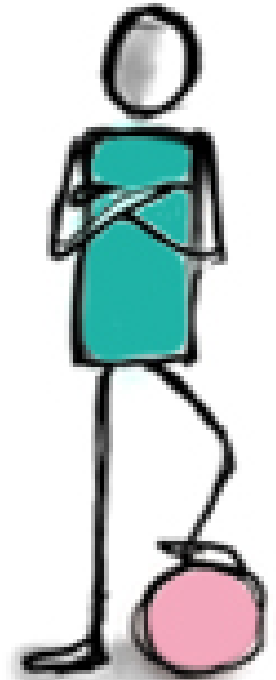


This is a collation of the individual 'year 4 implementation' documents that can be found at the end of each Unit of Work.

The 'Key Unit Objectives' follow the Learning Objectives set out in each PE Planning lesson plan.

Each page contains the appropriate Progression Map Links for each sport and illustrates how the PE Planning objectives are linked to National Curriculum requirements.



Implementation Phase			
Year Group:	Four	Unit:	Athletics

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Apply and develop a broad range of athletic skills in different ways. • Show control, coordination and consistency when running, throwing, and jumping. • Choose the appropriate running speed to meet the demand of the task. • Enjoy competing with others. • Recognise what they do well and what they find difficult, identifying what they need to practise to improve their performance. • Understand the pace judgement when running over an increased distance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To throw an object using both a pushing and pulling technique. • Step 2: To combine different types of jumping. • Step 3: To run for distance. • Step 4: To run in races of varied distances. • Step 5: To take part in athletic events. • Step 6: To perform competitively with others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing during exercise. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Athletic throwing equipment • Balls, Beanbags, Quoits • Cones, Marker spots • Hoops • Bibs • Measuring tape 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Develop • Distance • Accelerate • Personal Best • Co-ordination • Movement • Push / Pull • Pace • Exchange • Timing • Communication • Triple Jump

Implementation Phase			
Year Group:	Four	Unit:	Badminton

Prior Learning Required – Year Three Progression Map Objectives:

- Continue to develop control of the shuttle with and without the racket.
- Show a good stance and structure when throwing and hitting the shuttle.
- Improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.
- Participate in rallies with others.
- Can hit the shuttle, when in the air, varying height, speed and direction into space and to a partner.
- Can perform a forehand serve accurately to a partner, and familiarize themselves with the backhand serve, being able to describe correct grip and technique.
- Explain and demonstrate the chasse step and lunge in practise and games.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: Can watch, track, and catch a shuttle successfully. • Step 2: To demonstrate a chasse movement. • Step 3: To perform a basic forehand action with increasing accuracy. • Step 4: To perform a basic backhand shot with increasing accuracy. • Step 5: To hit a shuttle into space (at different speeds and heights) to try beat an opponent. • Step 6: To return a shuttle. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Understand the different types of rallies, participating in both. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift. • Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent. • Use different skills to try and win games. • Work together to keep a rally going, returning the shuttle to a partner. • With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. • Can move around the court with purpose, demonstrating a fast-paced chasse movement in isolation and in games.
Resources & Equipment	<ul style="list-style-type: none"> • Badminton rackets • Shuttle cocks • Net • Cones • Hoops • Balloons 	Key Vocabulary	<ul style="list-style-type: none"> • Cooperation • Competitive • Follow through • Stance • Power • Receive • Serve • Speed • Tactics • Shuffle • Discuss • Chasse • Coordination • Deceive • Connect • Court

Implementation Phase			
Year Group:	Four	Unit:	Basketball

<p><u>Prior Learning Required – Year Three Progression Map Objectives:</u></p> <ul style="list-style-type: none"> • Move with a ball keeping it under close control. • Keep possession of a ball as part of a team. • Pass/send a ball with increasing accuracy and receive a ball successfully. • Take up spaces/positions that make it difficult for opponents. • Employ simple tactics in game situations. • Recognise and explain good performances. • Understand the link between heart rate and breathing when exercising.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball in different ways and speeds. • Step 2: To move with the ball keeping it under control whilst changing direction. • Step 3: Work well as part of a team. • Step 4: To find and use space well to keep possession. • Step 5: Shoot and score with some success. • Step 6: Participate in games recognising good performances. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Explain and apply basic attacking and defending principles. • Identify what you need to practise to improve your performance. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Pass, shoot and receive a ball with increasing accuracy, control and success. Pass in different ways e.g. high, low, fast, slow. • Find and use space in game situations and work well as part of a team. • Use a range of tactics to keep possession of the ball; and explain simple tactics in game situations.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Basketballs • Cones • Hoops • Bibs • Mini balls 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Shoot • Rules • Chest / Bounce pass • Improve • Dribbling • Foul / Hold • Possession • Speed • Power • Set shot • Technique • Double Dribble

Implementation Phase			
Year Group:	Four	Unit:	Cricket

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, employing simple tactics, particularly when fielding to make it harder for the batter. • Identify what you need to practise improving your performance. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for upcoming activities.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Run, jump and catch in combination. • Step 2: Catch a ball with good control. • Step 3: To understand the rules of cricket. • Step 4: Hit a ball towards a target. • Step 5: Use space when fielding to make it difficult for opponents. • Step 6: Participate in modified competitive games, showing good teamwork. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Recognise what you do well and what you find difficult and explain good performances. • Chose fielding skills which make it difficult for your opponent. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Balls • Bats • Hoops • Wickets • Beanbags 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Fielding • Fielder • Wickets • Communication • Striking • Teamwork • Underarm • Wicket keeper • Skill • Technique • Points • Swing • Tournament • Compare • Evaluate • Discuss • Free Space

Implementation Phase			
Year Group:	Four	Unit:	Dance

<p><u>Prior Learning Required – Year Three Progression Map Objectives:</u></p> <ul style="list-style-type: none"> • Explore and create narratives in response to a stimulus. • Show control, accuracy and fluency of movement when performing actions with a partner. • Develop dance phrases using canon, unison, repetition, action/reaction, and question/answer. • Communicate what you want through your dances and perform with control. • Combine actions and maintain the quality of performance when performing at the same time as a partner. • Describe and evaluate the effectiveness and quality of a dance. • Collaborate with others.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move using a range of patterns. • Step 2: To link movement patterns together showing consistency. • Step 3: Work on your own, with a partner and in a group. • Step 4: Create, practise, and perform more complex dances. • Step 5: To experiment with speed, tension and continuity. • Step 6: To perform actions with clarity of movement. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Be able to describe your own dance, taking characters into account as well as identifying what they need to practise to improve their dance. • Understand the link between heart rate and breathing when exercising. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Speaker • Cones • Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Performance • Phrase • Control • Emotions • Timing • Expressions • Rehearse • Rhythm • Unison • Canon • Choreography • Fluency • Health & Fitness • Pose • Routine

Implementation Phase			
Year Group:	Four	Unit:	Dodgeball

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Improve consistency when catching a ball at different heights. • Show control when moving at speed. • Move the ball in different ways, with increasing accuracy and control. Use a range of skills and tactics to win games. • Understand how finding space can help in game situations. • Begin to understand why you get hotter when you exercise and play games. • Identify what you do best and what you find difficult. • Explain what success you have seen in games, and how individuals and teams achieved it.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To move the ball quickly. • Step 2: To develop side shot throw. • Step 3: To move in different ways – at speed. • Step 4: To use body positioning and control to help when catching. • Step 5: To discuss and apply tactics needed in dodgeball games. • Step 6: To participate in dodgeball games using skills learnt. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Describe how your body feels when you are warming up and playing games. • Evaluate your own performance and describe skills you need to improve your play. • Find and use space in game situations and explain the importance in this tactic. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Get in good positions to throw and receive the ball. • Send a ball with accuracy, control, and consistency, whilst moving at different speeds. • Practise and improve the underarm throw and side shot throw. • Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Soft balls • Cones • Marker spots • Tall cones • Bibs • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Aim • Explore • Heart Rate • Dodge • Pass • React • Strike • Communicate • Position • Side shot • Overarm

Implementation Phase			
Year Group:	Four	Unit:	Fitness

Prior Learning Required – Year Three Progression Map Objectives:

- Understand what aerobic exercise is.
- Discuss the importance of leading a healthy lifestyle.
- Understand the importance of warming up and cooling down.
- Understand what core strength is and develop it using correct techniques.
- Develop upper and lower body strength, fitness, speed, aerobic endurance, balance, body coordination, and show good control and technique.
- Work well both independently and in small groups.
- Show self-belief and determination to manage and accomplish tasks.

<u>National Curriculum Links</u>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2c: Develop flexibility, strength, technique, control, and balance. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<u>Pillars of Progression</u>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To work well with others. • Step 2: To work hard for long periods of time. • Step 3: To perform a lunge safely. • Step 4: To move at speed with coordination. • Step 5: To skip using a skipping rope. • Step 6: To perform a number of crunches with purpose. 	<u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand what aerobic exercise is and how to develop it. • Discuss the importance of leading healthy, active lifestyles. • Identify parts of the body we are working during exercise. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Develop lower body and core strength, fitness, balance and coordination. • Work well as part of a team to achieve success. • Show self-belief and determination to manage and accomplish tasks. • Demonstrate correct techniques of core strength exercises with control.
<u>Resources & Equipment</u>	<ul style="list-style-type: none"> • Cones • Mats • Skipping Ropes • Hoops • Stopwatch • Bibs • Soft Balls • Benches 	<u>Key Vocabulary</u>	<ul style="list-style-type: none"> • Achieve • Endurance • Technique • Healthy • Success • Determination • Identify • Develop • Aerobic • Lifestyle

Implementation Phase			
Year Group:	Four	Unit:	Football

Prior Learning Required – Year Three Progression Map Objectives:

- Move with a ball keeping it under control.
- Perform basic skills needed for games with control and accuracy.
- Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success.
- Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending).
- Employ simple tactics in game situations.
- Recognise good performance and be able to identify what you need to practise to improve your own performance.
- Describe how your body feels when exercising.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: To stop the ball with my feet. • Step 2: To pass the ball in different ways with increased accuracy. • Step 3: To dribble the ball using my feet, both if possible. • Step 4: To tackle safely and effectively. • Step 5: To shoot a football with success. • Step 6: To use tactics in games. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball.
Resources & Equipment	<ul style="list-style-type: none"> • Footballs • Goals • Cones • Bibs • Marker spots 	Key Vocabulary	<ul style="list-style-type: none"> • Defending • Attacking • Communication • Cooperate • Tactics • Teamwork • Turn • Experiment • Power • Strike • Trick • Target • Opposition • Possession • Position

Implementation Phase			
Year Group:	Four	Unit:	Golf

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Begin to develop the chipping technique, consistently lifting the ball from the floor. • Apply putting skills into game situations. • Show control and control to make accurate shots. • Demonstrate good teamwork skills. • Explore and understand how correct putting techniques can create a successful shot.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To successfully hit the target using a putt shot. • Step 2: To play putting and chipping games. • Step 3: To apply the chipping technique in games. • Step 4: To play games with others. • Step 5: To compete in chipping games against others. • Step 6: To apply correct techniques when competing. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Understand the importance of accuracy when chipping. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Explore the skills required to play golf successfully. • Continue to develop and apply the chipping technique to competitive games. • Develop and demonstrate the ability to ‘putt’ accurately and effectively. • Demonstrate good teamwork skills.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones • Golf clubs • Golf balls • Hoops • Hurdles 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Allocate • Concentration • Confident • Develop • Effective • React • Control • Fairway • Improve • Movement • Rough • Dominant • Non dominant • Accuracy • Pace • Stroke • Success

Implementation Phase			
Year Group:	Four	Unit:	Gymnastics

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Perform a range of actions, agilities and skills with consistency, fluency, and clarity of movement. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Create gymnastic sequences that meet a theme or set of conditions, showing a clear, beginning, middle and end. • Create, perform, and repeat sequences that include changes of dynamic e.g. changes of level, speed, or direction. • Develop flexibility, strength, control, technique, and balance. • Learn how to evaluate and recognise your own success and areas for improvement, as well as the effectiveness and quality of a performance. • Describe how your body feels when exercising.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2c: Develop flexibility, strength, technique, control, and balance. • 2d: Perform dances using a range of movement patterns. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To perform 9 key shapes with good body tension. • Step 2: To use travel to link actions. • Step 3: To travel on different levels at different speeds. • Step 4: To create longer sequences of movements, shapes, balances, and rolls. • Step 5: To work with others mirroring and cannoning. • Step 6: To perform in front of others. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Recognise and explain a good performance. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Gymnastics mats • Beanbags • Benches • Hoops • Cones • Tables • Marker Spots 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Teamwork • Transition • Experiment • Communicate • Level • Linking • Pike • Quality • Straddle • Control • Routine • Combine • Apparatus • Arabesque • Create • Describe

Implementation Phase			
Year Group:	Four	Unit:	Handball

<p><u>Prior Learning Required – Year Three Progression Map Objectives:</u></p> <ul style="list-style-type: none"> • Use a range of skills to keep possession of the ball. • Keep the ball under control, passing and receiving with increasing accuracy. • Choose space/ positions where you can receive a pass or to support a teammate. • Take up space/positions to make it difficult for your opponents. • Recognise players who play well in games and give reasons why. Identify what you do best and what you find difficult. • Recognise and describe what happens to your breathing and heart rate when playing games and begin to understand why you get hotter when playing games.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass a ball in different ways. • Step 2: To move to receive the ball. • Step 3: To pass the ball whilst moving. • Step 4: To dribble when under pressure. • Step 5: To use tactics to make it difficult for opponents. • Step 6: To use tactics in games to keep the ball. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Know, keep, and follow the rules of the game. • Identify what skills they need to practise. • Develop the understanding of the importance of speed and stamina when playing invasion games. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Get into good positions to pass and receive the ball. Pass the ball using different techniques. • Develop set moves that can be used in attacking play. • Show growing control and consistency during games. • Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Handballs • Bibs • Tennis balls • Cones • Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Intercept • Accuracy • Attack • Defend • Technique • Score • Possession • Set • Support • Cover • Mark • Stamina • Teamwork • Power

Implementation Phase			
Year Group:	Four	Unit:	Hockey

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Move with a ball keeping it under control. • Develop control and technique. • Pass/send a ball with increasing accuracy and at different speeds. Shoot/ score with some success. • Apply basic principles for attacking and defending – finding space (attacking), challenge a player in possession (defending). • Employ simple tactics in game situations. • Learn how to recognise your own success. • Describe how your body feels when exercising.
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<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To collaborate with others in team games. • Step 2: To use a push pass accurately. • Step 3: To get in a low position when dribbling and/or passing. • Step 4: To dribble a ball whilst changing direction. • Step 5: To use a slap pass. • Step 6: To employ simple tactics in games. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. • Devise suitable warm up activities for the upcoming activity. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Balls • Hockey sticks • Cones • Marker spots • Bibs • Relay batons 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Communicate • Cooperation • Defence • Marking • Possession • Power • Strike • Support • Tackle • Opposition • Avoiding • Recover • React • Attack • Defend • First touch

Implementation Phase			
Year Group:	Four	Unit:	Netball

<p><u>Prior Learning Required – Year Three Progression Map Objectives:</u></p> <ul style="list-style-type: none"> • Pass and receive the ball with control. • Select passes that keep possession. • Take up space/positions that make it difficult for opponents. • Move to support teammates once you have passed the ball and explain how to keep possession. • Describe what happens to your heart rate and breathing when playing games and begin to understand why you get hotter. • Identify what you do best and what you find most difficult and recognise this in others performance.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass/ send a ball with increasing accuracy and appropriate pace. • Step 2: To choose the right pass for the situation. • Step 3: To demonstrate a correct bounce pass. • Step 4: To find and use space well to keep possession. • Step 5: To know simple tactics to help achieve success. • Step 6: Play in small sided games, employing simple tactics. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Develop the understanding of the importance of speed when playing invasion games. • Understand the link between heart rate and breathing during different activities. • Identify and describe the skills needed to improve your game. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Netballs • Hoops • Netball nets • Cones • Bibs • Marker spots 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Space • Control • Speed • Direction • Passing • Pass • Chest Pass • Bounce Pass • Mark • Teamwork • Aim • Accuracy • Possession • Shoot • Power • Score • Accuracy • Power • Rules • Technique

Implementation Phase			
Year Group:	Four	Unit:	Orienteering

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Participate in team games, working cooperatively, solving problems with others. • Communicate effectively with other people and discuss plans to achieve success. • To make a map with symbols and be able to recognise where you are on a map, using basic techniques. • Move confidently in different ways, developing agility, balance, and co-ordination. • Participate in competitive orienteering events, following instructions of the game. • Recognise that activities need thinking through and planning. • Evaluate your performance and recognise what went well and what could be improved.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2e: Take part in outdoor and adventurous activity challenges both individually and within a team. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To work cooperatively as part of a team. • Step 2: To make a map with symbols. • Step 3: Participate in team games solving problems with others. • Step 4: To understand the compass points. • Step 5: To use thumbing and folding techniques. • Step 6: To take part in an orienteering event. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Have knowledge of safety rules and procedures for taking part in orienteering event. • Work as a team to plan and decide what approach to use to meet the challenges. • Explain how you could improve your performance. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Develop a basic understanding of map reading/making and apply these skills and techniques in games. • Work cooperatively and successfully as part of a team, improving communication skills. • Recognise where you are on a map. • Demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Hoops/Hurdles • Cones • Beanbags • Benches • Appendix resources from plans • Clipboards, Rulers, Pencils, Paper 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Teamwork • Map Skills • Indoor mapping • Picture Orienteering • Control Plotting • Communication • Problem Solving

Implementation Phase			
Year Group:	Four	Unit:	Rounders

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Apply and develop a broader range of skills, whilst ensuring basic skills are performed with control and accuracy. • Throw a ball increasing distances, catch a ball with increasing consistency and hit a ball with correct technique. • Intercept and stop the ball consistently. • Work well as part of a team, particularly when fielding to make it harder for the batter. • Identify what you need to practise improving your performance. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. • Employ simple tactics in games. • Devise suitable warm up activities for upcoming activities.

<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Run, jump and catch in combination. • Step 2: Catch a ball with good control. • Step 3: To understand the rules of rounders. • Step 4: Hit a ball towards a target. • Step 5: Use space when fielding to make it difficult for opponents. • Step 6: Participate in modified competitive games, showing good teamwork. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Recognise what you do well and what you find difficult and explain good performances. • Explain the tactics you have used in games. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control, accurately towards a target. • Take up spaces/positions that make it difficult for the opposition. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Cones, marker spots • Rounders posts and bases • Bats • Hoops • Beanbags • Balls 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Throwing • Fielding • Catching • Power • Get in line • Communication • Accuracy • Technique • Batting • Score • Aiming • Space • Targets • Long Barrier

Implementation Phase			
Year Group:	Four	Unit:	Tag Rugby

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Know how to tag another player. • Develop attacking and defending skills within tag rugby. • To be able to pass the ball backwards to a teammate. • Improve decision making skills and choose the right skills that meet the needs of the situation. • Play simple tag rugby games with an understanding of the basic rules. • To follow the rules of the game.

<p>National Curriculum Links</p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Pillars of Progression</p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p>Key Unit Objectives (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: To pass and catch on the move. • Step 2: To keep in a horizontal line with others when running. • Step 3: To pass the ball backwards. • Step 4: To apply simple attacking tactics. • Step 5: To apply simple defending tactics. • Step 6: To play games against others working as a team. 	<p>Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)</p>	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • To begin to understand the rules of tag rugby. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Move in different directions learning to move away from your opponent and keep control of the ball when running. • Learn how to pass in rugby, catching successfully and improving skills whilst on the move. • Move forward to attack as part of a team – running in a line. • To work as part of a team when defending, keeping in a line, and spreading out. • Successfully score a try. • Develop physical characteristics needed for the game, e.g. speed, fitness, agility.
<p>Resources & Equipment</p>	<ul style="list-style-type: none"> • Rugby balls • Cones • Tag belts • Marker spots • Bibs • Hoops 	<p>Key Vocabulary</p>	<ul style="list-style-type: none"> • Avoid • Tag • Backwards • Cover • Pass • Share • Accuracy • Target • Defend • Mark • Agility • Pocket Pass • Attack • Dummy • Speed • Lift

Implementation Phase			
Year Group:	Four	Unit:	Tennis

Prior Learning Required – Year Three Progression Map Objectives:

- Perform basic skills needed for the games with control and accuracy, including throwing and stopping the ball. Perform a basic forehand action.
- Throw/ Send a ball using a variety of techniques.
- Take up space/ positions that make it difficult for opponents.
- Keep a rally going.
- Compete with others – Keeping and following the rules of the game.
- Identify what you do well and what you find difficult.
- Understand the link between heart rate and breathing when exercising.

National Curriculum Links	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Pillars of Progression	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
Key Unit Objectives (Key skills addressed to achieve success throughout the unit)	<ul style="list-style-type: none"> • Step 1: Can watch, track, and catch a tennis ball successfully. • Step 2: To move effectively to get in a good position. • Step 3: To perform a basic forehand action with increasing accuracy. • Step 4: To perform a basic backhand shot with increasing accuracy. • Step 5: To hit a tennis ball into space (at different speeds and heights) to try beat an opponent. • Step 6: To keep a rally going using a range of shots. 	Progression Map Links (Ensure pupils progress & move forward throughout their primary school years)	<p>Declarative Knowledge:</p> <ul style="list-style-type: none"> • Recognise and explain good performances and learn how to recognise and evaluate your own success. • Describe how your body feels when exercising and understand the link between heart rate and breathing when exercising. <p>Procedural Knowledge:</p> <ul style="list-style-type: none"> • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots.
Resources & Equipment	<ul style="list-style-type: none"> • Cones • Tennis rackets • Tennis balls • Nets • Marker spots 	Key Vocabulary	<ul style="list-style-type: none"> • Swing • Aim • Cooperative play • Movement • Partner • Direction • Send • Position • Court target • Power • Accuracy • Direction • Free Space • Control • In line • Racket

Implementation Phase			
Year Group:	Four	Unit:	Volleyball

<p>Prior Learning Required – Year Three Progression Map Objectives:</p> <ul style="list-style-type: none"> • Perform the basic skills needed for the games with control and accuracy. • Throw/send the ball using a variety of techniques. Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Take up space / positions that make it difficult for the opponents. Intercept and stop the ball consistently. • Employ simple tactics in game situations and explain why they have used the tactics. • Learn how to evaluate and recognise their own success. Identify what they need to practise to improve their performance. • Describe how their bodies feel when exercising and understand the link between heart rate and breathing when exercising.
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<p><u>National Curriculum Links</u></p>	<ul style="list-style-type: none"> • 2a: Use running, jumping, throwing, and catching in isolation and in combination. • 2b: Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. • 2f: Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p><u>Pillars of Progression</u></p>	<ul style="list-style-type: none"> • Continued progress of Motor Competence. • Begin to understand and apply Rules, Strategies and Tactics. • Healthy Participation; making safe decisions and understanding the relationships between physical activity and its effect on the body.
<p><u>Key Unit Objectives</u> (Key skills addressed to achieve success throughout the unit)</p>	<ul style="list-style-type: none"> • Step 1: Can watch, track, and catch a volleyball successfully. • Step 2: To move effectively to get in line with the ball. • Step 3: To perform a dig shot with purpose. • Step 4: To react quickly. • Step 5: To hit a ball into space (at different speeds and heights) to try beat an opponent. • Step 6: To explain tactics used and seen. 	<p><u>Progression Map Links</u> (Ensure pupils progress & move forward throughout their primary school years)</p>	<p><u>Declarative Knowledge:</u></p> <ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Learn how to evaluate and recognise their own success. Identify what they need to practise to improve their performance. • Describe how their bodies feel when exercising. • Explain the tactics they have used in games. <p><u>Procedural Knowledge:</u></p> <ul style="list-style-type: none"> • Apply basic principles suitable for attacking and defending. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently.
<p><u>Resources & Equipment</u></p>	<ul style="list-style-type: none"> • Volleyballs • Cones • Nets • Hoops 	<p><u>Key Vocabulary</u></p>	<ul style="list-style-type: none"> • Ball Flight • Aiming • Ready Position • Bump • Success • Direction • Watch • Position • Dig • Power • Speed • Teamwork • Space • Wide • Tactics • Technique