



# Orton Wistow Primary School – Curriculum Plan



**Subject :** PE

**Year :** Year 4

**Term :** Autumn



## Vocabulary

**Define the word and include etymology if useful.**



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

Learning	Teaching	Assessment
Practising	Coaching	Observing



## Skills

What children will be able to do

Learning	Teaching	Assessment
Reflecting	Facilitating	Evaluating

Multi Skills:

Running/Stopping - Some children will not naturally run/stop with space in between their feet. If this is the case you could ask them to run with feet either side of the set point.

Changing Direction & Keeping Balance - To remained balanced when changing direction the children should shuffle their feet with a slight bend at the knee without ever crossing them. Children crossing legs will be slower and risk falling over.

Stopping/Catching - When stopping/catching it is important that the children place their hands close together.

Children will know running and stopping is used to show an awareness of how the body functions/changes during exercise. It shows how agility can improve.

Children will know changing directions and keeping balance is used to develop coordination and identify the functions of the body and how they change during exercise.

Children will know stopping and catching are used to display a degree of competency, in isolation and varied environments.

Children will know the fundamentals of movement to employ simple tactics in competitive environments.

Children will know which tactics and techniques to select and utilise to cause problems for opponents.

Children will understand how to use simple body functions to run over a set distance and be able to stop.

Children will understand how to use coordination to maintain a balanced position, based on the understanding of which body parts need to be where.

Children will understand how to use hand to eye coordination to throw and catch a ball, whether it be in isolation or a varied environment. Show an understanding of the correct positioning of hands to stop a ball.





Children will understand how to work effectively as a team to collaboratively demonstrate simple tactics in a competitive environment

Children will be able to show agility by coordinating their feet so they can perform a basis running motion. Making sure that the knees are bending when stopping.





Children will be able to maintain balance when changing from different bodily positions by using coordination. Legs apart, hips slightly down, with the back arched.

Children will be able to stop a ball by placing their hands close together, with their leg positioned behind their hands to stop the balls travelling through. Fingers apart and outstretched hands. When focusing on larger balls, hands closer to the chest to provide greater support behind them.





Children will be able to deploy simple tactics in a competitive environment.

									
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<p>Basketball:</p> <p>Double dribble – A double dribble occurs when after starting to dribble a player places both hands on the ball. Then begins to dribble again.</p> <p>Dribbling – Bounce the ball on the side or in front of the hip region.</p> <p>Travelling – Travelling occurs when a player moves with the ball without bouncing it.</p> <p>The ready position – Starting with the ball to the right of their torso.</p> <p>Chest pass – Ball against chest, hands either side.</p> <p>Bounce pass – Either hands, push the ball against the floor to complete the pass.</p> <p>Javelin pass – Hold the ball over the head, release ball at 45 degrees.</p> <p>Shooting (Body) – Feet shoulder-width apart, knees bend, extending legs at the same time as the release of the ball.</p> <p>Shooting (Hands) – Strong hand under the ball, supporting hand to the side. Push through the ball.</p>	<p>Children will know the basic rules of basketball.</p> <p>Children will know that you need coordination to be able to effectively shoot/pass in basketball.</p> <p>Children will know that throwing and catching displays a range of techniques.</p> <p>Children will know you need to be competent in the fundamental movements.</p> <p>Children will know the fundamental movements to be successful in a competitive environment.</p>	<p>Children will understand how the use of rules in basketball, governs what you can and cannot do. What skills and techniques are required to facilitate the rules at all times.</p> <p>Children will understand how to use both upper and lower body fundamental movements to effectively shoot/ pass in basketball.</p> <p>Children will understand how to use coordination to throw and catch.</p> <p>Children will understand that fundamental movements are required to ensure skills such as passing and shooting can be developed.</p> <p>Children will understand how to use fundamental movements to play successfully in a competitive environment. Understanding that winning and losing are part of games, being respectful and understanding to other participants is important.</p>	<p>Children will be able to dribble legally when stationary. Pupils will be able to list Basketball rules (Travelling, Double Dribble)</p> <p>Children will be able to explain the rules relating to dribbling and be able to move at jogging pace whilst keeping the ball under control.</p> <p>Children will be able to shoot with moderate success in isolation (2/3 times out of 5 from 1-2m)</p> <p>Children will be able to shoot consistently in isolation (4/5 times out of 5 from 2-3m)</p> <p>Children will be able to shoot with moderate success in conditioned games</p> <p>Children will be able to pass with a degree of consistency in three styles in isolation (3/4 times out of 5 from 5m)</p> <p>Children will be able to pass with all styles consistently in isolation (5/5 from 6m)</p> <p>Children will be able to pass using all styles in conditioned games with a degree of consistency.</p>						



									
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<p>Tag Rugby (Competitive Games):</p> <p>Running with the ball – Should hold the ball with two hands in front of the chest. Allows for maximum control, can pass both left and right quickly.</p> <p>Process of elimination – Instantly move forward when receiving the ball. Can I score a try? Can I pass to someone who can?</p> <p>Lateral passing – Hold hands out to the side of the body to catch. Move arms laterally across the body to the floor. Fingers pointed to the chest of the target.</p> <p>Timing of pass – When attempting to break through a defensive wall. Attacks will be more successful if passes are realised close to the defender (making space).</p> <p>Defending as a pair (sensing danger) – Keep together in a horizontal line. This line will move sideways to stop attacks. There shouldn't be gaps to exploit.</p>	<p>Children will know appropriate tactics and techniques to cause problems for opponents.</p> <p>Children will know variations of throwing techniques to ensure success in a variety of activities (Distance, accuracy, control)</p> <p>Children will know what a competitive team environment looks like. Working as a team to achieve an end outcome.</p>	<p>Children will understand how to use attacking and defensive tactics to better the opposition. Use of horizontal positioning to reduce the risk of gaps being exploited in the team. Moving forward when receiving the ball, allowing the team to constantly make progress up the pitch.</p> <p>Children will understand different styles of passing to best suit the situation. Drawing the defender in by keeping the ball closer to the ground, to allow for greater space for a teammate to run into.</p> <p>Children will understand how moving as a team to stop an attacking phase of play by the opposition and constantly checking whether someone is in a better position to receive the ball and ultimately score a try. Working as part of a team is crucial to demonstrating the correct tactics to win the game.</p>	<p>Children will be able to change direction successfully whilst running with the ball.</p> <p>Children will be able to change direction at speed multiple times successfully whilst carrying the ball.</p> <p>Children will be able to use teaching points to beat defenders 1 vs 1.</p> <p>Children will be able to carry the ball successfully when running and pass the ball with some success when stationary.</p> <p>Children will be able to change direction successfully &amp; pass the ball w/ success.</p> <p>Children will be able to change direction at speed; pupils will be able to pass effectively in varied environments.</p>						



			
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<p>Dance:</p> <p>Travel – Move from one place to another whilst moving to the music.</p> <p>Stimulus – Refers to the underlying inspiration of all of the dance movements within the routine.</p> <p>Canon Timing – Refers to when the children move one after the other.</p> <p>Gesture – A gesture is defined as a movement of a body part to express a theme or opinion. (Without travelling at this stage)</p> <p>Working as a team – Develop the ability for children to work on their own.</p> <p>Canon &amp; Unison timing – Canon timing refers to where children move one after the other. To create Unison timing, everyone moves at the same time.</p>	<p>Children will know that you need to move in a fluent and expressive manner.</p> <p>Children will know a variety of planning, performing and repeating sequences of movements in a group.</p> <p>Children will know how to display an understanding of fair play and respect to other participants.</p>	<p>Children will understand how to travel from one place to another whilst listening to music, using the fundamental movements of the body.</p> <p>Children will understand how to use the stimulus to explain and display the inspiration of the dance movements within a set routine. Demonstrating the right sequences to match.</p> <p>Children will understand how to use canon timing effectively to show the fundamental movements of the body, understanding the timings of each child's movement.</p> <p>Children will understand how to appropriately use a gesture within a dance sequence, using the correct bodily function and movement.</p> <p>Children will understand how to work effectively as a team. Understanding that working as part of a team can better the development of skills and social skills.</p>	<p>Children will be able to use fundamental body movements, moving from inside to the outside of a circle, to the support of music.</p> <p>Children will be able to use upper and lower body functions to change direction and move from one place to another.</p> <p>Children will be able to display inspiration for dance movements within the routine.</p> <p>Children will be able to express a theme or opinion through a gesture using body part movements.</p> <p>Children will be able to work cooperatively as a team, giving effective feedback and support to peers.</p>





# Orton Wistow Primary School – Curriculum Plan



**Subject :** PE

**Year :** Year 4

**Term :** Spring



## Vocabulary

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## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

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## Skills

What children will be able to do

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Handball:

Passing – Throw with one arm, stand side on, point to target with non-throwing arm, throw behind head.

Shooting – Throw with one arm, stand side on. Quickly step forwards when throwing the ball, jump to add more power.

Defending as a team – Players to stand compact in front of the ball. Players do not chase the ball. Arms up when the opposition approach the ball.

Children will know how to throw and catch displaying a range of techniques.

Children will know the fundamentals of movement and how they change performance.

Children will know what a competitive team environment looks like. Working as a team to achieve an end outcome.

Children will understand how to use fundamental movements to successful pass and shoot.

Children will understand how to engage in a competitive environment.

Children will understand how to develop the ability to catch and throw effectively.





Children will understand how coordination is used to support the fundamental movements.





Children will be able to throw and catch to a target consistently in isolation. (Medium ball – completes 5 out of 5 at 4m)

Children will be able to throw and catch to a target consistently in isolation. (Small ball – completes 5 out of 5 at 6m)





Children will be able to throw and catch consistently in a conditioned game scenario.



									
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<p>Gymnastics:</p> <p>1 – 4 Point Balances – Indicates the point of contact with the mat.</p> <p>3 Point – 2 arms and one leg contact.</p> <p>Patch Balance – Trunk of the floor.</p> <p>Extension – Limbs are as straight as possible.</p> <p>Ways of travelling – Activity specific term for moving.</p> <p>Canon &amp; Unison timings – Canon timing refers to where children move one after the other. Unison timing is where everyone moves at the same time.</p>	<p>Children will know that you need to demonstrate changes of direction, speed and level in competitive environments or during performance.</p> <p>Children will know how to move in a fluent and expressive manner.</p> <p>Children will know how to plan, perform and repeat sequences of movements in a group.</p> <p>Children will know how to develop knowledge of different gymnastic balances.</p> <p>Children will know flexibility is core to showing progression in gymnastics. Through practice and development of different balances and sequences.</p>	<p>Children will understand how to use different body parts to ensure different balances can be held.</p> <p>Children will understand extension needs to be used to create a smooth transition and stronger hold.</p> <p>Children will understand which balances transition correctly with one and another. Allowing for the best possible transition during sequences.</p> <p>Children will understand how to use flexibility when performing point balances. Understanding which parts of the body are being used.</p>	<p>Children will be able to hold themselves in a balance showing control (3-4 seconds)</p> <p>Children will be able to hold a balance showing balance and extension (5-6 seconds)</p> <p>Children will be able to create routines containing balances with control and extension AND fluency from one balance to the other</p> <p>Children will be able to travel in a variety of ways.</p>						

									
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<p>Football (Competitive Games):</p> <p>Dribbling – Using body movements to keep a ball in close control, using your feet.</p> <p>Stopping – Using parts of the foot to stop a ball.</p> <p>Passing – Using the foot to move a ball from one person to another.</p> <p>Shooting – Striking a ball using the foot at a target.</p> <p>Muscle Memory - For children to be able to develop a skill, they must be allowed the opportunity to practice it continuously.</p>	<p>Children will know dribbling is used to display an awareness of the development of the fundamentals of movement.</p> <p>Children will know stopping/passing the ball requires coordinating the body.</p> <p>Children will know the techniques used to strike a ball correctly. Using lower body positioning.</p> <p>Children will know that practising something, leads to creating a greater understanding of how to perform that technique or movement.</p>			<p>Children will understand how to dribble using the correct parts of the foot. Understanding how to place body parts in the correct position to move successfully with the ball.</p> <p>Children will understand how to stop/pass the ball with the correct areas of the foot. Understanding that each part has a different effect on the ball and the way it is used.</p> <p>Children will understand how to coordinate the body to ensure that striking the ball is completed correctly, using different parts of the foot.</p> <p>Children will understand how to practice a technique to improve and show progression in doing so.</p>			<p>Children will be able to keep the ball in front of them, use the part of the foot just to the outside of the laces with lots of light touches. Expanding on different areas of the foot and the impact that has on how they dribble with the ball.</p> <p>Children will be able to use the inside or the ball of the foot to stop the ball.</p> <p>Children will be able to use the instep of the foot to 'push' the ball. Moving the leg back and then forward to create momentum to do this action.</p> <p>Children will be able to place the ball level with the standing foot and be able to strike the ball with the laces. Keeping the head over the ball to ensure it stays closer to the ground.</p> <p>Children will be able to have multiple attempts at a drill or activity to show progression with that skill.</p>		



									
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<p>Health Related Games:</p> <p>Taking the pulse – The radial pulse is felt on the wrist, just under the thumb. Use two fingers to find the pulse correctly.</p> <p>The Heart – When starting an exercise, your heart beats faster. This is how muscles need more fuel (Oxygen)</p> <p>Speed Test – The ability to move any muscle group fast. Speed bounce jumping side to side.</p> <p>Heart and Lungs Test – The muscles need more oxygen for power. It's the job of the heart and lungs to provide this. Continuous running.</p> <p>Muscle Test – How well our muscles can do the same movement over and over again. Squats in a minute.</p> <p>Catching test – Putting your arms and legs in the right position. Focusing on coordination. Throwing an catching with a partner.</p>	<p>Children will know the correct way to measure a pulse.</p> <p>Children will know exercise makes your heart beat faster, creating a greater urge of oxygen in the body.</p> <p>Children will know the speed test focuses on groups of muscles all moving at the same time.</p> <p>Children will know the heart and lungs are there to provide oxygen to the muscles.</p> <p>Children will know repeating and performing sequences.</p> <p>Children will know placing your arms and legs in the right position will benefit them catching.</p>	<p>Children will understand taking the pulse shows an awareness of how the body changes/functions during exercise.</p> <p>Children will understand making your heart beat faster through exercise, the body is working harder to provide oxygen for the muscles to function.</p> <p>Children will understand how making your muscles to move fast at the same time will benefit their agility.</p> <p>Children will understand how the heart and lungs function, allowing oxygen to go to the active muscles during exercise.</p> <p>Children will understand how repeating a movement with your muscles shows how effective they are.</p> <p>Children will understand how positioning yourself in the correct place, improves your coordination.</p>	<p>Children will be able to measure their own pulse by placing two finger on their wrist, just under the thumb.</p> <p>Children will be able to relax and speed up their heart rate by meditation and active movement.</p> <p>Children will be able to show agility by jumping either side of a mat. (Speed bounce)</p> <p>Children will be able to continuously run, monitoring how much oxygen is going to the relevant parts of their body. I.e Legs and arms.</p> <p>Children will be able to squat using their legs muscles over and over again.</p>						







## Orton Wistow Primary School – Curriculum Plan



Subject: PE

Year: Year 4

Term: Summer



## Vocabulary

Define the word and include etymology if useful.



## Knowledge

What children will know

Learning	Teaching	Assessment
Remembering	Telling	Testing



## Understanding

What children will understand

Learning	Teaching	Assessment
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## Skills

What children will be able to do

Learning	Teaching	Assessment
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Athletics:

Long Jump – Bend knee's and push with quadriceps, swing your arms, look forwards. Bend knees on landing. Take off on one and land on two.

Relay changeover – face away from teammate. Arm behind body and parallel to the floor, palm up, fingers outstretched. Split feet knees bent.

Throwing – Stand side on. Throw at a 45 degree. Transfer weight across body. Bend knees, throw above head.

Sprinting – Start low, slice through the air with hands. Move arms 'Hip to lip, not across the zip' Keep head facing forwards always.

Chest push – Stand one foot behind the other. Bend knees. Hold ball to chest. Push at 45 degrees.

Children will know how to demonstrate changes of direction and speed during competition.

Children will know how to demonstrate how the body changes/ functions during exercise.

Children will know how to be competent in the fundamental movements.

Children will understand how to develop the ability to hurdle effectively.

Children will understand how to use their body to maximise their performance.

Children will understand why using having a running technique helps improve speed.

Children will understand the different between triple jump and long jump, focusing on what is required for both to be successful.

Children will be able to follow instructions and select the correct teachings points when given the options.





Children will be able to hurdle effectively.





Children will be able to watch other and provide support and suggestions.





Children will be able to determine the difference between long jump and triple jump. Being able to complete both.





Children will be able to sprint as fast as they can, using the teaching points.



									
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Triple jump – Hop, step, jump. Bend knees at each point of contact.  Hurdles – One foot at a time. Aim to take the same amount of steps between the hurdles.	Remembering	Telling	Testing	Practising	Coaching	Observing	Reflecting	Facilitating	Evaluating

									
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<p>OAA:</p> <p>Start and Finish – The triangle marks where a child should start and the two circles (one inside the other) marks where the children should finish.</p> <p>Thumbing the map – Placing thumb on the map so it is facing the same way.</p> <p>Compass – Make sure that the compass is flat at all times.</p>	<p>Children will know how to repeat and perform sequences of movements.</p> <p>Children will know how to use the fundamentals of movement to employ simple tactics in a competitive environment.</p> <p>Children will know that when participating there needs to be respect, fair play and working well with other displayed.</p>			<p>Children will understand that the key will help them find where they are on the map.</p> <p>Children will understand that the start and finish symbols, allows them to visually see where they need to go and ultimately finish, giving them clear direction.</p> <p>Children will understand that using your thumb will allow you to face the correct way.</p>			<p>Children will be able to list the different points on a compass.</p> <p>Children will be able to describe what a 'key' is on a map.</p> <p>Children will be able to use the key to help them find where they are on a map.</p> <p>Children will be able to move their thumb and map to display where they are.</p> <p>Children will be able to read a map and place their thumb in the correct place with guidance.</p>		

									
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<p>Rounders:</p> <p>Stopping the ball – Hands close together, fingers apart and outstretched, soft hands.</p> <p>Long barrier – Lower left leg parallel and close to floor, right foot touching left knee so there is no gap. Hands out in front to stop the ball.</p> <p>Short barrier – Place foot behind aiming to stop the ball. If missed by hand, the ball will hit the foot.</p>	<p>Children will know how to select and utilise appropriate tactics and techniques to cause problems for opponents.</p> <p>Children will know how to display understanding of fair play, working well with others and leading a small group.</p> <p>Children will know how to adapt throwing techniques to ensure success in a variety of activities. (Distance, accuracy and control)</p>	<p>Children will understand that the long barrier is used to ensure that there are no gaps. Making sure the ball doesn't go through the body.</p> <p>Children will understand when it is appropriate to use the different types of barrier.</p> <p>Children will understand the basic rules of rounders.</p> <p>Children will understand how to deploy tactics both in their fielding and batting to ensure that they win in a competitive environment.</p>	<p>Children will be able to use coordination and ability to field and strike effectively.</p> <p>Children will be able to show a clear understanding of the rules of rounders.</p> <p>Children will be able to use knowledge and understanding to use the skills with success.</p> <p>Children will be able to use knowledge and understanding to suggest ways their peers can improve.</p> <p>Children will be able to show a use of tactics within their game to benefit their team.</p>						

			
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<p>Badminton:</p> <p>The forehand grip – It is like shaking hands with the racquet.</p> <p>The ready position – This is the position children should adopt when waiting to return a shot, racquet high, knees bent, body balanced and eyes on the prize.</p> <p>The serve – Should stand 2-3 feet behind the service line, relax their body and bend their knees slightly. Hold the shuttle by the feathers and let it drop slightly as they hit it. Follow through aiming at whereabouts you would like the shuttlecock to land.</p>	<p>Children will know how to utilise changes of direction, speed and level during performances/competition to succeed.</p> <p>Children will know how to select and utilise appropriate tactics and techniques to cause problems for opponents.</p> <p>Children will know how to display an understanding of fair play, working well with other and leading in a small group.</p>	<p>Children will understand the type of grip will change according to the type of shot they are playing/</p> <p>Children will understand the ready position allows your body to be in the best possible position to return a shot.</p> <p>Children will understand the serve is used at the start of a point or the game.</p> <p>Children will understand the basic rules of badminton and be able to apply them in a competitive situation.</p>	<p>Children will be able to list 1-2 teaching points of an effective serve.</p> <p>Children will be able to list 2-3 teaching points of an effective serve and be able to perform the skill with moderate success.</p> <p>Children will be able to list all teaching points of an effective serve and be able to perform the skill with consistency.</p> <p>Children will be able to grip the racquet correctly.</p> <p>Children will be able to take up the ready position when returning a shot.</p>