



Westhead Lathom St James' CE Primary School
Year 3/4 Physical Education

Questions to Develop Children's Spirituality in PE:	Why are there rules for sports? Does it matter if you ignore the rules? Why do you need to listen to the person in charge (referee)? Does it matter if you cheat as long as you win? Does it matter if someone in your team can't play? Are there rules for life? Whose rules are they?
Development of the child:	self-fulfilment, teamwork, abiding by rules, positive attitudes, honesty, respect , commitment / loyalty and ritual



<p>Topic: Gymnastics</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • develop core movement (travel, stop, balance, roll, jump) • become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and co-ordination, individually and with others 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • explain the importance of smooth transitions between balances • display smooth transitions between balances • align body parts to create successful and stable balances • demonstrate control and coordination • devise, repeat and perform a short sequence that shows changes in speed, level and direction • plan, perform and repeat gymnastic sequences, linking still shapes with travelling • show changes of direction, speed and level during a gymnastic sequence • adapt a sequence to include apparatus • adapt a sequence to work in a small group, offering peer support • travel in a variety of ways, creating power in movements • make similar and contrasting shapes on the floor and apparatus, working with a partner 	<p>gym gymnastics control movement travel roll jump balance sequence direction speed apparatus quality perform inverted technique</p>	<p>floor stable still hold pair group individual coordinate flow explore create matching interesting extension</p>



<p>Topic: Dance</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • children should be taught to perform dances using simple movement patterns • use movement imaginatively, responding to stimuli, including music and performing basic skills • change rhythm, speed, level and direction of their movements • create and perform dances using simple movement patterns, including those from different times and cultures • express and communicate ideas and feelings 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • perform pair/group dance involving canon and unison, meet and part • respond to music in time and rhythm to show like/unlike actions • respond to music to express a variety of moods and feelings • respond imaginatively to stimuli related to character/music/story • perform clear and fluent dances that show sensitivity to idea/stimuli • make up dance within a small group 	<p>dance move movement sequence routine canon unison rhythm time beat express fluency</p>	<p>travel control transitions actions flow explore create perform match feedback expression reaction represent dynamics control</p>



Topic: Net and Wall Games	Prior Knowledge/Links: <ul style="list-style-type: none"> • participate in individual based skills, working in pairs whilst rallying • develop simple tactics for rallying against a partner 		
National Curriculum Objectives	Key Knowledge and Vocabulary		
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • apply rallying independently, using a variety of techniques and challenges • rally with a partner using throwing or tapping the ball with a racket • stand in a ready position holding racket correctly • change from a ready position before playing a shot and returning the ball to a partner tap/send the ball back and forth to a partner over a small space • begin to tap a ball over a net allowing it to bounce, before returning • move from a ready position into a forehand position • play a forehand shot by bringing racket from low to high position to meet the ball for a forehand shot 	serve accurately track racket control rally opponent receiver	outwit court backhand forehand



<p>Topic: Striking and Fielding Games</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • be able to strike a ball off a tee • throw using underarm or overarm • field a ball and return to an area within a skill game • follow rules of a game 		
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>		
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • use fielding skills to stop the ball effectively • throw with some control and accuracy within a small skill or small sided activity • bat with some control, strike a moving ball • work in a team when fielding and applying tactics • throw and catch under pressure • develop a range of cricket skills they can apply in a competitive context • consolidate existing skills and apply with consistency • choose and use a range of simple tactics in independently and in a game context 	<p>rules dodge drive receiver putt court/course block communicate chipping opponent swing protect align tactics par hole officiate pressure fair fielder send teammate</p>	<p>runs batter bowler stroke grip rounder backstop bowl post wicket batting wicket keeper fielding</p>



<p>Topic: Invasion Games</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • participate in skill related games and team games • develop simple tactics within skill related games and small sided games applying attacking and defending • adapt and apply some technical and tactical knowledge within a variety of invasion based sports and activities such as netball, basketball, hockey, tag-rugby and football 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • 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 • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Netball Skills</p> <ul style="list-style-type: none"> • within a team game make a variety of passes to team mates moving towards the scoring area • aim to use a variety using a chest pass, bounce pass and shoulder pass • make decisions regarding which is the best type of pass to use, opposed and unopposed • communicate verbally and non-verbally to indicate where you like to pass to go or receive a pass • identify space to move into and show a clear target (hands) to receive a pass • begin to understand and apply creating space for you and your team • mark another player and defend when needed • attempt to intercept the ball in skill related and game related environments <p>Football Skills</p> <ul style="list-style-type: none"> • control the ball using both feet then begin to dribble a ball varying the speed of movement and direction • apply passing • make a pass to someone on the team • keep the ball under control when receiving a range of passes from team • keep a ball under control at different speeds • begin to understand how to create space • identify where space is then evaluate if you they need to create new space • stop the ball with control using both feet and dribble with control into space • defend another player and defend when needed • defend against a player and intercept <p>Rugby Skills</p> <ul style="list-style-type: none"> • move and accelerate with speed holding a rugby ball • know where to score a try and how to position the ball to score a try • break past defenders into space to avoid being tagged • use speed and space to avoid defenders 	<p>receiver footwork rebound tracking interception mark travelling playing area outwit opposition opponent contact pivot court field pitch</p>



- understand the concept of tag-rugby that a pass does NOT need to be made until you have been tagged
- understand a backward pass needs to be applied when they have been tagged
- move and accelerate with speed, using a change of direction to evade being tagged (with or without a ball)
- pass the ball backwards stationary and sometimes on the move
- tag the person who has the ball

Hockey Skills

- begin to show how to hold a hockey stick and which side to use whilst manipulating the ball
- begin to use a simple push pass to another team mate
- apply the push pass to a scoring situation
- use a push pass to make a direct pass
- dribble the ball keeping it close, using the correct side of stick
- begin to approach a player to tackle and intercept under pressure
- apply change direction of travel by rotating and turning stick to support this
- begin to use a slap pass within a skill based activity
- use speed to dribble the ball into space
- apply defensive knowledge from previous experiences adapted with a hockey stick
- attempt to score inside a designated scoring area

Basketball Skills

- pass and catch the ball in two different ways in a game situation with some success
- catch with increasing control and accuracy
- pass the ball with increasing speed, accuracy and success in a game situation
- move with the ball in a variety of ways with some control
- move with the ball using a range of techniques showing control and fluency
- find a useful space and get into it to support teammates
- make the best use of space to pass and receive the ball
- use simple attacking and defending skills in a game
- understand and begin to apply the basic principles of invasion games
- compete against self and others in a controlled manner
- use a range of attacking and defending
- take part in a range of competitive games and activities



Topic: Athletics	Prior Knowledge/Links: <ul style="list-style-type: none"> • demonstrate running, jumping, throwing and catching in isolation and in combination • move with control, agility and confidence 		
National Curriculum Objectives	Key Knowledge and Vocabulary		
<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • run in different directions and at different speeds, using a good technique • begin to improve throwing technique and distance of throws • apply throwing with power and accuracy • consolidate jumping techniques, using multiple footwork patterns • apply the correct technique when jumping for distance • compete in a mini competition, recording scores • maintain a running pace for over longer distances • demonstrate good running technique in a competitive situation 	speed power strength accurately higher pace control faster further power stamina	officiate perseverance determination accuracy personal best



<p>Topic: Outdoor and Adventurous Activities</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • work collaboratively with others • warm up and prepare appropriately for different OAA activities • develop some Orienteering techniques 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<ul style="list-style-type: none"> • describe how to use simple maps within a lesson • developing map work and orientation of the school site • embed map work and orientation of the school site • consolidation of map work and orientation • work in collaboration to solve tasks and problems • support and assist in group problem solving tasks • to warm up and prepare appropriately for different OAA activities • describe how we can work in small groups to support plans • use and create routes for each other using simple plans 	<ul style="list-style-type: none"> rules route trust navigate grid discuss plan leader inclusive effectively orientate symbol



<p>Topic: Swimming and Water Safety</p>	<p>Prior Knowledge/Links:</p> <ul style="list-style-type: none"> • develop water confidence • understand safety around the water • swim up to 10m • begin to use a range of strokes 	
<p>National Curriculum Objectives</p>	<p>Key Knowledge and Vocabulary</p>	
<ul style="list-style-type: none"> • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] • perform safe self-rescue in different water-based situations. 	<p><i>Taken/adapted from ASA Swim England Stages 4-7</i></p> <ul style="list-style-type: none"> • Perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating. • Push and glide from the wall towards the pool floor. • Kick 10 metres backstroke (one item of equipment optional). • Kick 10 metres front crawl (one item of equipment optional). • Kick 10 metres butterfly on the front or on the back. • Kick 10 metres breaststroke on the front (one item of equipment optional). • Perform a head first sculling action for 5 metres in a flat position on the back. • Travel on back and log roll in one continuous movement onto front. • Travel on front and log roll in one continuous movement onto back. • Push and glide and swim 10 metres, choice of stroke is optional. <ul style="list-style-type: none"> • Perform a flat stationary scull on the back. • Perform a feet first sculling action for 5 metres in a flat position on the back. • Perform a sculling sequence with a partner for 30-45 seconds to include a rotation. • Tread water for 30 seconds. • Perform three different shaped jumps into deep water. • Push and glide and swim 10 metres backstroke (performed to Swim England expected standards). • Push and glide and swim 10 metres front crawl (performed to Swim England expected standards). • Push and glide and swim 10 metres breaststroke (performed to Swim England expected standards). • Push and glide and swim 10 metres butterfly (performed to Swim England expected standards). • Perform a handstand and hold for a minimum of three seconds. • Perform a forward somersault. <p>Demonstrate an action for getting help.</p>	<p>exhale flutter kick surface somersault personal best inhale endurance propel continuous streamline synchronised retrieve sculling crawl breaststroke submersion rotation backstroke breast stroke front crawl stroke huddle alternate survival treading water buoyancy</p>



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- Sink, push off on side from the wall, glide, kick and rotate into backstroke.
- Sink, push off on side from the wall, glide, kick and rotate into front crawl.
- Swim 10 metres wearing clothes.
- Push and glide and swim front crawl to include at least six rhythmical breaths.
- Push and glide and swim breaststroke to include at least six rhythmical breaths.
- Push and glide and swim butterfly to include at least three rhythmical breaths.
- Push and glide and swim backstroke to include at least six regular breaths.
- Push and glide and swim 25 metres, choice of stroke is optional (performed to Swim England expected standards).
- Perform a 'shout and signal' rescue.
- Perform a surface dive.

- Push and glide and swim 25 metres backstroke (performed to Swim England expected standards).
- Push and glide and swim 25 metres front crawl (performed to Swim England expected standards).
- Push and glide and swim 25 metres breaststroke (performed to Swim England expected standards).
- Push and glide and swim 25 metres butterfly (performed to Swim England expected standards). Perform a movement sequence (linking skills with strokes and sculls) of one minute duration, in a group of three or more, incorporating a number of the following skills: Sculling: head first, feet first Rotation: forward or backward somersault, log roll Floating: star on the front or on the back, tuck float, create own Eggbeater: Moving, lifting one or both arms out of the water Perform a sitting dive or dive.
- Push and glide and swim 50 metres continuously using one stroke (performed to Swim England expected standards).
- Push and glide and swim 100 metres, using a minimum of three different strokes (performed to Swim England expected standards).
- Tread water using eggbeater action for 30 seconds.
- Complete an obstacle course (using minimum of four objects) with feet off the pool floor throughout.