**Year 4 P.E. Curriculum – Autumn Term 1**

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| **Theme:**  |
| **Curriculum objectives**   | **Vocabulary**   | **Links across the curriculum**   |
|      **Fitness**To develop an awareness of what your body is capable of.To develop speed and strength.To complete actions to develop co-ordination.To complete actions to develop agility.To complete actions to develop balance.To complete actions to develop stamina. | **Keyword**   | Definition    |  |  |  |
| Fitness | Physically fit or how physically fit you are |    |    |
| Awareness | What you understand about yourself |    |    |
| agility | How quickly you can change direction |    |    |
| Stamina | How long you can exercise for before becoming too tired |    |    |
|  |  |    |    |
| **Prior Learning:**    **Fundamentals**To develop balancing and understand the importance of this skill.To understand how to change speed and be able to demonstrate good technique when running at different speeds.To demonstrate a change of speed and direction to outwit others.To develop technique and control when jumping, hopping and landing.To develop skipping in a rope.To apply fundamental skills to a variety of challenges.    | **Future Learning:**      **Fitness**To develop an awareness of what your body is capable of.To develop speed and stamina.To develop strength using my own body weight.To develop co-ordination through skipping.To perform actions that develop agility.To develop control whilst balancing. |
| **Lesson Sequence**   | **Key Knowledge**   | **Key Skills**   |
| To recognise different areas of fitness and explore what your body can do |   Social: To support and encourage others.Emotional: To persevere to achieve my personal best.Thinking: To identify personal areas of strength and areas for development. | •Encourage those you are working with.•Try your best at each station. |
| To develop speed and strength | Social: To support and encourage others to persevere.Emotional: To persevere to achieve my personal best.Thinking: To identify which body part each strength exercise develops. | •Complete each exercise slowly and with control.•Keep your elbows bent.•Move your hands from your pocket to your mouth.•Run on the balls of your feet. |
| To develop co-ordination | Social: To communicate with my partner to check that they are ready to receive the ball.Emotional: To play honestly and fairly.Thinking: To identify when co-ordination is used in everyday life. | •Watch the ball and move your hands ready to catch it. |
| To develop agility | Social: To show an awareness of others when moving around the space.Emotional: To persevere and not give up.Thinking: To recognise when I was successful and what I need to do to improve. | •Bend low and use small steps to change direction.•Turn your hips to face the direction you are running. |
| To develop balance | Social: To work safely whilst travelling over equipment.Emotional: To show determination and work hard to achieve my personal best.Thinking: To understand how balance is important in everyday tasks. | •Bend your standing knee to help you to stay balanced.•Focus on something still. |
| To develop stamina | Social: To support and encourage others.Emotional: To challenge myself to persevere when I get tired.Thinking: To recognise changes in my body when I work for long periods of time. | •Breathe steadily in through your nose.•Don’t go too fast at the beginning. |