



What are the aims and intentions of this curriculum?

That children:

- Link and sequence physical abilities in a range of situations.
- Have the opportunity to apply more complex tactics when competing in full games.

Term	Topic	Knowledge	Skills	Assessment
Autumn 1	Tag Rugby	<ul style="list-style-type: none"> • To know how to score a try • To know to shout 'tagged' when grabbing an opponent's tag • To know how to restart games after a try • To know how to commit a defender by running at pace • To know how to close space down • To know to support the ball carrier by staying just behind when they are carrying the ball • To know how to stagger a line and why it is important • To know how to defend across the width of the pitch • To know the offside rule 	<ul style="list-style-type: none"> • To hold a rugby ball correctly • To scoop a ball from the floor • To dodge to avoid being tagged • To tag safely • To send and receive a ball under pressure • To pass a rugby ball backwards accurately • To set up in a defensive formation • To play competitively to the rules 	
		<p>Vocabulary: Tag, offside, pop pass, pocket pass, try, attacking formation, defensive formation, knock on, ran out</p>		
Autumn 1	Gymnastics – Rolling and travelling low	<ul style="list-style-type: none"> • To know how to perform a forward roll safely • To know how to adjust hands when rolling over apparatus • To know the correct technique for rolling backwards • To know how to roll over a partner 	<ul style="list-style-type: none"> • To forward roll with good technique and control • To perform a forward roll as part of a sequence • To roll along benches, nesting tables and bars • To roll backwards and come to standing 	



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		<p>safely</p> <ul style="list-style-type: none"> To know how to mirror a partner on apparatus To know how to present when performing to others 	<p>without knees touching the mat</p> <ul style="list-style-type: none"> To roll backwards into a straddle To create a sequence with a variety of rolls To mirror a partner's rolls with good timing 	
		<p>Vocabulary: Forward roll, backward roll, unison, mirroring, sequence, straddle, control, poise</p>		
Autumn 2	Dance – The Romans	<ul style="list-style-type: none"> To know how to use canon, formation changes, direction and level to improve a motif To know how to recognise good timing, execution and performance skills 	<ul style="list-style-type: none"> To perform in unison with others To create a sequence with defined starting and finishing points To create a sequence involving different formations and pathways To create a sequence involving flight To spin on a variety of points and patches To travel on different body parts To create sequences with pathways that cross To use choreography to create a sequence 	
		<p>Vocabulary: unison, transition, mirroring, canon, pathways, formation, points, patches</p>		
Spring 1	Gymnastics – Arching and bridging	<ul style="list-style-type: none"> To know what points and patches are To know the importance of control in movements To know how to use floor space imaginatively To know how to change direction and level To know different ways of supporting using shoulder balances 	<ul style="list-style-type: none"> To support bodyweight on hands and feet only To spin from one support to another To spin and take weight on hands To perform sequences using front and back asymmetrical supports and symmetrical spinning To create sequences involving varied controlled rolls and supports 	



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		<ul style="list-style-type: none"> To how to work in tandem with a partner in different ways 	<ul style="list-style-type: none"> To form different shapes with legs whilst in shoulder balances To perform in unison with a set count 	
		<p>Vocabulary: over and under, shoulder support, formation, sequence, supports, asymmetrical, symmetrical</p>		
Spring 1	Swimming	<ul style="list-style-type: none"> To know how to enter the pool in a safe and controlled manner To know how to push and glide in a flat position To know how to perform a sequence of shape changes without touching the floor 	<ul style="list-style-type: none"> To perform a safe entry and exit of the pool To float for at least 10 seconds To push and glide and return to a standing position after 10 metres To swim on front for at least 10 metres To swim on back for at least 10 metres 	
		<p>Vocabulary: push, glide, tuck float, front, back, submerge, flat position, standing position</p>		
Spring 2	Tennis	<ul style="list-style-type: none"> To know what the ready position is To know to try and get to the centre of the court after playing each shot To know how to hit the ball with a full backswing To know to keep the head still when trying to hit the ball To know how to volley a ball and deflect it downwards To know how to play a backhand To know the rules of tennis 	<ul style="list-style-type: none"> To take up a ready position To hit a forehand return To constantly get into good positions to return the ball after one bounce To strike the ball on the backhand with consistency To volley a ball sending the ball downwards To serve from the baseline To move into the correct position to play a variety of shots 	
		<p>Vocabulary: forehand, backhand, serve, court, backswing, volley, centre, court, serve</p>		
Summer 1	Cricket	<ul style="list-style-type: none"> To know how to grip the bat To know how to move back and across to play a pull shot 	<ul style="list-style-type: none"> To stand sideways with a high back lift when ready to receive a ball To step back and across to play a pull 	



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		<ul style="list-style-type: none"> • To know what the crease is for • To know how to grip a ball when bowling • To know the position for wicket keeping • To know what 'backing up' means when fielding • To know how to form a long barrier to field a hard shot • To know when to stand still in the field and when to walk in • To know the need to call when going for a catch 	<p>shot</p> <ul style="list-style-type: none"> • To bowl overarm • To take up a wicket keeping stance • To throw powerfully and accurately • To make different class when batting • To stop balls struck hard by forming a long barrier • To back up fellow fielders 	
		<p>Vocabulary: grip, pull shot, wicket keeper, long barrier, backing up, wicket, run out</p>		
Summer 2	Athletics	<ul style="list-style-type: none"> • To know how to start a sprint race • To know which foot is the take-off foot • To know the technique associated with hurdling • To know that the furthest point backwards in long jump is the point measured in competition • To know to position the body sideways when throwing • To know how to transfer and receive a baton safely 	<ul style="list-style-type: none"> • To use the correct technique to start a sprint • To develop coordination to improve speed • To sprint between hurdles • To jump consistently from the same take off foot • To throw overarm with accuracy • To throw overarm with power for distance • To run a relay effectively as part of a team 	
		<p>Vocabulary: sprint technique, take off foot, scissor kick, pull technique</p>		