



Y4 PE overview 2019-20

| PE Activity | Desired Skills | Approaches to Developing Skills | Desired Knowledge and Understanding | Approaches Developing Knowledge and Understanding | Curricula Materials | Assessed through (T1 T2 T3) | | |
|---|--|---|---|---|---|---|--|--|
| | | | | | | Developing and Mastering Competing and Collaborating Improvising Performing and Evaluating Healthy Life-Style Choices | | |
| Developing and mastering variety of movements | <ul style="list-style-type: none"> Use running, jumping, throwing and catching in isolation and in combination Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Perform dances using a range of movement patterns | <ul style="list-style-type: none"> Teacher-lead input Modelled techniques Observation from professional film footage | <ul style="list-style-type: none"> Knowledge of how to use a variety of equipment effectively Knowledge of how to manoeuvre body efficiently to master basic movements Understanding of how to work in a team for a specific goal/aim Knowledge of fair play and respect Knowledge of how to follow rules for a sports game Knowledge of how to stay actively fit, why this is important, and understanding of healthy life choices (drugs, substance abuse on a basic level) | <ul style="list-style-type: none"> Teacher lead input Observing expertise in professionals Opportunities for trial and error Instruction from masters | TERM1: <ul style="list-style-type: none"> Dance Athletics Badminton/Tennis Games (Promote Fitness and Wellbeing) | Most children will be able to... (working at) | Some children will not yet be able to... (working towards) | Some children are confidently able to... (exceeding) |
| Competing and collaborating | <ul style="list-style-type: none"> Take part in outdoor and adventurous activity challenges both individually and within a team | <ul style="list-style-type: none"> Planned activities requiring collaboration and competition Set expectations of sportsmanship | | | | | | |
| Improvising | <ul style="list-style-type: none"> Improvise with a variety of bought and natural equipment Improvise with body parts Improvise with collaborating group | <ul style="list-style-type: none"> Planned opportunities for improvisation Observation of masters in this field | | | | | | |
| Performance and evaluating performance | <ul style="list-style-type: none"> Compose own activity following written instruction Compose for an audience Compose for a range of equipment Compare their performances with previous ones and demonstrate improvement to achieve their personal best | <ul style="list-style-type: none"> Opportunities for performance and audience planned for end of lesson or topic focus | | | | | | |
| Healthy life Choices | <ul style="list-style-type: none"> Understanding how to be physically confident in a way which supports their health and fitness in life | <ul style="list-style-type: none"> Delivery of expectations and monitoring of adherence to set expectations as discussed as a team/class/school | | | | | | |
| SMSC | <ul style="list-style-type: none"> Working with others of different religious, ethnic and socioeconomic backgrounds, according to given briefs wider knowledge of Y4 PE curriculum Resolve conflicts and differing opinions should these arise Enjoyment and relaxation PE can offer Use of imagination and creativity Reflect on tasks Investigating and offering views on ethical issues in PE topics studied (dress; competition) Opportunities to and willingness to explore and understand PE from a variety of cultural backgrounds | <ul style="list-style-type: none"> Planned opportunities for cross curricular exploration Set expectations of conduct in activities Planned range of cultural and traditional activities to introduce children to variety Opportunities for reflection and discussion | | | | | | |