



## KS2 Year 4 PE Medium term plan

	Autumn 1		Spring 1		Summer 1	
Topic	Cycle A - The Potteries  Cycle B - Food Glorious food (Victorians)		Cycle A - Stone Age  Cycle B - Toga Tastic (Romans)		Cycle A - Amazing Africa  Cycle B - Tropical Jungle Journey	
Techniques	Gymnastics  - Develop flexibility, strength, technique, control and balance	Outdoor Adventures  - To take part in outdoor and adventurous activity challenges, both individually and within a team	Dance  -To perform dances using a range of movement patterns	Athletics  - To use running, jumping, throwing and catching in isolation and in combination. To develop strength, technique, control and balance	Invasion Games  -Use running, jumping, throwing and catching in isolation and in combination. To play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Striking and fielding  - Use running, throwing and catching in isolation and in combination To play competitive games, modified where appropriate.
Vocabulary	Degrees, Balance, Forwards, Backwards, Combine, Rotation, Against, Towards, Across, Evaluate, Improve, Height, Strength, Suppleness, Stamina, Speed, Level, Wide, Tucked, Straight, Twisted, Constructive, Points, Twist, Turn, Safety, Refine, Agility, Technique, Control, Balance, Shapes	Listen, map, diagram, places, route, challenges, problems, think, problem solve, strategies, safe, heart rate, warm, breathless, improve, observation.	Spatial awareness, Repeat, Dance, Interpret, Narratives, Complex, Choreographic Principles, Character, Repetition, Action, Reaction, Pattern, Movement, Evaluate, Improve, Agility, Flexibility, Strength, Technique, Control, Balance, Combination, Stimulus, Motifs, Dynamics, Perform,	Running, Technique, Pace, Accuracy, Power, Throw, High, Low, Skip, Aim, Fast, Slow, Bounce, Jump, Leap, Hop, Run, Target, Overarm, Underarm, Walking, Jogging, Accelerate, Baton, Relay, Push, Take off, Landing, Health and fitness - warm up/ cool down	Technique, Partner, Goals, Rules, Tactics, Court, Target, Net, Defending, Attacking, Stance, Strength, Speed, Stamina, Improve, adapt, performance Health and fitness - warm up/ cool down/heart rate/pulse Possession, Scoring, Space, Pass/send/receive, Dribble, Travel, Team, Combinations, Co-	Technique, Team Points, Rules, Tactics, Field, Target, Bat, Strike, Fielding, Stance, Strength, Speed, Stamina, Strategies Improve, adapt, performance Health and fitness - warm up/ cool down/heart rate/pulse Possession, Scoring, Space, Travel, Combinations, Co-

	Health and fitness tuck, straddle, pike, arch, back support, front support, shoulder stand, bridge, Partner balances warm up/ cool down/ heart rate		Timing Health and fitness - warm up/ cool down/heart rate/pulse,		ordination Fluency, Co-operation, Competition	ordination Fluency, Co-operation, Competition
<b>I will know....</b>	<p>I can develop a range of actions (rolls, jumps and travel), body shapes and balances and include in a performance.</p> <p>I can create longer gymnastic sequences that meet a theme or set of conditions.</p> <p>I can use compositional devices (speed, direction and levels) when creating a sequence.</p> <p>I can perform skills and actions consistently and accurately.</p> <p>I can describe how my body reacts when performing and how this can affect me.</p> <p>I can describe my and own and others' work, making simple judgements about the quality of</p>	<p>I can recognise my school on a simple plan/ diagram.</p> <p>I can use a plan or diagram to find different places</p> <p>I follow simple route and trails, orienteering myself successfully</p> <p>I can solve simple challenges and problems successfully on my own and with a group</p> <p>I can recognise how my body feels during exercise and explain why</p> <p>I can observe what I and others have done and use my observations to improve my and others performances</p>	<p>I can explore and create characters and narratives in response to a range of stimuli</p> <p>I can use simple choreographic principles (canon, unison, repetition, and changes of direction, level, speed and pathway) to create motifs and narrative</p> <p>I can perform more complex dance phrases and dances that communicate character and narrative</p> <p>I can know and describe what you need to do to warm up and cool down for dance</p> <p>I can describe, interpret and evaluate their own and others' dances, taking account of character and narrative</p>	<p>I can consolidate and improve the quality, range and consistency of the techniques I use for particular activities.</p> <p>I can develop the ability to choose and use simple tactics and strategies in different situations</p> <p>I know, measure and can describe the short-term effects of exercise on the body and how the body reacts to different types of activity</p> <p>I can describe and evaluate the effectiveness of performances, and recognise aspects of performances that need improving</p>	<p>I can develop the range and consistency of their skills</p> <p>I can devise and use rules</p> <p>I can use and adapt tactics in different situations</p> <p>I can recognise which activities help my speed, strength and stamina</p> <p>I can recognise when speed, strength and stamina are important in games</p> <p>I can explain my ideas and plan</p> <p>I can recognise aspects of my work that need improving</p>	<p>I can to consolidate and develop the range and consistency of their skills in striking and fielding games</p> <p>I can choose and use a range of simple tactics and strategies</p> <p>I can keep, adapt and make rules for striking and fielding games</p> <p>I can understand the importance of warming up and the effect exercise has on my body</p> <p>I can recognise good performance and identify the parts of a performance that need improving</p>

	performances and suggesting ways they could be improved					
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