

Willaston Primary Academy

Physical Education Progression of Skills, Competencies and Knowledge

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| | Year 4 |
| Fundamental Movement Skills | Children in Year 3-6 should attempt to master basic fundamental movement skills, such as running, jumping throwing and catching. Children in Key Stage 2, should look to develop the skills learnt in Key Stage 1 and should also look at using these skills in differing contexts to meet the needs of different sports, games and activities. |
| <p>Mastering Running</p> <ul style="list-style-type: none"> • Look where you are running/Scan for spaces if required • Use your arms to help you balance, and drive you forwards. • Keep your hands and shoulders relaxed • Check your posture, keep your back straight. • Arms move up and down, not across your body. • Run on balls of your feet <p>When sprinting</p> <ul style="list-style-type: none"> • Small quick steps to build speed • Drive your knees high • Elongate the stride to maintain speed <p>Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of running can be developed easily during Athletic activities but shouldn't be ignored in activities such as Football, Rugby, Hockey, Gymnastics, Cricket etc.</p> | <p>Mastering Jumping</p> <p>Jumping should be broken down into three successive phases:</p> <ul style="list-style-type: none"> • Take off • Flight • Landing <p>There are five basic fundamental jumping patterns young children should have frequent opportunities to practice. The patterns are:</p> <ul style="list-style-type: none"> • Two-foot takeoff to a one-foot landing • Two foot takeoff to a two foot landing • One-foot takeoff to a landing on the same foot (hop) • One-foot takeoff to a landing on the other foot (leap) • One-foot takeoff to a two-foot landing <p>The cues for development of skill in jumping and landing (two foot takeoff to a two foot landing):</p> <ul style="list-style-type: none"> • Bend knees • Swing arms forward • Land both feet at the same time • Balance landing |

Provide Children with lots of opportunities to practice through a wide and varied curriculum, technique of jumping is most easily taught during athletic events and gymnastics. However there are lots of other opportunities that should not be missed, e.g. Jumping to save or head a ball in football. Jump shots in Basketball, dodging in dodgeball etc.

Mastering Throwing

Basic Key Points for Throwing

1. Stand straight upright, ball in your throwing hand, facing your target.
2. If you are throwing with your right hand, turn sideways 90 degrees to your right (reposition your feet so you are standing sideways to your target).
3. If you are throwing with your left hand, turn sideways 90 degrees to your left (reposition your feet so you are standing sideways to your target).
4. Make sure your feet are shoulder-width apart.
5. Lift your non-throwing arm to "point" at your target and shift your weight to your back foot.
6. Lift your throwing hand so the ball is near your ear (right ear if you are throwing with your right hand, left ear if you are throwing with your left hand).
7. You are ready to throw.
8. In one motion, shift your weight to your front foot, drop your pointing arm, and twist your torso as you bring your throwing arm over your shoulder to release the ball at your target.

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice Throwing techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, Athletics, and Dodgeball.

Mastering Catching

Basic Key Points for Catching

1. Get into a position to catch, by tracking the ball.
2. Hands should be in the ready position at all times (out in front with fingers pointing at the ball).
3. Assess the height of the ball. (Fingers point high to catch a high ball (thumbs together) and low for a low ball (little fingers together)
4. Soft Hands
5. Close your grip on the ball on contact (hands should be the same shape as the balls)
6. Secure the ball (make sure it is safe once you have caught it)

Provide Children with lots of opportunities to practice through a wide and varied curriculum. Opportunities to practice catching techniques include, but are not exclusive to, Netball, Basketball, Rugby, Cricket, Rounders, and, Dodgeball.

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| <p>Developing Agility (Tracked during Amaven Assessments – 5:10:5 Agility Challenge)</p> <p>Agility is the bodies ability to change direction, at speed, whilst maintaining balance.</p> <p>Developing agility should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Further Ideas on how to develop agility would include, using SAQ equipment, playing tag games, playing invasion sports, playing dodgeball etc.</p> | <p>Developing Balance (Tracked during Amaven Assessments – Broad Jump)</p> <p>Agility is the bodies ability to stay upright or stay in control of body movement</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>However developing balance can also be a focus of Gymnastics, learning to stand on one foot, learning to hold different shapes and learning to have good control of your body. (Sticking) Landing properly after a jump with good control is also a good way to develop balance.</p> | <p>Developing Coordination</p> <p>Coordination is the ability to move two or more body parts under control, smoothly and efficiently.</p> <p>Developing balance should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Coordination can be developed by focussing on developing fundamental skills in isolation and in combination.</p> <p>Further ideas involve the use of cross lateral movements.</p> |
| <p>Develop Strength (Tracked during Amaven Assessments – Hopping Challenge)</p> <p>Developing strength should be an on-going process and can be achieved by simply delivering a broad and varied curriculum to a good standard.</p> <p>Gymnastics will support children in holding their body and body weight.</p> <p>Invasion sports like football will support children in making safe controlled contact with others and remaining on their feet and in control.</p> | <p>Develop Flexibility (Tracked during Amaven Assessments – Sit and Reach Challenge)</p> <p>Developing core strength through delivering a broad and varied curriculum to a good standard will also support the development of flexibility in the Under 10's</p> <p>Whilst ensuring children warm up and cool down, include the use of stretching and explain to the children why this is important in later life.</p> | <p>Develop Control</p> <p>Create fluent movement patterns using precision and control through Dance</p> |

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| <p>Play in competitive team sports that include attacking and defending principles where children can develop simple and tactics and strategies to help them succeed</p> | <p>All children in Year 4 should be taught to;</p> <ul style="list-style-type: none"> • Move in multiple directions in isolation and sometimes In a game situation • Use the basic skill of dodging, including fake dodging, in isolation and sometimes in a game situation • Dribble a ball using different techniques (Hockey, Football, Basketball) and occasionally look up • Pass the ball with some control and accuracy • Receive a ball directly to them demonstrating some control • Mark an opposition player with some success in a game • Show understanding of what it means to intercept the ball and demonstrate they are able to get into a position to be able to intercept a pass. • Demonstrate and understanding of the job of the goalkeeper and show some skills and strategies to prevent a goal being scored • Occasionally contribute to the success of their team in attack and defence • Show an understanding of what is involved in being part of a team • Follow rules in simple invasion games • Evaluate their own and other performance <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Move in multiple directions with game situation • Change direction quickly (dodge) and feint a move, using a low body position using a low body position and apply this with some success in a game situation • Dribble with the ball using different techniques, demonstrating control and speed. • Look up when dribbling while keeping good control of the ball • Pass the ball with control and accuracy over a range of distances. • Receive a ball that is passed to them with good control • Make an opposition player with success in a game. Position themselves to see the player and ball at the same time. • Anticipate where and when the ball will be passed and get into a position to be able intercept. • Regularly contribute to their team in attack and defence <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Move with agility and speed and apply it effectively in a game situation. • Feint and dodge, using good footwork and the correct body position and apply the skill effectively in a game situation. • Confidently dribble with the ball using a range of techniques demonstrating control, fluency and speed. • Look up and change speed and direction whilst keeping good control of the ball. • Use both feet to pass the ball with control and accuracy and vary the weight of the pass according to distance. • Take two touches to receive and pass the ball with excellent control and accuracy |
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| | <ul style="list-style-type: none"> • Mark an opposition player so they cannot contribute in the game effectively. • Read the game to make interceptions. • List and perform more complex Goalkeeping skills such as, ready position, good reactions, quick feet etc. • Demonstrate excellent teamwork and sportsmanship |
| Dance with a range of movement patterns | <p>All children in Year 4 should be taught to;</p> <ul style="list-style-type: none"> • Use the skill of improvisation, responding to a stimuli (such as music) • Change their movements according to different stimuli • Combine and link a small number of movement phrases and patterns • Work cooperatively with a partner and in a small group <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Demonstrate a range of dance techniques, such as unison, canon repetition • Combine and link an increasing number of movements and patterns • Respond and react accordingly to their partners/group members dance movemnets <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Incorporate a range of dance techniques into a dance motifs. • Develop dance motifs by adapting original ideas to vary the levels methods of travel, speed, repeating movements and experimenting with different dynamics • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. |
| Take part in Outdoor and Adventurous Activity | <p>All children in Year 4 should be taught to;</p> <ul style="list-style-type: none"> • Follow a map with a degree of confidence • Work well in a team • Know what equipment they need for their activities <p>Most of the children should be able to;</p> <ul style="list-style-type: none"> • Begin to follow a map within a familiar space • Work well with a team and begin to show leadership qualities • Be aware of how the conditions may affect the courses they are completing. <p>Some children will be able to;</p> <ul style="list-style-type: none"> • Follow a map to move around a less familiar space. |

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| | <ul style="list-style-type: none"> • Follow a map with increasing accuracy and confidence, within a set time limit • Be able to bring the correct equipment for the activity. • Show leadership skills with growing confidence • Be aware of dangers presented by weather conditions and be able to explain what they do with different situations. |
| Swim using a range of strokes at least 25m | <p>By The End of Key Stage 2</p> <ul style="list-style-type: none"> • Swim competently, confidently and proficiently over a distance of at least 25 metres • Use a range of strokes effectively • Perform safe self-rescue in different water-based situations. |
| Evaluate your own performance in PE and give suggestions for improvements and highlight strengths | <ul style="list-style-type: none"> • Know what they and their team needs to do to keep possession and contribute to this occasionally (Through Team Games) • Begin to see strength and areas to improve |
| Allow all children the opportunity to take part in the leadership of sport and PE in school, | <ul style="list-style-type: none"> • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. • Take responsibility of their own skill progressions by suggesting ways to make activities more challenging. (Through Dance etc) • Be able to bring the correct equipment for the activity. |
| Other | <ul style="list-style-type: none"> • Demonstrate knowledge and understanding of the reasons for warming up and cooling down • Explain why exercise is good for their health |