



Year 4 P.E Progression of Knowledge and Skills



KS2 National Curriculum

PE2/1.1 Sport & Games

PE2/1.1a use running, jumping, throwing and catching in isolation and in combination

PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending

PE2/1.1c develop flexibility, strength, technique, control and balance

PE2/1.1d perform dances using a range of movement patterns

PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team

PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

PE2/1.2 Swimming and water safety

PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE2/1.2b use a range of strokes effectively

PE2/1.2c perform safe self-rescue in different water-based situations

Year 4 Progression of Knowledge and Skills

GAMES
Invasion
Games Net
and Wall
Games
Striking and
Fielding Games

I know how to combine travelling skills with strategies for attacking and defending, therefore I can:

- move into space
- move and signal to obtain possession
- move with equipment using a range of techniques showing control and fluency, whilst considering my next move

I know how to use and apply invasion games skills, therefore I can:

- play confidently in small sided invasion games using various formations
- use a range of techniques to pass and travel with the ball (e.g. travel by carrying, bouncing, dribbling etc.)
- use a range of tactics to keep possession of the ball and get into position to shoot or score
- understand how to dodge, mark, signal for the ball and intercept
- play within the rules
- recognise aspects that need improving

I know how to use and apply net/wall games skills, therefore I can:

- use a bat to strike a ball with a degree of accuracy and control
- throw or strike a ball over a range of high, low and ground level barriers to show variations in level, speed and directions
- aim a ball over a barrier to land in spaces on the other side
- understand, plan and combine skills to play 1v1 net games cooperatively with a partner and then trying to make it difficult to return the shots
- understand and play a game over a low or high barrier throwing into spaces to score (1v1 3v3)

I know how to use and apply striking and Fielding games skills, therefore I can:

- know and use different ways of sending into and fielding from different directions (e.g. fielding a ball coming directly towards or to one side of the fielder)
- throw accurately and be a reliable bowler or feeder of the ball (e.g. with one bounce, with no bounce)
- strike a ball along the ground or through the air in different directions with control
- understand how to direct or place a ball into spaces in order to score and how to best intercept and field the ball to return it
- combine the skills to play small sided striking and fielding games to show understanding of simple attacking and defending strategies

I know how to problem solve and invent games, therefore I can:

- negotiate, plan and make collective decisions on the nature shape and construction of the game
- select and use skills and tactics appropriate for the type of game
- understand and transfer principles of play from known games to use in my own game
- make up rules and be prepared to modify them to make the games more challenging
- adapt rules in agreement with others
- work cooperatively in groups of varying sizes (e.g. 6 and 8) to organise and keep my games going

GYMNASTICS Developing skills and knowledge	<p>I know, understand, and can recognise and perform, individually and with a partner, an increasing range of actions and skills following the gymnastic themes of shape, travel, flight, balance and rotation, therefore I can:</p> <ul style="list-style-type: none"> ● identify and use a range of travelling, jumping and turning movements on different levels and show ways of balancing on different body parts (1,2,3 and 4 point balances) ● balance with and against a partner ● move into a balance, then move out of it in a different direction ● identify and use a variety of body parts for supporting balances and understand which combinations produce the most stable bases, including the progressions for a handstand, an Arabesque, Y balance and T balance ● identify and use skills which transfer weight from feet to hands and back to feet again ● jump and land in a controlled way when completing ¼ and ½ turn ● demonstrate various sliding, rolling and turning movements, which lead smoothly into balanced positions ● identify and show at least two different types of rolls in different directions sideways, forwards and backwards ● demonstrate how to land safely and sink down into a roll on the floor and match different types of jumps with different types of rolls ● with a partner, link together a series of movements and balances which demonstrate changes of direction, speed and levels ● transfer and extend all these ideas and skills onto low and high apparatus with control <p>I know how to use apparatus, therefore I can:</p> <ul style="list-style-type: none"> ● set up small and large gymnastics apparatus whilst considering the safety of others
DANCE Developing skills and knowledge	<p>I know and understand actions and dynamics in dance, therefore I can:</p> <ul style="list-style-type: none"> - perform the basic dance actions (travelling, jumping, turning, gesture, stillness) with greater control, fluency and coordination - display a clarity within the movement with attention to clear body shape, extension, balance and footwork - begin to vary dynamics when developing actions and motifs in response to stimuli - discuss ideas initiated by stimuli and suggest appropriate movement for exploration, improvising freely - display confidence in improving and exploring the original ideas - recognise the timing of the sounds in a piece of music <p>I know and understand space in dance, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate good spatial awareness and use space effectively <p>I know and understand relationships in dance, therefore I can:</p> <ul style="list-style-type: none"> - develop movement phrases with a partner or a small group working with others to explore action / reaction, question / answer - change formation during a dance sequence. <p>I know how to perform a dance, therefore I can:</p> <ul style="list-style-type: none"> - copy and perform movement / rhythmic patterns showing the ability to demonstrate simple dances which have a clear beginning, middle and end
ATHLETICS Developing skills and knowledge	<p>I know how to develop my skills and knowledge in relation to running, therefore I can:</p> <ul style="list-style-type: none"> - show how changes in height, arm, leg, head and foot movement can affect the walking / running / jogging response - show techniques used in a sprinting race, including accelerating and decelerating rapidly - find my leading leg when running over obstacles - discover a suitable rhythm when running over obstacles - understand that the back foot at the start of the race will be the lead leg over an obstacle in a race - show a suitable method of relay changeovers for both the incoming and outgoing runners <p>I know how to develop my skills and knowledge in relation to throwing, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate safety for self and others' and the basic principles of throwing - identify and show how changes in throwing actions can be affected by varying the level, direction and distance - understand that the coordinated use of the arms, trunk and legs will affect the speed and distance of the throw - discover that the force applied to a throwing implement will affect its speed - show different push throw techniques in the context of the shot put throw <p>I know how to develop my skills and knowledge in relation to jumping, therefore I can:</p> <ul style="list-style-type: none"> - demonstrate which foot must be placed forward at the start of a four-pace run up in order to jump from my strongest foot - describe which three basic jumps are used in athletics - develop an effective flight phase for the standing long jump - perform a hop, step and jump to perform, the standing triple jump <p>I know and understand how to take part in competition, therefore I can:</p> <ul style="list-style-type: none"> - adapt my performance to focus on being the best I can be
OAA Developing skills and knowledge	<p>I know how to problem solve, therefore I can:</p> <ul style="list-style-type: none"> ● recognise the importance of planning and reviewing activities ● try a range of equipment for creating and completing an activity

	<ul style="list-style-type: none"> ● make an informed decision on the best equipment to use for an activity <p>I know and understand the concept of a map, therefore I can:</p> <ul style="list-style-type: none"> ● orientate myself with accuracy around a short trail ● create a short trail for others with a physical challenge ● start to recognise features of an orienteering course ● associate the meaning of a key in context of the environment ● begin to use a map to compete an orienteering course ● complete an orienteering course more than once and begin to identify ways of improving completion time <p>I recognise and know the importance of team work, therefore I can:</p> <ul style="list-style-type: none"> ● communicate clearly with other people in a team and with other teams ● experience a range of roles within a team and begin to identify the key skills required to succeed at each role
Thinking	<p>I can:</p> <ul style="list-style-type: none"> ● demonstrate knowledge and understanding of the reasons for warming up and cooling down ● describe how the body reacts at different times and how this affects performance ● adapt an activity and make it more difficult and exciting ● link actions and can develop sequences of movements that express my own ideas ● demonstrate the difference between roles in team games ● explain rules of different games and activities ● understand ways (criteria) to judge performance and identify specific parts to continue to work upon ● watch, describe and evaluate the effectiveness of performances, giving ideas for improvements using technical vocabulary ● modify my use of skills or techniques to achieve a better result ● show some independence in making decision related to my work ● explain how to work safely in lessons and can give examples
Feeling	<p>I can:</p> <ul style="list-style-type: none"> ● cope well and react positively when things become difficult ● persevere with a task and can improve my performance with regular practice ● understand feelings and how they can influence performance in PE lessons ● understand and follow rules of games and follow them fairly ● cooperate with others, giving helpful feedback to ensure they improve ● work in small teams and groups of up to 6 people ● help to organise roles and responsibilities and guide a small group through a task ● describe both short and long term effects of exercise on my body ● - explain how I will know that my fitness levels are improving

Assessment End Points Year 4

Knowledge and Skills

Games:

- I can travel at appropriate speeds throughout a game
- I can use a range of techniques to pass equipment, considering direction and speed of the pass, to who and when
- I can receive a range of passes
- I can demonstrate my awareness of attacking principles such as the importance of territory, zones and keeping possession as a team
- I can demonstrate my awareness of defending principles such as recognising how to defend/intercept the ball, marking and tackling
- I can contribute towards helping my team to keep and win back possession of the ball in a team game
- I can follow rules for different categories of games

Gymnastics:

- I can perform and apply skills and techniques with control and accuracy, moving with clarity, fluency and expression
- I can show changes of direction, speed and level when traveling in different ways using flight
- I can develop good technique when traveling, balancing and using equipment
- I can use an increasing range of actions, directions and levels in my sequences performing with fluency and expression
- I can create longer more complex sequences

Dance:

- I can identify and repeat the movement patterns and actions of a chosen dance style with precision and control
- I can show an awareness of both rhythm and beat and use these when composing my own dances
- I can confidently improvise with a partner or on their own
- I can compose longer more complex dance sequences in a small group deliberately using at least two different dance techniques

Athletics:

- I can describe how the body reacts at different times and how this affects performance
- I can run demonstrating good running posture and technique and run at a faster pace for a longer period of time
- I can confidently demonstrate a technique for sprinting and how to complete an effective sprint finish
- I can perform a relay, focusing on the baton changeover technique, speeding up and slowing down
- I can measure the distance of my throws and jumps
- I can throw and jump with more control, accuracy and efficiency
- I can throw and retrieve implements safely
- I can show how the weight and shape of an object affects its flight path
- I can jump for distance from 2 feet to 2 feet
- I can perform hop, step and jump combinations with balance and control
- I can jump for height from standing

OAA:

- I can choose sensible skills and approaches for the challenges set
- I can confidently orientate myself and my partner / team around a short trail
- I can work effectively as part of a team, taking on different roles

Swimming:

- I can enter and exit the water carefully, as taught from the side
- I can begin to swim short distances with no support (10m)
- I can answer 3 questions on the water safety code