

| Year 4 | Physical Education | | | | | |
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| KS2 Objectives | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| | Football OAA: Problem Solving | Handball Dance | Hockey Gymnastics | Tag Rugby Dance | Cricket Tennis | Rounders Athletics |
| To use running, jumping, throwing and catching in isolation and in combination | | | | | | Athletics Develop running at speed Exploring our stride pattern Exploring running at pace Understand and apply tactics when running for distance Javelin Standing triple jump |
| To play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending | Football Refine dribbling Turning Refine passing and receiving Develop passing and dribbling creating space Introduce shooting | Handball Refine passing and receiving Develop passing and creating space Develop passing, moving and shooting Combine passing and shooting Introduce defending | Hockey Refine dribbling and passing Develop shooting; combine passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities Introduce defending; blocking and tackling | Tag Rugby Develop passing, moving and creating space Apply learning to 3v3 mini games Develop defending in game situations Combine passing and moving to create an attack and score | Cricket Refine batting, understand and develop batting and bowling tactics Refine fielding stooping, catching and throwing Combine bowling and fielding creating and applying tactics Introduce umpiring and scoring Tennis Developing the forehand Creating space to win a point using a racket Introduce the backhand Applying the forehand and backhand in game situations Applying the forehand and backhand creating space to win a point | Rounders Develop fielding bowling with a backstop Introduce batting; how Develop batting; where and why Introduce and apply basic fielding tactics |
| To develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] | | | Gymnastics: Bridges Introduction to bridges Application of bridge learning onto apparatus Develop sequences with bridges | | | |

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| | | | Sequence formation Sequence completion | | | |
| To perform dances using a range of movement patterns | | Dance: Cats Responding to stimuli working together Extending sequences with a partner in character Exploring two contrasting Relationships and interlinking dance moves | | Dance: Space Extending sequences with a partner in character Developing sequences with a partner in character that show relationships and interlinking dance moves Sequences, relationships, choreography and performance | | |
| To take part in outdoor and adventurous activity challenges both individually and within a team | Problem Solving Benches and mats challenge Round the clock card challenge The pen challenge The river rope challenge Caving challenges | | | | | |
| To compare their performances with previous ones and demonstrate improvement to achieve their personal best. | Comparing, evaluating and improving personal performances in football and problem solving. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? | Comparing, evaluating and improving personal performances in handball and dance. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? | Comparing, evaluating and improving personal performances in hockey and gymnastics. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? | Comparing, evaluating and improving personal performances in tag rugby and dance. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? | Comparing, evaluating and improving personal performances in cricket and tennis. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? | Comparing, evaluating and improving personal performances in athletics and rounders. How have I performed? What aspects of my performance could be improved? Have I improved my performance? How could I show this improved personal performance? |
| To swim competently, confidently and proficiently over a distance of at least 25 metres | | | | | | |
| To use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] | | | | | | |

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| To perform safe self-rescue in different water-based situations. | | | | | | |
| HC Confidence /Aspiration /Resilience / Spirituality | | | | | | |