

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
			Sports Knowledge
Procedural 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 		

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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
			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 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 sportThe harder you can hit the ball the better you areBatting 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">StrikingGrasping 3FielderBowlerBowling
			Sports Knowledge
Procedural 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 accuracyI can catch with a higher success rateI can throw with greater accuracy		
Significant people/places	<ul style="list-style-type: none">Heather Knight (England Women’s Cricket)		

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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
			Sports Knowledge
Procedural 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) 		