

Year 4 PE Knowledge Organisers



Knowledge Organiser: OAA Year 3 and Year 4

Links to the PE National Curriculum

- Pupils should enjoy communicating, collaborating and competing with each other.
- Pupils should take part in outdoor and adventurous activity challenges both individually and within a team.

Key Skills: Physical

- Balance
- Running



Key Skills: S.E.T

- Social: Communication
- Social: Teamwork
- Social: Trust
- Social: Inclusion
- Social: Listening
- Emotional: Confidence
- Thinking: Planning
- Thinking: Map reading
- Thinking: Decision making
- Thinking: Problem solving

Why OAA?

Team building games are a great tool for helping your pupils learn to work together, listen carefully, communicate clearly and think creatively. They also give your pupils the chance to get to know each other, build trust as a class and develop vital life skills.

Top tips for teaching Team Building:

- Encourage your class to think independently whilst working collaboratively.
- Mix up who the children work with. Working with children whom they have different relationships with allows them to develop a new set of social skills.
- Build on the learning in the lessons by identifying when these positive behaviours are used in different situations throughout the school day.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

*Year 4 would use Year 3 and Year 4 vocabulary

Year 3 • Navigate • Grid • Plan • Rules

• Route • Discuss • Trust

Year 4 • Collaborate • Symbol • Orientate
• Inclusive • Effectively

Teacher Glossary

Orientate: To find your location in relation to a map.

Control: Is what the pupils are looking for and are referenced on a map.

Course: The route chosen for the controls which need to be visited in order.

Symbol: A sign, shape or object representative of different features on a map. E.g. a triangle for a mountain.

Where this unit sits



Assessment Criteria

Year 2

- I can follow instructions carefully.
- I can say when I was successful at solving challenges.
- I can share my ideas and help to solve tasks.
- I can work co-operatively with a partner and a small group.
- I show honesty and can play fairly.
- I understand how to use, follow and create a simple diagram/map.

Year 3

- I am developing map reading skills.
- I can follow and give instructions.
- I can listen to and am accepting of others' ideas.
- I can plan and attempt to apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges and am beginning to understand why.
- I can work collaboratively with a partner and a small group.

Year 4

- I can accurately follow and give instructions.
- I can confidently communicate ideas and listen to others.
- I can identify key symbols on a map and use a key to help navigate around a grid.
- I can plan and apply strategies to solve problems.
- I can reflect on when and why I was successful at solving challenges.
- I can work collaboratively and effectively with a partner and a small group.

Year 5

- I am inclusive of others and can share job roles.
- I can navigate around a course using a map.
- I can orientate a map confidently.
- I can reflect on when I was successful at solving challenges and alter my methods in order to improve.
- I can use critical thinking to approach a task.
- I can work effectively with a partner and a small group, sharing ideas and agreeing on a team strategy.

Progression of Skills Ladder

Other units that progress into this activity are:

Games
Team Building
Introduction to PE

Problem Solving
Explore tactical planning within a team to overcome increasingly challenging tasks.

Navigational Skills
Develop navigational skills and map reading in increasingly challenging tasks including map orientation.

Year 5

Communication
Explore a variety of communication methods with increasing success.

Reflection
Reflect on when they were successful at solving challenges and alter their methods in order to improve.

Problem Solving
Plan independently and in small groups, implementing a strategy with increased success.

Navigational Skills
Identify key symbols on a map and use a key to help navigate around a grid.

Year 4

Communication
Confidently communicate ideas and listen to others.

Reflection
With increased accuracy, critically reflect on when and why they were successful at solving challenges.

Problem Solving
Can plan and implement strategies to solve problems.

Navigational Skills
Developing map reading skills.

Year 3

Communication
Can follow and give instructions and are accepting of other peoples' ideas.

Reflection
Can reflect on when and why they were successful at solving challenges.

Problem Solving
Begin to plan, and with some success, apply strategies to overcome a challenge.

Navigational Skills
Understand how to use, follow and create a simple diagram/map.

Year 2

Communication
Work cooperatively with a partner and a small group.

Reflection
Verbalise when they were successful and areas that they could improve.

Knowledge Organiser: Netball Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Passing
- Catching
- Footwork
- Intercepting
- Shooting
- Dodging

Key Skills: S.E.T

- Social: Working safely
- Social: Communication
- Social: Collaboration
- Emotional: Honesty and fair play
- Emotional: Perseverance
- Thinking: Planning strategies and using tactics
- Thinking: Observing and providing feedback

Key principles of invasion games

Attacking	Defending
Score goals	Stop goals
Create space	Deny space
Maintain possession	Gain possession
Move the ball towards goal	



Key Rules

- Footwork:** The first foot to touch the ground when a player receives the ball is known as the landing foot. If both feet are already on the ground, a player can choose their landing foot. The landing foot must remain on the ground, the other foot may be moved in any direction, pivoting on the landing foot.
- Held ball:** In 5-a-side a player has 4 seconds to pass or shoot, otherwise a free pass is awarded to the opposing team.
- Contact:** A player is not allowed to contact an opponent.
- Obstruction:** A defender must be 1m away from the ball carrier before they put their arms up, otherwise a penalty pass is awarded to the opposing team.

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 4 would use Year 3 and Year 4 vocabulary

Year 3	Footwork	Receiver	Possession	Attack
	Pivot	Landing foot	Interception	Defence
Year 4	Opponent	Rebound	Contact	
	Opposition	Obstruction	Mark	

Teacher Glossary

- Interception:** catching a pass made by an opposing player
- Possession:** when a team has the ball they are in possession
- Marking:** when a player defends an opponent
- Getting free:** when an attacking player moves to lose their defender
- Rebound:** is when a player attempts to shoot a goal but the ball hits the goalpost and bounces back into play

Where this unit sits

Assessment Criteria

- I am beginning to provide feedback using key words.
- I can describe how my body feels during exercise.
- I can dribble a ball with my hands and feet with increasing control.
- I can find space away from others when playing games.
- I can move with a ball towards my goal.
- I can send and receive a ball with increasing consistency with hands and feet.
- I can stay close to another player to try to stop them from getting the ball.
- I understand the rules and can use them to keep a game going.
- I understand what to do when I am an attacker and a defender.

Year 2

- I am beginning to use simple tactics.
- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can communicate with my team and move into space to support them.
- I can defend an opponent and try to win the ball.
- I can move with a ball towards goal with increasing control.
- I can pass, receive and shoot the ball with some control.
- I can provide feedback using key words.
- I understand my role as an attacker and as a defender.
- I understand the benefits of exercise.
- I work cooperatively with my group to self-manage games.

Year 3

- I am learning the rules of the game and I am beginning to use them to play honestly and fairly.
- I can defend one on one and know when to win the ball.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can move to space to help my team to keep possession and score goals.
- I can pass, receive and shoot the ball with increasing control.
- I can provide feedback using key terminology and understand what I need to do to improve.
- I can use simple tactics to help my team score or gain possession.
- I share ideas and work with others to manage our game.

- I can communicate with my team and move into space to keep possession and score.
- I can identify how different activities can benefit my physical health.
- I can identify when I was successful and what I need to do to improve.
- I can often make the correct decision of who to pass to and when.
- I can pass, receive and shoot the ball with some control under pressure.
- I can stay with an opponent and I confident to attempt to intercept.
- I can use feedback provided to improve my work.
- I know what position I am playing in and how to contribute when attacking and defending.
- I understand the need for tactics and can identify when to use them in different situations.
- I understand the rules of the game and I can apply them honestly most of the time.
- I understand there are different skills for different situations and I am beginning to apply this.

Year 4

Year 5

Progression of Skills Ladder

Sending & receiving Develop control when S&R under pressure.	Attacking Explore creating tactics with others and applying them to game situations.	Year 5	Defending Develop tracking and marking with a variety of techniques and increased success.	Space Move to create space for themselves and others in their team.
Sending & receiving Develop passing to a teammate using a variety of techniques appropriate to the game.	Attacking Develop decision making around when to pass and when to shoot.	Year 4	Defending Develop defending one on one and know when to win the ball.	Space Move into space to help their team keep possession and score goals.
Sending & receiving Explore S&R abiding by the rules of the game.	Attacking Developing movement skills to lose a defender. Explore shooting actions in a range of invasion games.	Year 3	Defending Track opponents to limit their scoring opportunities.	Space Develop moving with a ball towards goal with some control.
Sending & receiving Developing S&R with increased control.	Attacking Developing moving into space away from defenders.	Year 2	Defending Explore staying close to other players to try and stop them getting the ball.	Space Explore moving with a ball towards goal.

Other units that progress into this activity are:

- Games
- Ball Skills
- Fundamentals
- Invasion Games
- Sending and Receiving

Knowledge Organiser: Dance Y4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance.
- Pupils should be taught to perform dances using a range of movement patterns.

Key Skills: Physical

- Using canon, unison, formation, dynamics, pathways, direction
- Copying and performing actions
- Control
- Balance
- Technique

Key Skills: S.E.T

- Social: Collaboration
- Social: Consideration
- Social: Inclusion
- Social: Respect
- Emotional: Empathy
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying skills

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Space
- Action
- Levels
- Timing
- Reaction
- Performance
- Dynamics
- Unison
- Represent
- Expression

Performance Ideas

Performing in front of the class can be a daunting task for some pupils. Be mindful to introduce this gradually by encouraging pupils to perform without forcing them. Performance is an important part of dance but can also be time consuming if not structured correctly.

Performing, some good ideas:

- Create an environment in which pupils feel safe to perform by teaching the audience how to be respectful.
- Help the audience to structure their feedback with positive comments first, followed by areas to improve.
- Encourage pupils to use the correct dance terminology in their feedback.
- Ways to perform: half the class to the other half, one individual to another, one pair to another, three groups at a time etc.

Teacher Glossary

Counts: A performer uses counts to stay in time with the music and / or other performers.

Action: The movement a dancer does e.g. travel, jump, kick.

Level: High, medium and low.

Pathway: Designs traced in space (on the floor or in the air).

Unison: Two or more dancers performing the same movement at the same time.

Dynamics: How a movement is performed e.g. robotically, softly.

Action and reaction: One movement has an effect on another movement e.g. push/pull, up/down, forward/backward.

Space: The 'where' of movement such as levels, directions, pathways, shapes.

Canon: Performing movements one after the other.

Formation: where dancers are in relation to each other.

Where this unit sits



Assessment Criteria

Year 3

- I am respectful of others when watching them perform.
- I can provide feedback using key words.
- I can repeat, remember and perform a dance phrase.
- I can use counts to keep in time with a partner and group.
- I can use dynamic and expressive qualities in relation to an idea.
- I can work with a partner and in a small group, sharing ideas.
- I create short dance phrases that communicate the idea.
- I understand the benefits of exercise.

Year 4

- I can choose actions and dynamics to convey a character or idea.
- I can copy and remember set choreography.
- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can provide feedback using appropriate language relating to the lesson.
- I can respond imaginatively to a range of stimuli relating to character and narrative.
- I can use changes in timing and spacing to develop a dance.
- I can use counts to keep in time with others and the music.
- I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group.
- I show respect for others when working as a group and watching others perform.

Year 5

- I can accurately copy and repeat set choreography.
- I can choreograph phrases individually and with others considering actions and dynamics.
- I can confidently perform different styles of dance, clearly and fluently, showing a good sense of timing.
- I can identify how different activities can benefit my physical health.
- I can lead a group through short warm-up routines.
- I can refine the way I use actions, dynamics, relationships and space in my dance in response to a stimulus.
- I can suggest ways to improve my own and other people's work using key terminology.
- I can use counts when choreographing to stay in time with others and the music.
- I can use feedback provided to improve my work.

Progression of Skills Ladder

Actions	Dynamics	Year	Space	Relationships	Performance
Choreograph planned dances by using, adapting and developing actions and steps from different dance styles.	Confidently use dynamics to express different dance styles.	5	Use direction and patterning to express different dance styles.	Confidently use formations, canon and unison to express a dance idea.	Perform dances expressively, using a range of performance skills, showing accuracy and fluency.
Respond imaginatively to a range of stimuli related to character and narrative.	Change dynamics confidently within a performance to express changes in character.	4	Confidently use changes in level, direction and pathway.	Use action and reaction to represent an idea.	Perform complex dances that communicate narrative and character well, performing clearly and fluently.
Create actions in response to a stimulus individually and in groups.	Use dynamics effectively to express an idea.	3	Use directions to transition between formations.	Develop an understanding of formations.	Perform short, self-choreographed phrases showing and awareness of timing.

Knowledge Organiser: Gymnastics Y4

Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- Pupils should be taught to develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].

Key Skills: Physical

- Individual and partner balances
- Jumps using rotation
- Straight roll
- Barrel roll
- Forward roll
- Straddle roll
- Bridge
- Shoulder stand

Key Skills: S.E.T

- Social: Responsibility
- Social: Collaboration
- Social: Communication
- Social: Respect
- Emotional: Confidence
- Thinking: Observing and providing feedback
- Thinking: Selecting and applying actions
- Thinking: Evaluating and improving sequences



Ways to improve a sequence

- **Level:** Use a variety of levels. Can you explore that balance, shape, jump on a different level?
- **Action:** Include a variety of actions such as a jump, balance, travel, shape.
- **Balance:** Hold your balances with good extension and clear shapes for 3 - 5 seconds.
- **Body tension:** Squeeze your muscles to create and hold strong clear shapes.
- **Direction:** Vary the direction used within a sequence e.g. forwards, backwards, sideways.
- **Speed:** Vary the speed used within a sequence e.g. fast and slow.
- **Pathway:** Change the path that is used e.g. straight, L shaped, diagonal etc.

Key Vocabulary:

Encourage pupils to use this language in your lessons.

- Technique
- Quality
- Sequence
- Perform
- Rotation
- Extension
- Apparatus
- Inverted
- Shape

Teacher Glossary

- **Shapes:** E.g. tuck, pike, straddle, dish, arch, star, front support, back support.
- **Action:** The skill a gymnast uses in their sequence e.g. travel, jump, shape, balance, roll.
- **Pathway:** Designs traced in space (on the floor or in the air).
- **Inverted movement:** An action where the hips go above the head such as a shoulder stand, bridge and cartwheel.
- **Sequence:** A number of actions linked together.
- **Body tension:** Squeezing muscles to help to stay strong when performing actions. Having good body tension improves the quality of an action.

Where this unit sits



Assessment Criteria

Year 3

- I can adapt sequences to suit different types of apparatus.
- I can choose actions that flow well into one another.
- I can choose and plan sequences of contrasting actions.
- I can complete actions with increasing balance and control.
- I can move in unison with a partner.
- I can provide feedback using key words.
- I understand the benefits of exercise.
- I use a greater number of my own ideas for movements in response to a task.
- With help, I can recognise how performances could be improved.

Year 4

- I can explain what happens to my body when I exercise and how this helps to make me healthy.
- I can identify some muscle groups used in gymnastic activities.
- I can plan and perform sequences with a partner that include a change of level and shape.
- I can provide feedback using appropriate language relating to the lesson.
- I can safely perform balances individually and with a partner.
- I can watch, describe and suggest possible improvements to others' performances and my own.
- I understand how body tension can improve the control and quality of my movements.

Year 5

- I can create and perform sequences using apparatus, individually and with a partner.
- I can lead a partner through short warm-up routines.
- I can use canon and synchronisation, and matching and mirroring when performing with a partner and a group and say how it affects the performance.
- I can use feedback provided to improve my work.
- I can use set criteria to make simple judgments about performances and suggest ways they could be improved.
- I can use strength and flexibility to improve the quality of a performance.
- I can work safely when learning a new skill to keep myself and others safe.

Progression of Skills Ladder

Shapes	Inverted movements	Balances	Year	Rolls	Jumps
Develop the range of shapes they use in their sequences.	Develop strength in bridge and shoulder stand.	Develop control and fluency in individual and partner balances.	5	Develop the straight, barrel, forward and straddle roll and perform with increased control.	Develop control in performing and landing rotation jumps.
Develop the range of shapes they use in their sequences.	Develop strength in bridge and shoulder stand.	Develop control and fluency in individual and partner balances.	4	Develop the straight, barrel, forward and straddle roll and perform with increased control.	Develop control in performing and landing rotation jumps.
Explore matching and contrasting shapes.	Explore point and patch balances and transition smoothly into and out of them.		3	Develop the straight, barrel, and forward roll.	Develop stepping into shape jumps with control.

Knowledge Organiser: Cricket Year 3 and Year 4



Links to the PE National Curriculum

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Pupils should be taught to use running, jumping, throwing and catching in isolation and in combination.
- Pupils should be taught to play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Key Skills: Physical

- Underarm and overarm throwing
- Catching
- Over and underarm bowling
- Fielding and tracking a ball
- Batting

Key Skills: S.E.T

- Social: Collaboration and communication
- Social: Respect
- Emotional: Perseverance
- Emotional: Honesty
- Thinking: Observing and providing feedback
- Thinking: Applying strategies

Key principles of striking and fielding games

Attacking	Defending
Score points	Limit points
Placement of an object	Deny space
Avoid getting out	Get opponents out



A player is out if:

- Bowled out:** The bowler bowls a ball that hits the wicket.
- Caught out:** The batter hits the ball and the ball is caught by the bowler or a fielder before it hits the ground.
- Run out:** The batters, when going for a run, fall short of the crease and the stumps are hit by the fielding team.
- Stumped out:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- Hit wicket:** The batter hits their own wicket.
- LBW:** The ball hits the batter's Leg Before the Wicket when the ball is travelling towards the wicket.

Key Vocabulary:

Encourage pupils to use this language in your lessons.
*Year 3 would use Year 3 and Year 4 vocabulary

- | | | | | |
|--------|-------------|------------|----------------------|-----------------|
| Year 3 | ● Strike | ● Runs | ● Wicket | ● Wicket Keeper |
| | ● Fielding | ● Batting | ● Grip | ● Bowl |
| Year 4 | ● Stance | ● Retrieve | ● Two-handed pick up | |
| | ● Technique | ● Stumped | ● Short Barrier | |

Teacher Glossary

- Fielder:** A player on the fielding team, especially one other than the bowler or backstop / wicket keeper.
- Batter:** A player on the batting team.
- Runs:** The unit of scoring.
- Bowler:** The player who starts the game by bowling to the batter.
- Wicket Keeper:** The player on the fielding side who stands behind the wicket.
- Stumped:** The wicket keeper can stump the wicket off a bowled ball if the batter has moved beyond their crease.
- Crease:** The lines in front of the wickets that mark positions for the bowler and batter.

Where this unit sits



Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> I am beginning to provide feedback using key words. I am developing underarm and overarm throwing skills. I can describe how my body feels during exercise. I can roll a ball to hit a target. I can sometimes hit a ball using a racket. I can track a ball and collect it. I can use simple tactics. I know how to score points and can remember the score. I understand the rules of the game and can use these to play fairly in a small group. 	<ul style="list-style-type: none"> I am able to bowl a ball towards a target. I am beginning to strike a bowled ball after a bounce. I am developing an understanding of tactics and I am beginning to use them in game situations. I am learning the rules of the game and I am beginning to use them honestly. I can persevere when learning a new skill. I can provide feedback using key words. I can use overarm and underarm throwing, and catching skills. I understand the aim of the game and this shows in my performance. I understand the benefits of exercise. I work cooperatively with my group to self-manage games. 	<ul style="list-style-type: none"> I am able to bowl a ball with some accuracy, and consistency. I am learning the rules of the game and I am beginning to use them to play honestly and fairly. I can communicate with my teammates to apply simple tactics. I can explain what happens to my body when I exercise and how this helps to make me healthy. I can persevere when learning a new skill. I can provide feedback using key terminology and understand what I need to do to improve. I can strike a bowled ball after a bounce. I can use overarm and underarm throwing, and catching skills with increasing accuracy. I share ideas and work with others to manage our game. 	<ul style="list-style-type: none"> I am developing a wider range of fielding skills and I am beginning to use these under some pressure. I can identify how different activities can benefit my physical health. I can identify when I was successful and what I need to do to improve. I can strike a bowled ball with increasing consistency. I can use feedback provided to improve my work. I can work collaboratively with others to score runs. I can work co-operatively with others to manage our game. I understand the need for tactics and can identify when to use them in different situations. I understand the rules of the game and I can apply them honestly most of the time. I understand there are different skills for different situations and I am beginning to use this.

Progression of Skills Ladder

Other units that progress into this activity are:

- Games
- Ball Skills
- Fundamentals
- Striking and Fielding
- Sending and Receiving

Striking	Fielding	Year 5	Throwing	Catching
Explore defensive and driving hitting techniques and directional batting.	Develop over and underarm bowling technique. Select and apply long and short barriers appropriate to the situation.		Demonstrate clear technique when using a variety of throws under pressure.	Explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.
Develop batting technique consistent with the rules of the game.	Develop bowling with some consistency, abiding by the rules of the game.	Year 4	Use overarm and underarm throwing with increased consistency in game situations.	Beginning to catch with one and two hands with some consistency in game situations.
Begin to strike a bowled ball using different equipment.	Explore bowling and fielding skills to include a two-handed pick up and long and short barriers.	Year 3	Use overarm and underarm throwing in game situations.	Catch with some consistency in game situations.
Develop striking a ball with their hand and equipment with some consistency.	Understand that there are different roles within a fielding team.	Year 2	Develop coordination and technique when throwing over and underarm.	Catch with two hands with some coordination and technique.



Links to the PE National Curriculum

- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- Develop running, jumping, throwing and catching in isolation and in combination.
- Develop flexibility, strength, technique, control and balance.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Skills: Physical

- Pacing
- Sprinting technique
- Jumping for distance
- Jumping for height
- Throw, heave, launch for distance



Key Skills: S.E.T

- Social: Working collaboratively
- Social: Working safely
- Emotional: Perseverance
- Emotional: Determination
- Thinking: Observing and providing feedback
- Thinking: Exploring ideas



Official Athletic Events

Running

Sprinting
100m, 200m, 400m
Hurdles
Relay
Middle distance
800m, 1500m
Long distance
5,000, 10,000
Steeplechase

Jumping

Long jump
Jump for distance
Triple jump
Jump for distance
High jump
Jump for height
Pole vault
Jump for height

Throwing

Discus
Fling throw
Shot
Push throw
Hammer
Fling throw
Javelin
Pull throw

Key Vocabulary:

Encourage pupils to use this language in your lessons.

Stamina • Speed • Pace • Technique

Determination • Perseverance • Officiate

Power • Accuracy • Personal Best • Flight

Teacher Glossary

Stamina: the ability to sustain prolonged physical or mental effort

Changeover: where a baton is passed from one person to another

Jump: take off and land on two feet

Hop: take off on one foot and land on the same foot

Leap: take off on one foot and land on the other

Where this unit sits



Assessment Criteria

Year 3

- I am developing jumping for distance and height.
- I can identify when I was successful.
- I can take part in a relay activity, remembering when to run and what to do.
- I can throw a variety of objects, changing my action for accuracy and distance.
- I can use different take off and landings when jumping.
- I can use key points to help me to improve my sprinting technique.
- I can work with a partner and in a small group, sharing ideas.
- I show determination to achieve my personal best.
- I understand the benefits of exercise.
- I understand why it is important to warm up.

Year 4

- I can demonstrate the difference in sprinting and jogging techniques.
- I can explain what happens in my body when I warm up.
- I can identify when I was successful and what I need to do to improve.
- I can jump for distance and height with balance and control.
- I can throw with some accuracy and power to a target area.
- I show determination to improve my personal best.
- I support and encourage others to work to their best.

Year 5

- I can choose the best pace for a running event.
- I can identify good athletic performance and explain why it is good.
- I can perform a range of jumps showing some technique.
- I can show control at take-off and landing in jumping activities.
- I can take on the role of coach, official and timer when working in a group.
- I can understand how stamina and power help people to perform well in different athletic activities.
- I can use feedback to improve my sprinting technique.
- I persevere to achieve my personal best.
- I show accuracy and power when throwing for distance.

Progression of Skills Ladder

Other units that progress into this activity are:

- Ball Skills
- Fundamentals
- Games

	Running Apply fluency and coordination when running for speed in relay changeovers.	Running Effectively apply speeds appropriate for the event.	Jumping Develop power, control and consistency in jumping for distance.	Year 5	Jumping Explore technique and rhythm in the triple jump.	Throwing Develop technique and power in javelin and shot put.	
	Running Develop an understanding of speed and pace in relation to distance.	Running Develop power and speed in the sprinting technique.	Jumping Develop technique when jumping for distance.	Year 4	Jumping Explore fluency and technique in the vertical jump.	Throwing Explore power and technique when throwing for distance in a pull throw.	
	Running Develop the sprinting technique and apply it to relay events.	Running Develop fluency and rhythm when running over obstacles.		Year 3	Jumping Develop technique in a range of approaches and take off positions.	Jumping Develop jumping for height and safety on landing.	Throwing Explore the technique for a pull throw.