Year 4 Unit – Fundanmental Movement –ABC		
 Declaritve Knowledge –	 Gates Golden Goals- Healthy Participation	 Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

Apply knowledge of a variety of ways to travel in combination.

Apply knowledge of basic principles suitable for attacking and defending.

Demonstrate resilience when participating in activities

Use knowledge to *Identify own and others technique that needs improvement.*

Skill Progression

Procedural Knowledge (knowing'how')

Travel with awareness of others when travelling at speed.

Negotiate space within a game to make quick decisions.

Demonstrate control, coordination, agility and balance when travelling through equipment.

Demonstrate resilience when participating in activities

Key Learning

Children will gain the knowledge of when to change direction and speeds during a game situation or when faced with defenders, also, they will begin to improve decision making when negotiating small spaces.

Children will be able to explain, master and apply techniques such as running and jumping needed to improve performances

Vocabulary

Limbs, Coordination, Demonstrate, Technique, Target, Sequences

Misconceptions

Effective travelling, including awareness of others; Awareness of self & others during travelling; Applying knowledge from previous learning.

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.

Prior Knowledge

Children will travel through a variety of equipment, with a knowledge of how to move limbs in combination and with co-ordination, whilst travelling in a flowing motion, using control, co-ordination and agility.

Children will be encouraged to apply basic principles suitable for attacking and defending, or moving past guards/defenders.

Future Learning

Children will recognise and identify when to use effective changes of direction and speed during a match or when faced with defenders, also, they will be able to demonstrate fast reactions, control and balance when travelling past others in a match such as rugby.

Year 4 Unit – Tactics and Strategies

Declaritve Knowledge –	Gates Golden Goals- Healthy Participation	Procedural Knowledge

Knowledge Progression

Declarative Knowledge: (knowing 'what')

- Work as a team communicating/reminding child of dodging strategies.
  Explain and apply strategies for playing the game as the last player standing

Skill Progression

Procedural Knowledge (knowing'how')

- Understand and apply triggers of when to throw.
- Apply skills to aim at a moving target.
- Apply catching strategies with in a game format.
- Use a ball as a defensive shield.
- Use effective dodging strategies to stay in a competitive came of dodgeball.

Key Learning

Children will feel confident when creating a plan to defend or attack an area in 1v1 or 2v2 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances.

Vocabulary

- Tactic. Strategy, Aim, Angles, Target, Disguise. Explain, Demonstrate, Opposition, Apply,, Skill. Communication

Misconceptions

Racing to be first in activities so that they are not applying the skills.
Not transferring skills from of previous learning.

Prior Knowledge

Children will be encouraged to create strategies to cause opponents problems, demonstrate resilience and determination when playing against an opposition and recognise transferable skills that can be used in a variety of different sports. This can be done whilst in small sided games such as dodgeball.

Future Learning

Children will feel confident when creating a plan to defend or attack an area in 3 v 3 or 4 v 4 scenario. Children will be able to work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.

Year 4 Unit –Send and Recieve

 Cognitive (mental & psychological)  Affective (social & emotional)  Psychomotor (physical)

Knowledge Progression

Know, apply and understand key skills of a good performance.
Begin to make good decisions to maintain possession.
Explain and apply receiving techniques.

Skill Progression

Know, apply and understand key skills of a good performance.
Begin to make good decisions to maintain possession.
Explain and apply receiving techniques.

Key Learning

Children will begin to master and excel when using different sending and receiving equipment and maintaining control when travelling with equipment. Children will begin to make good decisions to maintain possession when in small sided games such as netball. Children will begin to use effective communication to maintain possession

- Travel with equipment demonstrating good control
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaborating and competing with others

Vocabulary

Decisions Heights Distances Speeds Angles Techniques Possession Maintain Pace Power

Misconceptions

Precision in throwing- throwing technique
Catching technique
Practise and resilience-results in progress

Prior Knowledge

Children will become increasingly confident when sending and receiving a variety of equipment to a target, partner or team-mate. Children will be able to explain and demonstrate how to receive a pass off a partner from different heights speeds, distances and angles. Children will learn how to strike and field a ball with control and accuracy.

- Travel with equipment demonstrating good control
- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaborating and competing with others

Future Learning

Children will begin to master different techniques for passing and shooting whilst moving with equipment in a variety of modified games. Children will develop and understanding of how to improve their own performances. Children will show consistency when throwing and catching from a variety of heights angles and distances.

- Travel quickly and effectively through equipment and clearly demonstrate pace, power and accuracy

- Can receive away from other children
- Contribute to effective communication to keep possession
- Recognise when to travel or when to pass
- Demonstrate a climate of joy, freedom, respect and celebration
- Recognise when to apply speed to an attack.
- Select the appropriate pass for the distance/obstacles/pressure required
- Know and explain key skills of a good performance and suggest ways to make improvements
- Enjoy communication, collaboration and competition with others

Year 4 Unit – Attacking & Defending

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

Demonstrate an awareness of others and pace to attack
Compare own performances with previous ones and identify areas for improvement
Demonstrate resilience when participating in activities

Skill Progression

Pass and move maintaining control of the ball
Start to show control of equipment when travelling at speed or competing against others
Apply basic strategies suitable for attacking and defending
Make quick decisions whilst competing against others
Defend an area 1 V 1 or 2 v 2
Attack an area 1 V 1 or 2 v 2

Key Learning

Children will play in a variety of sporting activities and modified sports competing against others whilst developing their knowledge of Attacking and Defending as well as their resilience and determination. Defending, children will have to create and apply ideas of how to guard space and equipment. Attack, Children will develop awareness of space and also develop their fundamental movements when changing direction and speed.

- **Pass and move demonstrating control and accuracy**
- **Send and receive with good pace and distance**
- **Apply simple tactics and strategies when competing against others**
- **Change direction maintaining control and balance**
- **Identify areas of a good performance and make suggestions for improvement**
- **Show determination and resilience when competing against self and others**
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Vocabulary

Increase Change of speed Change direction Target Receive Distance Angles Travel Dribble Vary Movement Intercept Variety Control Space

Misconceptions

I can't do it attitude-develop resilience by learning about how through practise we can all improve our skills.
Stereotypical attitudes towards- typically male or female sports. Such as gymnastics or football.

Prior Knowledge

Pass and move demonstrating control and accuracy
Send and receive with good pace and distance
Compete against others, individually and as a group
Apply simple tactics and strategies when competing against others
Contribute in discussions
Apply transferable skills in a variety of competitions/games/events
Change direction maintaining control and balance
Identify areas of a good performance and make suggestions for improvement
Show determination and resilience when competing against self and others
Demonstrate a climate of joy, freedom, respect and celebration
Know and explain key skills of a good performance

Future Learning

- Compete against others, individually and as a group
- Create tactics and strategies when competing against others
- Evaluate own team performance
- Receive in open spaces when attacking
- Apply transferable skills in a variety of competitions/games/events
- Attack with speed and purpose
- Identify areas of a good/bad performance and make suggestions for improvement
- Show determination and resilience when competing against self and others
- Demonstrate a climate of joy, freedom, respect and celebration
- Show enjoyment in achieving tasks set out

Know and explain key skills of a good performance

Year 4 - Unit – Orienteering-Outdoor Adventure Activities.

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Apply effective communication to solve simple problems
- Work in small groups to create effective strategies for visiting control points
- Consider health and safety as well as travelling time when locating possible routes to locations

- 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

Skill Progression

- Children understand the concept of a basic map and can follow simple route
- Children to self and peer asses routes followed on a map
- Pinpoint locations using lining up techniques
- Complete a simple orienteering course
- Identify locations using a map

Key Learning

- Children will begin to understand the concept of a basic map and can follow a simple route, whilst identifying locations and symbols. Children will work co-operatively with others to identify locations using lining up techniques and communicate effectively to solve simple problems.

Enc of year expectations: 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.

Vocabulary

- Route Apply Communication Control points Orienteering Course Identify Pinpoint Locations

Misconceptions

Using maps-north always top
Teamwork –cooperation, listening to each other

Prior Knowledge

- Children will begin to understand the concept of a basic map and can follow a simple route, whilst identifying locations and symbols. Children will work co-operatively with others to identify locations using lining up techniques and communicate effectively to solve simple problems.

Enc of year expectations: 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.

Future Learning

Children will be able to use previously learnt techniques such as lining up and thumbing to pinpoint locations on a map and create their own trails for others to follow. Children will be able to draw birds eye view maps and drawings by learning scale ratio's.

END OF YEAR EXPECTATIONS

Create a simple trail on a orienteering map
Pinpoint locations using lining up techniques
Create a simple map using scale and Birdseye view

Suggested Activities

Key PE Sports Curriculum

Year 4- Unit – Athletics

 **Cognitive (mental & psychological)**  **Affective (social & emotional)**  **Psychomotor (physical)**

Knowledge Progression

- Compete against others in a variety of events/games
- Compare own performances with previous ones
- Develop an understanding of how to improve and evaluate own performance
- Demonstrate resilience when participating in activities

Skill Progression

- Develop an awareness of time, speed and distance
- Select appropriate speed when travelling at a variety of distances
- Apply running techniques to improve performance
- Apply throwing techniques to improve performance
- Throw with coordination force, distance, control and accuracy
- Take off, jump and land demonstrating control and balance

Key Learning

Children will begin to develop an awareness of time and distance when running and be able to select an appropriate speed for each given distance or time. Children will be able to throw with force, co-ordination and accuracy. Be able to use a variety of ways to compare previous and performances and suggest improvements.
END OF YEAR 4 EXPECTATIONS: 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

Vocabulary

- Speed Target Balance Throwing Travel Distance Coordination Confidence Skills Apply Technique Awareness Improve Accuracy

Misconceptions

Running technique
Throwing and Catching technique
TO master skills not race against each other

Prior Knowledge

Children will begin to apply running and throwing techniques to improve performance. Children will also, be able to take off, jump and land demonstrating control and balance. They will engage in competitive events and games, whilst maintaining respect and sporting values.
END OF YEAR EXPECTATIONS: 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

Future Learning

Children will show an awareness of time and distance when competing against others. Children will start to look at the physiology of running techniques and be able to explain the importance of breathing techniques and the effects it can have on the body. **END OF YEAR 5 EXPECTATIONS** Demonstrate an awareness of speed and distance when competing against others. Explain the importance of breathing techniques and the effect it can have on the body
Activities