

**PE Unit of Work
Year 4 Autumn**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Outdoor adventurous activities	<ul style="list-style-type: none"> • NA 	<ul style="list-style-type: none"> • Follow a map in a (more demanding) familiar context • Follow a route within a time limit • Mark on a map where they are 	<ul style="list-style-type: none"> • OAA can not be taught in school • Orienteering has to be done in pairs
National Curriculum Subject Content:	<ul style="list-style-type: none"> • take part in outdoor and adventurous activity challenges both individually and within a team 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • To work as part of a team to complete a range of challenges. • Identify where compass points are related to the map 		<ul style="list-style-type: none"> • Make use of space • Points • Send • Keeping score
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • Follow a map in a familiar context • Use clues to follow a route • Follow a route safely • Know the boundaries in place 		<ul style="list-style-type: none"> • Recognise and describe the effects of exercise on the body. • Know the importance of strength and flexibility for physical activity. • Explain why it is important to warm up and cool down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can describe different OAA • I can identify specific features on a map • I can complete an OAA course (age appropriate) 		
Significant people/places	<ul style="list-style-type: none"> • Delamere forest 		

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Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Table tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct hitting technique. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Table tennis is different to ping pong • You can't play tennis with your left hand • You play table tennis with a racket.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use hitting skills in a game. • Know how to practise accurate sending and receiving skills. 		<ul style="list-style-type: none"> • Court • Accuracy • Aim • Serve
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can move around the table using agility • I can use the backhand technique in the correct situation • I can use the forehand technique in the correct situation 		
Significant people/places	<ul style="list-style-type: none"> • Halton TableTennis academy 		

**PE Unit of Work
Year 4 Spring**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Dance	<ul style="list-style-type: none"> • Create a short motif inspired by a stimulus. • Move in time to music. • Improve the timing of their actions. 	<ul style="list-style-type: none"> • Begin to improvise with a partner to create a simple dance. • Perform with some awareness of rhythm and expression. 	<ul style="list-style-type: none"> • Dancing is only for girls. • There is only one type of dance.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to improvise. • Know how to match movements to stimulus from around the world. • Know how to change parts of a dance. 		<ul style="list-style-type: none"> • Space • Repetition • Action and reaction • Pattern
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • I can identify and repeat the movement of a chosen style. • I can compose a dance that reflects the chosen style. • I can confidently improvise with a partner or on my own. • I can demonstrate rhythm. • I can change parts of a dance on my own. • I can use simple dance vocab. 		<ul style="list-style-type: none"> • Describe how the body feels before and after exercise. • Carry and place equipment safely.
Assessment Outcomes	<ul style="list-style-type: none"> • perform dances using a range of movement patterns • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Significant people/places	<ul style="list-style-type: none"> • Oti Mabuse – traditional dances from around the world. 		

**PE Unit of Work
Year 4 Spring**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Gymnastics	<ul style="list-style-type: none"> • Compose a movement sequence independently and with others. • Link combinations of actions with confidence. • Develop the quality of their actions, shapes and balances. • Use a range of jumps in their sequences. • Begin to show flexibility in movements • 	<ul style="list-style-type: none"> • Create their own complex sequences. • Demonstrate precise and controlled placement of body parts in their actions, shapes and balances. • Confidently use equipment to vault and incorporate this into sequences. • Apply skills and techniques consistently, showing precision and control. 	<ul style="list-style-type: none"> • Gymnastics isn't a sport • Only girls do gymnastics • You can only do gymnastics if you're flexible • You can only do gymnastics if you're strong
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop flexibility, strength, technique, control and balance. • Use running and jumping in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to compose independently and with others. • Know how to develop the quality of their shapes and balances. • Know how to begin to show flexibility in movements. 		<ul style="list-style-type: none"> • pike • mirror • straddle • tuck • balance • stretch
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Create a sequence of actions that fit a theme. • Use an increasing range of actions in their sequences. • Move with clarity, fluency and expression. • Travel in different ways. • Begin to develop good technique when travelling. • Develop strength, technique and flexibility. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can work in a controlled way. • I can include a change in speed and direction. • I can include a range of shapes. • I can work with a partner to create, repeat and improve a sequence with at least three phases. 		
Significant people/places	<ul style="list-style-type: none"> • Beth Tweddle gymnastics centre 		

**PE Unit of Work
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Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Tennis	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct hitting technique. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 	<ul style="list-style-type: none"> • Tennis is only played on grass • You can't play tennis with your left hand • Tennis is only a 1 V 1 sport.
National Curriculum Subject Content:	<ul style="list-style-type: none"> • play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Know how to use hitting skills in a game. • Know how to practise accurate sending and receiving skills. 		<ul style="list-style-type: none"> • Court • Accuracy • Aim • Serve
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • Demonstrate successful hitting skills in a game. • Develop a range of skills for sending and receiving equipment. • Practise the correct techniques. • Develop accurate sending and receiving skills over distance. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can move around a court using agility • I can use the backhand technique in the correct situation • I can use the forehand technique in the correct situation 		
Significant people/places	<ul style="list-style-type: none"> • Widnes tennis academy 		

**PE Unit of Work
Year 4 Summer**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Basketball/Netball	<ul style="list-style-type: none"> • Begin to use and understand the terms attacking and defending • Use techniques to attack or defend to play a game successfully. 	<ul style="list-style-type: none"> • Use a range of attacking and defending skills. • Use fielding skills to prevent a player scoring. • Vary the tactics they use in a game. 	<ul style="list-style-type: none"> • You have to be tall to be good at Basketball/Netball • You can move with the ball in Netball
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • Use running, jumping, throwing and catching in isolation and in combination. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Use simple attacking and defending skills. • Apply and follow rules. 		<ul style="list-style-type: none"> • Tactic • Goal • Points
			Sports Knowledge
Procedural Knowledge:	<ul style="list-style-type: none"> • Use a range of attacking and defending skills and techniques in a game. Use defending skills as an individual to prevent a player from scoring. • Vary the tactics they use in a game. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can keep possession of the ball. • I can vary tactics and adapt skills depending on what is happening in a game. 		
Significant people/places	<ul style="list-style-type: none"> • Nellie's Netball 		

**PE Unit of Work
Year 4 Summer**

Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Cricket	<ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for striking and fielding games. • Position the body to strike a ball. 	<ul style="list-style-type: none"> • Accurately serve underarm. • Use at least two different shots in game. 	<ul style="list-style-type: none"> • Cricket is not a team sport • The harder you can hit the ball the better you are • Batting is more important than fielding
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking. • Practise the correct batting technique. • Strike the ball for distance. 		<ul style="list-style-type: none"> • Striking • Grasping 3 • Fielder • Bowler • Bowling
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • Use a bat or stick to hit a ball with accuracy and control. • Accurately serve underarm. • Use at least two different shots in game. • Use hand-eye coordination to strike a moving and stationary ball. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can bat with greater accuracy • I can catch with a higher success rate • I can throw with greater accuracy 		
Significant people/places	<ul style="list-style-type: none"> • Heather Knight (England Women's Cricket) 		

**PE Unit of Work
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Sport	Prior learning (Retrieval)	Future learning	Common Misconceptions
Rounders	<ul style="list-style-type: none"> • Strike or hit a ball with increasing control. • Learn skills for striking and fielding games. • Position the body to strike a ball. 	<ul style="list-style-type: none"> • Accurately serve underarm. • Use at least two different shots in game. 	<ul style="list-style-type: none"> • Rounders is the same as baseball • Hitting the ball is more important than catching the ball
National Curriculum Subject Content:	<ul style="list-style-type: none"> • Develop strength, technique and control. • Use running, jumping, throwing and catching in isolation and in combination. • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. • Play competitive games where appropriate and apply basic principles for attacking and defending 		
Knowledge:			Key Vocabulary
Intended Knowledge Declarative	<ul style="list-style-type: none"> • Demonstrate successful hitting and striking. • Practise the correct batting technique. • Strike the ball for distance. 		<ul style="list-style-type: none"> • Striking • Grasping 3 • Fielder • Bowler • Bowling
Procedural Knowledge:			Sports Knowledge
	<ul style="list-style-type: none"> • Use a bat or stick to hit a ball with accuracy and control. • Accurately serve underarm. • Use at least two different shots in game. • Use hand-eye coordination to strike a moving and stationary ball. 		<ul style="list-style-type: none"> • Describe how the body reacts at different times and how this affects performance. • Explain why exercise is good for your health. • Know some reasons for warming up and cooling down.
Assessment Outcomes	<ul style="list-style-type: none"> • I can bat with greater accuracy • I can catch with a higher success rate • I can throw with greater accuracy 		
Significant people/places	<ul style="list-style-type: none"> • Heather Knight (England Women's Cricket) 		