



# St. Francis Xavier's RC Primary School

## PE Unit Guidance and Formative Assessment

<b>Year Group:</b>	4	<b>Subject:</b>	P. E.
<b>Units:</b>	Futsal Hockey Dance Swimming Tennis Athletics/Rounders	<b>Prerequisite Learning and Curriculum Links</b>	<p><b>EYFS ELG Gross Motor Skills:</b> To negotiate space and obstacles safely with consideration for themselves and others; demonstrate strength, balance and co-ordination when playing; move energetically such as running, jumping, dancing, hopping, skipping and climbing.</p> <p><b>Year 1:</b> futsal, dance, athletics  <b>Year 2:</b> dance, athletics, rounders  <b>Year 3:</b> hockey, futsal, swimming, athletics, rounders</p> <p><b>Cross-curricular links:</b> states of matter</p>

### ROCKS (Remembering Our Curriculum Knowledge and Skills)

**Futsal:**

Play a simple competitive game following basic rules.  
Apply very basic principles for attacking and defending.

**Hockey:**

Play a simple competitive game following basic rules.  
Apply very basic principles for attacking and defending.

**Dance:**

Perform dances using a range of simple movement patterns.  
Compare performances and begin to know how to make improvements to achieve their personal best.  
Develop balance, flexibility and strength.

**Tennis:**

Begin to play competitive games of tennis.  
Develop a range of techniques for different tennis strokes.

**Athletics/rounders:**

Use running, jumping, throwing and catching.  
Play a competitive game following a set of simple rules.  
Develop technique, control and balance.

<b>Progressive Journey:</b>	<b>Skills:</b>
<p><b>Autumn 1</b></p> <p><b>Futsal – linked to Real PE skills 6 and 11. Dynamic balance and agility ball chasing.</b></p>	<ul style="list-style-type: none"> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Shows confidence in using ball skills in various ways, and can link these together. e.g. dribbling, bouncing, kicking</li> <li>• Uses skills with coordination, control and fluency.</li> <li>• Takes part in competitive games with a strong understanding of tactics and composition.</li> <li>• Can create their own games using knowledge and skills.</li> <li>• Works well in a group to develop various games.</li> <li>• Compares and comments on skills to support the creation of new games.</li> </ul>
<p><b>Autumn 2</b></p> <p><b>Hockey- linked to Real PE skills 8 and 11. Coordination with equipment and agility ball chasing.</b></p>	<ul style="list-style-type: none"> <li>• Move with a ball towards goals with increasing control.</li> <li>• Understand their role as an attacker and as a defender</li> <li>• Move into space to help support a team.</li> <li>• Defend an opponent and try to win the ball.</li> <li>• Understands tactics and composition by starting to vary how they respond.</li> <li>• Vary skills, actions and ideas and link these in ways that suit the activity of the game.</li> <li>• Can communicate with others during game situations.</li> <li>• Uses skills with coordination and control.</li> <li>• Develops own rules for new games.</li> <li>• Works well in a group to develop various games.</li> <li>• Understands how to compete with each other in a controlled manner.</li> </ul>
<p><b>Spring 1</b></p> <p><b>Dance - linked to real PE skills 12 and 7. Agility reaction/response and dynamic balance (pairs)</b></p>	<ul style="list-style-type: none"> <li>• Confidently improvises with a partner or on their own.</li> <li>• Beginning to create longer dance sequences in a larger group.</li> <li>• Demonstrating precision and some control in response to stimuli.</li> <li>• Beginning to vary dynamics and develop actions and motifs.</li> <li>• Demonstrates rhythm and spatial awareness.</li> <li>• Modifies parts of a sequence as a result of self-evaluation.</li> <li>• Uses simple dance vocabulary to compare and improve work.</li> </ul>
<p><b>Spring 2</b></p> <p><b>Swimming- linked to Real PE skills 10 and 5. Coordination floor movement and dynamic balance.</b></p>	<p>See separate swimming unit plan.</p>

<p><b>Summer 1</b></p> <p><b>Tennis- linked to Real PE skills 5 and 9. Dynamic balance and co-ordination ball skills</b></p>	<ul style="list-style-type: none"> <li>• To become familiar with balls and tennis rackets.</li> <li>• To get the ball into play.</li> <li>• To accurately serve underarm.</li> <li>• To build up a rally.</li> <li>• To build a rally, focusing on accuracy of strokes.</li> <li>• To play a variety of shots in a game situation and to explore when different shots should be played.</li> <li>• To play a competitive tennis game.</li> </ul>
<p><b>Summer 2</b></p> <p><b>Rounders/ Athletics - linked to real PE skills 7 and 2. Dynamic balance (pairs) and static balance (small base)</b></p>	<ul style="list-style-type: none"> <li>• Use overarm and underarm throwing, and catching skills.</li> <li>• Begin to strike a bowled ball after a bounce.</li> <li>• Bowl a ball towards a target.</li> <li>• Develop an understanding of tactics and begin to use them in game situations.</li> <li>• Beginning to build a variety of running techniques and use with confidence.</li> <li>• Can perform a running jump with more than one component. e.g. hop skip jump (triple jump)</li> <li>• Demonstrates accuracy in throwing and catching activities.</li> <li>• Describes good athletic performance using correct vocabulary.</li> <li>• Can use equipment safely and with good control.</li> </ul>
<p><b>Key Vocabulary</b></p> <p><b>Futsal, hockey, tennis, rounders:</b> keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, points/goals, rules, tactics, batting, hitting, fielding and defending.</p> <p><b>Dance:</b> travel, stillness, direction, space, body parts, levels, speed, space, repetition, action, reaction, pattern, style, technique, pattern and rhythm.</p>	