**Year 4**

**PE Skills List**

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|  | I can catch and feed a ball appropriately. | I can feed the ball accurately to hit over the net. | I am aware of appropriate positioning to catch a ball. | I can compare tactically how I stopped someone scoring in the game and teach others. | I can discuss how I need to change the type of throw/ hit to aim at different targets. | I understand that it is important to warm up the muscles before playing or to get the heart pumping faster. | I can create three movements showing a change in speed and level, direction and expression. | I can develop a phrase of movement by repeating an action and adding linking movements. | I can create a performance that has a beginning, middle and end. | I can watch my own dance on video and observe how fidgeting can affect the quality of my performance. | I can understand how to improve my own performance. | I can explain why it is important to warm up my whole body, particularly my feet. | I can practise independently and with a partner, demonstrating quality and variety of linking movements. | I can link 6 – 8 actions together to make a sequence. | I can develop linking movements and pathways to make my sequence more interesting. | I can compare and discuss my actions and those of others. | I can use the ideas from my observations and discussions in my work. | I can describe how warm and tired I feel after running quickly compared with sometimes moving more slowly. | I can say why I must not rush about too close to one another or a wall, or other equipment. | I can receive a ball from one direction and pass to another. | I can pass the ball to beat a defender and score as many goals as possible. | I can make up my own game using equipment and rules. | I am aware of the importance f moving into a space in order to receive a pass from a team member. |
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|  | I can compare tactically how my team stopped someone scoring in the game and how the opposition to improve my own team performance. | I can try a different tactic that I have seen working for the opposition to improve my own team performance. | I can give reasons why an activity might be good for me because it makes me strong and supple. | I can tag and shuttle, speed over short distance, devise basic jumps, 1:1, 2:1, throw for accuracy a variety of equipment, run as a relay team. | I can run tall on the balls of my feet and try out different running styles. | I can change my running style over variety of distances. | As part of a team, I can throw a ball over distance to reach a target, discuss types of throws which are used for distance, height and run in a relay. | I can demonstrate a good technique using trajectory of throw to target. | I can discuss how fitness will play a role in my ability to run different distances. | I can hit a ball well so that I have a good length of time to score a point. | I can pass and receive the ball accurately to a team-mate. | I can discuss how I need to change the type of throw/ hit to aim at different targets. | I can orientate a simple map by matching shapes or obstacles on the ground to shapes on the map. | I can use a map to visit a checkpoint. | I can use my map reading skills to visit a number of checkpoints. | I can begin to discuss different ways of planning my route. | I can work in pairs, taking it in turns to plan the next leg of the trail. | I can say that it is important to warm up the muscles before taking part and to get the heart pumping faster. | I can give reasons why an activity might be good for me because it makes me strong and supple. |
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