

Yr 4 PE Skills and Vocabulary Progression

Year 4

Intent – aims and vocabulary Implementation

Unit – Autumn 1	Unit Outcomes
<p>Gymnastics Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Become increasingly competent and confident to perform skills more consistently. • Perform in time with a partner and group. • Use compositional ideas in sequences. 	<p>To know that:</p> <p>Head – Decide on ways to improve a piece of work using compositional elements and implement changes.</p> <p>Hand – Demonstrate some control when taking weight on hands.</p> <p>Heart – Adapt actions and sequences to work with partners and small groups.</p> <p>Vocabulary Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.</p>
Unit – Autumn 2	Unit Outcomes
<p>Dance Unit 1 – 6 lessons</p> <ul style="list-style-type: none"> • Work to include freeze frames in routines. • Practise and perform a variety of different formations in dance. 	<p>To know</p> <p>Head – Demonstrate and discuss performance skills.</p> <p>Hand – Perform with increasing musicality with control and confidence.</p> <p>Heart – Work as part of a group to listen and give ideas.</p> <p>Vocabulary Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.</p>

Unit – Whole Year	Unit Outcomes
<p>Swimming – continuous throughout the year</p> <ul style="list-style-type: none"> Swim over greater distances, between 10 & 20 meters, with confidence in shallow water. Begin to use basic swimming techniques. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways. Take part in problem-solving activities such as group floats and team challenges. 	<p>To be able to</p> <p>Head – Attempt to use basic breathing patterns when swimming.</p> <p>Hand – Submerge, sink, roll and rotate underwater.</p> <p>Heart – Work in collaboration to perform group challenges such as group floats.</p> <p>Vocabulary</p> <p>Breath, rotate, submerge, sink, float, sculling, breaststroke, glide, surface dive, jump, on top of the water, underwater, front crawl.</p>

Unit – Spring 1	Unit Outcomes
<p>Hockey – 6 lessons</p> <ul style="list-style-type: none"> Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay. 	<p>To be able to</p> <ul style="list-style-type: none"> Head – Decide as a team how to make things difficult for your opponent. Hand – Attempt a slap pass in isolation. Heart – Suggest ways to improve your and your team’s performance. <p>Vocabulary</p> <p>Control, use space, defend, attack, dribble, pass, push, slap, reverse.</p>

Unit – Spring 2	Unit Outcomes
<p>Basketball – 6 lessons</p> <ul style="list-style-type: none"> Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball-handling skills. Use footwork rules in a game situation and explore basic marking. 	<p>To be able to</p> <p>Head – Explain travel violation rules.</p> <p>Hand – Show a triple threat position.</p> <p>Heart – Help someone to improve a particular skill.</p> <p>Vocabulary</p> <p>Turnover, double dribble, crossover ball, tip-off, intercept, bounce pass, jump shot, opposed, violation.</p>

Unit – Summer 1	Unit Outcomes
<p>Athletics – 6 lessons</p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. 	<p>To be able to</p> <p>Head – Decide on ways to improve, run, jumps and throws and implement changes.</p> <p>Hand – Throw a variety of objects, demonstrating accuracy.</p> <p>Heart – Work with others to score and record distance and times accurately.</p> <p>Vocabulary</p> <p>Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.</p>

Unit – Summer 2	Unit Outcomes
<p>Rounders – 6 lessons</p> <ul style="list-style-type: none"> • To develop a range of skills in a competitive context. • Choose and use a range of simple tactics in isolation and a game context. • Identify different roles in rounders. 	<p>To be able to</p> <ul style="list-style-type: none"> • Head – Play in a game using rounders scoring system. • Hand – Play backstop role in small game situations. • Heart – Identify and describe some successful play. <p>Vocabulary</p> <p>Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.</p>