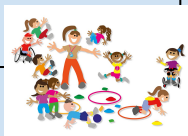




Year 4

PE:

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Personal Skills I can persevere through a task and improve my performance through regular practise I cope well and react positively when things become difficult. I have begun to challenge myself. I know where I am with my learning. I try several times if at first I don't succeed. I ask for help when appropriate.	Social Skills I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I am happy to show and tell others about my ideas. I show patience and support others listening carefully to them about our work. I can help, praise and encourage others in their learning.	Cognitive Skills I can identify specific parts of a performance to work on. I can understand criteria to judge performance. I can use my awareness of space and others to make good decisions. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance.	Creative Skills I can link actions and develop sequences or movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or more challenging. I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks. I can select and link movements together to fit a theme. I can begin to compare my movements and skills with those of others.	Physical Skills I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a range of skills with some control and consistency.	Health and Fitness I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise. I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise.
Coordination Footwork Static balance One leg	Dynamic balance to Agility Jumping and Landing Static balance Seated	Dynamic balance On a Line Coordination Ball Skills	Coordination Sending and Receiving Counter Balance With a partner	Agility Reaction/Response Static balance Floor Work	Agility Ball Chasing Static Balance Stance



Year 4 Curriculum Overview

REAL PE runs alongside the application curriculum except Forest School half terms.

Autumn 1 • Basketball Foundations

Dribble, chest/bounce pass, receive, pivot and create space — preparation for Y5 tournament.

Autumn 2 • Tennis ★

Ready position, forehand, controlled rally, serve introduction and court movement — competition preparation.

Spring 1 • Dance

Develop motifs, unison/canon, pathways and expressive performance.

Spring 2 • Gymnastics

Control, strength, balance, flight and partner/group sequence composition.

Summer 1 • Forest School

Navigation, team challenges, route choice, leadership and safe risk management.

Summer 2 • Athletics / Rounders

Refine running/jumping/throwing and apply striking/fielding tactics in games.

Year 4 • Autumn 1 • Basketball Foundations

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Dribble, chest/bounce pass, receive, pivot and create space – preparation for Y5 tournament.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- possession • attack • defend • support • mark • intercept • space • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 4 • Autumn 2 • Tennis ★

PRIOR LEARNING

- Retrieve throwing/catching, tracking a ball, ready position and movement into space from earlier games units.

WHY THIS? WHY NOW?

- Ready position, forehand, controlled rally, serve introduction and court movement – competition preparation.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- rally • forehand • serve • ready position • court • control • accuracy

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 4 • Spring 1 • Dance

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Develop motifs, unison/canon, pathways and expressive performance.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- motif • phrase • level • pathway • unison • canon • dynamics • expression

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 4 • Spring 2 • Gymnastics

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Control, strength, balance, flight and partner/group sequence composition.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- balance • travel • roll • jump • flight • sequence • control • tension

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 4 • Summer 1 • Forest School

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Navigation, team challenges, route choice, leadership and safe risk management.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- navigate • route • challenge • risk
- cooperate • lead • evaluate

SIX-SESSION LEARNING SEQUENCE

1. Retrieve safe movement and teamwork
2. Physical team challenge
3. Navigation / route-finding challenge
4. Problem-solving under changing constraints
5. Leadership and independent decision-making
6. Apply, reflect and evaluate

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.

Year 4 • Summer 2 • Athletics / Rounders

PRIOR LEARNING

- Retrieve relevant REAL PE movement skills and the previous year's application of space, control, cooperation and safe practice.

WHY THIS? WHY NOW?

- Refine running/jumping/throwing and apply striking/fielding tactics in games.
- This unit is positioned to build on prior physical literacy and prepare pupils for the next phase, authentic competition or wider physical activity.

KEY VOCABULARY

- strike • bowl • field • catch • retrieve • score • accuracy • tactic

SIX-SESSION LEARNING SEQUENCE

1. Retrieve and assess foundation skills
2. Explicitly teach core technique
3. Combine technique with movement/partner work
4. Apply skill in opposed or compositional context
5. Develop tactics/performance quality and decision-making
6. Apply in game/performance; evaluate and improve

SEND / INCLUSION

Use STEP: adapt Space, Task, Equipment and People; visual modelling; chunked instructions; extra rehearsal; preserve the core learning intention.

SMSC • CAREERS • HEALTH

Fairness, respect, resilience, teamwork and leadership. Link to coaching, teaching, officiating, physiotherapy, sports science, outdoor instruction and active lifestyles as relevant.