

The Piggott School: Charvil Primary



'Go and do Likewise' Luke 10:25, -37 The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

Curriculum Map: Physical Education Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Content Declarative knowledge 'I Know'	Football *Employ an explain in simple tactics in game situations *Learn to recognise your own success *Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising Dodgeball *Describe how your body feels when you're warming up and playing games *Evaluate your own performance and describe skills you need to improve your play *Find a new space in game situations and explain the importance in this tactic	Netball *Develop the understanding of the importance of speed when playing invasion games *Understand the link between heart rate and breathing during different activities *Identify and describe the skills needed to improve your game Badminton *Understand the different types of rallies, participating in both	Fitness *Understand what aerobic exercise is and how to develop it *Discuss the importance of leading healthy, active lifestyles *Identify parts the body we are working during exercise Dance *Be able to describe your own dance, taking characters into account as well as identifying what they need to practise to improve their dance *Understand the link between heart rate and breathing when exercising	Boccia *Explain the rules of boccia *Develop an understanding of some of the basic strategies of boccia Golf *Understand the importance of accuracy when chipping	Hockey *Explain simple tactics in game situations *Recognise what you do well and what you find difficult *Understand the link between heart rate and breathing when exercising *Devise suitable warm up activities for the upcoming activity Rounders *Recognise what you do well and what you find difficult and explain good performances *Explain the tactics you've used in games	Tag Rugby *Improve decision making skills and choose the right skills that meet the needs of the situation *Play simple tag rugby games with an understanding of the basic rules *To follow the rules of the game Swimming *Understand how to be safe in water *Understand a range of strokes *Understand which drug is the most efficient *Understand how to perform safe self-rescue
Skills Procedural Knowledge	Football	Netball	Fitness *Develop lower body and core strength,	Boccia *Propel a ball to land increasingly close to a	Hockey	Tag Rugby *Know how to tag another player

'I know how to'	*Move the ball keeping it under control while changing direction *Apply basic attacking and defending principles such as finding and using space in game situations *Pass, shoot and receive a ball with increasing accuracy, control and success *Challenge a player in possession of the ball Dodgeball *Get in good positions to throw and receive the ball *Send a ball with accuracy, control and consistency, whilst moving at different speeds *Practise and improve the underarm throw and side shot throw *Participate in games using skills learned in previous lessons, including striking, judging and ball handling skills	*Get into good positions to pass, receive and shoot the ball *Pass a ball using different techniques *Shoot and score with increasing accuracy *Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score Badminton *Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play very types of shot including a forehand and a lift *Can hit the shuttle, when in the air, varying height, speed and direction into space to be an opponent *Use different skills to try and win games *Work together to keep a rally going, returning the shuttle to a partner *With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control *Can move around the court with purpose, demonstrating a fast-	fitness balance and coordination *Work well as part of a team to achieve success *Show self-belief and determination to manage and accomplish tasks *Demonstrate correct techniques of core strength exercises with control Dance *Explore and create characters and narratives in response to a stimulus *Perform dances using a range of movement patterns- accurately, fluently, consistently and with control *Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction *Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group *Work well as part of a team	marker ball from a seated position Golf * Explore the skills required to play golf successfully *Continue to develop and apply the chipping technique to competitive games *Develop and demonstrate the ability to putt accurately and effectively *Demonstrate good teamwork skills	*Move the ball keeping it under control whilst changing direction *Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control and success *Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession Rounders *Show control, coordination and consistency when throwing and catching a ball *Hit a ball with increasing control, accurately towards the target *Take up spaces/positions that make it difficult for the opposition *Communicate, collaborate and compete with others, following the rules of the game *Choose fielding skills which make it difficult for your opponent	*Develop attacking and defending skills within tag rugby *To be able to pass the ball backwards to a teammate Swimming *Put face in water and blow bubbles *Fully submerge underwater *Swim 10 metres across the pool without support *Develop swimming strokes of backstroke front stroke over the distance of 10 metres
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		paced chase movement in isolation and in games				
Vocabulary	tactics, exercise, heart rate, breathing, control, attacking, defending, pass, shoot, receive warm up tactics, accuracy, control, consistency, underarm throw, side shot throw	invasion games, heart rate, pass, receive, shoot, tactics, possession, rallies, shuttle, shuttlecock, forehand, backhand, serve	aerobic exercise, core strength, fitness, balance, coordination, motifs, unison, canon, action, reaction, spatial patterns, speed, tension, continuity	boccia, strategies, propel, marker bowl, chipping, putt	tactics, heart rate, attacking, defending, control, coordination, consistency, communication, position, fielding skills	pace judgement, evaluate, jumping technique, throwing technique, Tag rugby, defending, teammate
Key Questions	What are the basic attacking and defending principles in football? How can we apply skills such as striking, judging and ball handling in games of dodgeball?	What tactics can we use to keep possession of the ball to shoot/score in netball? How can we improve control of the shuttle in badminton?	How can we develop lower body and core strength fitness, balance and coordination? How can we use different compositional ideas to create motifs in dance?	How can we propel a ball to land increasingly close to a marker ball from a seated position? How can we putt and chip accurately?	What are the basic attacking and defending principles in hockey? Which fielding skills make it difficult for your opponent in rounders?	How can we combine basic jump actions to form a jump combination? What are the best throwing techniques? What are the basic rules of tag rugby?
Assessment	Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Autumn Focus</u> Head: Rules Heart: Perseverance Hands: Balance		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Spring Focus</u> Head: Strategies Heart: Leadership Hands: Agility		Throughout each activity students will be assessed using observations by class teacher against specific criteria in line with the Head, Heart, Hands grading system (Mint Green, Blue, Indigo, Violet) <u>Summer Focus</u> Head: Tactics Heart: Courage Hands: Co-ordination	
Cross curricular links/Character Education	Extra-curricular – clubs & fixtures Literacy - Improving your own / others performance Numeracy – scoring in games/organising teams Teamwork – communication and working with others, leadership. Problem Solving - critical thinking. Cultural appreciation – own and professional works Resilience, Initiative, Integrity, Confidence, Aspiration					