

| Year 4 | Overview | Key Skills | | Assessment |
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| Athletics Year 4 | Pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best. In this unit pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin. | Physical | Pacing, sprinting, jumping for distance and height, throw, heave, launch for distance | <ul style="list-style-type: none"> I can demonstrate the difference in sprinting and jogging techniques. I can jump for distance and height with balance and control. I can throw with some accuracy and power towards a target area. I support and encourage others to work to their best. I can identify when I was successful and what I need to do to improve. I can explain what happens in my body when I warm up. I show determination to improve my personal best. I can demonstrate the difference in sprinting and jogging techniques. |
| | | Social | Working collaboratively, working safely | |
| | | Emotional | Perseverance, determination | |
| | | Thinking | Observing and providing feedback, exploring ideas | |
| Basketball Year 4 | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. Pupils will learn to use attacking skills to maintain possession of the ball. They will start by playing uneven and then move onto even sided games. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances, and how to identify a focus for improvement. | Physical | Throwing, catching, dribbling, intercepting, changing direction and speed, shooting | <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. |
| | | Social | Working safely, communication, collaboration | |
| | | Emotional | Honesty and fair play, perseverance | |
| | | Thinking | Planning strategies, using tactics, observing and providing feedback | |
| Cricket Year 4 | Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to deceive or avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, over and underarm bowling, batting | <ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game. I can persevere when learning a new skill. |
| | | Social | Communication, collaboration, respect | |
| | | Emotional | Perseverance, honesty | |
| | | Thinking | Observing and providing feedback, applying strategies | |
| Dance Year 4 | Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. | Physical | Performing actions, using canon, unison, formation, dynamics, character, structure, space | <ul style="list-style-type: none"> I can use changes in timing and spacing to develop a dance. I can choose actions and dynamics to convey a character or idea. I can respond imaginatively to a range of stimuli relating to character and narrative. I can copy and remember set choreography. I show respect for others when working as a group and watching others perform. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using appropriate language relating to the lesson. I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group. |
| | | Social | Collaboration, consideration, inclusion, respect | |
| | | Emotional | Empathy, confidence, | |
| | | Thinking | Observing and providing feedback, selecting and applying actions | |

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| | | | | <ul style="list-style-type: none"> I can use counts to keep in time with others and the music. |
| Dodgeball Year 4 | Pupils will improve on key skills used in dodgeball such as throwing, dodging and catching. They learn how to apply simple tactics to the game to outwit their opponent. In dodgeball, pupils achieve this by hitting opponents with a ball whilst avoiding being hit. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Pupils are given opportunities to evaluate and improve on their own and others performances. | Physical | Throwing, catching, dodging, blocking | <ul style="list-style-type: none"> I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I can catch with increasing consistency. I can throw with some accuracy at a target. I share ideas and work with others to manage our game. I can return to the ready position to defend myself. |
| | | Social | Respect, collaboration, communication | |
| | | Emotional | Honesty, perseverance, | |
| | | Thinking | Decision making, Selecting and applying skills | |
| Fitness Year 4 | Pupils will take part in a range of fitness challenges to test, monitor and record their data. They will learn to understand different components of fitness; speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control when performing new tasks. | Physical | Agility, balance, co-ordination, speed, stamina, strength, power | <ul style="list-style-type: none"> I can collect and record personal fitness data and identify areas I need to improve. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can use key points to help me to improve my sprinting technique. I share ideas and work with others to manage activities. I show balance when changing direction at speed. I show control when completing activities to improve balance. I show determination to continue working at over a period of time. I understand there are different areas of fitness and that each area challenges my body differently. |
| | | Social | Supporting others, working safely | |
| | | Emotional | Perseverance, determination | |
| | | Thinking | Identifying areas of strength and areas for development | |
| Football Year 4 | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. Pupils will be given opportunities to select and apply tactics to outwit the opposition. | Physical | Dribbling, passing, ball control, tracking, jockeying, turning, receiving | <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. |
| | | Social | Communication, collaboration, cooperation | |
| | | Emotional | Honesty, perseverance | |
| | | Thinking | Selecting and applying tactics, decision making | |
| Gymnastics Year 4 | Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. They develop more advanced actions such as inverted movements and explore ways to include apparatus. They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with a partner to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop | Physical | Individual and partner balances, jumps using rotation, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand | <ul style="list-style-type: none"> I can plan and perform sequences with a partner that include a change of level and shape. I understand how body tension can improve the control and quality of my movements. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can identify some muscle groups used in gymnastic activities. I can watch, describe and suggest possible improvements to others' performances and my own. I can provide feedback using appropriate language relating to the lesson. I can safely perform balances individually and with a partner. |
| | | Social | Collaboration, communication, respect, responsibility | |
| | | Emotional | Confidence | |
| | | Thinking | Observing and providing feedback, selecting and applying skills, evaluating and improving | |

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| | performance skills considering the quality and control of their actions. | | | |
| Hockey Year 4 | Pupils will learn to contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. They will start by playing uneven and then move onto even sided games. They will begin to think about defending and winning the ball. Pupils will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition. Pupils will understand the importance of playing fairly and keeping to the rules. They will be encouraged to be a supportive teammate and identify why this behaviour is important. | Physical | Dribbling, passing, receiving, intercepting, tackling | <ul style="list-style-type: none"> I can dribble, pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can delay an opponent and help to prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. |
| | | Social | Communication, collaboration, inclusion | |
| | | Emotional | Honesty, perseverance, empathy | |
| | | Thinking | Planning strategies and using tactics, observing and providing feedback, decision making | |
| Netball Year 4 | Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. They will learn to use a range of different passes in different situations to keep possession and attack towards goal. Pupils will learn about defending and attacking play as they begin to play even-sided versions of 5-a-side Netball. They will learn key rules of the game such as footwork, held ball, contact and obstruction. | Physical | Passing, catching, footwork, intercepting, shooting, dodging | <ul style="list-style-type: none"> I can pass, receive and shoot the ball with increasing control. I can move to space to help my team to keep possession and score goals. I can defend one on one and know when to win the ball. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. |
| | | Social | Working safely, communication, collaboration | |
| | | Emotional | Honesty, perseverance | |
| | | Thinking | Planning strategies and using tactics, observing and providing feedback | |
| Rounders Year 4 | Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against. | Physical | Underarm and overarm throwing, catching, tracking a ball, fielding a ball, batting | <ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I can strike a bowled ball with adapted equipment (e.g. a tennis racket). I can use overarm and underarm throwing and catching skills with increasing accuracy. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game. |
| | | Social | Communication, collaboration, respect, supporting and encouraging others | |
| | | Emotional | Honesty and fair play, confident to take risks, managing emotions | |
| | | Thinking | Observing and providing feedback, decision making, using tactics | |
| Swimming Developers | This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water. | Physical | Submersion, floating, gliding, front crawl, backstroke, breaststroke, rotation, sculling, treading water, handstands, surface dives, H.E.L.P and huddle position | <ul style="list-style-type: none"> I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can perform safe self-rescue in different water-based situations. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. |
| | | Social | Communication, supporting and encouraging others, keeping myself and others safe | |
| | | Emotional | Confidence | |
| | | Thinking | Comprehension, planning tactics | |
| Tag Rugby | Pupils will learn to keep possession of the ball using attacking skills. They will play uneven and then even | Physical | Passing, catching, dodging, tagging, scoring | <ul style="list-style-type: none"> I can pass and receive the ball with increasing control. I can help my team keep possession and score tries when I play in attack. |

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| Year 4 | sided games, developing strategies and social skills to self-manage games. Pupils will understand the importance of playing fairly and keeping to the rules. Pupils will think about how to use skills, strategies and tactics to outwit the opposition. They will learn how to evaluate their own and others' performances and suggest improvements. | Social | Communication, collaboration, inclusion | <ul style="list-style-type: none"> I can delay an opponent and help prevent the other team from scoring. I can explain what happens to my body when I exercise and how this helps to make me healthy. I share ideas and work with others to manage our game. I can provide feedback using key terminology and understand what I need to do to improve. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can use simple tactics to help my team score or gain possession. |
| | | Emotional | Honesty, perseverance, confidence | |
| | | Thinking | Planning strategies and using tactics, observing and providing feedback | |
| OAA Year 4 | Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively to overcome challenges. Pupils learn to orientate a map, identify key symbols and follow routes. | Physical | Balance, running | <ul style="list-style-type: none"> I can accurately follow and give instructions. I can confidently communicate my ideas and listen to others. I can plan and apply strategies to solve problems. I can reflect on when and why I was successful at solving challenges. I can work collaboratively and effectively with a partner and a small group. I can identify key symbols on a map and use a key to help navigate around a grid. |
| | | Social | Communication, teamwork, trust, inclusion, listening | |
| | | Emotional | Confidence | |
| | | Thinking | Planning, map reading, decision making, problem solving | |
| Tennis Year 4 | Pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. | Physical | Forehand, backhand, throwing, catching, ready position | <ul style="list-style-type: none"> I can sometimes play a continuous game. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can provide feedback using key terminology and understand what I need to do to improve. I share ideas and work with others to manage our game. I can use a range of basic racket skills. I can return to the ready position to defend my own court. |
| | | Social | Respect, collaboration, supporting others | |
| | | Emotional | Honesty, perseverance | |
| | | Thinking | Decision making, selecting and applying skills and tactics, understanding rules | |
| Yoga Year 4 | Pupils learn about mindfulness and body awareness. They learn yoga poses and techniques that will help them to connect their mind and body. The unit looks to improve well-being by building strength, flexibility and balance. The learning includes breathing and meditation taught through fun and engaging activities. Pupils will work independently and with others to create their own yoga flows. | Physical | Breathing, balance, flexibility, strength, co-ordination | <ul style="list-style-type: none"> I can work collaboratively and effectively with others. I can provide feedback using key terminology and understand what I need to do to improve. I can describe how yoga makes me feel and can talk about the benefits of yoga. I can link poses together to create a yoga flow. I demonstrate yoga poses which show clear shapes. I show increasing control and balance when moving from one pose to another. I can transition from pose to pose in time with my breath. |
| | | Social | Working safely, sharing ideas, leadership | |
| | | Emotional | Calmness, focus, confidence | |
| | | Thinking | Selecting actions, creating poses and flow, providing feedback | |