



## PE Progression Development in Year 4

Dance	Gymnastics	Athletics	OAA
<p><b><u>Aim of Educational Dance</u></b> In dance as a whole, children think about how to use movement to explore and communicate ideas and issues, and their own thoughts and feelings. Children focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of subjects, and work in pairs and small groups. Children concentrate on combining and linking phrases of movement fluently and with control.</p> <p><b><u>Performance of skills – Progression</u></b> Perform dances clearly and fluently and show sensitivity to the dance idea and the accompaniment.</p> <p><b><u>Developing Physical Skills – Lancashire scheme</u></b> Perform dances expressively, using a range of performance skills. Have an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups. Incorporate more complex dance phrases that communicate character and narrative. Perform in a whole class performance.</p> <p><b><u>Application of skills – Lancashire scheme (Core Task)</u></b> To create movement using a stimulus To explore and improvise ideas for dances in different styles, working on their own, with a partner and in small groups. To create and link dance phrases using a simple dance structure or motif. To use simple choreographic principles to create motifs. To compose dances by using, adapting and developing steps, formations and patterning from different dance styles. To explore, improvise and combine movement ideas fluently and effectively.</p> <p><b><u>Appreciation</u></b> To talk about how they might improve their dances To describe and evaluate some of the compositional features of dances performed with a partner and in a group. To understand how a dance is formed and performed. To evaluate, refine and develop their own and others' work.</p> <p><b>'Encouragement, Responsibility'</b> are the character traits that are important.</p>	<p><b><u>Aim of Educational Gymnastics</u></b> In gymnastics as a whole, children use skills and abilities individually, in combination and in sequence with the aim of showing as much control and precision as possible. Children will learn and develop their skills with control and precision and combine these skills to create a sequence for a competition. They will extend their range of actions, balances, body shapes and abilities, working on more difficult combinations. The children will work in pairs using matching and mirroring to plan and perform sequences.</p> <p><b><u>Performance of skills – Progression</u></b> Master fundamental movement skills and start to develop sport specific skills and performing them with consistency, accuracy and some control.</p> <p><b><u>Developing Physical Skills – Lancashire scheme</u></b> Travel i.e. Feet/hands and feet Balance – i.e. large body parts, dish and arch, one-foot balance Jump – different shapes when jumping, jump <math>\frac{1}{4}</math> and <math>\frac{1}{2}</math> turn Rolling – basic rolls Apparatus <b><u>Application of skills – Lancashire scheme (Core Task)</u></b> Create a sequence of six skills, which must include one roll, one jump and one balance. The 'Partner work' core task involves children creating a gymnastic sequence on floor, mats and apparatus focusing on how they work with a partner.</p> <p><b>'Trust, Self-motivation, Evaluation, Problem-solving'</b> are the character traits that are important.</p>	<p><b><u>Aim of Educational Athletics</u></b> In all athletic activities, children think about how to achieve the greatest possible speed, height, distance or accuracy. Children should concentrate on developing good basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Children will develop their technical understanding across all areas of athletics. They will also be encouraged to take more responsibility for designing, organising and judging athletic events.</p> <p><b><u>Performance of skills – Progression</u></b> Master fundamental movement skills and start to develop athletic specific skills performing them with consistency and accuracy.</p> <p><b><u>Developing Physical Skills – Lancashire scheme</u></b> Throwing – push, pull and sling Hop, step and jump Combination of jumping actions <b><u>Application of skills – Lancashire scheme (Core Task)</u></b> <b>Take Aim</b> Score points by throwing different pieces of equipment at targets using sling, push and pull throws. <b>Furthest Five</b> Children use a run-up and perform the five basic jumps consecutively to reach the furthest distance possible. Children work in groups of three: a jumper, a measurer and a coach who looks at technique and officiates the jump. <b>Pass the Baton</b> Children run in a relay of 4 and try to complete as many laps of the track as possible in three minutes. Children consider each other's strengths and weaknesses, to divide the time or distance between them in order to achieve as many laps as possible in three minutes. They keep a record of the number of laps they complete and aim to beat their score next time they perform the core task.</p> <p><b>'Resilience, Evaluation'</b> are the character traits that are important.</p>	<p><b><u>Aim of Educational OAA</u></b> In outdoor and adventurous activities as a whole, children follow maps and trails, try to solve physical problems and challenges and learn how to work safely in a range of situations. Children will be set physical challenges and problems to solve. They will take part in a range of communication activities to develop problem solving skills in some adventure games. The problem-solving tasks they tackle will require more teamwork, with clearly defined roles and responsibilities.</p> <p><b><u>Performance of skills – Progression</u></b> Master fundamental movement skills and start to develop specific skills performing them with consistency, accuracy and some control.</p> <p><b><u>Developing Physical Skills – Lancashire scheme</u></b> Travel and balance safely when carrying out challenges Demonstrates team work skills during planning, doing and reviewing. <b><u>Application of skills – Lancashire scheme (Core Task)</u></b> To complete a series of challenges i.e. crossing the swamp, millipede carry, shepherd and sheep, electric fence and hula hut challenge.</p> <p><b>'Resilience, Problem-solving'</b> are the character traits that are important.</p>