

**Milestones****Physical Education – Year 4**

By the end of the year, pupils who have experienced the elements of the milestones will have a 'basic' understanding and level of skill. The majority will have an 'expected' understanding and level of skill. Whilst some will have a 'deep' understanding, knowledge and level of skill.

<b>Dance</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
<b>Dance Skills</b>			
Identify and repeat the movement patterns and actions of a chosen dance style.			
Compose a dance that reflects a chosen dance style.			
Confidently improvise as an individual or with a partner.			
Compose longer dance sequences in a small group.			
Vary dynamics and develop movements in response to a stimuli.			
Demonstrate rhythm and spatial awareness.			
Change parts of a dance as a result of self-evaluation.			
Use simple dance vocabulary when comparing and improving work.			
<b>Perform</b>			
Create and perform sequences with fluency and expression.			
Perform and apply skills and techniques with control, confidence and accuracy.			
<b>Evaluate</b>			
Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements.			
Modify their use of skills and techniques to achieve an improved performance.			

**Milestones****Physical Education – Year 4**

<b>Gymnastics</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
<b>Acquiring and Developing Skills in Gymnastics</b>			
Practise and perform the Key Elements of gymnastics.			
Use an increasing range of actions, directions and levels in their sequences.			
Move with fluency and expression.			
Use equipment to vault in a variety of ways.			
Develop strength, technique and flexibility throughout all aspects of gymnastics.			
<b>KEY ELEMENTS – Rolling.... Roll in different ways with control and tension:</b>			
All previous rolls taught with increased control.			
Forward roll from standing			
Tucked backward roll			
<b>KEY ELEMENTS – Jumping and Vaulting.... Jump in different ways with control and tension:</b>			
Straight Jump			
Star Jump			
Tuck Jump			
Half Turn Jump			
Straddle Jump			
Pike Jump			
Stag leap			
Hurdle step - 1 foot to 2 feet to 2 feet onto springboard.			
Squat jump onto mid-height apparatus from springboard.			
Straight, Star, Tuck and Pike Jump off mid-height apparatus			
Straddle Vault - low apparatus			

**Milestones****Physical Education – Year 4**

<b>Gymnastics</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>KEY ELEMENTS – Balancing..... Balance in different ways with control and tension.</b>			
1,2,3 and 4 point balances.			
Balance in a variety of shapes.			
Front and back support.			
Balance on or against mid-level apparatus and as part of a sequence.			
Balance with and against partner, using each other for support.			
Link balances within a sequence.			
<b>KEY ELEMENTS – Travelling..... Travel in different ways with control and tension.</b>			
Tiptoe, step, jump and hop All: forwards, backwards, sideways and whilst turning.			
Change direction whilst travelling.			
Travel at different levels on and off apparatus.			
Use the following ways of travelling with fluency: Skipping Gallop Chassis steps Pivot Leap			
Travel forwards and sideways and backwards along mid-level apparatus.			
<b>KEY ELEMENTS – Weight on hands..... Take weight on hands in different ways with control and tension.</b>			
Bunny hop on floor and low apparatus; hips above shoulders.			
Bunny hop side to side on floor and apparatus.			
Front support wheelbarrow with partner.			
T-lever and rotate down to floor and up again.			
Lunge and scissor kick up.			
Lunge into handstand with hips above shoulders (with adult supporting)			
Cartwheel beginnings: hand, hand, foot, foot on semi-circle.			

**Milestones****Physical Education – Year 4**

<b>Gymnastics</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Performance</b>			
Create, practise and perform a sequence of <b>six</b> of the key elements of gymnastics individually and with a partner, using floor and apparatus.			
Develop the quality of the actions and performance.			

<b>Games</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
<b>Striking and Hitting a ball</b>			
Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control.			
Accurately serve underarm			
Build a rally with a partner.			
Use at least two different shots in a game situation.			
Use hand-eye coordination to strike a moving and a stationary ball.			
<b>Throwing and catching</b>			
Develop different ways of throwing and catching.			
<b>Travelling with a ball</b>			
Move with the ball using a range of techniques showing control and fluency.			
<b>Passing a ball</b>			
Pass the ball with increasing speed, accuracy and success in a game situation.			
<b>Possession</b>			
Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.			
<b>Using Space</b>			
Make the best use of space to pass and receive the ball.			
<b>Attacking and Defending</b>			
Use a range of attacking and defending skills and techniques in a game.			
Use fielding skills as an individual to prevent a player from scoring.			

**Milestones****Physical Education – Year 4**

<b>Games</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Tactics and Rules</b>			
Vary the tactics they use in a game.			
Adapt rules to alter games.			
<b>Compete/Perform</b>			
Perform and apply skills and techniques with control and accuracy.			
Take part in a range of competitive games and activities.			
<b>Evaluate</b>			
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.			
Modify their use of skills or techniques to achieve a better result.			

<b>Athletics</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
<b>Running</b>			
Confidently demonstrate an improved technique for sprinting.			
Carry out an effective sprint finish.			
Perform a relay, focusing on the baton changeover technique.			
Speed up and slow down smoothly.			
<b>Jumping</b>			
Learn how to combine a hop, step and jump to perform the standing triple jump.			
Land safely and with control.			
Begin to measure the distance jumped.			
<b>Throwing</b>			
Perform a pull throw.			

**Milestones****Physical Education – Year 4**

<b>Athletics</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
Measure the distance of their throws.			
Continue to develop techniques to throw for increased distance.			
<b>Compete/Perform</b>			
Perform and apply skills and techniques with control and accuracy.			
Take part in a range of competitive games and activities.			
<b>Evaluate</b>			
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.			
Modify their use of skills or techniques to achieve a better result.			

<b>Swimming</b>	<b>Basic:</b>	<b>Expected:</b>	<b>Deep:</b>
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
Know the reasons for showering before and after entering the pool.			
<b>Swimming Distance &amp; Stroke</b>			
Can swim competently, confidently and proficiently over a distance of at least 25 metres.			
Use a range of strokes effectively (front crawl).			
Use a range of strokes effectively (breaststroke).			
Use a range of strokes effectively (backstroke).			
<b>Rescue</b>			
Perform self-rescue in different water-based situations.			

**Milestones****Physical Education – Year 4**

OAA	Basic:	Expected:	Deep:
<b>Health and Fitness</b>			
Describe how the body reacts at different times and how this affects performance.			
Explain why exercise is good for your health.			
Know some reasons for warming up and cooling down.			
<b>Trails</b>			
Orientate themselves with accuracy around a short trail.			
Create a short trail for others with a physical challenge.			
Start to recognise features of an orienteering course.			
<b>Problem-Solving</b>			
Communicate clearly with other people in a team, and with other teams.			
Have experience of a range of roles within and begin to identify the key skills required to succeed at each.			
Associate the meaning of a key in the context of the environment.			
<b>Preparation and Organisation</b>			
Try a range of equipment for creating and completing an activity.			
Make an informed decision on the best equipment to use for an activity.			
Plan and organise a trail that others can follow.			
<b>Communication</b>			
Communicate clearly with others			
Work as part of a team			
Begin to use a map to complete an orienteering course.			
<b>Compete &amp; Perform</b>			
Complete an orienteering course more than once and begin to identify ways of improving completion time.			
Offer an evaluation of both personal performances and activities.			
Start to improve trails to increase the challenge of the course.			
<b>Evaluate</b>			
Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements.			
Modify their use of skills or techniques to achieve a better result.			