to a chosen song	Teacher lead activities	Complete short sequences in a role of a character
6	Small group work creating actions	
Create appropriate actions to represent		Create small patterns as individuals and as
characters within a dance	Small group work creating sequences	a group
Perform basic dance actions in timing to a song/rhythm/beat	Clapping and performing actions to music	Link actions to make a dance phase
Perform small sequences with fluency	Clapping to beats in-between creating actions	Recognise and perform to actions linked to a piece of music
Complete dance actions using counts of 4 and 8	Discussions in small and large groups	Perform a wide range of actions when dancing to music
	Performances	
Use expression when dancing		Show enjoyment in achieving tasks set out
Create short sequences with a partner or a		Demonstrate movements to music using
small group		flow, timing, coordination and balance
Know, apply and understand key skills of a		Evaluate and improve own and others
good performance and make		performances suggesting ideas for
recommendations of how to make		improvement
improvements		Show flexibility, strength, technique, control
Show flexibility, strength, technique, control and balance		and balance when performing to music
and salarice		Enjoy communication, collaboration and
	Psychomotor (physical)	competition with others
	Cognitive (mental & psychological)	
	Affective (social & emotional)	

#### **Year 3+4 Gymnastics**

Learning Intentions	Learning Activities/Experience	Success Criteria
Move confidently and safely around others and apparatus/equipment	Travelling under, over and through different pieces of equipment/apparatus	Travel safely around others whilst using equipment/apparatus
Apply balance agility and coordination whilst performing gymnastic skills	Performing small movement patterns/sequences as an individual and in small groups	Explain how we can extend different gymnastics skills and begin to suggest improvements for performance
Compare performances with previous ones and demonstrate improvements to achieve personal best	Model basic floor work	Demonstrate a climate of joy, freedom, respect and celebration
Link actions to create sequences of movements	Travelling along a variety of apparatus	Perform a variety of gymnastic skills, showing good flow and transition
Develop an understanding of how to improve and evaluate own performance/s		Show enjoyment in achieving tasks set out
Link gymnastic skills together		Complete a forward roll from a high starting position
Know, apply and understand key skills of a good performance		Perform a simple routine with good timing and flow
Explore apparatus, demonstrate control, balance and coordination		Know and explain key skills of a good performance
Perform a forward roll from a high start position		Enjoy communication, collaboration and competition with others
Combine movements, actions and balances individually or collaboratively to create a routine	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 3+4 SAQ

Learning Intentions	Learning Activities/Experience	Success Criteria
Change speed and direction showing body	Passing through SAQ equipment as	To be able to move limbs in coordination
control and balance	individuals or as large groups	
Travel with according of athere	Compact that in alred	Travel in limited spaces avoiding contact
Travel with awareness of others	Games that include	with other children
Recognise when to speed up and when to	guards/defenders/taggers	Apply effective use of speed when using a
slow down when using equipment	Travelling past lots of children (traffic) in	variety of equipment
sion down when doing equipment	small and large spaces	variety of equipment
Show coordination and balance within small		Demonstrate a flowing motion when
and big movements	Games include change of direction and	travelling through equipment
· ·	change of speed	
Show coordination control and balance		Show skill and control in combination
when travelling through equipment	1v1 games	
		Select the appropriate skill to beat the
Apply agility, balance and coordination,	Travelling past guards/defenders	defender when faced with a 1v1 situation
individually and with others		
The second secon		Change direction maintaining control and
Travel with control when travelling through		balance
equipment		Show determination and begin to show
Know, apply and understand key skills of a		resilience when competing against self and
good performance		others
See Ferremane		
Show effective changes of speed and		Show enjoyment in achieving tasks set out
direction to travel past the defender		
		Know and explain the key skills of a good
		performance
	Psychomotor (physical)	
	Cognitive (mental & psychological)	Evaluate and recognise own success
	Affective (social & emotional)	

#### Year 3+4 Send and Receive

Learning Intentions	Learning Activities/Experience	Success Criteria
Use a variety of equipment to send and receive to a partner	Repetition of sending and receiving a variety of equipment	Travel with equipment demonstrating good awareness and control
Master throwing and catching techniques	Competition throwing a variety of equipment at a variety of targets	Can receive away from other children
Know, apply and understand key skills of a		Contribute to effective communication to
good performance	Racing against a clock to see how many times you can hit a target successfully	keep possession
Receive from a variety of heights, speeds,	,	Recognise when to travel or when to pass
distances and angles	Competing against others or in small groups	
		Demonstrate a climate of joy, freedom,
Maintain control when travelling with equipment		respect and celebration
		Know and explain key skills of a good
Identify space when sending and receiving		performance and suggest ways to make improvements
Begin to make good decisions to maintain		
possession		Enjoy communication, collaborating and competing with others
Explain and apply receiving techniques		
Effective communication/signals to help maintain possession		
Start to recognise when to travel or when to pass		
Select appropriate speed, weight and distance when passing	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

#### Year 3+4 Striking and Fielding

Learning Intentions	Learning Activities/Experience	Success Criteria
Take up appropriate fielding position in relation to other children and the batter	Batting lanes, bowling lanes	Begin to identify effective positions
	Small sided games	Begin to recognise appropriate positions in
Affect others with good communication	Atosto a statemente	relation to the batter and other children
and organisation skills when taking up ielding positions in relation to the batter	Aiming at targets	Apply batting principles to strike a moving
iciding positions in relation to the satter	Group work with repetition on striking and	ball
trike a moving ball with control and	fielding	
ccuracy		Identify and explain appropriate batting
Describe batting techniques	Pair work working on striking and fielding as well as bowling	techniques
resume butting teeninques	wen as bowning	Contribute to creating suitable strategies for
Apply basic principles for striking and ielding		striking and fielding
Adapt ideas for striking and fielding strategies		
mategies		
	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)	

Summer 1 Year 3+4	Outdoor Adventurous Activity (Orienteering)		
Learning Intentions	Learning Activities/Experience	Success Criteria	
Children understand the concept of a basic map and can follow simple route	Whole class competitions naming symbols	Travel past guards/defenders successfully	
Children to self and peer asses routes	2v2 Challenges naming symbol cards	Communicate and problem solve in small groups	
followed on a map	Following simple trails on simple maps	Work co-operatively with others in a team	
Apply effective communication to solve	Identifying locations on a map in small		
simple problems	groups	Identify, explain and apply different orienteering skills	
Work in small groups to create effective strategies for visiting control points	Pinpointing locations on school maps	Recognise symbols on a variety of maps	
Complete a simple orienteering course	Setting up orienteering courses in small groups	Complete an orienteering course	
Identify locations using a map	Creating drawings using scale	Pinpoint locations on a map using different methods	
Consider health and safety as well as travelling time when locating possible	Completing orienteering courses	Enjoy communication, collaboration and	
routes to locations	Analysis	competition with others	
Pinpoint locations using lining up techniques	(Written, verbal, visual/tablet)		
Work co-operatively with others in a team			
Identify how to improve a performance			
Recognise skills that are important to the game/activity and select the appropriate time to use them	Psychomotor (physical) Cognitive (mental & psychological) Affective (social & emotional)		