Year 4 P.E. Knowledge Organisers.

Lutley Primary School

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.

Lutley Primary School

Autumn Term 1 – Gymnastics (Unit 1:Indoor)

Lutley Primary School

Year 4 – Gymnastics Unit 1

Knowledge Organiser

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.

We are learning...

1. to perform a 6-element sequence that uses changes in speed and direction.
2. to use the STEP principle to create and perform a partner sequence.
3. to take weight on our hands, showing control.
4. to develop a sequence using compositional ideas, e.g. changing speed.
5. to co-operate as a group to refine a short sequence.
6. to compare and judge sequences.

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?

Equipment

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

Vocabulary

Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.

Concepts

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

Assessment Overview

Head - Decide on ways to improve a piece of work using compositional elements and implement changes.
Hand - Demonstrate some control when taking weight on hands.
Heart - Adapt actions and sequences to work with partners and small groups.

Autumn Term 2 – Dance (Unit 1:Indoor)

Lutley Primary School

Year 3 – Dance Unit 1

Knowledge Organiser

Prior Learning

Performed using more sophisticated formations as well as an individual. Used the stimuli to copy, repeat and create dance actions and motifs.

Unit Focus

Practise and put together a performance. Perform using facial expressions. Perform with a prop.

We are learning...

1. to perform a jazz square and use it in our dance.
2. to perform a dance showing two contrasting characters.
3. to develop movements using improvisation.
4. to use props in our dance sequence.
5. to use facial expressions to bring life and emotion to our dance.
6. to take on the role of director to help others improve their dance.

Key Questions

1. Why are facial expressions important in dance?
2. What actions might you perform when scared? (or happy or sad)
3. What other props might you have in dance?

Equipment

Music player, music, cones, hoops, throw down spots, balloons, laptop internet access, chairs.

Vocabulary

Facial expression, improvisation, rehearse, director.

Concepts

- Props are objects that dancers use to enhance their dance, like chairs, fans, ribbons and swords.
- Choreography is the act of designing a dance.

Assessment Overview

Head - Describe features of dances performed by others.
Hand - Competently include props and other ideas in their dance.
Heart - Share and create short dance phrases.

Spring Term 1 – Tennis (Outdoor)

Lutley Primary School

Year 4 – Tennis

Knowledge Organiser

Prior Learning

Can identify and describe some rules of tennis. Have served to start a game. Explored forehand hitting.

Unit Focus

Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.

We are learning...

1. to return to the middle of the court after playing a shot.
2. to accurately use the forehand in game situations to score points.
3. to play a backhand shot with some control.
4. to combine ready position and court movement to consistently return the serve.
5. to work with a partner to score points in a game.
6. to use forehand and backhand shots to score points in a competitive situation.

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?

Equipment

Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.

Vocabulary

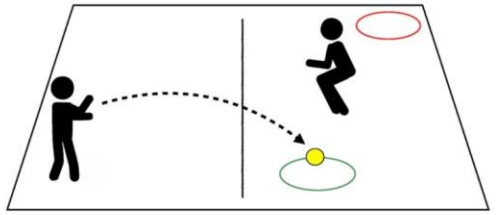
Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

Concept

Court Positioning - Being in the middle of the court gives you the best chance to return the ball because you can move easily to any part of the court.

Assessment Overview

Head - Use defensive tactics to defend the court.
Hand - Attempt to self-feed backhand shots.
Heart - Play competitively with others and against others in modified games.



Spring Term 1 – netball instead of swimming

Lutley Primary School

Year 4 – Netball

Knowledge Organiser

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 skills such as marking and footwork. Introduce the concept of preliminary moves.

We are learning...

1. to protect the ball once we have caught it.
2. to use basic shooting techniques in a game.
3. one-to-one marking.
4. to pivot once we have caught the ball.
5. to use quick feet.
6. to use preliminary moves.

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?

Equipment

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

Vocabulary

Protect, semi-circle, one-to-one, pivot, pivoting, preliminary.

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. 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.

Assessment Overview

Head - Show some awareness of high-five positions.
Hand - Use basic shooting techniques in isolation and in a game.
Heart - Work as part of a team to ensure all players are marked.

Spring Term 2 – Cricket (Outdoor)

Lutley Primary School

Year 4 – Cricket

Knowledge Organiser

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.

Unit Focus

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

We are learning...

1. to hit the ball in different directions.
2. to anticipate when to run to score singles.
3. to intercept a moving ball with one hand.
4. to bowl overarm.
5. the pull shot and attempting it in a game.
6. to field a bouncing ball effectively.

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?

Equipment

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

Vocabulary

Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.

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.
- Each player on the fielding team will bowl one over, they will do this in tandem with their paired teammate (with whom they will also bat).

Assessment Overview

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.

Spring Term 2 – hockey or swimming

Lutley Primary School

Year 4 – Hockey

Knowledge Organiser

Prior Learning

Experienced different types of small-sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively, both attacking and defending.

Unit Focus

Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

We are learning...

1. to perform a push pass with accuracy.
2. to perform a straight dribble to maintain possession.
3. to use reverse-stick to control a ball on the far side of our body.
4. to use a slap pass to send the ball over longer distances.
5. to turn to keep the ball under control and move into space.
6. to develop new skills in competitive situations and look to improve.

Key Questions

1. Why must we keep the ball close to our stick when turning or dribbling?
2. What happens in the game if the ball hits the back of your stick?
3. How can we produce more power to make slap hit go further?

Equipment

Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

Vocabulary

Control, use space, defend, attack, dribble, pass, push, slap, reverse.

Rules

- No Contact.
- No touching the ball with their feet, the opposition gets a free pass where the offence occurred.
- The ball cannot touch the back of the stick.

Assessment Overview

Head - Decide as a team how to make things difficult for your opponent.
Hand - Attempt a slap pass in isolation.
Heart - Suggest ways to improve your and your team's performance.

Summer Term 1 – Athletics (Outdoor)

Lutley Primary School

Year 4 – Athletics

Knowledge Organiser

Prior Learning

Showed controlled movements in response to instructions. Demonstrated agility and speed. Jumped 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.

We are learning...

1. to challenge ourselves in running, jumping and throwing tasks
2. to accelerate over short distances.
3. to run and jump using one-footed take-off.
4. to use a sling action to throw a discus.
5. to run on a curve and exchange a baton in our team
6. to apply the skills we have developed in a competitive way.

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?

Equipment

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

Vocabulary

Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy.

Rules

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

Assessment Overview

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 1 – Badminton or swimming

Lutley Primary School

Year 4 – Badminton

Knowledge Organiser

Prior Learning

Identified and described some rules of badminton. Served to begin a game. Explored forehand hitting.

Unit Focus

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

We are learning...

1. to use an underarm forehand shot.
2. to hit an overhead clear.
3. to hit a backhand shot with control and accuracy.
4. 'trick' shots and interesting ways of hitting the shuttle.
5. to work collaboratively to score points in different scenarios.
6. to use forehand and backhand shots in a singles game.

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?

Equipment

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

Vocabulary

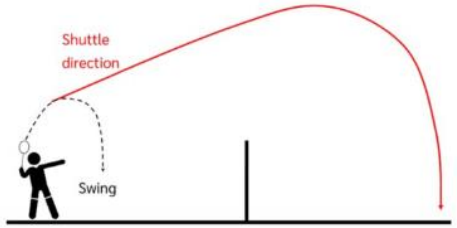
Tactics, underarm, overarm, bisi, tricks, ready position shuttlecock, boundary.

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.

Assessment Overview

Head - Make it difficult for an opponent to return a shot.
Hand - Explore shots on both sides of the body.
Heart - Recognise what skills require improvement and work to improve them.



Summer Term 2 - Football (Indoor)

Lutley Primary School

Year 4 – Football

Knowledge Organiser

Prior Learning

Able to show basic control skills. Sent the ball with some accuracy to maintain possession and build an 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.

We are learning...

1. to run onto the ball to receive it.
2. to explore front and goal-side marking techniques.
3. to perform a standing tackle to dispossess an attacker.
4. to dribble, showing good control to progress forward.
5. to pass and receive the ball over longer distances.
6. to perform passing and moving with a teammate.

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-distance passes?

Equipment

Footballs, bibs, cones, targets/goals.

Vocabulary

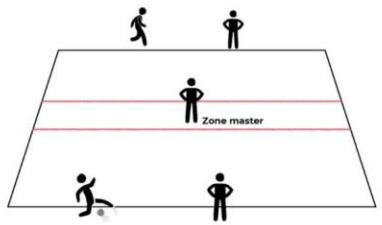
Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.

Rules

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

Assessment Overview

Head - Sometimes, make decisions on the best time to tackle.
Hand - Send the ball over longer distances.
Heart - Work hard in a game and recognise the effects on yourself and your teammates.



Summer Term 2 – OAA or swimming

Lutley Primary School

Year 4 – OAA

Knowledge Organiser

Prior Learning

Worked with others to solve problems. Described their work and used 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, compasses and symbols. Identify what they do well and suggest what they could do to improve.

We are learning...

1. to work collaboratively to complete a problem-solving task.
2. to work collaboratively to create shapes whilst blindfolded.
3. to name and recognise the cardinal points of the compass.
4. to complete an orienteering task calmly under time pressure.
5. to work with a partner to use a map to follow a course.
6. to recognise and recall common map symbols from a key.

Key Questions

1. Why is it useful to remember and recall common map symbols?
2. Do 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?

Equipment

Variety of ropes, hoops, bean bags, a variety of sports equipment, teaching resource cards, softballs, bibs/bands, and compasses.

Vocabulary

Challenges, problem-solving, lead, follow, plan, trust, solve, cardinal points, success.

Concepts

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

Assessment Overview

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 a well-defined role.