

YEAR 4 FMS: BALANCE

THIS FMS IS SEEN IN ALL UNITS



CHECK WHAT YOUR PUPILS CAN SHOW...

- A** Pupil walks along a line whilst crouching, turns whilst on the line and travels backwards whilst crouching.
- B** Pupil jumps and turns 90 degrees before landing.
- C** Pupil transitions between three balances using a variation of body parts at varying levels.



What you are looking for:

- Pupil keeps their head up and looks forward.
- Pupil moves slowly and with control.
- Pupil keeps their chest upright when landing with their feet apart and knees slightly bent.
- Pupil holds their arms out and squeezes their muscles.

CHECK WHAT YOUR PUPILS KNOW...

- What do you need to do with your body to hold a strong balance? **Keep my body strong, focus on something still, squeeze my muscles.**
- How can you move with control from one balance to another? **Keep focus, move slowly and with control, think about which muscles are being used to hold each balance and squeeze them.**
- How can your arms and legs help you when trying to balance? **By spreading out to keep you steady. For example, you can stretch your arms to the sides or move your legs to adjust your weight and stop you from falling.**



INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- Why is it important to keep your head up and look forward when balancing whilst moving? **To help maintain your centre of gravity and keep your body stable. To see where you're going, making it easier to adjust your movements and balance while changing direction.**
- When holding a static balance, like after hopping, what should you do to keep your body steady? **Squeeze your muscles, especially in your legs and core. Keep your body upright and your arms out for balance.**
- How does balancing while throwing test your balance? **It shifts your centre of gravity, requiring you to adjust your body to stay balanced.**

Your pupils might already be able to show and may know...

- What does balance look like? **Staying still or moving with control and co-ordination.**
- What can you do to help you to balance on the spot? **Focus on something still, squeeze my muscles, use the whole of the body part in contact with the floor e.g. spread my fingers or toes wide.**
- How can you balance whilst moving? **Move slowly and with control, keep my chest up and hold my arms out.**

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YEAR 4 FMS: CATCHING

UNITS THIS FMS IS SEEN IN:

Striking and
Fielding

Target
Games

Invasion
Games

Net and Wall
Games

Ball Skills



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Partner chest passes a playground ball to the side of the receiver. Pupil moves to catch it with two hands before a bounce.
- (B) Partner underarm throws a tennis ball. Pupil aims to catch it with two hands before a bounce.
- (C) Partner underarm throws a beanbag. Pupil aims to catch it with one hand.

What you are looking for:

- Pupil stands in a ready position (feet shoulder width apart and knees bent), holds their hands out (if catching from a stationary position) and focus on the ball.
- Pupil uses wide fingers and cushions the ball/beanbag in to their chest to help them to securely catch.
- Pupil moves their feet to be in line with the ball if it is not coming directly to them.



INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your **greater depth** pupils might be able to show and may know...

- When catching on the move, what should you do to make sure you catch successfully? **Watch the ball, move my feet to get in line with it, then pull the ball into my chest.**
How should you position your hands and fingers when catching a low ball at waist height? **Use a close catch technique by placing my little fingers together and pointing my fingers down.**
- What should you do to catch a ball coming in from high? **Stand in a ready position, move my feet to be in line with it, and use a deep catch technique by putting my thumbs together and pointing my fingers up.**
- Why is it important to use different catching techniques (close catch and deep catch) in different situations? **Using different catching techniques helps me to adjust to the height and angle of the ball, ensuring I catch it securely.**

CHECK WHAT YOUR PUPILS KNOW...



- Why is it important to stand in a ready position when preparing to catch? **A ready position helps me to stay balanced and ready to move quickly in any direction. It allows me to react faster, increasing my chances of catching it.**
- What is the correct hand position and action to take when you are about to catch a ball that's been thrown towards you? **Hold my hands out with my fingers wide. As the ball comes towards me, use my hands to cushion the catch by pulling the ball into my chest to secure it.**
- When catching a ball on the move, what should you do to make sure you catch it successfully? **Watch the ball, move my feet to get in line with it.**

Your pupils might **already** be able to show and may know...

- What will help you to react to catch a ball? **Begin in a ready position, watch the ball.**
- What should you do to catch a ball while you are moving? **Keep my eyes on the ball, move my feet to stay in line with it and have hands out ready.**
- Why do you need to react quickly when catching a ball in a game? **Quick reactions help me to catch the ball before it goes past me, hits the ground or is taken by an opponent.**

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CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Adult holds a cone at an appropriate height. Pupil jumps up to touch the cone.
- (B) Pupil travels as far as they can using three combined jumps.
- (C) Pupil travels as far as they can using three combined hops.
- (D) Pupil creates three different jumps, making them interesting and showing as much control as possible.

What you are looking for:

- Pupil looks forward as they land toes first with soft knees.
- Pupil swings their arms forward and transfers their weight from back to front to jump/hop further.
- Pupil swings their non-standing foot backwards and then forward to hop for distance.
- Pupil jumps/hops in quick succession when combining jumps to travel further.
- Pupil bends their knees and swings their arms up to jump higher.
- Pupil can create interesting jumps using different shapes and combinations of feet to take off and land.

CHECK WHAT YOUR PUPILS KNOW...

- What can you do with your body to help you to jump further? **Transfer my weight from back to front by swinging my arms forward.**
- What can you do with your non-standing foot when hopping for distance to help you to hop further? **Swing it backward then forward.**
- What can you do to land with control? **Land toes first, look forward and bend my knees.**



INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- When combining jumps to jump for distance, what can you do with your knees to create power? **Drive them high and fast.**
- Can you give examples of when your jumping technique may vary? **E.g. jumping for an interception may require you to leap sideways, explosively using one foot, or backward and up using two feet. Jumping in dance may require you to use a small bend in the knees to land graciously.**
- How are jumps used in gymnastics? **To link actions together, show shape and change direction.**



Your pupils might already be able to show and may know...

- What will jumping or hopping and landing in quick succession allow you to do? **Jump further.**
- What can you do with your jumps to make them look interesting? **Change the take off and shape.**
- In what activities would you want your jumps to look interesting? **Gymnastics, dance.**

YEAR 4 FMS: RUNNING

UNITS THIS FMS IS SEEN IN:

Athletics

Fitness

Fundamentals

Ball Skills

Invasion
Games

Net and Wall
Games

Target
Games

OAA

Striking and
Fielding



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Pupil sprints 30m and stops.
- (B) Pupil jogs for 3 minutes.
- (C) Create a zigzag path out of cones 3m in width. Pupil sprints the zigzag changing direction at the markers.

What you are looking for:

- Pupil sprints with big steps and high knees, on the balls of their feet, moving their opposite arm to leg.
- Pupil leans slightly forward to speed up.
- Pupil stops in a balanced position, leaning slightly backwards to slow down.
- Pupil bends their knees and uses small steps to change direction, keeping their elbows bent.
- Pupils pace themselves appropriately, running for the entirety of the time.



INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- What helps you to create a rhythm to run faster? **Taking big consistent strides.**
- What can you do to run further or for a long period of time? **Pace myself and use steady breathing.**
- Which foot do you push off to change direction? **Outside foot (the foot furthest from the direction I want to go in).**
- What else do you need to do to change direction? **Turn my hips to face the direction I want to go in.**

CHECK WHAT YOUR PUPILS KNOW...

- What can you do with your body to get the power to run faster? **Use a high knee drive, pump my arms and run on the balls of my feet.**
- What do you need to do when running further or for a long period of time? **Pace myself.**
- What can you do with your body to help you to stay balanced when changing direction? **Keep my elbows bent.**

Your pupils might already be able to show and may know...

- What can you do with your body to speed up? **Lean slightly forwards.**
- What can you do with your body to slow down? **Lean slightly backwards.**
- Can you give me an example of when changing direction is useful in everyday life? **E.g. dodging out of the way of someone / thing.**

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YEAR 4 FMS: THROWING

UNITS THIS FMS IS SEEN IN:

Athletics

Ball Skills

Invasion
Games

Net and Wall
Games

Fitness

Striking and
Fielding

Target
Games



CHECK WHAT YOUR PUPILS CAN SHOW...

- (A) Partner stands 5m away. Using a tennis ball, ask the pupil to throw to their partner. Repeat with partner standing 8m away.
- (B) Partner moves to one side. Pupil throws a playground ball to their partner as they move.
- (C) Partner stands 4m away. Pupil uses a playground ball to chest pass, then bounce pass.
- (D) Partner stands 6m away. Pupil uses a playground ball to shoulder pass, then overhead throw.

What you are looking for:

- Pupil looks to see their target, selecting underarm for a close distance and overarm for a long distance (small ball).
- Pupil throws from a balanced position with opposite foot to throwing hand forward.
- Pupil throws slightly ahead of their partner when the target is moving.
- Underarm: swing throwing arm by the side of the body, point throwing hand at the target on release.
- Overarm: hold the object high and move the throwing arm past the ear, point throwing hand at the target on release.
- Chest pass: from chest height using two hands.
- Bounce pass: from chest height, using two hands to push the ball just over halfway between thrower and the target.
- Shoulder pass: one hand, elbow high in line with shoulder.
- Overhead pass: two hands above their head, elbows bent.

CHECK WHAT YOUR PUPILS KNOW...

- Why is it important to keep your elbow high and step with your opposite foot to throwing arm when throwing overarm or using a shoulder pass? **To help to increase the power and accuracy of the throw.**
- What type of throw would you use for a long distance using a playground ball? **Shoulder or overhead.**
- What type of throw would you use for a short distance using a playground ball? **Bounce or chest.**

INTERVENTION ACTIVITIES...

Give your pupils opportunities to develop this FMS with relevant games found in Active Blasts, Active Families, Active Lunchtimes and Active W.A.C.

Your greater depth pupils might be able to show and may know...

- Other than the distance to the target, what other factors could affect your choice of throw? **The type of ball, where defenders/opponents are in relation to the ball carrier, attacker and within the rules of the game.**
- What type of throw would you use for a long distance using a playground ball and what are the teaching points for these? **Shoulder or overhead (see teaching points above).**
- What type of throw would you use for a short distance using a playground ball and what are the teaching points for these? **Bounce or chest (see teaching points above).**

Your pupils might already be able to show and may know...

- What is the correct body position when preparing to throw and why is balance important? **Body should face towards the target, and I should step forward with the foot opposite to my throwing hand. Being balanced helps me to aim better and throw with more control.**
- Explain why it's important to check your partner's position and readiness before throwing to them. **So I can select the right technique and throw accurately and safely.**
- What do you need to do if throwing at a moving target? **Look where the target is moving to and to throw slightly ahead.**

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