**Year 4 - Physical Education Curriculum Overview 2025/26**

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| **YR**  **4** | **Autumn 1 (7weeks)** | **Autumn 2 (8)** | **Spring 1(5)** | **Spring 2 (6)** | **Summer 1 (6)** | **Summer 2 (7)** |
| **Content** | **Invasion Games**  *(suggested activities)*   * Football * Basketball * Tag Rugby * Netball * Hockey * Handball | **Net / Wall Games**  *(suggested activities)*   * Badminton * Pickleball * Tennis | **Movement Patterns**  *(suggested activities)*   * Gymnastics * Dance * Yoga | **Targeting Games**  *(suggested activities)*   * Golf * Dodgeball | **Performance Skills**  *(suggested activities)*   * Track & Field * Fitness | **Striking & Fielding**  *(suggested activities)*   * Rounders * Cricket |
| **Key new knowledge** | Developing control when dribbling the ball and avoiding opponents  Passing accurately over longer distances during gameplay  Understanding the importance of creating space and starting to apply it  Using simple defensive techniques, like marking opponents, to prevent scoring | Performing forehand strokes with improved accuracy to maintain rallies  Positioning effectively to return the ball during gameplay  Applying simple strategies, such as targeting open spaces  Starting to use an underarm serve to begin rallies consistently | Holding more challenging balances, such as one-legged or partner balances  Transitioning between movements with greater control and fluidity  Combining yoga poses into a sequence with a focus on posture and breathing | Throwing objects with developing accuracy at moving targets  Applying simple strategies, like aiming for open spaces  Demonstrating respect and fair play while following the rules | Running efficiently with steady pacing and arm movements  Developing basic jumping skills with improved control  Performing safe and controlled throwing techniques with precision | Adapting batting techniques to hit a moving ball with consistency  Performing overarm throws with greater accuracy and power  Stopping and retrieving balls effectively when fielding |
| **Assessments** |  |  |  |  |  |  |