

LEAS PARK JUNIOR SCHOOL - Curriculum Progression Map

Year Group: 4

Subject: PE

| Unit Curriculum Strand | Autumn: Tag Rugby (1) / Dance (2) | Spring: Netball (3) / Gymnastics (4) | Summer: Rounders (5) / Athletics (6) |
|---|---|--------------------------------------|--------------------------------------|
| Key Skills | <p>Children can...</p> <ul style="list-style-type: none"> • Follow basic instructions, work co-operatively with each other and in a team and be able to communicate effectively. (1-6) • Begin to think about warm up ideas that prepare them for the exercise that they are going to do. (1-6) • Throw (overarm and underarm) with greater accuracy and control and perform bounce, chest, lob and overhead throws towards a target (4,5,6) • Run at fast, medium and slow speeds and apply this within different situations. (1,3,5,6) <p>Children know...</p> <ul style="list-style-type: none"> • The impact which regular practise of key skills has on performance. (1-6) • The physical changes during and after exercise and the long term benefits of physical activity (1-6) | | |
| Flexibility Strength Technique Control Balance | <p>Children can...</p> <ul style="list-style-type: none"> • Demonstrate an understanding of rhythm, expression and spatial awareness. (2) • Begin to improvise with a partner and small group to learn simple dances with a focus on coordination, dancing to the beat and following a leader (2) • Safely use one and two feet to take off and land with, showing an understanding of mirror, match, and repetition. (2,4,6) • Develop their flexibility strength, technique, control and balance through performing jumps, leaps, rolls, vaults, round offs and cartwheels (4) • Link moves to create sequences to perform individually and within a group (4) • Use the correct techniques and positioning to throw different apparatus (6) <p>Children know...</p> <ul style="list-style-type: none"> • The meaning of higher level dance vocabulary (co-ordination, beat, mirror, match, repetition). (2) • The importance of and how to move equipment safely within the school hall. (revisited) | | |
| Games (outdoor activity) | <p>Children can...</p> <ul style="list-style-type: none"> • Demonstrate hitting and striking skills using the correct batting/hitting technique and use it in a game. (3,5) (revisited) • Pass a ball while stationary and moving and support teammates in possession of the ball to be able to receive a pass (1,3,5) • At times, anticipate where and when the ball will be passed and get into a position to be able to intercept it. (1,3,5) • Begin to understanding the meaning of 'marking a player' - understanding their defence and attack role. (1,3) <p>Children know...</p> <ul style="list-style-type: none"> • The basic principles and rules of invasion games and apply them fairly in a game situation. (1,3,5) (revisited - new games introduced) | | |
| Performance and Analysis | <p>Children can...</p> <ul style="list-style-type: none"> • Give peer feedback and show some awareness of comparing their work with others and therefore improve it. (2,4) (revisited) • Compete against self and others and compare this to previous performances (record in athletics log). (6) (revisited) • Watch and describe the effectiveness of a performance/game and explain how their performance has improved over time. (1-6) (revisited) <p>Children know...</p> <ul style="list-style-type: none"> • The importance of teacher, self and peer feedback and evaluation in order to improve. (1-6) (revisited) • Describe how the body reacts at different times and how this affects performance. (1-6) | | |