

KFJS
PE Curriculum Map

In each unit children will develop the skills needed to perform or play with success, evaluate their work and that of others, learn how healthy lifestyles impact their futures and develop an enjoyment of physical activity.

Year 4

Unit	Gym	Dance	Multi-skills	Athletics
Key Question	How do gymnasts move between balances?	How do dancers use rhythm to choreograph their dances?	Which techniques help when skipping in a group with longer ropes?	How do athletes use a strong landing position after jumps?
Essential understanding	Use control and strength to move between balances using different body parts	Demonstrates rhythm and sequences movements demonstrating precision and control	Demonstrates an appropriate finishing/landing position when skipping Uses a variety of controlled speeds and direction changes when playing agility games	Demonstrates an appropriate finishing/landing position when running and jumping Uses a variety of controlled speeds and direction changes when playing agility games
	Identify aspects of their own and other's performance that need improving using appropriate vocabulary and suggest practices to help them to perform better		Identify aspects of their own and other's work that need improving using appropriate vocabulary and suggest practices to help them to play better	
Objectives Skills	Develop flexibility through warm up and stretching. Use control and strength to support balances that have a stable base. Create and perform a sequence that combines three or more balances with movements including jumping. Show an understanding of shapes, levels and speed.	Develop balance, agility and coordination. Perform dances using a range of movement patterns. Confidently improvises with a partner or on their own. Beginning to create longer dance sequences in a larger group. Demonstrating precision and some control in response to music. Demonstrates rhythm and special awareness.	Recalls how to use a skipping rope with good technique independently and in a group. Demonstrates confidence with a skipping rope with good technique independently and in a group. Continue to confidently use a skipping rope in a variety of situations. Recalls and demonstrate the importance of agility. Demonstrates good agility.	Performs a running jump with some accuracy. Uses a strong landing position after a jump. Beginning to build a variety of running techniques and uses them with confidence. Beginning to record peers performances. Demonstrates accuracy in throwing and catching activities. Uses equipment safely.

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	Demonstrate various movements which lead smoothly into balanced positions showing change of front. Use space and more complex apparatus safely.	Modifies parts of a sequence as a result of self-evaluation.	Able to co-ordinate the body to move at different speeds and in different directions.	
Assessment	<p>Can I demonstrate control when moving between balances? Observe a variety of movements when moving between balances on floor and apparatus work Can I demonstrate strength and control when moving between balances? Observe strong, held movements when moving between balances – pointed toes, hands Can I identify aspects of my own and others' performances that need improving using appropriate vocab? Observe children discussing suggestions of ways in which theirs and others may improve</p>	<p>Can I use the rhythm of the music when creating dance movements? Observe an understanding of rhythm and speed when matching movements to the music Can I use rhythm and sequence movements demonstrating precision and control? Observe rhythmic movements being linked in a logical sequence with control</p>	<p>Can I use a skipping rope with good technique in a group? Observe children working with long ropes running into a skipping pattern Can I run using different speeds and directions and use an appropriate finishing position? Observe co-ordination to move at different speeds/directions and stop appropriately</p>	<p>Can I use an appropriate landing position when jumping? Observe correct use of bent knees and arms to land with control and precision</p>
WTS	Uses uncontrolled moves between balances	With support can use the music to create dance moves	With support can join in with skipping pattern using longer ropes	With support can land with bent knees and arms

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	With support can use controlled movements between balances With support can make improvement suggestions for performances	With support can use linked movements in a sequence	With support can be guided to change direction and stop running at a signal	
EXS	Moves with control and speed of the rest of the balance routine Shows awareness of body with strong, held movements when moving between balance beginning to discuss their performances and those of others using appropriate gym vocabulary making useful improvement suggestions	Beginning to show awareness of timings when creating dance moves Beginning to use linked rhythmic movements in a sequence with control	Beginning to join large rope skips and maintain skipping speed Uses own balance and bent knees to stop and change direction when running	Mostly uses bent knees and arms to land with control and precision
GDS	Shows awareness of body when moving, uses controlled steps or movements Uses challenging movements with strong, held control when moving between balances Discusses their performances and those of others using appropriate gym vocabulary making useful improvement suggestions	Shows awareness of music and timing when creating dance moves independently Confidently uses linked rhythmic movements in a sequence with control	Can join into a skipping game by counting turns and stepping in at correct moment Shows body control to maintain appropriate running speed and uses light feet to change direction when needed	Accurately uses bent knees and arms to land with control and precision

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Games

Unit	Hockey	Football	Rounders	Tennis
Key Question	How do hockey players successfully keep possession of the ball?	How do footballers successfully keep possession of the ball?	How do players' skills change when they change positions in the game?	How do tennis players ensure the ball lands where they want it to?
Essential understanding	Pass and receive a range of balls in different ways in hockey games Get into an appropriate space to receive the ball	Pass and receive a range of balls in different ways in football games Get into an appropriate space to receive the ball	Pass and receive a range of balls in different ways in rounders games Get into an appropriate space to receive the ball	Pass and receive a range of balls in different ways in Tennis games Get into an appropriate space to receive the ball
	Identify aspects of their own and other's work that need improving using appropriate vocabulary and suggest practices to help them to play better			
Objectives and Skills	Uses a range of techniques to pass and travel with the ball. Use a range of tactics to keep possession of the ball and get into position to score. Understand how to dodge, mark, signal for the ball. Play within the rules. Uses the flat side of the stick when hitting and dribbling the ball. Moves into a free space ready to receive the ball from another player.	Uses a range of techniques to pass and travel with the ball. Use a range of tactics to keep possession of the ball and get into position to score. Understand how to dodge, mark, signal for the ball. Play within the rules.	Uses underarm and overarm throwing and catching skills with increasing accuracy. Strikes a bowled ball and bowls a ball with improving accuracy and consistency. Chooses and uses simple tactics for different situations. Understands the rules of the game.	Strikes a ball with reasonable control and accuracy at a target or over an obstacle.

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Games

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	Beginning to understand the basic principles of attacking and defending in small games.			
	Can describe the effect exercise has on the body. Understands the need to warm up and cool down. Understand and use rules and keep games going without dispute. Discuss the pleasure felt when winning or achieving in a sport – how to avoid upsetting others who may not be doing so well.			
Assessment	Can I get into an appropriate space to receive the ball? Observe children passing the ball and moving to a good space to receive and advance play	Can I pass and receive the ball in a range of different ways? Observe children passing and receiving the ball with both feet – inside, toe and ball of foot	Can I bowl (underarm) a ball with some accuracy? Observe correct stance, eye on the player and bat, uses the correct force to bowl above knee and below elbow	Can I strike a ball with control and accuracy at a target or over an obstacle? Observe children using a racquet to pass and receive a ball towards/over targets.
WTS	With support will move to a space after passing the ball	Developing control of the ball using inside, toe and ball of foot on one foot	With support can bowl underarm towards the player's bat	With support strikes a ball with a racquet towards a target
EXS	After passing the ball, is beginning to understand the need to move to free space near the attacking goal to move the game	Beginning to show control of the ball with both feet when passing and receiving	Mostly uses a good bowling technique (stance, force and precision)	Mostly uses a good swing to strike a ball with control at a target
GDS	After passing the ball, understands the need to move to free space near the attacking goal to move the game on quickly	Shows control of the ball with both feet when passing and receiving	Accurately uses a good bowling technique (stance, force and precision)	Accurately uses a precise swing to strike a ball with control at a target