# Year 4 P.E. Knowledge Organisers.







Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Gymnastics Unit 1 - indoor	Dance Unit 1- indoor	Tennis Netball?	Cricket Hockey?	Football Badminton?	Athletics OAA?	
Swimming						

- **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.



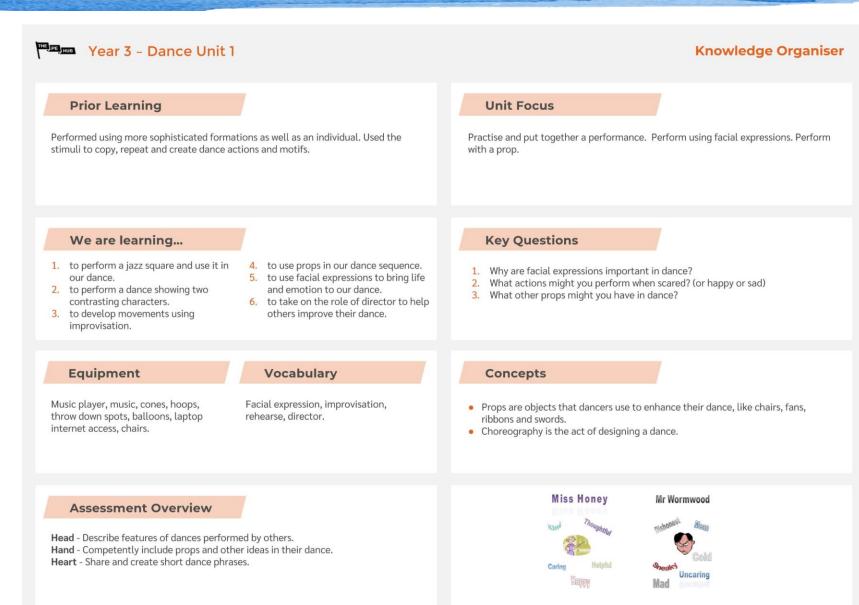
### <u>Autumn Term 1</u> – Gymnastics (Unit 1:Indoor)



#### Year 4 – Gymnastics Unit 1 **Knowledge Organiser Prior Learning Unit Focus** Identified similarities and differences in sequences. Developed body management Become increasingly competent and confident to perform skills more consistently. over a range of floor exercises. Attempted to bring explosive movements into floor Perform in time with a partner and group. Use compositional ideas in sequences. work. **Key Questions** We are learning... 4. to develop a sequence using 1. to perform a 6-element sequence compositional ideas, e.g. changing that uses changes in speed and 1. How many compositional elements can you identify? speed. direction. 2. Did you use different pathways in your sequence? 5. to co-operate as a group to refine a 2. to use the STEP principle to create 3. What safety aspects do you need to consider when performing a cartwheel? short sequence. and perform a partner sequence. 6. to compare and judge sequences. 3. to take weight on our hands, showing control. Equipment Vocabulary Concepts Mats, hoops, cones, wall bars, bean Control, group, similar, different, Basic gymnastics shapes are tuck, straddle, pike, star, dish, arch, L-sit, back support, bags, low apparatus, skipping ropes, direction, speed, partner, actions, front support, v-sit, bridge, straight, arabesque. ropes, action cards. compositional, stamina, leap, refine, progression. **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)





# Spring Term 1 – Tennis (Outdoor)

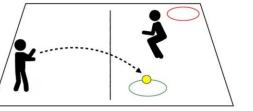


Year 4 - Tennis **Knowledge Organiser Prior Learning** Unit Focus Can identify and describe some rules of tennis. Have served to start a game. Explore some forehand and backhand shots. Work to return the serve. Explore Explored forehand hitting. positions in gameplay. We are learning... **Key Questions** 4. to combine ready position and court 1. to return to the middle of the court 1. Which side is your backhand if you are right-handed? Left-handed? movement to consistently return the after playing a shot. 2. Where should you try to return to on your court after hitting shots, and why? serve. 2. to accurately use the forehand in 3. How can you communicate with your partner to be effective in games? 5. to work with a partner to score points game situations to score points. in a game. 3. to play a backhand shot with some 6. to use forehand and backhand shots to control. score points in a competitive situation. Equipment Vocabulary Concept Hit, return, court, forehand, backhand, Tennis racquets, nets, sponge balls, **Court Positioning** - Being in the middle of the court gives you the best chance to tennis balls, cones, hoops, bench. bounce, points, score, net, tactics, return the ball because you can move easily to any part of the court. underarm, overarm, position, ready. **Assessment Overview** 

Head - Use defensive tactics to defend the court.

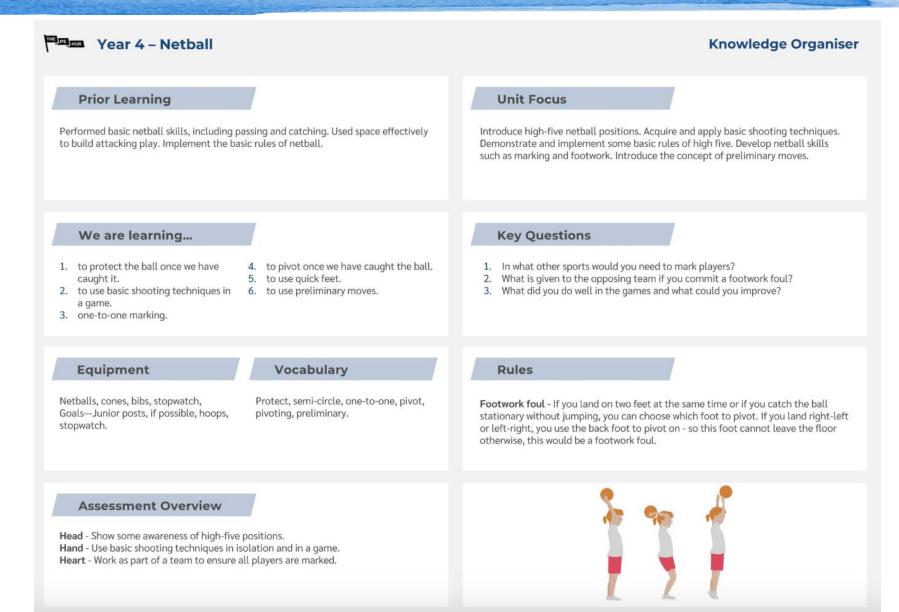
Hand - Attempt to self-feed backhand shots.

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



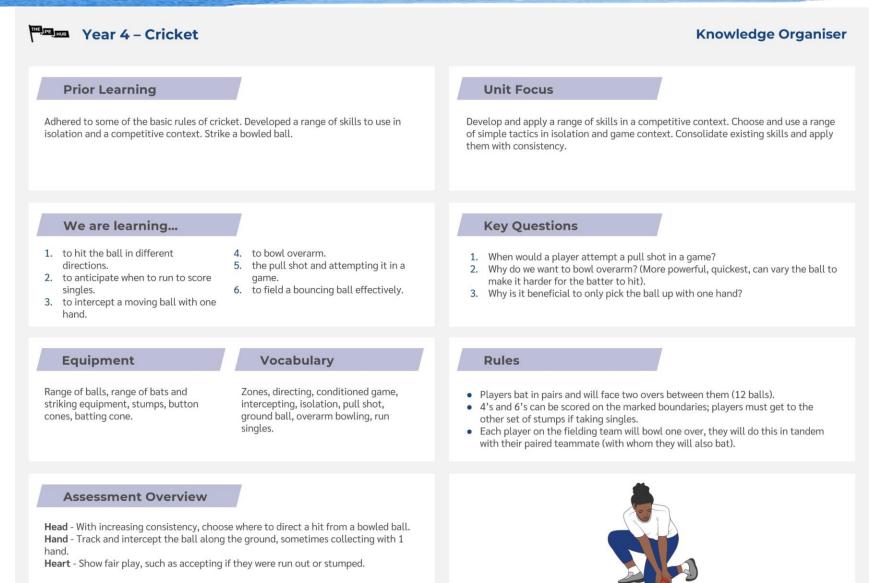
### <u>Spring Term 1</u> – netball instead of swimming





# Spring Term 2 – Cricket (Outdoor)





## <u>Spring Term 2</u> – hockey or swimming



#### Year 4 - Hockey **Knowledge Organiser Prior Learning Unit Focus** Experienced different types of small-sided invasion games. Able to send and receive Consistently perform basic hockey skills such as dribbling and push passes. balls. Use a variety of techniques and tactics to play competitively, both attacking Implement the basic rules of hockey. Develop tactics and apply them in competitive and defending. situations. Increase speed and endurance during gameplay. We are learning... **Key Questions** 4. to use a slap pass to send the ball over 1. to perform a push pass with 1. Why must we keep the ball close to our stick when turning or dribbling? accuracy. longer distances. 2. What happens in the game if the ball hits the back of your stick? 2. to perform a straight dribble to 5. to turn to keep the ball under control 3. How can we produce more power to make slap hit go further? maintain possession. and move into space. 3. to use reverse-stick to control a ball 6. to develop new skills in competitive on the far side of our body. situations and look to improve. Equipment Vocabulary Rules Sticks, a range of balls (hard foam or Control, use space, defend, attack, No Contact. quick sticks balls), cones, goals, bibs, dribble, pass, push, slap, reverse. No touching the ball with their feet, the opposition gets a free pass where the stopwatch. 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.

### **<u>Summer Term 1</u>** – Athletics (Outdoor)



#### 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...

- 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.
- to use a sling action to throw a discus.
   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

Vocabulary

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

#### 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.



# **<u>Summer Term 1</u>** – Badminton or swimming

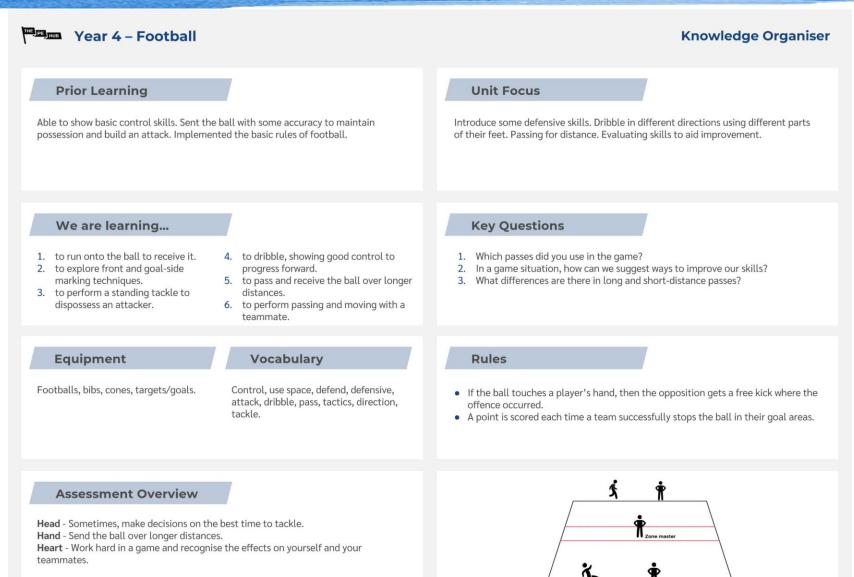


Year 4 – Badmintor	1	Knowledge Organiser
Prior Learning Identified and described some rules of bac forehand hitting.	dminton. Served to begin a game. Explored	Unit Focus Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.
<ol> <li>We are learning</li> <li>to use an underarm forehand shot.</li> <li>to hit an overhead clear.</li> <li>to hit a backhand shot with control and accuracy.</li> </ol>	<ol> <li>'trick' shots and interesting ways of hitting the shuttle.</li> <li>to work collaboratively to score points in different scenarios.</li> <li>to use forehand and backhand shots in a singles game.</li> </ol>	<ol> <li>Key Questions</li> <li>Why is it beneficial to get back to the middle after returning a shot in singles play?</li> <li>What different shots did you use in your games?</li> <li>Why do you want to hold the racquet in a ready position?</li> </ol>
<b>Equipment</b> Badminton racquets, nets, sponge balls, tennis balls, cones, hoops, bench, stopwatches.	Vocabulary Tactics, underarm, overarm, bisi, tricks, ready position shuttlecock, boundary.	<ul> <li>Points are scored when: the shuttlecock cannot be returned, if the shuttle hits the floor or net and doesn't go over.</li> <li>The player that wins the point serves.</li> </ul>
Assessment Overview Head - Make it difficult for an opponent t Hand - Explore shots on both sides of the Heart - Recognise what skills require imp	body.	Shuttle direction

Swing

### Summer Term 2 - Football (Indoor)





### Summer Term 2 – OAA or swimming



#### Year 4 - OAA **Knowledge Organiser Prior Learning Unit Focus** Worked with others to solve problems. Described their work and used different Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Lead others and be led. Differentiated between when a strategies to solve problems. Identify the relevance of and use maps, compasses and task is competitive and when it is collaborative. symbols. Identify what they do well and suggest what they could do to improve. We are learning... **Key Questions** 1. to work collaboratively to complete 4. to complete an orienteering task 1. Why is it useful to remember and recall common map symbols? a problem-solving task. calmly under time pressure. 2. Do you notice any traits the symbols have in common? 2. to work collaboratively to create 5. to work with a partner to use a map to 3. Why is it easier to work as a pair during the orienteering activity rather than on shapes whilst blindfolded. follow a course. your own? 3. to name and recognise the cardinal 6. to recognise and recall common map symbols from a key. points of the compass. Equipment Vocabulary Concepts Challenges, problem-solving, lead, Variety of ropes, hoops, bean bags, a • A compass can be used for direction, navigation and location. variety of sports equipment, teaching follow, plan, trust, solve, cardinal • North, south, east and west are known as cardinal points or cardinal directions. resource cards, softballs, bibs/bands, points, success. Start **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.

and compasses.

