



Curriculum Map – Year 4

PHYSICAL EDUCATION

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Year 4

Term	Autumn 1 & Autumn 2		Spring 1 & Spring 2		Summer 1 & Summer 2	
Topic	Invasion Games: Hands or implement	Athletics	Invasion Games: Feet	Gymnastics:	Net/Wall Games	Striking and Fielding Games
Focus						
<b>HEAD (Knowledge &amp; Understanding)</b>	<p><b>Explain</b> what changes happen to my body when I exercise? Why?</p> <p><b>Apply</b> and <b>show</b> my understanding of a 3-phase warm up with no support. Recognise the processes my body should go through to be prepared for exercise. <b>Rate</b> the effectiveness of my warm up and the warm up of others.</p> <p><b>Explain</b> the short term effects of exercise and begin to <b>Know</b> what effects exercise may have over time (long term effects of exercise)</p>	<p><b>Name</b> all components of fitness and <b>Quote</b> the definition for most using actions to support <b>recall</b>.</p> <p><b>Predict</b> what component of fitness may be best for certain sports. <b>Summarise</b> why providing practical examples from sports you have watched or played.</p>	<p>Pupils should <b>Teach</b> the 'Bone Haka' to others and <b>Lead</b> groups during warm up activities.</p> <p>Pupils should be able to <b>Apply</b> the correct anatomical name(s) when discussing the functions of the skeleton e.g. my ribs protect my lungs.</p> <p>Pupils should <b>Challenge</b> any misconceptions.</p>	<p>Pupils should <b>Teach</b> the 'muscles song' to others and <b>Lead</b> groups during warm up activities.</p> <p>Pupils should be able to <b>Apply</b> the correct anatomical name(s) to the stretches and actions they perform e.g. this is a quadriceps stretch.</p> <p>Pupils should <b>Give Examples</b> of antagonistic pairs, that 'contract' and 'relax' e.g. biceps and triceps</p>	<p>Pupils should <b>Extend</b> understanding of the respiratory system e.g. What do alveoli do? What is gaseous exchange? What do the diaphragm and intercoastal muscles do? What is respiratory rate? What is tidal volume? What is aerobic and anaerobic respirations?</p>	<p>Accurately <b>Name</b> and <b>Recite</b> 7 components of a healthy diet and their definitions.</p> <p><b>Give Examples</b> of what foods have what components of a healthy diet.</p> <p><b>Predict</b> what may happen if we have too many of one component and the effect this may have on our health and our sports performance.</p>
<b>HEAD (Understanding &amp; Application)</b>	<p>Leadership and Management</p> <p>Game Understanding</p>	<p>Roles and Positions</p> <p>Use of ICT</p>	<p>Roles and Positions</p> <p>Game Understanding</p>	<p>Leadership and Management</p> <p>Composition and Planning</p>	<p>Recognising Patterns</p> <p>Understanding Time and Space</p>	<p>Roles and Positions</p> <p>Game Understanding</p>

<b>HANDS</b> (Skill Acquisition)	<p>All pupils should have acquired and mastered <b>BASIC</b> skills.</p> <p>Most pupils should have acquired but may still be mastering and <b>SIMPLE</b> skills.</p> <p>Some pupils may have acquired some <b>ADVANCED</b> skills.</p> <p>Some pupils may have acquired <b>COMPLEX</b> skills in exceptional circumstances.</p>					
<b>HANDS</b> (Physical Attributes)	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination  Fitness Test – N/A Review previous years fitness data and target set.	Physically pupils should develop the following components: - Muscular Endurance - Cardiovascular End. - Muscular Strength - Power  Fitness Test(s) - Cardiovascular Endurance - Muscular Endurance	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination  Fitness Test(s) - Speed - Muscular Strength	Physically pupils should develop the following components: - Flexibility - Balance - Coordination  Fitness Test(s) - Balance - Flexibility	Physically pupils should develop the following components: - Speed - Agility - Balance - Coordination  Fitness Test(s) - Coordination - Agility	Physically pupils should develop the following components: - Reaction Time - Coordination - Power  Fitness Test(s) - Power - Reaction Time
<b>HEART</b> (Values)	<p>Values should be selected to help pupils to achieve their lesson objective and to put practical context to a value. Pupils at this stage should recall the values they are been asked to show and its definition e.g. Determination is the ability to keep focused and keep going, Empathy means to be aware, care and share. Pupils should attempt to demonstrate their understanding of a value through their performance.</p> <p><b>Respect, Honesty, Resilience, Collaboration, Excellence, Empathy, Determination</b></p>					
<b>HEART</b> (Mindset)	<p>A <b>Mindset</b> should be selected to help pupils to achieve their lesson objective and to put practical context to a behaviour for or attitude to learning. Pupils at this stage should recall the Mindset they are been asked to show and its definition e.g. Criticism is the ability to listen, embrace, learn and grow, Autonomy is the ability to manage myself and my learning. Pupils should attempt to demonstrate a growth mindset through their performance and actions.</p> <p><b>Criticism, Success of Others, Effort, Autonomy, Challenge, Motivation, Obstacles</b></p>					
<b>Outcome</b>	Pupils should be playing small, sided matches adhering to modified rules e.g. 4v4 (handball, basketball). They should demonstrate an appropriate level of skill to for that game and a basic some tactical understanding	Pupils train effectively when developing different components of fitness and perform at their maximum when competing in indoor athletics events. They should demonstrate in their training a desire to improve their performance.	Pupils should be playing small, sided football matches adhering to modified rules e.g. 4v4. They should demonstrate an appropriate level of skill to for that game and a basic some tactical understanding e.g. attacker and defender	Pupils should create their own partner routine with no teacher support. (this could relate to a topic or area of interest)	Pupils should be exploring mini tennis matches (Mini Red some pupils) they should have a basic understanding of the premise of a tennis match. They should demonstrate developing skills but serving and basic forehand hitting	Pupils should be playing modified cricket and rounders matches e.g. Dimond cricket, kickball rounders, Kwik cricket. They should demonstrate an appropriate level of skill to for that game and a basic some tactical understanding

	e.g. attacker and defender				actions should be established. These pupils may play modified games e.g. rolo	e.g. where to field or where to bat to make/prevent runs
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