

Year 4 P.E.
Knowledge
Organisers.

Year 4 P.E timetable for the year.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Indoor	Gymnastics Unit 1	Dance Unit 1	Gymnastics Unit 2	Dance Unit 2	Badminton	Football
Outdoor	Netball	OAA	Tennis	Cricket	Athletics	Rounders

How to use the Knowledge Organisers effectively?

- **Staff** to use the Knowledge Organiser at the start of each unit discuss what the children's prior knowledge should be and what vocabulary they might come across.
- Throughout the sessions in that unit, **staff** and **parents** to use key questions provided on the Knowledge Organisers to assess the child's understanding within that unit that is taught.
- **Children** will be able to share what they remember from previous units in Year 1 to progressively build on their knowledge and understanding
- **Children** will be able to comment on the vocabulary they discuss from the Knowledge Organisers at the start of the unit as well as throughout the sessions that are delivered.
- **Parents** will be able to use the unit focus and vocabulary used to discuss with their child to help assess at home what they achieved within the sessions.

Autumn Term 1 – Gymnastics (Unit 1:Indoor)

Knowledge Organiser: Year 4 Gymnastics Unit 1



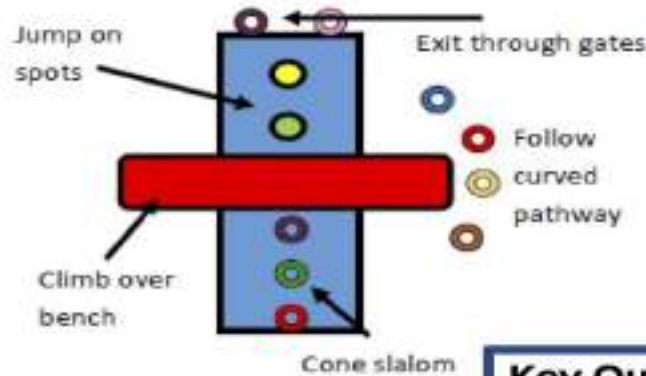
Prior Learning:

Identified similarities and differences in sequences. Developed body management over a range of floor exercises. Attempted to bring explosive movements into floor work.

Unit Focus:

Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.



Key Vocabulary/Skills

Changes in speed.	Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.
Step.	
Cartwheel progressions.	
Refining Sequences.	
Composition ideas.	

Key Questions:

1. How many compositional elements can you identify?
2. Did you use different pathways in your sequence?
3. What safety aspects do you need to consider when performing a cartwheel?

Concepts:

Basic gymnastics shapes are tuck, straddle, pike, star, dish, arch, L-sit, back support, front support, v-sit, bridge, straight, arabesque.

Head: Decide on ways to improve a piece of work using compositional elements and implement changes.

Hand: Develop an increased range of actions and shapes to use in more complex sequences.

Heart: Adapt actions and sequences to work with partners and small groups.



Autumn Term 1 – Netball (Outdoor)

Knowledge Organiser: Year 4 Netball



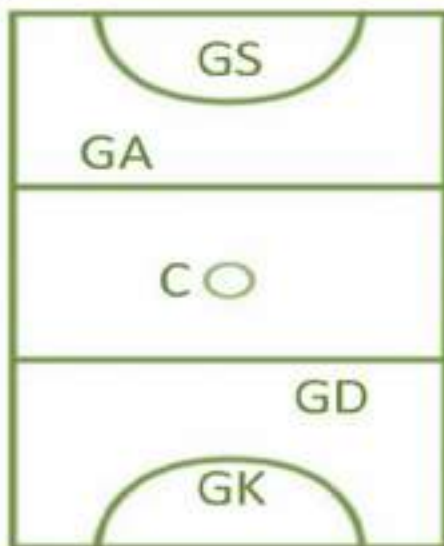
Prior Learning:

Performed basic netball skills including passing and catching. Used space effectively to build attacking play. Implement the basic rules of netball.

Unit Focus:

Introduce high five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skill such as marking and footwork.

Equipment needed: Netballs, cones, bibs, stopwatch, Goals—Junior posts if possible, hoops.



Key Vocabulary/Skills

Protecting the ball.

Basic shooting technique.

Playing within thirds.

Play in a game using one-to-one marking.

Play using correct footwork rules.

Teamwork, footwork, foul, free pass, goal attack, centre, goal shooter, goal defence, goalkeeper, marking, high five.

Head: Show some awareness of high five positions.

Hand: Catch the ball executing correct footwork rules.

Heart: Work as part of a team to get the ball to the shooter within the area.

Key Questions:

1. In what other sports would you need to mark players?
2. What is given to the opposing team if you commit a footwork foul?
3. What did you do well in the games and what could you improve?

Rules:

Footwork foul - If you land on two feet at the same time or if you catch the ball stationary without jumping you can choose which foot to pivot on. If you land right-left or left-right, you use the back foot to pivot on - so this foot cannot leave the floor otherwise this would be a footwork foul.



Autumn Term 2 – Dance (Unit 1:Indoor)

Knowledge Organiser: Year 4 Dance Unit 1



Prior Learning:

Building stylistic qualities through repetition and applying movement to own bodies.
Building basic creative choreography skills in travelling, dynamics and partner work.

Unit Focus:

Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.

Equipment needed: Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.



Key Vocabulary/Skills

Develop dance freeze frames.	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.
Practice and perform a slide and roll.	
Learn to replicate a set phrase.	
Work collaboratively to sequence movements.	
Create a 5 action routine.	

Key Questions:

1. Why do we need to sequence movements? (so one move flows to the next)
2. Explain the different actions in your dance. Do they stick to the superhero theme?
3. What are some of the points in a slide and roll?

Concepts:

Freeze frame (also known as still image) it is like pressing the pause button on a remote control, taking a photo or making a statue.

Head: Respond sensitively to professional work.

Hand: Perform with increasing musicality with control and confidence.

Heart: Show sensitivity to a dance idea/theme or story.



Autumn Term 2 – OAA (Outdoor)

Knowledge Organiser: Year 4 OAA



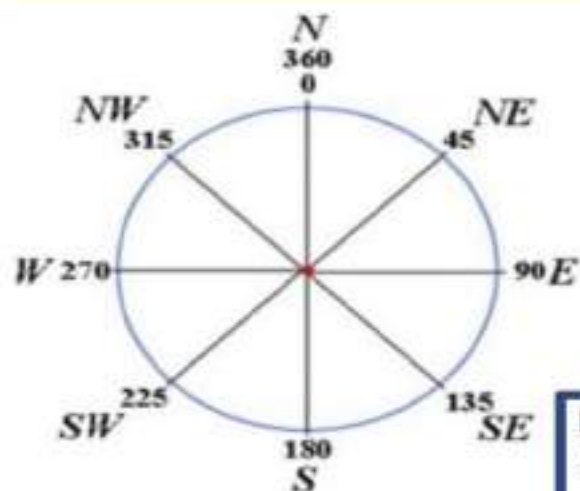
Prior Learning:

Worked with others to solve problems. Described their work and use different strategies to solve problems. Lead others and be led. Differentiated between when a task is competitive and when it is collaborative.

Unit Focus:

Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve.

Equipment needed: Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, soft balls, bibs/bands, compass.



Key Vocabulary/Skills

Recognising compass points.	Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.
Using a compass.	
Following a course.	
Common map symbols.	
Sprint orienteering.	

Key Questions:

1. Why is it useful to be able to remember and recall common map symbols?
2. Can you notice any traits the symbols have in common?
3. Why is it easier to work as a pair during the orienteering activity rather than on your own?

Concepts:

- A compass can be used for direction, navigation and location.
- North, south, east and west are known as cardinal points or cardinal directions.

Head: Plan and refine strategies to solve problems.

Hand: Use maps, symbols and compass confidently to navigate.

Heart: Work well as part of a team or group within well role.



Spring Term 1 – Gymnastics (Unit 2: Indoor)

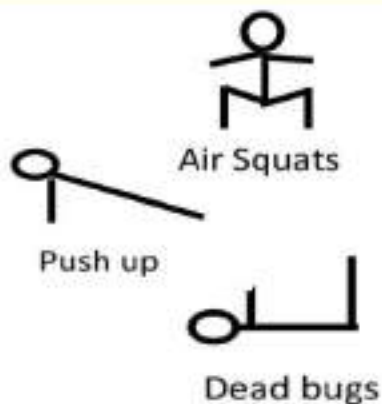
Knowledge Organiser: Year 4 Gymnastics Unit 2



Prior Learning: Increasingly competent and confident to perform skills with consistency. Can perform in time with a partner and group. Used compositional ideas in sequences.

Equipment needed: Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.

Unit Focus: Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of their body. Refine taking weight on small and large body parts.



Key Vocabulary/Skills

Weighted travel.	Tension, travelling steps, muscles (abdominals, obliques), engage, core, stabilise.
Shoulder rolls.	
Engaging the core.	
Smooth Transitions.	
Flow in sequences.	

Head: Decide on ways to improve a piece of work using compositional elements and implement changes.

Hand: Develop an increased range of actions and shapes to use in more complex sequences.

Heart: Adapt actions and sequences to work with partners and small groups.

Key Questions:

1. How can you make transitions smooth?
2. What muscles will help me perform a candle rock?
3. How can I keep my legs straight in a shoulder stand?

Concepts:

Taking weight on hands = Handstands, frog leaps, donkey kicks, walking on hands, front support, back support, bridge, side support.



Spring Term 1 – Tennis (Outdoor)

Knowledge Organiser: Year 4 Tennis



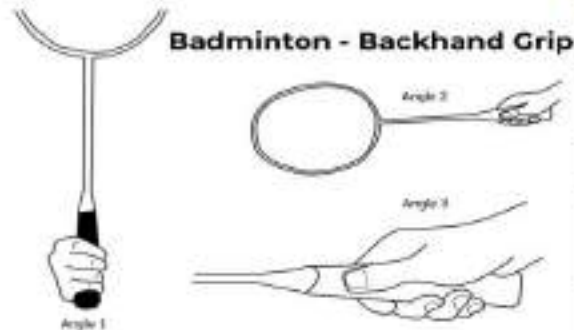
Prior Learning:

To identify and describe some rules of tennis.
To serve to begin a game.
To explore forehand hitting.

Equipment needed: Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Unit Focus:

Explore different shots (forehand, backhand).
Work to return the serve.
Positions in gameplay.



Key Vocabulary/Skills

Return the ball from around the court.

Forehand to targets.

Introduction to backhand shots.

Return balls to different places on the court.

Use tennis skills to play in doubles games.

Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Head: Choose ways to send the ball to make it difficult for opponent to return.

Hand: Explore shots on both sides of the body and attempt with confidence.

Heart: Play competitively with others and against others in modified games.

Key Questions:

1. Which side is your backhand if you are right-handed? Left-handed?
2. Where should you try to return to on your court after hitting shots and why?
3. How can you communicate with your partner to be effective in games?

Rules:

Play 2 v 2 on a court. Begin the game by trying to play cooperatively to keep the ball moving over the net. Players need to communicate with each other to decide who is going to hit the ball. Players can hit the ball as many times as required on their side to get the ball back over the net.



Spring Term 2 – Dance (Unit 2:Indoor)

Knowledge Organiser: Year 4 Dance Unit 2

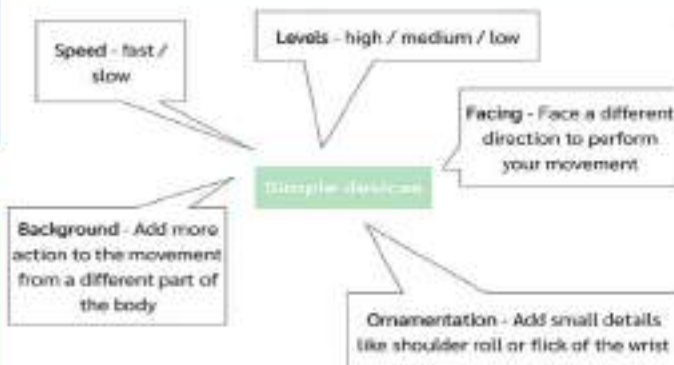


Prior Learning:

Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.

Equipment needed: Videos of modelled movements, posters, music.

Unit Focus: Concentrating on one simple theme throughout and linking all activities to the communication of this to an audience.



Key Vocabulary/Skills

- Use formations to tell a story.
- Perform without prompts.
- Use devices to manipulate movements.
- Contact work as a group.
- Identify strengths.

Size, direction, background, ornamentation, facing.

Head: Suggest how professional work shape our own.

Hand: Dance using a variety of formations confidently.

Heart: Show sensitivity to a dance idea/theme or story.

Key Questions:

1. In the performances what devices did you see groups use? How did the device change the movement?
2. Describe an effective use of focus and facial expression that you saw.
3. How did the floor pattern help to show the hunting behaviour of a snake?

Concepts:

- Ornamentation is where an embellishment is added to a dance action such as a hand gesture or arm movement.
- Device is a specific way of manipulating movement to develop **dance** choreography (for example, repetition, inversion, accumulation).

Spring Term 2 – Cricket (Outdoor)

Knowledge Organiser: Year 4 Cricket

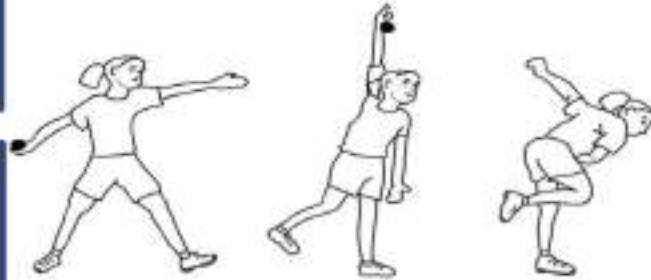


Prior Learning:

Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.

Equipment needed: Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.

Unit Focus: Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply with consistency.



Key Vocabulary/Skills

Directing the hit.	Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.
Anticipate when to run to score singles.	
Intercepting the ball with one hand.	
Bowl overarm from a stationary position at a target.	
Attempt a pull shot in a game.	

Head: With increasing consistency, choose where to direct a hit from a bowled ball.

Hand: Track and intercept the ball along the ground sometimes collecting with 1 hand.

Heart: Show fair play such as accepting if they were run out or stumped.

Key Questions:

1. When would a player attempt a pull shot in a game?
2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).
3. Why is it beneficial to only pick the ball up with one hand?

Rules:

- Players bat in pairs and will face two overs between them (12 balls).
- 4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.



Summer Term 1 – Badminton (Indoor)

Knowledge Organiser: Year 4 Badminton



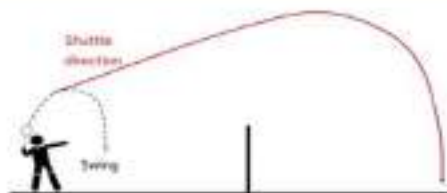
Prior Learning:

Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.

Equipment needed: Badminton racquets, nets, sponge balls, tennis balls, cones, hoops, bench, stopwatches.

Unit Focus:

Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.



Key Vocabulary/Skills

Underarm & overhead forehand shot.	Tactics, underarm, overarm, bisi, tricks, ready position shuttlecock, boundary.
Trick shots.	
Introduction to backhand.	
Cooperating as part of a team.	
Singles play.	

Head: Make it difficult for an opponent to return shot.

Hand: Explore shots on both sides of the body.

Heart: Work with others to return a shuttle.

Key Questions:

1. Why is it beneficial to get back to the middle after returning a shot in singles play?
2. What different shots did you use in your games?
3. Why do you want to hold the racquet in a ready position.

Rules:

- Points are scored when: the shuttlecock cannot be returned, if the shuttle hits the floor or net and doesn't go over.
- The player that wins the point serves.



Summer Term 1 – Athletics (Outdoor)

Knowledge Organiser: Year 4 Athletics



Prior Learning: Show controlled movements in response to instructions. Demonstrated agility and speed. Jump for height and distance. Thrown with speed and power and applied appropriate force.

Unit Focus: Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

Equipment needed: A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.



Baton exchange

Key Vocabulary/Skills

Aiming at targets.	Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.
Accelerating over short distances.	
One footed take off.	
Sling Throw.	
Baton exchange on the curved run.	

Key Questions:

1. How did you improve on your scores?
2. Can you name two throwing techniques?
3. Why should you start moving when you receive the baton?

Rules:

- Correct use of a stopwatch.
- Where to receive baton.
- Measure from throwing line.

Head: Decide on ways to improve, run, jumps and throws and implement changes.

Hand: Throw a variety of objects demonstrating accuracy.

Heart: Work with others to score and record distance and times accurately.



Summer Term 2 - Football (Indoor)

Knowledge Organiser: Year 4 Football



Prior Learning:

Able to show basic control skills. Sent the ball with some accuracy to maintain possession and build attack. Implemented the basic rules of football.

Unit Focus:

Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.

Equipment needed: Footballs, bibs, cones, targets/goals.

Key Questions:

1. Which passes did you use in the game?
2. In a game situation, how can we suggest ways to improve our skills?
3. What differences are there in long and short distances passes?

Key Vocabulary/Skills

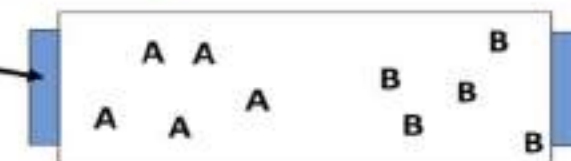
Coming towards the ball to receive.	Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.
Exploring two types of marking.	
Defensive tackling.	
Dribbling in different directions.	
Passing over distance.	

Head: Play using recognised marking techniques.

Hand: Move into space to help others and the ball over longer distances.

Heart: Work hard in a game for self and teammates.

End Zone



Pass with inside of foot

Rules:

- If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.
- A point is scored each time a team successfully stops the ball in their goal areas.



Summer Term 2 – Rounders (Outdoor)

Knowledge Organiser: Year 4 Rounders



Prior Learning:

To be able to play simple rounders games.
To apply some rules to games.
To develop and use simple rounders skills.

Unit Focus:

To develop a range of skills in a competitive context.
Choose and use a range of simple tactics in isolation and a game context. Identify different roles in rounders.

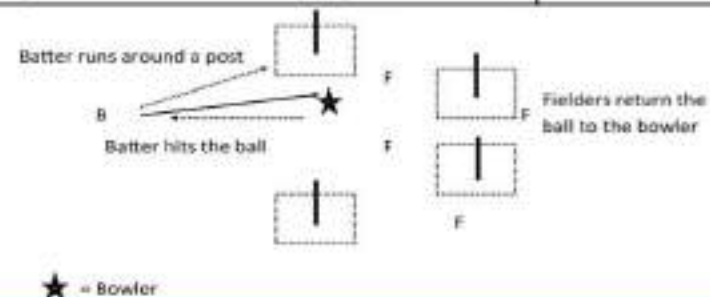
Equipment needed: A range of balls, a range of bats and striking equipment, posts, button cones, batting cone.

Key Questions:

1. Where must you bowl a ball?
2. What ready position should a back stop take up?
3. How can we earn a full rounder?
4. How can we earn half a rounder?

Key Vocabulary/Skills

Throw and catch with increasing accuracy.	Zones, directing, speed, avoid, intercept, role, scoring system, gain, stumped.
Run at speed to avoid being stumped out.	
Intercept balls to stop runs in game.	
Play in backstop a small game situation.	
Play in a game using rounders scoring system.	



Head: Use and apply the basic rules of the game.

Hand: Play confidently in a variety of roles such as fielder, bowler, backward, backstop etc.

Heart: In their local community can they identify locations in which they could play rounders style games.

Rules:

- Fielders need to return the ball to the bowler or a base.
- If the ball gets to the base the batter is running to before the batter, they are out.
- After three bowls without hitting the ball, the batter must move to the next base.

