

Year 4 (8-9 years)

Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
Individual Pursuits	Movement composition	Games	Adventure challenges	Health Related Fitness
The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or field, swimming); recognizing a high level of achievement and how to improve a performance	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork	A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.	Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.
Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations	Overall Expectations
<ol style="list-style-type: none"> 1. Practise and develop basic activities of running (in sprint and long distances and in relays), throwing (Javelin Throw) and jumping (Long Jump). 2. Be given the opportunities for guidance in measuring, comparing and improving their own performance. 3. Experience competitions, including those they make up for themselves. 4. Understand the importance of safety regarding these activities. 5. Children will be given the opportunity to swim the different swimming styles, namely: crawl, backstroke, breaststroke, dolphin kick and butterfly. They will experience moving in a prone or supine position with or without equipment (using the water tubes or boards), breathing sideways, submerge, see and pick up objects, enter water by jumping or in a sitting position or diving. 	<ol style="list-style-type: none"> 1. Spatial awareness. 2. Include contrasts of speed, shape effort and use of space to enhance performance. 3. Feel and understand how body parts work to support, receive and transfer body weight. 4. Learn safe, traditional skills e.g. rolls, cartwheels, values and balances. 5. Revise correct, safe grips and hand holds on apparatus. 6. Create sequences with simple to complex shapes in small groups. 7. Be able to prepare, practise and revise their movement composition. 	<ol style="list-style-type: none"> 1. Understand skills and principles of attack; defence and invasion. 2. Improve skills of passing, receiving, striking and travelling with the ball. 3. Develop their own game practices. Working towards objectives decided by the teacher and themselves. 4. Make up, play and refine their won games within limits, considering and developing rules and scoring system. 	<ol style="list-style-type: none"> 1. Children will be taught the principles of safety in outdoor activities and develop the ability to assess and respond to challenges in a variety of contexts and conditions. 2. Cooperative games and activities. Students will participate in group activities to accomplish a common goal. 	<ol style="list-style-type: none"> 1. To understand the importance of regular physical activity for physical, social and emotional health. 2. To become aware of how their body reacts in different situations (Running, standing or during a prolonged activity). 3. The ability to know how to take their pulse rate and to understand why it increases.
Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings	Conceptual understandings
Active Living (Phase 3) <ul style="list-style-type: none"> • People go through 	Active Living (Phase 3) <ul style="list-style-type: none"> • There are positive and 	Interactions (Phase 3) <ul style="list-style-type: none"> • Healthy relationships are 	Identity (Phase 3) <ul style="list-style-type: none"> • Understanding ourselves helps 	Active Living (Phase 3) <ul style="list-style-type: none"> • Regular exercise, hydration,

<p>different life stages, developing at different rates from one another.</p> <ul style="list-style-type: none"> Attention to technique and regular practice can improve the effectiveness of our movements. 	<p>negative outcomes for taking personal and group risks that can be evaluated in order to maximize enjoyment and promote safety.</p> <ul style="list-style-type: none"> A dynamic cycle of plan, perform and reflect can influence a creative movement composition. 	<p>supported by the development and demonstration of constructive attitudes such as respect, empathy and compassion.</p> <ul style="list-style-type: none"> Behaviour can be modified by applying deliberate strategies. Communities and societies have their own norms, rules and regulations. 	<p>us to understand and empathize with others.</p> <ul style="list-style-type: none"> Self-efficacy influences the way people feel, think and motivate themselves and behave. Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. Increasing our self-reliance and persisting with tasks independently supports our efforts to be more autonomous. Recognize personal qualities, strengths and limitations. 	<p>nutrition and rest are all important in a healthy lifestyle.</p> <ul style="list-style-type: none"> We can develop and maintain physical fitness by applying basic training principles.
<p>Learner Outcomes</p> <ol style="list-style-type: none"> Identify different stages of life and how these can affect physical performance. Develop plans to improve performance through technique refinement and practice. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Identify potential personal and group outcomes for risk-taking behaviour. Demonstrate greater body control when performing movements. Self-assess performance and respond to feedback on performance from others. Plan, perform and reflect on movement sequences in order to improve. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Develop a shared plan of action for group work that incorporates each individual's experiences and strengths. Adopt a variety of roles for the needs of the group, for example, leader and presenter. Discuss ideas and ask questions to clarify meaning. Reflect on the perspectives and ideas of others. Apply different strategies when attempting to resolve conflict. Reflect on shared and collaborative performance. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions. Analyse how they are connected to the wider community. Reflect on how they cope with change in order to approach and manage situations of adversity. Reflect on their own cultural influences, experiences, traditions and perspectives and re open to those of others. Use understanding of their own emotions to interact positively with others. Work and learn with increasing independence. Explain how self-talk can influence their behaviour and their approach to learning. 	<p>Learner Outcomes</p> <ol style="list-style-type: none"> Identify ways to live a healthier lifestyle. Understand how daily practices influence short and long term health. Understand that there are substances that can cause harm to health. Demonstrate an understanding of the principles of training in developing and maintaining fitness.
<p>Attitudes</p> <ol style="list-style-type: none"> Commitment in their effort to improve their technique and performance. Independence in children making 	<p>Attitudes</p> <ol style="list-style-type: none"> Cooperation in groups to create and perform their sequence. Creativity which will be 	<p>Attitudes</p> <ol style="list-style-type: none"> Empathy in a way to understand other people's feelings and emotions. Respect the decisions taken 	<p>Attitudes</p> <ol style="list-style-type: none"> Confidence in trying new and challenging tasks. Curiosity in finding out effective solutions while facing new game 	<p>Attitudes</p> <ol style="list-style-type: none"> Enthusiasm of the children to practise physical activities on a regular basis to promote a healthy lifestyle.

<p>their own judgements and reflection about their ability to learn new skills and to improve them.</p>	<p>promoted as children will have to design a unique movement composition.</p>	<p>within the group; rules and regulations of the games.</p>	<p>situations.</p>	
<p>Athletics</p> <p>1. Sprint- Sprint start with the crouch position with the starting block, the drive phase and the acceleration phase. Children will learn to manipulate the starting block to have an effective and quick start. They will also learn to use their strongest foot to push for the start.</p> <p>Games like the wolf and rabbit or catch the tail will be used to improve or reinforce the skills mentioned above.</p> <p>2. Javelin throw – Children will learn to master the grip (the hook grip) by using the real implement. Drills will be made for the children to use an effective power position in order to throw the implement for distance. The vortex will be used for the students to improve the trajectory of the implement.</p> <p>3. Long Jump – the approach, take-off and landing are the different phases that the children will learn for their jumping event. They will also use the spring board to help them have a better take off to go over obstacles and jump for distance.</p> <p>4. Endurance running- the card game; rock, paper and scissors game; obstacle course, pair or group work along a journey to promote pace working and stamina.</p> <p>This strand will lead on to the Cross country of 1Km.</p> <p>-----</p> <p>Swimming</p> <p>5. Dive in a hoop without touching it, kick board drills to improve displacement on prone or supine position, equilibrium games using the spaghetti, creating shapes on the belly or the back with or without equipment, submerge and collect objects in deep or</p>	<p>Gymnastics</p> <p><i>FLOORWORK AND APPARATUS WORK</i></p> <p>1. Learn and improve simple traditional gymnastic skills including rolls, balances, and shapes.</p> <p>2. Learn safe ways to land, grip, travel and balance.</p> <p>3. Plan, practice, improve, remember and be able to repeat the longer sequences in pairs or in groups.</p> <p>4. Create their own pattern; improve their performance according to feedback.</p>	<p>Games</p> <p>Invasion game- football</p> <p>1. Rondo games to improve the passing, receiving and space awareness of children.</p> <p>2. Shooting at goal to promote accuracy and power shooting.</p> <p>3. Small sided games where children will be able to apply their skills in a match situation.</p> <p>4. Coaching work- children will be able to observe record data, find solutions to problems, devise strategies to improve game, present findings and apply strategies in game situation.</p>	<p>Challenging games</p> <p>1. Cardinal points and compass reading.</p> <p>2. Undertake simple orientation activities: <i>map drawing and treasure hunt</i></p> <p>3. Children will explore the potential for physical activities within their immediate environment. (For example: <i>climbing using ropes, mountain climbing, and park trail</i>).</p> <p>4. Problem-solving activities: <i>blind folded games, capture the flag and move an object from one place to another in small groups.</i></p>	<p>Health related activities</p> <p>1. Children will learn to take their pulse rate; understand the changes happening to their body while doing a physical activity.</p> <p>2. Take decision to play more physical games at home and at school in order to spend less time doing sedentary activities. Ex: Card game; cat, mouse and dogs; hooking game.</p> <p>3. Fill and monitor a physical activities diary.</p> <p>4. Help the children understand the importance of hydration; nutrition and rest are all important in a healthy lifestyle.</p>

shallow water, 4 swimming strokes: crawl, backstroke, breaststroke and butterfly or dolphin action.				
---	--	--	--	--

Overview of where PE integrates with the Units of Inquiry

Who we are	Where we are in time and place	How we express ourselves	How the world works	How we organize ourselves	Sharing the planet
<p>Invasion Games- Football (Responsibility)</p> <ol style="list-style-type: none"> 1. Accepting roles and responsibilities while making a team and playing a match. 2. Find out solution to solve problems (Tactical or personal issue happening within the team). 3. Showing empathy while solving a difficult solution within the team. 			<p>Athletics (Function)</p> <ol style="list-style-type: none"> 1. Understand how force is being used in athletics in order to jump, run and throw. 2. Factors that affect movement in athletics. 3. What should we do to improve performance in relation to effective use of force? 	<p>Football (Responsibility and Function)</p> <p>Coaching work: Children will be in different groups with different roles. 1 group will be players and the other group will be the coaches. The coaching team will have the responsibility to assign roles, ex: observer, recorder, presenter and scribe to the members of the team. Their job is to record every single data that might help the team playing to improve their performance – individual or team wise. Emphasis will be laid on the</p>	

				skills of the players, space awareness and tactical content of the game.	
--	--	--	--	--	--