

PE Key Performance Indicators (KPI):

| : Year 4 | | | | |
|---------------------------|---|---|---|--|
| | Developing skills | Making & applying | Physical & mental | Evaluate & improve |
| Dance | <ul style="list-style-type: none"> Think about character and narrative ideas and respond through movement Experiment with a wide range of actions individually, with a partner or in a group | <ul style="list-style-type: none"> Use different ideas to create motifs using unison and canon Practise and combine more complex phrases | <ul style="list-style-type: none"> Show understanding of warming up and cooling down and do it on their own | <ul style="list-style-type: none"> Describe and interpret dance movements using appropriate vocabulary Suggest how dance and performances can be improved |
| Gymnastics | <ul style="list-style-type: none"> Perform a range of actions with consistency, fluency and clarity of movement Make shapes on the floor and apparatus, working with a partner Combine actions and maintain the quality when performing with a partner | <ul style="list-style-type: none"> Combine actions to make sequences, changing speed, level, direction and shape Gradually increase the length of sequences Work with a partner to make a short sequence on floor, mats and apparatus | <ul style="list-style-type: none"> Devise routines of stretching exercises that prepare them for their gym work | <ul style="list-style-type: none"> Make simple assessments of performance based on criteria given by teacher Refine their sequences and others' work Offer constructive ideas when working with a partner |
| Invasion Games | <ul style="list-style-type: none"> Use a range of techniques when passing Change direction and speed when dribbling the ball Show growing consistency and control in games Play with greater speed and flow | <ul style="list-style-type: none"> Keep and use rules they are given Suggest how rules could be changed to improve the game Adapt rules in agreement with others Use a range of tactics to keep possession of the ball and to attack goal | <ul style="list-style-type: none"> Use knowledge they have learnt to make up suitable warm up activities | <ul style="list-style-type: none"> Know and explain tactics and skills they are confident with and use well in games Choose different ways of practising these skills and tactics Describe the help they need to improve their play |
| Striking/ Fielding | <ul style="list-style-type: none"> Strike a ball with intent and throw it more accurately when bowling/fielding Intercept and stop the ball with consistency and sometimes catch it Return the ball quickly and accurately | <ul style="list-style-type: none"> Choose and use batting or throwing skills to make game harder for opponents Choose where to stand successfully as a fielder Work well as a team to make it harder for the batter | <ul style="list-style-type: none"> Know the demands that specific activities make on their bodies Know the importance of warming up | <ul style="list-style-type: none"> Describe what is successful in their own and others' play Identify parts of their performance that need improving and suggest how to achieve this |

Main progressions points:

- Experiment with various actions individually, partnered or in small groups
- Create more complex motifs using 'canon' and 'unison' (6-7 movements)
- Perform a range of actions with consistency, fluency and clarity of movement
- Combine actions to make sequences, changing speed, level, direction and shape
- Use a range of techniques when passing and play with greater speed & flow
- Use a range of tactics to keep possession of the ball and to attack goal
- Strike a ball with intent and throw it more accurately when bowling/fielding
- Choose and use batting or throwing skills to make game harder for opponents



