

Physical Education (PE) Year Planner

Year 4

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
REAL PE Unit	Real PE Unit 1 Personal	Real PE Unit 2 Social	Real PE Unit 3 Cognitive	Real PE Unit 4 Creative	Real PE Unit 5 Physical	Real PE Unit 6 Health and Fitness
REAL PE Warm Up x 2 (Mon) See REAL PE planning	Hi Baby Race Walking	Shape Up Dice Frenzy	All Change To Bank or Not To Bank	Like Clockwork Team Juggling	Continuous Relay Balloon Champs	Inside Out Rock, Paper, Scissors
Fundamental Skills (Mon – Weds) See REAL PE planning	Coordination: Footwork (FUNS 10) Static Balance: One leg (FUNS 1)	Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Static Balance: Seated (FUNS 2)	Dynamic Balance: On a line (FUNS 5) Coordination: Ball skills (FUNS 9)	Coordination: Sending and receiving (FUNS 8) Counter Balance: with a partner (FUNS 7)	Agility: Reaction/Response (FUNS 12) Static Balance: Floor work (FUNS 3)	Agility: Ball chasing (FUNS 11) Static Balance: Stance (FUNS 4)
REAL PE Cog Learning Focus	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. EXC I know where I am with my learning and I have begun to	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. EXC I show patience and support others, listening well to them about our work. I am happy to	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. EXC I can understand the simple tactics of attacking and	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. EXC I can make up my own rules and versions of activities.	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. EXC I can perform and repeat longer sequences with	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. EXC I can describe how and why my body feels during and

	<p>challenge myself. EXP</p> <p>I try several times if at first I don't succeed and I ask for help when appropriate. WT</p>	<p>show and tell them about my ideas. EXP</p> <p>I can help praise and encourage others in their learning. WT</p>	<p>defending. I can explain what I am doing well and I have begun to identify areas for improvement. EXP</p> <p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well. WT</p>	<p>I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. EXP</p> <p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. WT</p>	<p>clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. EXP</p> <p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. WT</p>	<p>after exercise. I can explain why we need to warm up and cool down. EXP</p> <p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. WT</p>
<p>Traditional PE (Thursday) See PE Planning.org.uk</p>	<p>Basketball (Invasion Game)</p>	<p>Tag Rugby (Invasion Game)</p>	<p>Hockey (Invasion Game)</p>	<p>REAL Gym (Gymnastics)</p>	<p>Tennis (Net + Wall) OAA (Porthpean Camp)</p>	<p>REAL Dance (Dance) Athletics Swimming (2 weeks intensive model)</p>
<p>Sequence of Lessons</p>	<p>L1: To pass/send a ball with increasing accuracy.</p> <p>L2: To move with the ball keeping it under control.</p> <p>L3: To pass the ball in different ways.</p> <p>L4: To find and use space well to keep possession.</p>	<p>L1: To travel with the ball.</p> <p>L2: To keep in a horizontal line with others when running.</p> <p>L3: To catch the ball whilst on the move.</p> <p>L4: To defend by removing a player's tag.</p>	<p>L1: To hold a hockey stick correctly and safely.</p> <p>L2: To use a push pass.</p> <p>L3: To get in a low position when dribbling and/or passing.</p> <p>L4: To dribble a ball whilst changing direction.</p>	<p>L1: Balance (Partner Work)</p> <p>L2: Balance (Partner Work)</p> <p>L3: Balance (Partner Work)</p> <p>L4: Rotation (Floor Work)</p> <p>L5: Rotation (Hand Apparatus)</p>	<p>L1: Can watch, track and catch a tennis ball successfully.</p> <p>L2: To perform a basic forehand action with increasing accuracy.</p> <p>L3: To perform a basic backhand shot with increasing accuracy.</p> <p>L4: To keep a rally going using a range of shots.</p>	<p><u>Dance</u></p> <p>L1: Shapes Solo</p> <p>L2: Circles Solo</p> <p>L3: Partnering Shapes</p> <p>L4: Partnering (Lifts)</p> <p>L5: Partnering Circles</p> <p>L6: Artistry (Making)</p> <p><u>Swimming</u></p>

	<p>L5: To apply basic attacking and defending principles.</p> <p>L6: Play in small sided games, employing simple tactics.</p>	<p>L5: To work together with others.</p> <p>L6: To play games against others that require tactics to be used to try to score.</p>	<p>L5: To use a slap pass.</p> <p>L6: To play hockey games against others.</p>	<p>L6: Rotation (Hand Apparatus)</p>	<p>L5: To hit a ball into space (at different speeds and heights) to try to beat an opponent.</p> <p>L6: To compete with others.</p>	<p>See Bodmin Leisure Centre planning for 3 differentiated groups.</p> <p><u>Cover the NC:</u></p> <ul style="list-style-type: none"> - Swim competently, confidently and proficiently over a distance of at least 25 metres. - Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. - Perform safe self-rescue in different water-based situations. <p><u>Athletics</u></p> <p>Preparation for Sports Day</p>
<p>Fitness Friday</p> <p>Links to 5 ways to well-being.</p>	<p>Wk 1 – Aerobics</p> <p>Wk 2 – Yoga</p> <p>Wk 3 – Circuit Training</p> <p>Wk 4 – X-Country Running</p> <p>Wk 5 – Walk around Roche Rock</p> <p>Wk 6 – Oti Mabuse Dance</p>	<p>Wk 1 – Bikes and Scooters</p> <p>Wk 2 – Bleep Test</p> <p>Wk 3 – Yoga</p> <p>Wk 4 – Joe Wicks Cardio</p> <p>Wk 5 – Relay Races</p> <p>Wk 6 – Skip to Be Fit</p>	<p>Wk 1 – Aerobics</p> <p>Wk 2 – Yoga</p> <p>Wk 3 – Circuit Training</p> <p>Wk 4 – X-Country Running</p> <p>Wk 5 – Walk around Roche Rock</p> <p>Wk 6 – Oti Mabuse Dance</p>	<p>Wk 1 – Bikes and Scooters</p> <p>Wk 2 – Bleep Test</p> <p>Wk 3 – Yoga</p> <p>Wk 4 – Joe Wicks Cardio</p> <p>Wk 5 – Relay Races</p> <p>Wk 6 – Skip to Be Fit</p>	<p>Wk 1 – Aerobics</p> <p>Wk 2 – Yoga</p> <p>Wk 3 – Circuit Training</p> <p>Wk 4 – X-Country Running</p> <p>Wk 5 – Walk around Roche Rock</p> <p>Wk 6 – Oti Mabuse Dance</p>	<p>Wk 1 – Bikes and Scooters</p> <p>Wk 2 – Bleep Test</p> <p>Wk 3 – Yoga</p> <p>Wk 4 – Joe Wicks Cardio</p> <p>Wk 5 – Relay Races</p> <p>Wk 6 – Skip to Be Fit</p>
<p>Vocabulary</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, persevere, challenge, practice, success</p> <p>Basketball: dribbling, passing, shoot, net, chest pass, space, possession, score,</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, feedback, listening, support, responsibilities,</p> <p>Tag Rugby: tag, pass, share, defend, mark, attack,</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, tactics, attacking, defending, similarities, differences</p> <p>Hockey: stick, passing, dribbling, shoot, control,</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, sequences, express, tactics, rules, versions, link</p> <p>Gymnastics: travel, floor work, rotation, core, apparatus,</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, tension, flow, sequences, link, repeat, consistency, level, speed, direction</p> <p>Tennis: swing, cooperative play, aim, movement,</p>	<p>REAL PE + Traditional:</p> <p>balance, coordination, agility, fluency, control, praise, patience, encourage, cooperate, fitness, exercise, healthy, monitor, warm up, cool down,</p> <p>Athletics: walk, jog, run, sprint, relay, sprint starts, shot put throw, javelin throw,</p>

	<p>teamwork, attacker, defender,</p>	<p>dummy, teamwork, attacker, defender,</p>	<p>teamwork, dribble, push pass, slap pass, intercept, tackle, attacker, defender, shoot, speed, stop, direction, aim, turn, possession,</p>	<p>balance, tension, fluency,</p>	<p>directions, partner, send, rally, catch, court target, power, accuracy, space, free space, control bounce, racquet.</p> <p>OAA: teamwork, challenge, cooperation, orienteering, high ropes, canoeing, kayaking, coasteering, camp, wetsuit, buoyancy aid, personal best, confidence,</p>	<p>standing long jump, elevate,</p> <p>Dance: floor work, shapes, solo, partner, abstraction, artistry, fluency,</p> <p>Swimming: swim, competently, confidently, proficiently, distance, 25 metres, range of strokes, front crawl, backstroke, breaststroke, safe self-rescue, woggle, float, tread water,</p>
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