Year 4 Physical Education Curriculum

A clear overview of the Year 4 PE curriculum, organised by half term, with unit purpose, success criteria and vocabulary for learning.

Intent

Each unit builds pupils' fundamental movement skills, physical confidence, teamwork, personal development and vocabulary for learning.

Implementation

Learning is organised across the year through practical activities, movement challenges, partner work, games and skill-based tasks.

Impact

Pupils develop control, coordination, balance, teamwork, confidence, fairness and an understanding of how physical activity supports health and wellbeing.

Year 4 Curriculum Map

Half Term	Unit	Intent and Implementation	Vocabulary for Learning
Autumn 1	**OAA Problem solving**	THE UNIT PURPOSE The unit of work will develop pupil’s ability to apply effective teamwork through different problem-solving challenges. Throughout the unit, there will be a focus on pupils' ability to apply skills essential to working within a team as well as create effective tactics. KEY SUCCESS CRITERIA Pupils will work within teams to find effective strategies	VOCABULARY FOR LEARNING Communication: Is the method of transferring information from one person or a group to another. Types of communication include: verbal, nonverbal, written and visual. Tactics: Tactics are a carefully planned set of actions that are used by a team or an individual to attaining a certain goal.

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		and tactics in order to complete the different problem solving challenges successfully. Pupils will apply an ability to evaluate and improve strategies to solve the problems. Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.	Teamwork: Teamwork is the combined effort of a group to achieve a goal or complete a task in the most effective and efficient way. Strategy: is a planned set of actions that are used by a team or individual to achieve a long term goal. We plan a strategy and then use specific tactics to help us achieve our goal. Non-verbal communication: is a method of sending messages or signals without speaking. This includes actions such as making eye contact, using hand gestures or changing a body language or posture to communicate.

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Autumn 2	**Football**	THE UNIT PURPOSE The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the pitch, creating an attack that results in a shooting opportunity. KEY SUCCESS CRITERIA Pupils will be able to apply a secure understanding of passing, moving and dribbling in order to shoot and score goals against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. Pupils will develop life skills such as respect and cooperation .	VOCABULARY FOR LEARNING Drag Back: A drag-back is a turn used in football. The attacker dribbling the ball, places their non kicking foot next to the ball and places their kicking foot on top of the ball, dragging the ball in the opposite direction to where they were going. Attacker: We are considered an 'attacker' when we or our team are in possession of the ball. The aim of the game for the attackers is to score, keep possession and score a goal. Defender: We are considered a 'defender' when we are not in possession of the ball . The aim of the game for the defenders is to prevent the opposition from scoring a goal Transition: is defined as the process of recognising and responding after losing or regaining possession. Turning: is used to describe the change of direction of the player who is in possession of the ball. A turn is a method used by an attacker to outwit and deceive a defender.
Spring 1	**Gymnastics Levels and direction**	THE UNIT PURPOSE The unit of work will focus on pupils using and applying an understanding of levels and direction to create and perform sequences in groups. Pupils will create their sequences, combining both changes in level and	VOCABULARY FOR LEARNING Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance, which they are able to hold

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		direction, with balances and using a range of apparatus KEY SUCCESS CRITERIA Pupils will develop and create a sequence that includes a change of direction and a change in level, including movements and balances that flow Pupils will apply life skills such as resourcefulness as they create their sequences in pairs, making adaptations when necessary. Pupils will apply life skills such as encouragement as they work together to create their sequences and suggest ways to improve	still for at least 4 seconds. Extension: This is when pupils are pointing (extending) their fingers and toes when moving or holding a balance. Flow: This is when a gymnast moves from one action to another without stopping. Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balances and/or movements. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. Direction: This refers to when a gymnast changes the course along which they were moving. Unison: Unison is where pupils perform the same movement at exactly the same time as each other. Canon: Canon is where pupils perform the same movement one after the other
Spring 2	**Netball**	THE UNIT PURPOSE The unit of work will develop pupils' ability to apply the principles of attack vs defence, with a particular focus on creating simple attacking tactics in order to move the ball up the court, creating an attack that results in a shooting opportunity	VOCABULARY FOR LEARNING Chest Pass: Is thrown by gripping the ball on the sides with the thumbs directly behind the ball. When using a chest pass, the passer should strive to throw the ball to the receiver's chest level.

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		KEY SUCCESS CRITERIA Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team. Pupils will demonstrate a growing understanding of the difference between attack and defence by making effective decisions and creating simple tactics. Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game	Footwork: A player can receive the ball with both feet grounded or jump to catch the ball and land on two feet simultaneously. The landing foot cannot be moved, other than to pivot on the spot, whilst the other foot can be moved in any direction. Attacker: We are considered an ‘attacker’ when we are in possession of the ball or in control of the ball. A player whose task is to attack the opposition in an attempt to score. Defender: We are considered a ‘defender’ when we are not in possession of the ball or when the ball is not in our control. A player whose task it is to prevent the opposition scoring and to regain possession. Possession: Is when we have physical control of the ball or other implement of play. This could be when working individually or as part of a team. It is when we have ‘possession’ that we can create the opportunity to score.
Summer 1	**Golf**	THE UNIT PURPOSE The unit of work will develop pupils’ understanding of where and why we want to aim our shots, in order to complete the holes, in as few shots as possible. Pupils will learn how to strike the ball with increased power using a Launcher (Wedge) and work competitively against themselves and others. KEY SUCCESS CRITERIA	VOCABULARY FOR LEARNING Holes (Course): Each starting point (Tee) and target are also known as ‘holes.’ Course: A course consists of a series of holes. Players follow a routeway around the ‘course’ in a logical order. Shots: Shots refers to the number number of times a player strikes/hits the ball on each

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		Pupils will be able to strike the ball using the Launcher with increased power and control, sending the ball to the intended target. Pupils will continue to develop their Putting skills. Pupils will develop their understanding of where to hit the ball and why, in order to be able to outwit their opponent using their accurate striking skills. Pupils will develop life skills such as communication and respect as they collaborate effectively with others including their opponents.	hole. Accuracy: is the ability to control where we throw, roll or strike the ball. Opponent: means the player or team we are competing against. Power: is the intensity and speed that a ball is struck. Launcher (Wedge): The Launcher is also known as a ‘wedge’. This club is used when we want to hit the ball with increased power, in the air, with accuracy towards a target. Roller (Putter): The Roller is also known as a Putter. This is the club that is used when we want to hit the ball with control, along the ground, when the ball is close to the hole (target). Hole (Target): The hole (Sticky Flag/Target) is the target we are aiming to hit, in the least number of shots as possible. Tee (Hoop Clock): The ‘Tee’ (Hoop Clock) is the position on the golf course where each player starts each hole.
Summer 2	**Athletics**	THE UNIT PURPOSE The unit of work will develop pupils’ ability to develop their own sprinting technique, analysing their own performance. Pupils will compare sprinting to running for distance and pacing. The unit will introduce throwing for distance with javelins and explore the triple jump. KEY SUCCESS CRITERIA	VOCABULARY FOR LEARNING Stride Pattern: Is the distance covered when an athlete takes a step. An athletes stride pattern will differ depending on the distance that athlete is running. Tactics: Tactics are a carefully planned set of actions that are used by a team or an

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		Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin. Pupils will apply a developing understanding of the correct technique for running fast vs pacing, triple jump, javelin and why the correct technique is important. Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop.	individual to attain a certain goal. Speed: Is the ability to move all or part of the body as quickly as possible. Speed is vital to success when sprinting or throwing an object. Distance: is defined as the length of space between two points. This might mean how far an athlete has to run, how far an athlete has thrown an object, or how far an athlete has jumped Pace: Pace is used to measure an athletes speed. It is the amount of time it takes an athlete to cover a specific distance. It is important for long distance runners to pace themselves, if they go to fast to early, they will finish the race slower.
Autumn 1	**Health and wellbeing Mindfulness**	THE UNIT PURPOSE The unit of work will focus on exploring positive and negative emotions and managing them through using mindfulness techniques such as visualisation, using music, meditative balances, mime and deep breathing. Pupils will be able to bring these emotions to life and understand how we can manage them. KEY SUCCESS CRITERIA Pupils will be able to use their skills of deep breathing, meditative balances and mime in order to focus and apply these techniques in a variety of activities. Pupils will be able to discuss and explain their emotions, understanding why it is important to use mindfulness	VOCABULARY FOR LEARNING Relaxation techniques: Relaxation techniques are methods, such as breathing, meditation and exercise, that can be used by an individual to help reduce stress and anxiety levels. Emotions: An emotion is how we are feeling. An emotion is a psychological feeling brought on as a reaction to what happens to us and around us. Mindfulness: Is the ability to maintain awareness and keep control of our thoughts and feelings.

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		techniques in order to combat negative emotions. Pupils will effectively apply life skills such as communication as they collaborate with others and support each other to develop their mindfulness techniques. Pupils will develop their ability to stay focused when using various mindfulness techniques as they strive to improve their performances showing integrity.	Relaxed: means when we are calm and free from stress, tension and anxiety. Expression: is the action of making our thoughts or feelings known.

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Autumn 2	**Tag Rugby**	THE UNIT PURPOSE The unit of work will develop pupils ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible KEY SUCCESS CRITERIA Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game. Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders. Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.	VOCABULARY FOR LEARNING Retrieving: Retrieving means returning the ball as quickly as possible to a bowler, fielder or wicketkeeper preventing the batters from scoring runs. Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs. Strike: means hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs. Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of the game for the batter (attacking team) is to score as many runs as possible. Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible
Spring 1	**Gymnastics Bridges**	THE UNIT PURPOSE The unit of work will focus on exploring bridge balances and the ways we can move in and out of them over and under them, on the floor and on the apparatus. Pupils will create sequences combining movements and bridge balances in pairs, applying flow and challenging their creativity.	VOCABULARY FOR LEARNING Excellent gymnastics: 'Excellent' refers to when pupils are being silent, extending their fingers and toes and when they make a shape/balance are able to hold it still for at least 4 seconds. Extension: This is when pupils are pointing

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		KEY SUCCESS CRITERIA Pupils will execute ‘excellent’ balances and movements within the ‘bridges’ theme. Applying flow, pupils will link these movements and balances together. Pupils will apply life skills such as resourcefulness and evaluation as they create their sequences in pairs, making adaptations when necessary. Pupils will collaborate applying cooperation skills with their partner as they work together to create their sequences and suggest ways to improve.	(extending) their fingers and toes when moving or holding a balance. Control: This refers to pupils being able to move their bodies silently. Interesting: This means pupils are thinking and being creative. This includes adding different levels and different connection points to their balalnces and/or movements Bridge: A bridge is a structure that passes over a road, a river or other obstacle. In this unit we want to recreate the idea of a bridge using our bodies. Levels: This refers to when a gymnast is creating movements and balances that are performed using different heights either on the floor or on apparatus. Flow: This is when a gymnast moves from one action to another without stopping.
Spring 2	**Dance**	THE UNIT PURPOSE The unit of work will challenge pupils to explore movement through improvisation, introducing unison and matching. Pupils will sustain their characters to add drama and emotion to the dance. Pupils will extend their dance skills by using more complex interacting movements, actions and incorporate apparatus KEY SUCCESS CRITERIA Pupils will perform with big and clear movements that flow. They will perform with expression and be able to	VOCABULARY FOR LEARNING Excellent Dancers: Excellent dancers interpret the music, perform with good timing and musicality, show expression and creativity and are able to choreograph. Expression: refers to the actions a dancer uses to make their characters thoughts or feelings known. Creativity: refers to pupils using their imagination or original ideas when performing

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		stay in character. Pupils will refine their ability to evaluate their own and others' performances. Pupils will problem solve and apply resourcefulness as they construct their sequences. Pupils can apply life skills such as cooperation and communication as they work successfully with others.	their dance actions. Emotion: refers to the feelings a dancer's character is feeling depending on their circumstances, mood, or relationships with others Motif: is a series of movements that are repeated. Choreography: is a set of sequence steps and movements that have been specifically designed for a dancer or group of dancers to performer. Character: Character refers to the person, animal or fictional character that the pupil is portraying in their performance
Summer 1	**Cricket**	THE UNIT PURPOSE The unit of work will develop pupils ability to apply the principles of attack vs defence in a cricket context. Pupils will develop a range of more advanced fielding skills to keep the batter's score as low as possible. Pupils will also develop their batting skills to outwit the fielders and score as many runs (points) as possible KEY SUCCESS CRITERIA Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing accuracy to outwit their opponents and win the game. Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders.	VOCABULARY FOR LEARNING Retrieving: Retrieving means returning the ball as quickly as possible to a bowler, fielder or wicketkeeper preventing the batters from scoring runs. Bowling: is the action of propelling the ball towards the wicket defended by a batter, with the intention of getting the batter out or preventing them from scoring runs. Strike: means hitting the ball with a bat away from the fielders at different angles and speeds with the purpose of scoring runs. Batting: Batting is the skill of hitting a ball with a bat into a space to score runs. The aim of

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		Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.	the game for the batter (attacking team) is to score as many runs as possible. Fielder: A fielder is a defensive position that is occupied while the other team are batting. The aim of the fielding team (defending team) is to keep the batters score as low as possible. The Long Barrier: is a fielding method used by a fielder to prevent the ball going past them. This involves the fielder stopping the ball with their hands, but positioning their body in line with the ball just in case they miss the ball with their hands.
Summer 2	**Tennis**	THE UNIT PURPOSE The unit of work will develop pupils' ability to apply the principles of attack vs defence in order to win a game of tennis. Pupils will create space to win points and apply the developing racket skills using forehand and backhand techniques. KEY SUCCESS CRITERIA Pupils will hit the ball into space on their opponents side of the court, creating space for the next shot that will win them the point. Pupils will apply an accurate understanding of where, when and why we hit the ball into spaces on their opponents side of the court. Pupils will develop life skills such as trust and	VOCABULARY FOR LEARNING Forehand: A forehand is a shot in which the palm of your hand faces the direction in which you are hitting the ball. Backhand: A backhand is a shot in which you hit the ball with your arm across your body and the back of your hand facing the ball. Rally: A rally is a series of returned hits of the ball that ends when either player fails to successfuly return the ball. Out: is the term used when the ball is returned over the net and does not bounce on the inside of the court. Baseline: The baseline runs parallel to the net and defines the back of the court on each

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		cooperation as they collaborate with others, applying the rules of the game.	side. Outwit: means using your intelligence to trick or out smart your opponent to win a point. Accuracy: is the ability to control where we hit the ball on our opponents side of the court. Power: is the intensity and speed that a ball is hit.