

## Knowledge Organiser: Year 4 Gymnastics Unit 1



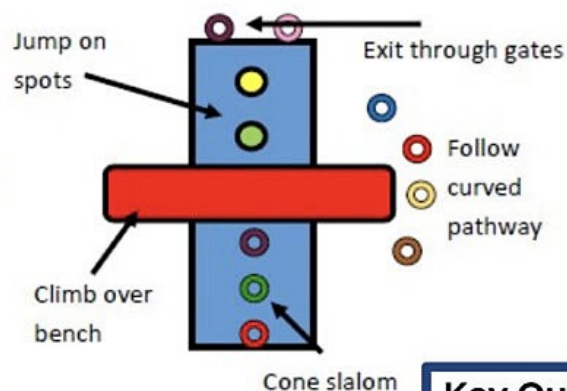
### Prior Learning:

Identified similarities and differences in sequences.  
Developed body management over a range of floor exercises.  
Attempted to bring explosive movements into floor work.

### Unit Focus:

Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group.  
Use compositional ideas in sequences.

**Equipment needed:** Mats, hoops, cones, wall bars, bean bags, low apparatus, skipping ropes, ropes, action cards.



### Key Vocabulary/Skills

Changes in speed.

Step.

Cartwheel progressions.

Composition ideas.

Refining Sequences.

Control, group, similar, different, direction, speed, partner, actions, compositional, stamina, leap, refine, progression.

**Head:** Decide on ways to improve a piece of work using compositional elements and implement changes.

**Hand:** Demonstrate some control when taking weight on hands.

**Heart:** Adapt actions and sequences to work with partners and small groups.

### Key Questions:

1. How many compositional elements can you identify?
2. Did you use different pathways in your sequence?
3. What safety aspects do you need to consider when performing a cartwheel?

### Concepts:

Basic gymnastics shapes are tuck, straddle, pike, star, dish, arch, L-sit, back support, front support, v-sit, bridge, straight, arabesque.



## Knowledge Organiser: Year 4 Dance Unit 1



### Prior Learning:

Building stylistic qualities through repetition and applying movement to own bodies.  
Building basic creative choreography skills in travelling, dynamics and partner work.

### Unit Focus:

Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.

**Equipment needed:** Music player, music, cones, hoops, throw down spots, balloons, laptop internet access.



### Key Vocabulary/Skills

Develop dance freeze frames.	Improvisation, rehearse, director, choreographer, slide, formation, freeze frames.
Practice and perform a slide and roll.	
Learn to replicate a set phrase.	
Work collaboratively to sequence movements.	
Create a 5 action routine.	

### Key Questions:

1. Why do we need to sequence movements? (so one move flows to the next)
2. Explain the different actions in your dance. Do they stick to the superhero theme?
3. What are some of the points in a slide and roll?

### Concepts:

Freeze frame (also known as still image) it is like pressing the pause button on a remote control, taking a photo or making a statue.

**Head:** Demonstrate and discuss performance skills.

**Hand:** Perform with increasing musicality with control and confidence.

**Heart:** Work as part of a group to listen and give ideas.



## Knowledge Organiser: Year 4 Football



### Prior Learning:

Able to show basic control skills. Sent the ball with some accuracy to maintain possession and build attack. Implemented the basic rules of football.

### Unit Focus:

Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.

**Equipment needed:** Footballs, bibs, cones, targets/goals.

### Key Questions:

1. Which passes did you use in the game?
2. In a game situation, how can we suggest ways to improve our skills?
3. What differences are there in long and short distances passes?

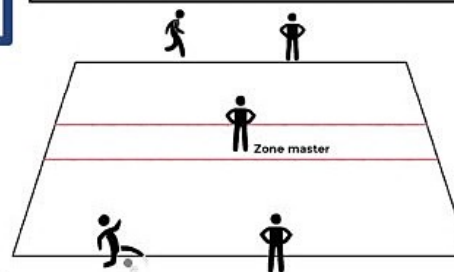
### Key Vocabulary/Skills

Coming towards the ball to receive.	Control, use space, defend, defensive, attack, dribble, pass, tactics, direction, tackle.
Exploring two types of marking.	
Defensive tackling.	
Dribbling in different directions.	
Passing over distance.	

**Head:** Sometimes make decisions on the best time to tackle.

**Hand:** Send the ball over longer distances.

**Heart:** Work hard in a game and recognise the effects on yourself and teammates.



Pass with inside of foot

### Rules:

- If the ball touches a player's hand, then the opposition get a free kick where the offence occurred.
- A point is scored each time a team successfully stops the ball in their goal areas.



## Knowledge Organiser: Year 4 Hockey



### Prior Learning:

Experienced different types of small sided invasion games. Able to send and receive balls. Use a variety of techniques and tactics to play competitively both attacking and defending.

### Unit Focus:

Consistently perform basic hockey skills such as dribbling and push pass. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

**Head:** Decide as a team how to make things difficult for your opponent

**Hand:** Attempt a slap pass in isolation.

**Heart:** Suggest ways to improve your and your team's performance.

**Equipment needed:** Sticks, a range of balls (hard foam or quick sticks balls), cones, goals, bibs, stopwatch.

### Key Questions:

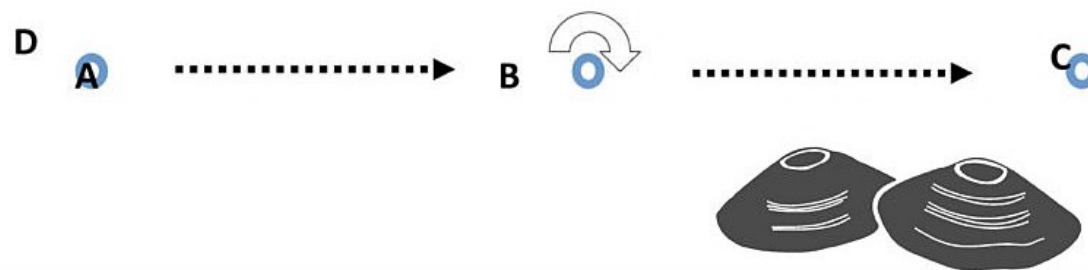
1. Why do we need to keep the ball close to our stick when turning or dribbling?
2. What happens in the game if the ball hits the back of your stick?
3. How can we produce more power to make slap hit go further?

### Key Vocabulary/Skills

Push Pass.	Control, use space, defend, attack, dribble, pass, push, slap.
Straight Dribble.	
Stopping the ball.	
Slap Pass.	
Turning with the ball.	

### Rules:

- No Contact.
- No touching the ball with their feet, the opposition get a free pass where the offence occurred.
- Ball cannot touch the back of the stick.



## Knowledge Organiser: Year 4 Basketball



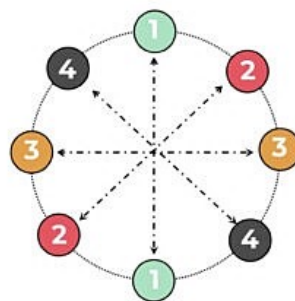
### Prior Learning:

Perform some basic basketball skills, throwing, catching and dribbling. Build attacking/offensive play. Implement some basic rules of basketball

**Equipment needed:** Size 5 basketballs, cones, hoops, basketball posts, bibs, stopwatch, whiteboards.

### Unit Focus:

Increase confidence and selection of basic skills such as dribbling, throwing and shooting. Develop a range of ball handling skills. Use footwork rules in a game situation and explore basic marking.



### Key Vocabulary/Skills

Apply pressure as a defender

Crossover dribble

Bounce Pass

Jump shot

Jump stop and triple threat position

Turnover, double dribble, cross over ball, tip off, intercept, bounce pass, jump shot, opposed, violation.

**Head:** Explain travel violation rules.

**Hand:** Show a triple threat position.

**Heart:** Help someone to improve a particular skill.

### Key Questions:

1. Can you give example of when a player would have committed a travel offense?
2. What is the purpose of the jump stop and triple threat position?
3. What parts of your learning over this unit did you implement in today's games?

### Rules:

- When a basket is scored the conceding, team restarts the game with a backline ball from their defensive backline.
- If a player commits a travel offense a sideline ball is taken from the nearest sideline in line with where the offense took place.



# Year 4 - Netball

## Knowledge Organiser

### Prior Learning

Performed basic netball skills, including passing and catching. Used space effectively to build attacking play. Implement the basic rules of netball.

### We are learning...

1. to protect the ball once we have caught it
2. to use basic shooting techniques in a game
3. one-to-one marking
4. to pivot once we have caught the ball
5. to use quick feet
6. to use preliminary moves

### Assessment Overview

**Head** - Show some awareness of high-five positions

**Hand** - Use basic shooting techniques in isolation and in a game

**Heart** - Work as part of a team to ensure all players are marked

### Equipment

Netballs, cones, bibs, stopwatch, Goals—Junior posts, if possible, hoops, stopwatch.

### Vocabulary

Teamwork, football, foul, free pass, attack, centre, goal shooter, positions, offside, marking, preliminary.

### Unit Focus

Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.

### Key Questions

1. In what other sports would you need to mark players?
2. What is given to the opposing team if you commit a footwork foul?
3. What did you do well in the games and what could you improve?

### Rules

**Footwork foul** - If you land on two feet at the same time or if you catch the ball stationary without jumping you can choose which foot to pivot on. If you land right-left or left-right, you use the back foot to pivot on - so this foot cannot leave the floor otherwise this would be a footwork foul.



## Knowledge Organiser: Year 4 Badminton



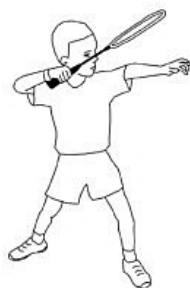
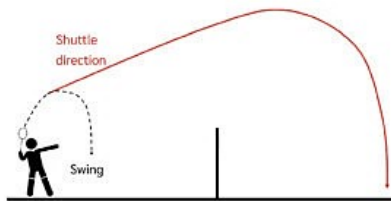
### Prior Learning:

Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting.

**Equipment needed:** Badminton racquets, nets, sponge balls, tennis balls, cones, hoops, bench, stopwatches.

### Unit Focus:

Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation.



### Key Vocabulary/Skills

Underarm & overhead forehand shot.	Tactics, underarm, overarm, bisi, tricks, ready position shuttlecock, boundary.
Trick shots.	
Introduction to backhand.	
Cooperating as part of a team.	
Singles play.	

**Head:** Make it difficult for an opponent to return shot.

**Hand:** Explore shots on both sides of the body.

**Heart:** Recognise what skills require improvement and work to improve them.

### Key Questions:

1. Why is it beneficial to get back to the middle after returning a shot in singles play?
2. What different shots did you use in your games?
3. Why do you want to hold the racquet in a ready position.

### Rules:

- Points are scored when: the shuttlecock cannot be returned, if the shuttle hits the floor or net and doesn't go over.
- The player that wins the point serves.



# Year 4 – Tag Rugby

## Knowledge Organiser

### Prior Learning

Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules.

### We are learning...

1. to use accurate passes to create an attack as a team
2. to pick the ball up from the floor & run with it to start an attack
3. to keep possession of the ball and build and attack
4. to evade being tagged
5. to use changes of speed to create gaps to run into
6. to create attacking opportunities in competitive games

### Assessment Overview

**Head** – Decide on ways to improve a piece of team play.

**Hand** – Play using passing back and sideways rules.

**Heart** – Recognise how playing as part of a team can improve your communication skills.

### Equipment

Non-sting volleyballs, beachballs, volleyball nets, tennis racquets, hockey sticks, cones, hoops, mats, and scorecards.

### Vocabulary

Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition.

### Unit Focus

Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay.

### Key Questions

1. What basic skills could we improve to help our game?
2. How can using a different length of passes help our team?
3. How can we create space for our teammates?

### Rules

- Each team are trying to score a try at the opposition's end.
- Players can be only tagged while in possession of the ball.
- Passes can only be made sideways or backwards.





# Year 4 - Cricket

## Knowledge Organiser

### Prior Learning

Adhered to some of the basic rules of cricket. Developed a range of skills to use in isolation and a competitive context. Strike a bowled ball.

### We are learning...

1. To hit the ball in different directions
2. To anticipate when to run to score singles
3. To intercept a moving ball with one hand
4. To bowl overarm
5. The pull shot and attempting it in a game
6. To field a bouncing ball effectively

### Assessment Overview

**Head** - With increasing consistency, choose where to direct a hit from a bowled ball.

**Hand** - Track and intercept the ball along the ground sometimes collecting with 1 hand.

**Heart** - Show fair play such as accepting if they were run out or stumped.

### Equipment

Range of balls, range of bats and striking equipment, stumps, button cones, batting cone.

### Vocabulary

Zones, directing, conditioned game, intercepting, isolation, pull shot, ground ball, overarm bowling, run singles.

### Unit Focus

Develop and apply a range of skills in competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.

### Key Questions

1. When would a player attempt a pull shot in a game?
2. Why do we want to bowl overarm? (More powerful, quickest, can vary the ball to make it harder for the batter to hit).
3. Why is it beneficial to only pick the ball up with one hand?

### Rules

- Players bat in pairs and will face two overs between them (12 balls).
- 4's and 6's can be scored on the marked boundaries; players must get to the other set of stumps if taking singles.
- Each player on the fielding team will bowl one over, they will do this in tandem with their paired teammate (with whom they will also bat)



# Year 4 - Athletics

## Knowledge Organiser

### Prior Learning

Show controlled movements in response to instructions.  
Demonstrated agility and speed. Jump for height and distance.  
Thrown with speed and power and applied appropriate force.

### We are learning...

1. to challenge ourselves in running, jumping and throwing tasks
2. to accelerate over short distances.
3. to run and jump using one-footed take-off.
4. to use a sling action to throw a discus.
5. to run on a curve and exchange a baton in our team
6. to apply the skills we have developed in a competitive way.

### Assessment Overview

**Head** - Decide on ways to improve, run, jumps and throws and implement changes.

**Hand** - Throw a variety of objects, demonstrating accuracy.

**Heart** - Work with others to score and record distance and times accurately.

### Equipment

A variety of balls, hoops, bean bags, quoits, throw down markers, foam javelins, balloons, stopwatch, measuring tape, skipping ropes, foam discus, quoits, batons.

### Vocabulary

Volleyball, pairs, net, serve, feed, receive, send, switch, court, sideline, height, rally, opposition.

### Unit Focus

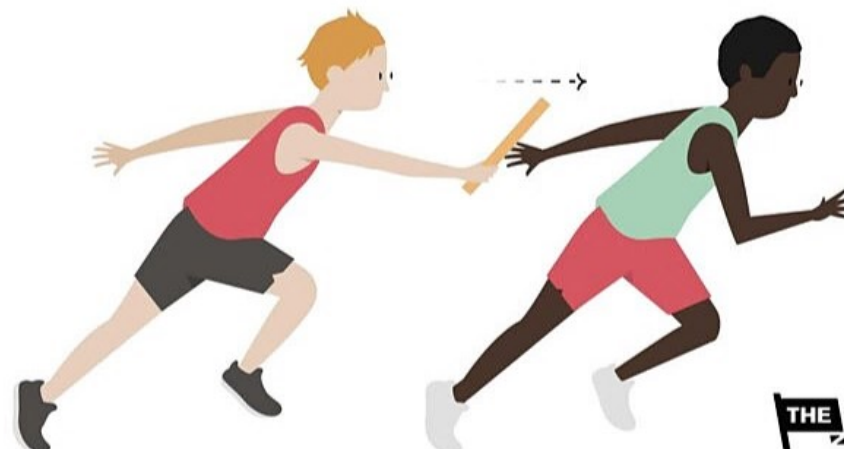
Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.

### Key Questions

1. How did you improve on your scores?
2. Can you name two throwing techniques?
3. Why should you start moving when you receive the baton?

### Rules

- Correct use of a stopwatch.
- Where to receive the baton.
- Measure from the throwing line.



## Knowledge Organiser: Year 4 Tennis

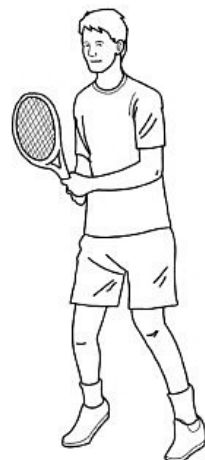
### Prior Learning:

To identify and describe some rules of tennis.

To serve to begin a game.

To explore forehand hitting.

**Equipment needed:** Tennis racquets, nets, sponge balls, tennis balls, cones, hoops, bench.



### Unit Focus:

Explore different shots (forehand, backhand).

Work to return the serve.

Positions in gameplay.

### Key Vocabulary/Skills

Return the ball from around the court.

Forehand to targets.

Introduction to backhand shots.

Return balls to different places on the court.

Use tennis skills to play in doubles games.

Hit, return, court, forehand, backhand, bounce, points, score, net, tactics, underarm, overarm, position, ready.

**Head:** Use defensive tactics to defend the court.

**Hand:** Attempt to self-feed backhand shots

**Heart:** Play competitively with others and against others in modified games.

### Key Questions:

1. Which side is your backhand if you are right-handed? Left-handed?
2. Where should you try to return to on your court after hitting shots and why?
3. How can you communicate with your partner to be effective in games?

### Rules:

Play 2 v 2 on a court. Begin the game by trying to play cooperatively to keep the ball moving over the net. Players need to communicate with each other to decide who is going to hit the ball. Players can hit the ball as many times as required on their side to get the ball back over the net.

