## Year 4 Autumn I: PE Knowledge Mat

Football

| Key Vocabulary |  | Images/ diagnams | Cone Knomuledge |
| :---: | :---: | :---: | :---: |
| Intercept | To collect the ball ofter an opponent has passed it but before it reaches its destination. |  | Inside hook- The Inside-Hook turn uses the inside of the foot |
| Communication | Talking to and helping your team verbally to be make the best choices. |  | to turn and ther sprint amay from the defender. |
| Body position | Placing your body in the correct position to complete the next actions |  | Outside hooke Use the outside of the foot to hook the ball |
| Accuracy | The action of kicking the ball tomands the goal to score. |  | back in the direction that you are going to. This turn is |
| Inside hook | Use the inside of the foot to. turn and ther sprint away from the defender |  | good for keeping your body between the ball and your |
| Outside hook | Use the outside of the foot to. hook the ball back in the direction that yow are going to. |  | opponent. |
| Drag back | A drag back is wher you place the bottom of the foot on the ball, nolling it backmand, and turning with it. |  | Drag back- A drag back is wher you place the bottom of the foot on the ball, nolling it backward, and turning with it. |

## Year 4 Autumn 2: PE Knomledge Mat

## Roman Dance

| Key Vocabulary |  | Images/ diagnams | Cone Knowledge |
| :---: | :---: | :---: | :---: |
| Collaborate | To work jointly with others or a project. |  | Choreograph - Is the act of designing dance DirectionDirection in dance, is the line taken by the body. |
| Choreograph | To choose and onder a series of steps or movement in dance. |  |  |
| Timing | Moving to the beat of music on another stimulus. |  | Direction can rejer to shapes, movements, sequences of |
| Count | The number of beats in music that is being followed. |  | movements on relationships between dancers, Direction- |
| Direction | The movement, shapes, and relationships betweer dancers. |  | may be formand on backmand, <br> Sidemay on Diagonal |
| Unison | Performing a movement on series of movements at the same time as other dancers. |  | Pathways. <br> In dance pathways refer to the path on pattern made by a |
| Stimulus | The music, sound or concept that inspires the dancers movements. |  | body part - Pathways can be straight, angular, cumving, symmetrical on asymmetrical. |

## Year 4 Spring: PE Knowledge Mat

Gymnastics,

|  | Vocabulary | Images/ diagrams | Core Knowledge |
| :---: | :---: | :---: | :---: |
| Travelling | A may of travelling between each balance (skipping, rolling, sliding). |  | $>$ Perform a variety of shapes with good control wher performing various skills. <br> > Perform various jumps and develop travelling across the mat. <br> > Teddy bear roll with a partner/group in sequence with pointed toes. <br> > Perform matching and mimoring balance routines on appanatus. <br> > Perform a bunny hop onto a variety of appanatus with control. <br> - Perform a short sequence on mats and appanatus showing levels, unisor, and pointed toes. <br> > Hopscotch across the floor to. develop hurde step onto lom appanatus. |
| Matching | To- perform the exact same movement at the exact same time. |  |  |
| Mirroring | To perform the exact same movement in the mimon image of another movement. |  |  |
| Elements | Parts of a routine that must be performed. |  |  |
| Body <br> Tension | To tighter muscles in the body to allow accunate and strong movement. |  |  |
| Sequence | A number of elements that are performed in an onder. |  |  |
| Apparatus | Any piece of equipment that is used in gymnastics. |  |  |

