

Prior Learning: In Year 3, the children learned how to use a key to read a map/plan. They also began to learn how to use co-ordinates to describe points and navigate around a grid. They recapped their knowledge of the 4 points of the compass and were introduced to the 8 points. In Year 4 the children will continue to develop this knowledge but with greater challenge.

Key Skills

Physical Me

Co-ordination

Jump, step, hop

Balance

Walk, run, jog

Value Me:

- Teamwork
- Leadership
- Responsibility

Social Me

- Co-operation
- Organisation
- Good listener
- Encouraging others
- Supporting others
- Collaborate
- Communicate

Thinking Me

- Problem solving

Key Vocabulary

Map

Location

Co-ordinate

Direction

Travel

Route

Trust

Grid

Key Knowledge

Key: Shows what the symbols on a map represent.

Map: A picture of an area.

Compass Points: North, South, East, West, North East, North West, South East, South West

Co-ordinate: Two characters that describe a point on a grid expressed as (x,y).



OAA

Outdoor and adventure activities are mainly non-competitive and offer alternative ways to enjoy a healthy approach to recreation and outdoor activities.

The outdoor and adventure activities strand has many links with the Geography curriculum.

Roman Dance Knowledge Organiser - Yr 4

Prior Learning: In year 3, children created dances using a stimulus, they worked in small groups and began to evaluate and give feedback on performances. They were introduced to key movements in their dances including unison, canon, space and timing.

Key Skills

Physical Me:

Co-ordination	Skip
Balance	Gallop
Agility	Jump
Strength	Hop
Power	Speed
Flexibility	Control

Thinking Me

- To improve my dancing
- Remember dance movements

Value Me:

- Kindness
- Respect

Healthy Me:

- Warm ups
- Pulse raiser
- Cool down

Social Me

- Co-operate with others
- Respect others performing

Key Vocabulary

Inspire

Collaborate

Pathways

Choreograph

Direction

Timing

Counts

Create

Key Knowledge

Choreograph - Is the act of designing dance

Direction- Direction in dance, is the line taken by the body. Direction can refer to shapes, movements, sequences of movements or relationships between dancers.

Direction-may be forward or backward, Sideway or Diagonal

Pathways- In dance pathways refer to the path or pattern made by a body part
- Pathways can be straight, angular, curving, symmetrical or asymmetrical



Topic Vocabulary

Testudo

Tortoise formation

Colosseum

Gladiator

Sculpture

Pompeii

Gods

Goddesses

Prior Learning: In Year 3, children created dances in small groups and began to evaluate and give feedback on performances. They were introduced to key elements in their dances including **unison**, **canon**, **formations**, **pathways** and **energy**.

Physical Me:

Co-ordination	Skip
Balance	Gallop
Agility	Jump
Strength	Hop
Power	Speed
Flexibility	Leap
Control	

Key Skills

Thinking Me:

- How to improve my dancing
- Remember dance movements

Healthy Me:

- Perform movements safely
- Warm up

Value Me:

- Patience
- Creativity

Social Me:

- Co-operate with others
- Respect others performing



Key Vocabulary

Choreograph

Direction

Timing

Fluency

Improve

Performance

Mini Coach

Key Knowledge

Choreograph - Is the act of designing a dance. A dance is made up of a sequence of movements and steps. When you plan those movements you **choreograph**.

Direction - Moving the body in different directions e.g. face different directions, travel in different directions.

Fluency - This refers to the smoothness of flow or movement from one step or sequence to the next.

Unison - Two or more people performing the same or different movements at the same time.

Canon - People performing a dance move one after the other. These can be the same or different movements.

Formations - **Way** in which the dancers move in relation to each other e.g. side by side, square, diamond, straight line.

Pathways (A to B):Where the dancer moves Straight. Sideways. Circular. Free-form.

Energy - Energy is about **how** the movement happens.

Gymnastics Knowledge Organiser - Year 4



Prior Learning: In Year three, children began to develop jumps with a turn: quarter, half, three quarters and full. They recapped rolls and they were introduced to the teddy bear roll and practiced these on their own and in pairs. They developed their bunny hops over a distance and on low apparatus. They also practiced balancing (points and patches). They created sequences in pairs and transferred these skills on to a variety of apparatus.

Key Skills

Physical Me

- Travelling



- Rolls



Teddy bear roll
in pairs/4's

- Balances



Matching



Mirroring

- Bunny hops onto low apparatus



- Movement onto Apparatus



- Sequences- in pairs/fours

Thinking Me

- Linking skills
- Providing feedback
- Observing

Value Me

- Courtesy
- Passion

Social Me

- Co-operate
- Communication
- Mini Coach
- Team work

Gymnastic Events

- Floor
- Vault
- Rhythmic
- Tumbling
- Acrobatic

Inspirational Athlete

Beth Tweddle:
Renowned for her uneven bar and floor routines, she was the first female gymnast from Great Britain to win a medal at the European Championships, World Championships, and Olympic Games.



Key Vocabulary

Matching

Mirroring

Static

Elements

Fluency

Apparatus

Body Tension

Sequences

Sashay

Key knowledge

Travelling - Different ways of moving in a sequence linking one skill to the next.

Matching - Performing exactly the same movement at exactly the same time as another gymnast.

Mirroring - A pair of gymnasts perform the same movements in a mirror image of each other.

Elements - Each gymnastic skill being performed.

Body Tension - Gymnast squeezes their muscles to make them strong when performing their skills. Good body tension gives the gymnast control when performing.

Athletics Skills Knowledge Organiser - Year 4

Prior Learning: In year 3, children continued to practice their running technique. They learned the technique of how to throw a javelin and vortex. They recapped the standing long jump and progressed on to the triple jump. They learned the shot put technique, using a tennis/small ball. They learned how to complete a relay change over with a partner. They were also taught how to time sprints and measure their jumps/throws.

Physical Me

- **Running** - Sprint (50m)
 - Relay
- **Throwing** - Javelin/vortex
 - Shotput
- **Jumping** - Standing long jump
 - Standing Triple jump (**hop, step, jump**)
 - **Striding**
- **Balance, Co-ordination, Power, speed, flexibility, agility**



Key Skills

Thinking Me

- Recalling information
- Decision making

Value Me:

- Perseverance
- Self belief

Social Me

- Encourage others
- Communication



Key Knowledge

Accelerate (running) - Acceleration is the transition from standing to top-end speed. This normally takes about 3-4 seconds, from the start of a sprint

Standing Long Jump- Jumping two feet to two feet

Standing Triple jump- Hop, Step and a Jump

Shot put - Event involves pushing rather than throwing the shot (heavy ball)

Relay- A relay race is a track event in which athletes run a pre-set distance carrying a baton before passing it onto the next runner. Often, a relay team is a team of four sprinters.

Athletic Events

Track Events:

- 100m sprint
- 200m sprint
- 400m sprint
- 800m middle distance
- 1500m middle distance

Field events:

- Javelin throw
- Long Jump
- Triple Jump
- Shot put
- Discus
- High Jump

Key Vocabulary

Technique

Accelerate

Triple Jump

Compete

Change Over

Mini Coaches

Shot put

Baton

Short Distance

Inspirational Athletes

David Weir

David Weir (CBE) is a British Paralympic wheelchair athlete.

He has won a total of six gold medals at the 2008 and 2012 Paralympic Games, and has won the London Marathon on eight occasions.

In London 2012, he won four gold medals - the T54 800m, 1500m, 5000m and marathon.

