

YEAR 4

LEARNING OUTCOMES

for

YEAR 4

HEALTH RELATED FITNESS	MOVEMENT & GYMNASTICS	SWIMMING	ATHLETICS	GAMES
<p>4.1.1. Muscular Strength and Endurance</p> <ul style="list-style-type: none"> Identify that the body has many muscles. Introduce major muscle groups names ex. Pectorals. Identify the purpose of muscles. Perform activities to achieve strong muscles. 	<p>4.2.2 TRAVELLING Plan, design, perform and evaluate a combination of rolling and travelling actions</p> <p>4.2.3 ROLLING Roll and finish in a standing position, roll into various (contrasting) body positions</p>	<p>4.3.1. Arm-work (4 strokes)</p>	<p>4.4.1. Walking/ Endurance Running: Introduce the concept of importance of speed in endurance events.</p> <p>4.4.2. Sprinting: Perform 30m-60m Dash with a dip at the finish.</p>	<p>4.5.1 Racket Games Develop a forehand strike with an implement, emphasizing and selecting a proper force and controlling the height of the ball.</p>
<p>4.1.2. Cardio Respiratory Endurance</p> <ul style="list-style-type: none"> Identify where to find heartbeat. (Wrist and neck) Practise inhaling and exhaling correctly. Perform activities of warming up and cooling down. 	<p>4.2.4 BALANCING Travel into and out of a balance using jumping</p> <p>4.2.5 TAKING WEIGHT ON HANDS Develop handstand, relying less on support</p>	<p>4.3.2. Backstroke</p>	<p>4.4.3. Hurdling: Practise using a dip over the finish line</p>	<p>4.5.2. Implement Games: Introduce Indian Dribble. Practise shooting at target using push-pass and slap-shot</p>
<p>4.1.3. Healthy Habits</p> <ul style="list-style-type: none"> Develop self-management strategies of what to eat. Check posture. (While jumping horizontally) Identify of bad habits. <p>4.1.4. Flexibility</p> <ul style="list-style-type: none"> Introduce the meaning of Flexibility (the range of motion in a joint and its surrounding muscles) 	<p>4.2.6 JUMPING Perform jump and turn whilst in flight</p> <p>4.2.7 PARTNER WORK Practise shadowing</p>	<p>4.3.3. Front crawl</p>	<p>4.4.4. Jumping: Jump for height</p> <p>4.4.5. Throwing: Practise body-weight exercises.</p>	<p>4.5.3 Team Games:</p> <ul style="list-style-type: none"> Throw and catch fly balls and grounders and return the ball quickly and with accuracy Develop awareness that to throw the ball high, the hands

				<p>need to be travelling upwards and to throw grounders hands must points downwards.</p> <ul style="list-style-type: none"> • Develop correct use of hands while shooting the ball. • Develop correct positioning of feet when shooting the ball • Develop awareness of the pivot and the word travelling, use of pivot foot • Perform swinging pass
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PROGRAMME

for

YEAR 4

4.1 HEALTH-RELATED FITNESS

Learning Outcome	Notes
4.1.1. Muscular Strength & Endurance	
<ul style="list-style-type: none"> Identify that the body has many muscles. Introduce major muscle group names ex. Pectorals. 	<ul style="list-style-type: none"> Identify location, size and function of the heart. (Years 1-6) Identify parts and functions of the circulatory or respiratory system (Years 3-6)
<ul style="list-style-type: none"> Identify the purpose of muscles. (In relation to the above mentioned muscle group ex. To push) 	<ul style="list-style-type: none"> Identify where to find the heart beat (Years 4- 6)
<ul style="list-style-type: none"> Perform activities to achieve strong muscles. <ul style="list-style-type: none"> using own body weight as resistance (introduce also free weights ex. Bottles with water) focusing on above mentioned muscle groups ex. Push-ups or chest press with weights 	<ul style="list-style-type: none"> Perform activities that help the heart – healthy heart activities (Years 1 -6) Understand how to measure a strong heart (Years 1 -6) Endurance challenges including the 1 mile run / walk or 9 minute run / walk.
<ul style="list-style-type: none"> Revise correct procedure for lifting objects i.e. squatting down and keeping back straight. 	<ul style="list-style-type: none"> Identify that the body has many muscles. Identify the purpose of muscles Identify correct procedures for lifting objects
4.1.2. Cardio Respiratory Endurance	
<ul style="list-style-type: none"> Identify where to find heartbeat. (Wrist and neck) 	<ul style="list-style-type: none"> Perform activities and exercises to achieve strong muscles
<ul style="list-style-type: none"> Practice inhaling and exhaling correctly. 	<ul style="list-style-type: none"> Identify and practice appropriate activities for specific group of muscles
<ul style="list-style-type: none"> Realize that the term Being Active means to move the body in a variety of activities using energy. 	<ul style="list-style-type: none"> Learn to correctly perform exercises using their own body weight as resistance
<ul style="list-style-type: none"> Perform activities of warming up and cooling down. 	<ul style="list-style-type: none"> Identify the meaning of stretching
4.1.3. Healthy Habits	
<ul style="list-style-type: none"> Develop self-management strategies of what to eat. 	<ul style="list-style-type: none"> Perform the correct procedures for safe stretching
<ul style="list-style-type: none"> Check posture (While jumping horizontally) 	<ul style="list-style-type: none"> Learn the meaning of healthy habits (Years 1 -6)
<ul style="list-style-type: none"> Identify of bad habits. 	<ul style="list-style-type: none"> Identify habits that are healthy for the body:
<ul style="list-style-type: none"> Develop awareness of the importance of rest. 	<ol style="list-style-type: none"> Getting regular activity – movement to play (Years 1- 6) Eating breakfast – avoiding unhealthy snacks (Years 1 – 6) Eating from the food groups pyramid (healthy breakfast concept) – Years 3 – 6. Getting adequate rest (Years 1 -6) Maintaining cleanliness and hygiene (Years 1 -6) Avoiding drugs and alcohol (Years 1 -6) Living tobacco Free
4.1.4. Flexibility	
<ul style="list-style-type: none"> Develop awareness of the meaning of Flexibility (the range of motion in a joint and its surrounding muscles) 	
<ul style="list-style-type: none"> Develop awareness that range of motion means that the muscle tendons and ligaments surrounding the joint can bend and flex 	
<ul style="list-style-type: none"> Develop awareness of the purpose of good flexibility is to help the body to move freely and prevent injury 	
<ul style="list-style-type: none"> Hold a stretch for 15-20 seconds 	

4.2 MOVEMENT AND GYMNASTICS





Learning Outcome	Notes
<p>4.2.1. TRAVELLING <i>Plan, design, perform and evaluate a combination of rolling and travelling actions</i></p> <ul style="list-style-type: none"> • Roll across mat in different ways (rolling as a way of travelling) • Roll into a different finishing position • Roll, step, roll and finish • Roll, spin and step out of the spin • Spin, step and roll 	
<p>4.2.2. ROLLING <i>Roll and finish in a standing position, roll into various (contrasting) body positions</i></p> <ul style="list-style-type: none"> • Find a different starting position, roll and finish standing on two feet. • Find a different starting position, roll and finish in the position started from • Roll so that you start in one position and finish in a contrasting position. 	
<p>4.2.3. BALANCING <i>Travel into and out of a balance using jumping</i></p> <ul style="list-style-type: none"> • Jump, land and balance. • Jump, land, balance and roll out. • Perform symmetrical and asymmetrical shapes (static). • Perform headstand. 	
<p>4.2.4. TAKING WEIGHT ON HANDS <i>Develop handstand, relying less on support</i></p> <ul style="list-style-type: none"> • Perform handstand from a single take off and double take off. • Perform handstand and come down in a different finishing position. • Roll, stand up and handstand. 	<p><u>HANDSTAND</u> Hands, shoulder width apart, fingers face forward, eyes look at hands, arms straight, hips over shoulders, body straight.</p>
<p>4.2.5 JUMPING <i>and turning whilst in flight</i></p> <ul style="list-style-type: none"> • Perform quarter turn jump and roll sideways • Perform half turn jump and roll backwards • Perform full turn jump and roll forwards 	

<ul style="list-style-type: none"> • Perform stretch jump, forward roll. Repeat • Perform sequences involving jumping => half turn jump, land and roll backwards, half turn jump, land and roll forwards 	
<p>4.2.6 PARTNER WORK <i>Practise shadowing</i></p> <ul style="list-style-type: none"> • Follow partner, copying partner's actions 	

4.3 SWIMMING

Learning Outcome	Notes
4.3.1 Practise Arm-work (4 strokes)	<p>Alternating continuous action. Entry-arm slightly flexed at elbow, thumbs down, palm facing out. Entry position in front of head, pull and push water, elbow out of the water first, keeping elbow high, hand placed in front of head again.</p> <p>Simultaneous in same horizontal plane.</p> <p>Arms fully extended, palms facing down, hands sweep downwards, elbows bending. Hands sweep inwards fast at shoulder line nearly coming together and extend again.</p> <p>Alternating arm action. Entry arm straight, palm facing out at shoulder level. Hand catches and pulls water with elbow bent. Hand now sweeps down to thigh, elbow straightening. Little finger out of the water first. Arm recovered straight and placed in front of head.</p> <p>Simultaneous arm action. Entry in line with shoulders, almost fully extended, and elbows high. Thumbs enter water first, palms out, Hands sweep down and in under tummy, thumbs almost touch. Hands then sweep up and out to thighs. Hands recover over water.</p>
4.3.2 Practise backstroke	<p>Body Position: Supine, horizontal and streamlined. Head in line with body, water level till ears, eyes looking upwards and back towards feet, legs extended and close together.</p> <p>Legs: As above</p> <p>Arm Action: As above</p> <p>Breathing: Normally with face out of the water.</p> <p>Timing: Six kicks to one arm action.</p>
4.3.3 Practise front crawl	<p>Body Position: Prone. Horizontal and streamlined. Head in line with body. Water level till ears and eyes looking down and forward. Legs extended and feet close together.</p> <p>Legs: as above</p> <p>Arm Action: as above</p> <p>Breathing: From side during recovery of arm. Every 1, 2 or 3 strokes</p> <p>Timing: Six kicks every 1 arm stroke</p>

4.4 ATHLETICS

Learning Outcome	Notes
4.4.1 Walking/ Endurance Running	
Introduce the concept of importance of speed in endurance events.	Running faster to open gap from opponents whilst saving energy till finish.
Shuttle Run Test**	 <p style="text-align: center;">Shuttle Run</p> <p style="text-align: right;">Maximum effort</p>
<i>Able to participate in intra-school Fun Athletics (IFTA). **</i>	
4.4.2 Sprinting	
Perform 30m-60m Dash with a dip at the finish.	Emphasize looking only straight in front when running; use of a dip over finish line to gain an extra advantage.
Perform 60m Sprint Test	Maximum effort
Balance Test. **	
<i>Able to participate in inter-schools Fun Athletics (IFTA). **</i>	
4.4.3 Hurdling	
Use a dip over the finish line	Use of dipping over finish line to gain an advantage.
Develop ability to participate in inter-schools Fun Athletics (IFTA) . **	IFTA regulations
4.4.4 Jumping	
Jump for height	On the spot only (without run-up)
Vertical Jump Test**	 <p style="text-align: center;">Vertical Jump</p> <p style="text-align: right;">Maximum effort</p>
4.4.5 Throwing	
Practise body-weight exercises.	Kneeling push-ups using a jerk (ply metric type).
Chest Push Test**	 <p style="text-align: center;">Chest Push</p> <p style="text-align: right;">Maximum effort</p>

4.5 GAMES

Learning Outcome	Notes
<p>4.5.1 Racket Games</p> <p>Develop a forehand strike with an implement, emphasizing and selecting a proper force and controlling the height of the ball.</p>	<p>Striking a small ball with an implement</p> <ul style="list-style-type: none"> • Holding the ball at hip level with the free hand and hitting it with the racket • Trying to aim the ball at a determined target such as a mark on a wall • Asking the children to stay in pairs and pass the ball to each other using the forehand strike allowing only 1 bounce between the partners thus changing speed and force
<p>4.5.2 Implement Games</p> <p>Practise Indian Dribble. Shooting at target using push-pass and slap-shot</p>	<ul style="list-style-type: none"> • Shooting while stationary or walking at a target • Shooting in general space and in different directions • Stretching and twisting of upper body for slap-shot. Emphasis on weight transference • Relationship of body parts while passing, trapping and performing the slap-shot • Individual shooting practice at wall or stationary targets aiming to improve continuously • Fast, strong free-flowing shot
<p>4.5.3 Team Games:</p> <p>Throw and catch fly balls and grounders and return the ball quickly and with accuracy</p> <p>Develop awareness that to throw the ball high, the hands need to be travelling upwards and to throw grounders hands must points downwards.</p> <p>Develop correct use of hands while shooting the ball.</p> <p>Develop correct positioning of feet when shooting the ball</p> <p>Develop awareness of the pivot and the word TRAVELLING, use of pivot foot</p>	<ul style="list-style-type: none"> • Throw the ball against the wall so it comes back with very little bouncing. It can be done in partners. • To catch a grounder get directly in front of the ball with palms facing the ball. • While waiting for the ball put forward the non throwing foot, it helps you throw the ball back more quickly • Always get in the path of the ball to catch it. • Throw the ball up make sure that hands point high and towards the target • When catching a ball above the waist, fingers should point upwards • When throwing the ball up hands should point high and towards the target • Keep eyes focused on the ball at all time

Swinging Pass

- Position of hands and feet when shooting the ball
- Use ball of feet to pivot on
- Do not emphasize too much on the proper movement of the shot as the children have to get used to the high and the strength they need to shoot the ball.
- Use the pivot to pass the ball correctly
- Passing action starts from knees.
- Bend knees down to control the force of the pass.
- Place palms of hands facing each other round the rugby ball.
- Concentrate on the “follow through” after passing.
- The pass must always be sideways or backwards.