



### The Big Picture

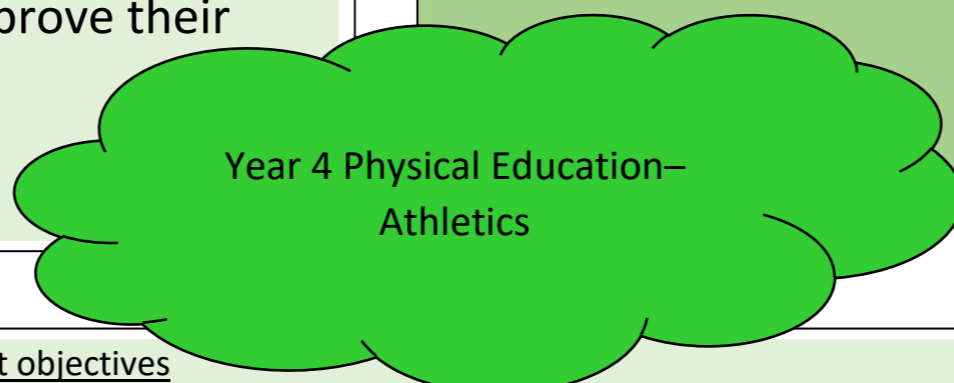
In this unit, pupils will build and learn about resilience. Athletics teaches students that even when they fail or don't accomplish their goals, they can keep on trying. It shows that determination, focus and practice can help children to accomplish their goals.

Also within this unit, it improves physical health. Getting indulged in these physical activities helps to improve their heart function, strengthens their muscles and bones and helps with endurance levels.

### What do we already know?

Knowledge Retrieval:

- To explore running for speed.
- To explore acceleration.
- To introduce and develop relay (running for speed in a team).
- To throw for accuracy.
- To throw for distance.
- To learn the techniques for a standing long jump.



Year 4 Physical Education–  
Athletics

### NC objectives

Pupils should be taught to:

- 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
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

### Key unit objectives

- To developing running at speed.
- To explore our stride pattern.
- To explore running at pace.
- To understand and apply tactics when running for a distance.
- To perform a javelin throw.
- To perform a standing triple jump.

### Key Questions

- Can they run over a long distance?
- Can they spring over a short distance?
- Can they throw in different ways?
- Can they hit a target?
- Can they perform a javelin throw?
- Can they perform a standing triple long jump?

### Key vocabulary and understanding for concept connectors

Acceleration – increasing the speed.

Accuracy – with close precision.

Distance – the length of space between two points.

Standing long jump – a type of jump performed in athletics.

Relay – a race between teams where each member covers a certain part of the course.

Speed – a measurement of how fast something moves.

Standing triple jump – a type of jump performed in athletics.

Javelin – a type of throw performed in athletics.



### The Big Picture

The unit provides children with both physical and mental challenges. By taking part in these activities in the outdoor environment, it offers space and therefore is particularly important to those children who learn best through active movement. In addition, children are able to take responsibility and demonstrate leadership in order to achieve a goal.

Also included in this unit is swimming. This unit provides children with lots of health benefits which keep children healthy and happy at the same time. Not only does this develop a child physically but it is also skill which could save their life.

### What do we already know?

#### Knowledge Retrieval:

- To create and apply simple tactics.
- To develop leadership.
- To develop communication as a team/collaborate collectively as a team.
- To understand the desired outcome.
- To use cognitive thinking to identify the fastest/easiest route to take.

Year 4 Physical Education—  
OAA: Problem solving  
& Swimming

### NC objectives

#### Pupils should be taught to:

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- 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
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

### Key unit objectives

- To take part in benches and mats challenges.
- To take part in the river rope challenge.
- To communicate as a team.
- To enter the water safely.
- To begin to perform a front crawl.
- To begin to perform a back stroke.
- To begin to float with an aid.

### Key Questions

- Can they follow a map in a familiar context?
- Can they move from one location to another following a map?
- Can they use clues to follow a route?
- Can they follow a route accurately, safely and within a time limit?
- Can they enter the water safely?
- Can they perform front crawl?
- Can they perform back stroke?
- Can they float with an aid?

### Key vocabulary and understanding for concept connectors

Communication – giving, receiving, and sharing information.

Leadership – someone whom other people will follow.

Tactics – a skilful way of doing something or making something happen.

Route – a course of travel from one place to another.

OAA – Outdoor Adventurous Activities

Problem solving – the process of finding solutions to issues.



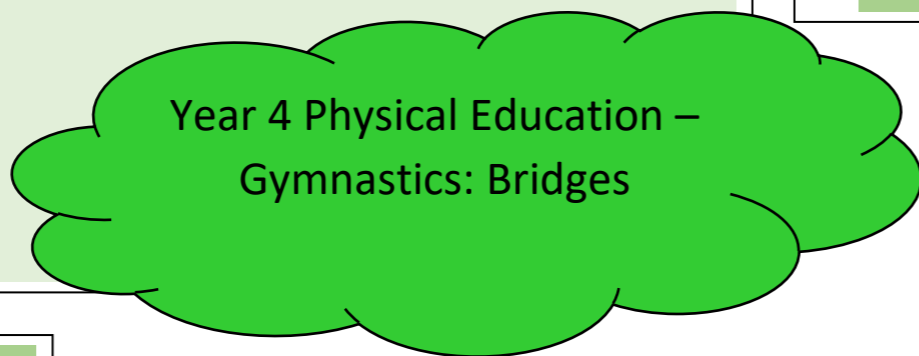
### The Big Picture

This unit provides children with opportunities to develop their agility, balance and coordination whilst working with increased control, and confidence. This module covers the bridge which is a great exercise for building shoulder and hip flexibility. Throughout this unit, children will build self-morale, determination and will improve their communication skills.

### What do we already know?

#### Knowledge Retrieval:

- To introduce a symmetry.
- To introduce an asymmetry.
- To apply their learning onto apparatus.
- To sequence formation.
- To sequence completion.
- To understand that focusing on a point helps a person to balance.



Year 4 Physical Education –  
Gymnastics: Bridges

### NC objectives

#### Pupils should be taught to:

- 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
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

### Key unit objectives

- To introduce the bridge.
- To apply the bridge onto apparatus.
- To develop sequences with bridges.
- To develop sequence formation.
- To develop sequence completion.

### Key Questions

- Can they work in a controlled way?
- Can they include change of speed?
- Can they include change of direction?
- Can they include a range of shapes?
- Can they follow a set of 'rules' to produce a sequence?
- Can they work with a partner to create, repeat and improve a sequence with at least three phases?

### Key vocabulary and understanding for concept connectors

Transition – passing from one stage or place to another.

Balancing – a steady position that does not fall.

Sequence -a particular order in which things follow each other.

Pathway – a route in which a person takes.

Linking – to join or connect movements.

Symmetry – the same on both sides.

Asymmetry – different on both sides.

Bridge – a static position performed in gymnastics.

Control – to be in charge of.



### The Big Picture

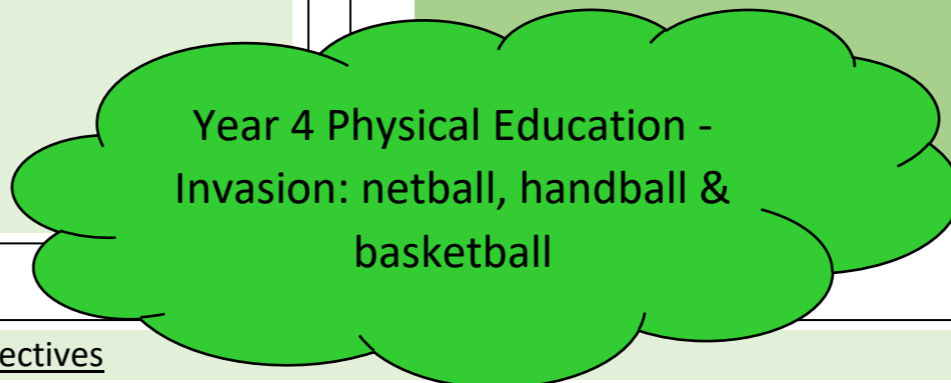
Teaching invasion games to children helps children to develop new skills and has many physical benefits. The purpose of this unit is to teach children to invade the opponent's territory while scoring points and keeping the opposing team's points to a minimum, and all within a defined time period.

Within this unit, children learn about specific values such as honesty, self-control, bravery and persistence.

### What do we already know?

#### Knowledge Retrieval:

- To introduce passing, receiving and creating space.
- To develop/combine passing and moving.
- To combine/develop passing and shooting.
- To introduce dribbling and keeping control.
- To combine dribbling and passing to create space.
- To develop/combine passing and moving.



### NC objectives

#### Pupils should be taught to:

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### Key unit objectives

- To refine passing and receiving.
- To develop passing, moving, and shooting.
- To develop footwork.
- To introduce marking.
- To introduce defending.

### Key Questions

- Can they catch with one hand?
- Can they throw and catch accurately?
- Can they keep possession of the ball?
- Can they move to find a space when they are not in possession during a game?
- Can they vary tactics and adapt skills according to what is happening?
- Can they select and use the most appropriate skills, actions, or ideas?
- Can they move and use actions with coordination and control?

### Key vocabulary and understanding for concept connectors

Passing – transferring a ball from one player to another of the same team.

Receiving – to come into possession of.

Shooting – sending an object towards/in a goal.

Dribbling – bouncing or kicking the ball continuously and keeping possession.

Accurate – free of mistakes or error.

Possession – the state of owning or controlling something.

Footwork – the manner in which one moves their feet.

Marking – a defensive tactic which aims to prevent a member of the opposing team taking control.

Defending – the action of preventing an opponent from scoring.



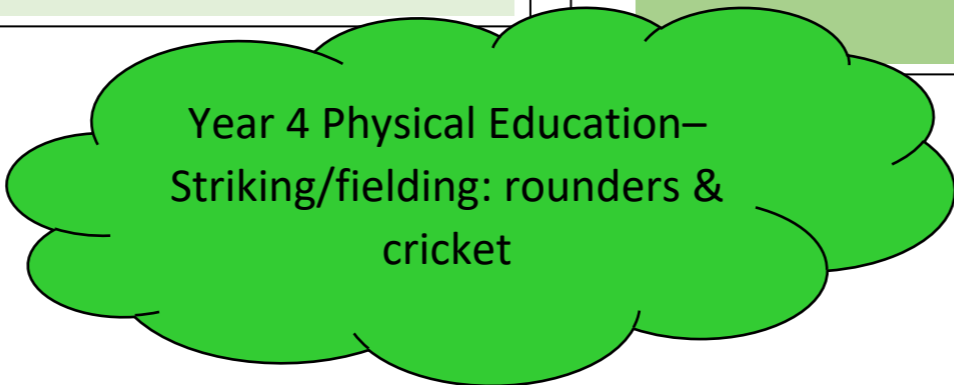
### The Big Picture

In this unit, pupils are taught to develop the skill of tracking and retrieving a ball and turning to aim at a target. These skills are useful in many striking and fielding games, from throwing at stumps in cricket to throwing to a teammate in rounders. This unit has a significant effect on children’s fundamental movement skills, such as running speed, agility, balance, and hand-eye coordination.

### What do we already know?

#### Knowledge Retrieval:

- To introduce rounders.
- To introduce overarm throwing.
- To apply overarm and underarm throwing.
- To introduce stopping the ball.
- To apply stopping the ball in a game.



### NC objectives

Pupils should be taught to:

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- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
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### Key unit objectives

- To develop fielding and bowling with a backstop.
- To introduce batting and how to develop batting.
- To introduce and apply basic fielding tactics.
- To introduce bowling underarm.
- To retrieve and return the ball.
- To strike the ball at different angles and speeds.

### Key Questions

- Can they hit a ball accurately and with control?
- Can they select and use the most appropriate skills, actions, or ideas?
- Can they bowl underarm?
- Do they know how to retrieve and return the ball at a speed?
- Can they strike the ball a different angles and speeds?

### Key vocabulary and understanding for concept connectors

Overarm – when you throw the ball with your arm high above your shoulder.

Underarm – applying a pushing force to an object to propel it.

Striking – when the batsman strikes the ball with a large bat.

Fielding – the team who is not batting but have to get the opposing team out.

Base – posts that batters must keep in contact with and fielders must stump.

Bowler – bowls the ball to the batter.

Backstop – a person who helps the bowler guide the ball to the correct position.



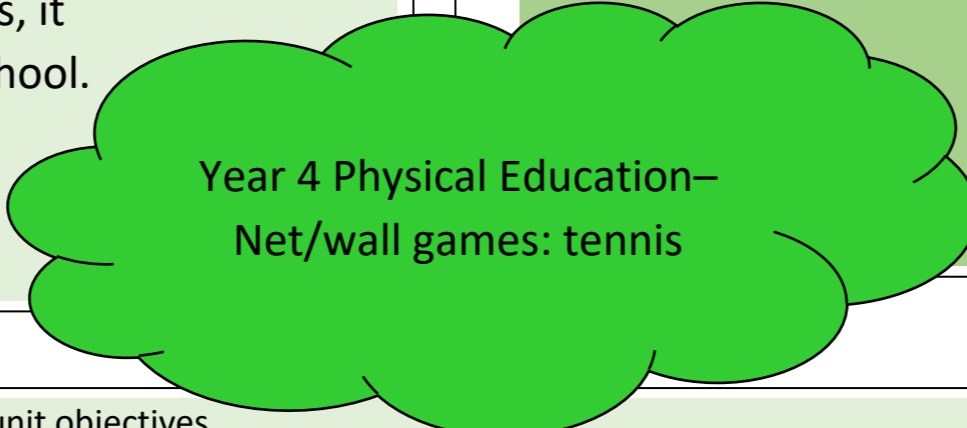
### The Big Picture

In this unit, pupils develop their visual-motor coordination and strengthen muscles. It also helps children to improve agility, reaction speed and reflexes. For lots of young people, sportspeople are some of the most visible relatable role models in successful careers. This helps many children to start to think about their future place in the world of work and to set their ambitions high. Therefore, keeping current with Wimbledon and famous tennis players, it may inspire children to play tennis in and out of school.

### What do we already know?

#### Knowledge Retrieval:

- To introduce tennis.
- To introduce outwitting an opponent.
- To create space to win a point.
- To consolidate how to win a game.
- To introduce racquets.
- To introduce the forehand.



Year 4 Physical Education-  
Net/wall games: tennis

### NC objectives

Pupils should be taught to:

- 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
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement
- swim competently, confidently, and proficiently over a distance of at least 25 metres.
- use a range of strokes effectively.
- perform safe self-rescue in different water-based situations

### Key unit objectives

- To develop the forehand.
- To continue to create space to win a point.
- To introduce the backhand.
- To apply the forehand and backhand in game situations.
- To apply the forehand and backhand creating space to win a point.

### Key Questions

- Can they hit the ball in a backhand motion?
- Do they recognise how to use the space to win a point?
- Can they move and use actions with coordination and control?
- Can they vary tactics and adapt skills according to what is happening?

### Key vocabulary and understanding for concept connectors

Opponent – a person or thing that is the opposite position (playing against).

Forehand – a stroke played with a racquet with the palm of the hand turned in the direction in which the hand is moving.

Net/Wall game – activities in which players send an object towards a court or target area that the opponent is defending.

Backhand – a stroke played with the back of the hand facing in the direction of the stroke, with the arm across the body.