



## Subject- Physical Education



### Threshold Concepts and Milestones

| Threshold Concept   |                     | Year 4  | Content  |
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| <p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p> <p>This concept involves learning a range of physical movements and sporting techniques.</p> | <p><b>Games</b></p> | <ul style="list-style-type: none"> <li>• Strike a ball and field with control.</li> <li>• Choose appropriate tactics to cause problems for the opposition.</li> <li>• Pass to team mates at appropriate times.</li> </ul> | <p><b>Autumn 2 Basketball</b><br/> <b>Spring 1 Cricket</b><br/> <b>Summer 1 and 2 Handball - Sport Education</b></p> <p>In Autumn 2, the children will be learning the skills to play Basketball. This builds on the KS1 FMS and Y3 Korfball block and prepares them for the Basketball Sport Education block in Year 6. These blocks should provide opportunities for children to develop self guided learning and give them leadership opportunities.</p> <p>In the Spring term, Y4 will do Cricket sessions as part of games. This is a progression from the sessions in KS1 and should prepare them for Sport Education Cricket in Year 6. During these sessions, children will build on the basic skills needed to play a simplified form of cricket.</p> |

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|  |                   |  | <p>In the Summer term, the children will take part in a block of Sport Education based around Handball. Handball has been chosen as a new game, as part of Sport Premium Funding and we have a specialist coach in school. In the first 6 weeks the children will learn the skills to play the game. After this, the children will be split into teams and will then take part in a season of Handball, where the children will lead their teams and their learning. In the classroom, the children will take part in activities to extend their learning. In this block, the children will learn about the popularity of sport and how funding opportunities can affect the sports we play. They will be presenting their findings in a variety of ways to develop their oracy skills.</p> |
|  | <b>Dance</b>      | <ul style="list-style-type: none"> <li>• Create dances and movements that convey a definite idea.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul> | <p><b>Spring 2 Dance</b></p> <p>During this block, the children will be looking at alternative movements to convey ideas and emotions. The teachers have an enjoyment of video games and alternative music and this should be accessible through this unit. The block focusses on the music involved in video games.</p>  |
|  | <b>Gymnastics</b> | <ul style="list-style-type: none"> <li>• Travel in a variety of ways, including flight, by transferring weight to</li> </ul>   | <p><b>Spring 2 Gymnastics</b></p> <p>In gymnastics this year, the children will be building on what they have learnt in KS1 and creating more</p>   |

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|  |                  | <p>generate power in movements.</p> <ul style="list-style-type: none"> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul> | <p>adventurous sequences and refining movements. This block will involve a mix of floor and apparatus work.</p> <p>This unit focusses on developing synchronicity and symmetry through movement to create a sequence.</p>   |
|  | <b>Swimming</b>  |  | N/A as swimming is covered in Year 2  |
|  | <b>Athletics</b> | <ul style="list-style-type: none"> <li>• Run over a longer distance, conserving energy in order to sustain performance.</li> <li>• Throw with accuracy to hit a target or cover a distance.</li> </ul>   | <p>As there is not a specific block of planning for this, it will need to be covered during 15 minute PE or as part of warm ups and one of sessions.</p> <p>Year 4 will take part in a competitive Sports Day alongside Year 4, 5 and 6 and begin to set Record Breakers.</p> |

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|  |  | <ul style="list-style-type: none"> <li>• Compete with others and aim to improve personal best performances.</li> </ul>  |  |
|  | <p><b>Outdoor and adventurous activities</b></p> | <ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates.</li> <li>• Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> </ul> | <p>In the Autumn term, the children will take part in the first of two Outdoor and Adventurous Education blocks. This will involve developing collaboration skills, an appreciation of the outdoors and understand how we can be safe and resilient in outdoor situations. This culminates in a challenging adventure day at Holme Pierpont.</p> <p>All of the activities have been designed to develop collaboration skills, an appreciation of the outdoors and understand how we can be safe and resilient in outdoor situations. It is also designed to support the Commando Jo units of work.</p> |

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|  |  | <ul style="list-style-type: none"><li>• Remain aware of changing conditions and change plans if necessary.</li></ul> |  |
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