**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 |  |  | |
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| **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. | |