



# EASTRY C OF E PRIMARY SCHOOL KNOWLEDGE ORGANISERS



<b>YEAR GROUP</b>	4
<b>SUBJECT</b>	PE
<b>KEY VOCABULARY</b>	Perform, demonstrate, safety, control, improvise, sequence, spatial awareness, coordination, tactics, attacker, defender, position, court, field,
<b>END POINTS KNOWLEDGE</b>	<p><u>Athletics</u></p> <ul style="list-style-type: none"><li>• I can begin to build a variety of running techniques and use with confidence.</li><li>• I can perform a running jump with more than one component (Triple jump).</li><li>• I can demonstrate accuracy in throwing and catching activities.</li><li>• I can describe a good athletic performance using correct vocabulary.</li><li>• I can use equipment safely and with good control.</li></ul> <p><u>Dance</u></p> <ul style="list-style-type: none"><li>• I can confidently improvise with a partner or individually.</li><li>• I can create longer dance sequences as part of a larger group.</li><li>• I can demonstrate precision and control in movements.</li><li>• I can begin to develop and vary transitions between movements.</li><li>• I can demonstrate rhythm and spatial awareness.</li><li>• I can modify parts of a sequence as a result of self-evaluation and begins to critique work of others continuing to use dance vocabulary</li></ul> <p><u>Games</u></p> <ul style="list-style-type: none"><li>• I can vary skills, actions and ideas in a way which suits the game.</li><li>• I can show confidence in ball skills in various ways and can link them together</li><li>• I can use skills with coordination and control.</li><li>• I can take part in competition with a strong understanding of tactics.</li><li>• I can work well in a group to develop various games.</li><li>• I can compare and comments on skills using technical vocabulary.</li></ul>



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- I can make suggestions on how to differentiate games.
- I can apply basic skills for attacking and defending.
- I can use running, jumping, throwing and catching in isolation and combination and transfer skills into game situations.

## Gymnastics

- I can link movements with control, coordination and fluency.
- I can develop composition by performing more complex sequences.
- I can begin to use gym vocabulary to improve and refine performances.
- I can develop strength and flexibility in performances.
- I can create sequences using various body shapes and equipment effectively. Combines equipment with movement to create sequences.

## Swimming – By the end of KS2

- I can with confidence in water, explore skills, actions and ideas including holding breath underwater
- I can use a range of strokes; front crawl, backstroke, breaststroke
- I can perform a safe self-rescue in different water-based situation
- I can swim competently and proficiently with confidence at least 25m
- I can improve control and co-ordination in water
- I can evaluate my own swimming noting future improvements
- I can choose appropriate strokes and equipment based on time and distance.

## **IT HELPS IF I ALREADY KNOW**

- Beginning to run at speeds appropriate for the distance.
- Can perform a running jump with some accuracy.
  - Performs a variety of throws using a selection of equipment.



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- Can use equipment safely and with good control.
- Beginning to improvise independently to create a simple dance.
- Begin to improvise with a partner to create a simple dance.
- Translates ideas from a stimuli into movement with support.
- Beginning to adapt movements and create longer sequences.
  - Uses simple dance vocabulary to compare and improve work (Begin to evaluate).
  - Understands tactics and composition by starting to vary in responses.
  - Vary skills and actions that suit the game.
  - Use skills with coordination and control.
  - Works well in a group to develop various games.
  - Beginning to understand how to compete with each other in a controlled manner.
  - Understand movement into or closing down others' space.
- Applies compositional ideas independently and with others to create a sequence.
- Copies, explores and remembers a variety of movements and uses these to create a sequence.
- Describes and begins to evaluate their work using simple gym vocabulary.
- Begin to notice similarities and differences in performances.
- Using turns and change of directions whilst moving in a variety of ways.
- Beginning to show flexibility in movements. Beginning to develop good technique when travelling, balancing and using equipment.



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