

## PE Skills, Knowledge and Vocabulary Progression



### Year 4

	<u>Athletics</u>	<u>Striking and fielding</u>	<u>Net/ wall</u>	<u>Invasion</u>	<u>Gymnastics</u>	<u>Dance</u>	<u>OAA</u>
<u>Skills</u>	<p>Decide on ways to improve, run, jumps and throws and implement changes.</p> <p>Show differences between sprinting and running speeds over a variety of distances.</p> <p>Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone.</p> <p>Perform a range</p>	<p>With increasing consistency, choose where to direct a hit from a bowled ball.</p> <p>Use and apply the basic rules of the game.</p> <p>Apply speed and decision making to run safely between scoring markers e.g. stumps, posts.</p> <p>Play confidently in a variety of roles such as fielder, bowler, backward e.g. wicket keeper/backstop.</p> <p>Track and</p>	<p>Choose ways to send the ball to make it difficult for opponent to return.</p> <p>Play the role of umpire to keep score.</p> <p>Explore shots on both sides of the body and attempt with confidence.</p> <p>Use a small range of racquet/hand skills.</p> <p>Use basic defensive</p>	<p>Working with team mates to make it difficult for the opposition.</p> <p>Use tactics to perform defensively both as a team and as an individual.</p> <p>Play using recognised marking techniques of specific game e.g. hockey, tag rugby.</p> <p>Send and receive the ball with accuracy,</p>	<p>Decide on ways to improve a piece of work using compositional elements and implement changes.</p> <p>Apply a broader range of more challenging skills executed with precision.</p> <p>Perform actions such as balance, body shapes and flight</p>	<p>Respond sensitively to professional work.</p> <p>Refine, repeat and remember short dance phrases.</p> <p>Perform with increasing musicality with control and confidence.</p> <p>Perform dances with consistency.</p> <p>Show rhythm and style when performing as</p>	<p>Plan and refine strategies to solve problems.</p> <p>Identify what they have done well and suggest ways to improve.</p> <p>Work out answers from clues, working independently from teacher.</p> <p>Use maps, symbols and compass confidently to navigate.</p> <p>Remember and recall map symbols and other relevant</p>

	<p>of jumps with consistency, sometimes approaching jump with a run up.  <b>Compete</b> in running, jumping and throwing activities and compare their own performance with previous.  <b>Work</b> with others to score and record distance and times accurately.  <b>Develop</b> control in baton exchange and analyse as a team how to improve handover.</p>	<p>intercept the ball along the ground sometimes collecting with 1 hand.  Bowling a recognised action with some consistency.  In their local community can they identify locations in which they could play striking and fielding games.</p>	<p>tactics to defend the court i.e. moving to different positions on the court.  Work with a partner / small groups to return a served ball.  Play competitively with others and against others in modified games.</p>	<p>controlling to score points/goals.  Keep possession of the ball as an individual using skills such as dribbling and running with the ball.  Show speed and endurance in a game situation.  Move in to space to help others and the ball over longer distances.  Work as part of a team to attack and score in defined area.  In netball play within positional restrictions.  Use and apply</p>	<p>with control.  Develop an increased range of body actions and shapes to use in longer, more complex sequences.  Identify 'core muscles' and use them to improve quality of shapes and actions.  Show smooth transitions and flow in sequences  Adapt actions and sequences to work with partners and small groups.  At key points, compare their performances to previous ones.</p>	<p>an individual and with others.  Dance using a variety of formations confidently.  Show sensitivity to a dance idea/theme or story.  Showing self control and maturity to perform a partner/ group contact work.</p>	<p>key information.  Work well as part of a team or group within well defined role.  Listen and be directed by others.</p>
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				the basic rules of the game.			
<u>Vocabulary</u>	Run, jump, throw, agility, power, speed, track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce.	Batting, fielding, bowling, bat, wicket, stumps, ball, crease, boundary, run, batsman, bowler, wicketkeeper, field, innings, strike, cross, four, six, single, over, balls, pull, shot, forwardBatting, fielding, bowling, bat, ball, batsman, bowler, bases, backstop, field, innings, strike, cross, rounder, half-rounder,	Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, bisi, tricks shuttlecock, boundary. Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.	Control, use space, defend, attack, dribble, pass, tactics, compete, collaborate, teamwork, score, shoot, intercept, foot, inside of the foot, touch, possession. Control, use space, defend, attack, chest pass, tactics, compete, collaborate, teamwork, score, shoot, footwork,	Fluency, contrasting, unison, low, combinations, full turn, half-turn, sustained, explosive, power, control, group, similar, different, direction, speed, partner, actions.	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames.	Maps, diagrams, scale, symbols, orienteering, compass, challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points.

		balls, shot, forward.		foul, free pass. Passing, Running, Backwards, Tag, Straight, Space, Teamwork, Try-area, defend, attack, compete, evade, pace, pickup, step.			
<u>Knowledge</u>	<ul style="list-style-type: none"> <li>-I know that when I exercise my heart rate increases and my blood flows to my muscles.</li> <li>-I can identify when I was successful and what I need to do to improve.</li> <li>-I know that sprinting is travelling faster than jogging.</li> </ul>	<ul style="list-style-type: none"> <li>-I can choose and use simple tactics for different situations.</li> <li>-I know the rules of rounders.</li> <li>-I know the scoring system in rounders.</li> <li>-I know the different roles of each person in a game of</li> </ul>	<ul style="list-style-type: none"> <li>- I know the rules of short tennis.</li> <li>-I know the rules of badminton.</li> <li>-I know the difference between a fore hand, back hand, ground stroke and volley.</li> <li>-I know how to score a point in tennis.</li> </ul>	<ul style="list-style-type: none"> <li>-I understand the rules of the game.</li> <li>- I can use simple tactics when I am attacking or defending.</li> <li>-I know how to find space on a playing field/ court.</li> <li>-I know how to control a ball using the</li> </ul>	<ul style="list-style-type: none"> <li>-I know to perform a routine I need to change my body shape.</li> <li>-I know how to transition from one move into another.</li> <li>- I understand how my muscles contract and</li> </ul>	<ul style="list-style-type: none"> <li>-I know how to use my imagination to plan a routine based off a specific stimulus.</li> <li>-I know to refine, repeat and remember dance phrases and dances.</li> <li>-I can describe, interpret and</li> </ul>	<ul style="list-style-type: none"> <li>-I can reflect on when and why I was successful at solving challenges.</li> <li>-I know key symbols on a map and use a key to help navigate around a grid.</li> <li>-I know how to plan and apply strategies to</li> </ul>

-I know different ways to hold an object and use my arm muscles to throw using the appropriate technique.  
-I know that adding a run-up into my different styles of running will cause me to travel further.  
-I know how to work with others to measure the distance I run and the time it takes me to complete.  
-I know that I need to extend my arm to help in the exchange of the baton in a race.  
-I know when to

rounders e.g. batsman, bowler, fielder & backstop.  
- I understand the rules of quick cricket.  
-I know how to hold a bat, stick or racket the correct way.  
-I know the rules of quick stick hockey.  
-I know when to run between stumps or markers to score points.  
-I know the difference between a bowler, batsman, wicket keeper & fielder.  
-I know that catching with two hands is more efficient

-I know the layout of a tennis court and what the lines are used for.  
-I can use simple tactics.  
-I can identify when I was successful and what I need to do to improve.

specific equipment.  
-I know how to pass to a team mate who is in a better space.  
-I know working successfully in a team will improve my chances of winning.  
-I can identify when I was successful and what I need to do to improve.

expand to help make different shapes with my body.  
-I can watch, describe and suggest possible improvements to others' performances and my own.  
-I can identify some muscle groups used in gymnastic activities.  
-I know how to use a piece of music or narrative to make a sequence.  
-I know how to collaborate with a partner to create a routine.

evaluate dance, using appropriate language.  
-I know how to use emotion and expression to improve my performance.  
-I know the role of a director and choreographer  
-I know how to transition speeds to suit a piece of music.

solve problems.  
-I can work with a partner or team to navigate a specific course.  
-I know the layout of a compass and how to use one successfully.

begin my run to receive the baton in a race.

but catching single handed can be quicker.  
-I know different local clubs that can offer me the chance to play different striking and fielding games.