

	<p>Year 4</p>		<p>Subject: PE</p>	
<p><u>LKS2 Key Knowledge</u> Building on the development of fundamental skills in KS1, pupils will begin to apply their skills to game situations. With foundations secure, children can focus on understanding the rules of games and activities and work in groups to achieve successful outcomes. Through access to a broad range of sporting activities, children will be further inspired to lead active lifestyles and be life-long lovers of sport and physical activity.</p>				

Prior learning	Future learning
<p>KS1</p> <ul style="list-style-type: none"> • fundamental skills <p>Year 3</p> <ul style="list-style-type: none"> • Building on the development of skills learnt in year 3, pupils will continue to apply their skills to game situations. • With foundations secure, children can focus on developing collaborative skills, creating and using tactics and understanding how to use the areas provided effectively and with purpose. • Through access to a broad range of sporting activities, children will be further inspired to lead active lifestyles and be life-long lovers of sport and physical activity. 	<p>Year 5</p> <ul style="list-style-type: none"> • Opportunities to compete at a high level against other schools in the local area • Competition level games and performances • Confidence using all of the fundamental skills within a wide range of sports and games in collaboration with others. • Good knowledge of health and fitness. • Wider understanding of how the body functions and how it changes during exercise • The ability to design and lead an effective warm up cool down routine • An understanding of why Active healthy lifestyle is important and why

WHAT PUPILS NEED TO KNOW OR DO TO BE SECURE

Key learning	Possible evidence
<p>Perform</p> <ul style="list-style-type: none"> I can demonstrate an extensive range of skills and techniques with precision, fluency and control. The quality of my technique is maintained for all skills. <p>Decision making</p> <ul style="list-style-type: none"> I can effectively make decisions in both fixed and spontaneous situations I can demonstrate the ability to select and apply the most appropriate skills, often outwitting opponents but only occasionally being outwitted myself. <p>Evaluate</p> <ul style="list-style-type: none"> I can confidently and accurately Suggest methods to improve others and my own performance I am confident to lead and analyse another participant’s performance and suggest methods to improve. 	<p>Ob Possible observations to be completed:</p> <ul style="list-style-type: none"> Break and lunchtimes PE lessons (using the different skills within a range of different sporting activities and games) sports events (sports day) outdoor learning time ¾ competitions external Certifications from out of school experiences. <p>Assessments to be completed:</p> <ul style="list-style-type: none"> Baseline termly fitness assessment Baseline athletics skills test each term Health and fitness knowledge (understanding a balanced diet)

Athletics

Athlete
Baton
False Start
Field
Foul
Hurdles
Lane
Lane Infringement
Lap
Middle Distance
Relay
Sprint
Track
Standing Long Jump
Standing Triple Jump
Sergeant Jump
Speed bounce
Chest Push

Football

Corner Kick
Defender
Dive
Foul
Goal
Handball
Offside
Pass
Penalty
Penalty Area
Penalty Kick
Penalty Shootout
Penalty Spot
Striker
Tackle
Throw-In
Touchline

Basketball

Centre Pass
Dangerous Play
Defender
Dribble
Hit
Handball
Midfielder
Pass
Obstruction
Push Pass
Stick
Shooting Circle
Chest Pads
High Pass
Bounce Pass

Rounders

Batter
Backstop
Bowler
Fielder
First To Fourth Base
Infield
No-Ball
Obstruction
Outfield
Post

Adventure

Orienteering
Trail
Compass
Direction
North
East
South
West
Safety
Hazard
Follow
Guide

Common misconceptions

During game situations:

- Lack of understanding regarding the positions to play
- Lack of knowledge regarding rules of the sport/ activity
- Limited understanding of the areas on the court/ pitch and what happens at each point
- Lack of Understanding of team work
- Limited knowledge of sportsmanship and what it entails
- Limited experience playing competitively leading to frustration and anger

During cooperative skill building exercises/ drills:

- Lack of control/ experience using fundamental skills
- Lack of knowledge using techniques needed for the specific sport
- Unable to work collaboratively with a partner or small group

During adult led activities

- Inability to listen and follow clear instruction
- failure to observe and take in simple instructions
- distractions from equipment and unfamiliar learning area

personal misconceptions/ difficulties

- lack of experience leads to poor self-assessment
- inability to understand and show awareness of personal strengths and weaknesses
- getting frustrated if they cannot complete a task or learn a skill straight away
- Struggle to give constructive feedback to others
- Fear of making mistakes
- Fear loosing
- Be too aggressive and unable to cooperatively play mini games

Apply knowledge in familiar related contexts

Outdoor Adventure:

- Draw maps and plans to set a trail for others to follow
- Use the eight points of a compass to orientate
- Plan an orienteering challenge Plan and share roles dependent on group strengths
- Understand each other's roles and responsibilities
- Adapt ideas and roles if it is not working
- Recognize and discuss potential hazards/ dangers
- Recognize how to keep others safe Plan strategies/ plan routes/ follow trails/ build shelters
- Implement and refine strategies

Swimming :

•Learning the fundamentals

- Focusing on key water skills and safety in the water. Within a range of games, activities and structured practice children will learn to:
- Begin to practice using different strokes across the pool without using the armbands for support.
- Without floatation swim one width of the pool using any stroke
- Submerge and move under the hoop
- Swim a width confidently using a range of strokes
- Begin to build up swimming stamina and confidence moving in the water
- Swim 25 meters front crawl
- Swim 25 meters breaststroke

What will we see when children show us they are at expected level?

- Confidence
- Consistent performance
- A good understanding of rules,
- A good use of tactics and strategies
- Clear, consistent technique
- The ability to adapt and change depending on the situation
- Good collaboration and sportsmanship.
- The ability to help others to improve
- A good self-awareness
- A clear accurate understanding of targets and strengths...

Indoor Athletics

- Obstacle relay**

Moving at speed around over obstacles

- 1 by 1 lap relay 2 by 2 lap relay 6 lap paarlauf 4 by 1 lap relay**

Passing baton, receiving baton, holding baton, pace, hand over, starting order, turning board

- Hurdle relay**

Jumping over hurdle, start and finish positions, passing over to next team member.

- Chest push**

Stance, hold, thrust, aim, release point, distance and directional accuracy

- Soft javelin**

Stance, hold, thrust, aim, release point, distance and directional accuracy

- Speed bounce**

Agility, side to side movement, arm position, height of bounces, speed, landing, feet placement

- Standing long jump**

foot positioning, arm movements, leg movements, landing

- Standing triple jump**

foot positioning, arm movements, leg movements, landing transferring speed, continuation, linking motions

- Vertical jump**

foot positioning, arm movements, leg movements, landing, stretch, reach, starting position

<p>Athletics: town sports</p> <ul style="list-style-type: none"> •Sprint – how to maximize speed, starting position, reaction time, facing forwards, driving arms, posture •skip – hold, pace, timing, moving forwards and on the spot, •Javelin – stance, hold, aim, release, posture, •Long jump – foot positioning, arm movements, leg movements, landing •Relay Passing baton, receiving baton, holding baton, pace, hand over, starting order •Long distance run Stamina, pace, holding position, final sprint 	
<p>Games:</p> <p>Autumn -Football</p> <ul style="list-style-type: none"> •Throw ins, corner kicks, passing short, passing long, shooting, moving into space, heading, defending, passing and moving, 1,2s, saving, positioning, receiving a pass, moving with the ball, dribbling <p>Spring- Basketball,</p> <ul style="list-style-type: none"> •Continued development of: Bounce pass, watching for rebound •high pass, chest pass, aiming shooting, moving, finding space, bouncing the ball, moving with the ball at speed and changing direction with the ball <p>Summer- Rounders</p> <ul style="list-style-type: none"> • Batting, fielding, stance, bowling, sprinting, changing direction, striking with direction, over arm throw, under arm throw, accurate aiming, passing, collaborating. Stopping 	

