

Medium Term Plan – PE - Year 4 Autumn 1 Coordination (Footwork) and Static balance (one leg)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning	Lessons 1-3 (Coordination)	Lessons 1-3	Lessons 1-3	Warm up (Hi baby) PB challenge (matching pairs) Skill (Footwork) Review method (time shares)
Hopscotch forwards and backwards, alternating hopping leg each time.	Move in a 3-step zigzag pattern backwards with:	Keep head up and back straight.	Alternating	
	balance and control throughout.	Work off balls of feet and increase speed when ready.	Pattern	
Move in a 3-step zigzag pattern forwards with:	fluent and smooth movements.	Bend knees and use arms to help you balance.	3step	Warm up (Hi baby) Skill (Footwork) Skill application (select footwork pattern) Review method (time shares)
balance and control throughout.	movements performed in both directions/on both sides.	Lessons 4-6	speed	
fluent and smooth movements.	Lessons 4-6 (Static balance)	Look forward and imagine a focus point.	zigzag	Warm up (Hi baby) Skill (Footwork) PB challenge (matching pairs) Review method (time shares)
movements performed in both directions/on both sides.	On both legs: Complete 5 squats. Complete 5 ankle extensions with:	Use your arms to help you balance.	increase	Warm up (Race walking) PB challenge (Balloon balance) Skill (one leg) Review method (time shares)
Receive a small force from various angles.	minimum wobble (control).	Keep your tummy (core muscles) tight and back straight.	Lessons 4-6	
Raise alternate feet 5 time with:	smooth, controlled movements.		Focus	Warm up (Race walking) Skill (one leg) Skill application (Pick it up, put it down) Review method (time shares)
minimum wobble (control).	non-standing foot off the floor		Point	
smooth, controlled movements.			support	
non-standing foot off the floor.			(with and without)	
			static	Warm up (Race walking) Skill (one leg) PB challenge (Balloon balance) Review method (time shares)
			improve	
			heel raises practise feedback	

Medium Term Plan – PE - Year 4 Autumn 2 Dynamic agility (jumping and landing) and static balance (seated)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning	Lessons 1-3 (Dynamic agility)	Lessons 1-3	Lessons 1-3	Warm up (Dice frenzy) PB challenge (Develop jumping combinations) Skill (jumping and landing) Review method (roles on a bus)
Jump from 2 feet to 2 feet with 180° turn in either direction.	Complete a tucked jump with 180° turn in either direction with:	Swing arms to help gain height and use them to help balance on landing.	Straight	Warm up (Dice frenzy) Skill (jumping and landing) Skill application (perform sequences) Review method (roles on a bus)
Complete a tucked jump with:	good take off and height.	Keep head up on landing.	Dynamic	
good take off and height.	balance and control on landing.	Bend knees on landing.	balls of feet	
balance and control on landing.	soft landings.	Lessons 4-6	momentum	Warm up (Dice frenzy) Skill (jumping and landing) PB challenge (Develop jumping combinations) Review method (roles on a bus)
soft landings.	Lessons 4-6 (static balance)	Keep tummy tight (core muscles) and back straight.	Lessons 4-6	Warm up (Dice frenzy) Skill (jumping and landing) PB challenge (Develop jumping combinations) Review method (roles on a bus)
Pick up a cone from one side and place it on the other side with same hand.	Sit in a dish shape and hold it for 5 seconds with:	Use arms to help maintain balance.	Dish	Warm up (Shape up) PB challenge (Exchange objects) Skill (seated) Review method (roles on a bus)
Return cone to the opposite side using the other hand with:	feet and hands off the floor throughout.	Keep head up and breathe throughout.	straight	Warm up (Shape up) Skill (seated) Skill application (seated tandem cycling) Review method (roles on a bus)
feet and hands off the floor throughout.	minimum wobble.		shape	
minimum wobble.	balance held without strain.		hold	
balance held without strain.				Warm up (Shape up) Skill (seated) PB challenge (Exchange objects) Review method (roles on a bus)

Medium Term Plan – PE - Year 4 Spring 1 Dynamic balance (on a line) coordination (ball skills)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning	Lessons 1-3 (Dynamic balance)	Lessons 1-3	Lessons 1-3	Warm up (All change) PB challenge (3 limb race) Skill (on a line) Review method (Questions carousel)
March, lifting knees and elbows up to a 90° angle.	Walk fluidly, lifting knees and using heel to toe landing Walk fluidly, lifting heels to bottom and using heel to toe landing with:	Keep tummy (core muscles) tight and back straight.	marching action	
Walk fluidly with heel to toe landing with:		Keep head still and look forward.	heel to toe landing	
smooth, controlled movements and minimum wobble.	smooth, controlled movements and minimum wobble.	Use arms to help you move and balance as you walk, bringing them from 'hips to lips'.	hips to lips	
balance maintained on the line.	balance maintained on the line.			
opposite arm and leg moving forwards smoothly.	opposite arm and leg moving forwards smoothly.	Lessons 4-6	Lessons 4-6	Warm up (All change) Skill (on a line) Skill application (Mirror/match/contrast) Review method (Questions carousel)
Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).	Lessons 4-6 In 20 seconds or less:	Move the ball with fingers, avoiding it touching body.	Tummy	
Move a ball round waist 17 times.	Stand with legs apart and move a ball around alternate legs 16 times with:	Focus on maintaining good balance and looking straight ahead throughout.	Around	Warm up (All change) Skill (on a line) PB challenge (3 limb race) Review method (Questions carousel)
Stand with legs apart and move a ball around alternate legs 16 times with:		Perform movements smoothly and then gradually increase speed.	alternate	
control of the ball maintained throughout.	control of the ball maintained throughout.		apart	Warm up (To bank or not to bank) PB challenge (getting around us) Skill (ball skills) Review method (Questions carousel)
ability to complete challenges in both directions consistently and smoothly.	ability to complete challenges in both directions consistently and smoothly.		height	Warm up (To bank or not to bank) Skill (ball skills) Skill application (Take giant strides) Review method (Questions carousel)
smooth movements with the ball.	smooth movements with the ball.			

Medium Term Plan – PE - Year 4 Spring 2 coordination (sending and receiving) and counter balance (with a partner)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning	Lessons 1-3 (coordination)	Lessons 1-3	Lessons 1-3	Warm up (like clockwork) PB challenge (juggle challenge) Skill (sending and receiving) Review method (Badge of honour)
Strike a ball with alternate hands in a rally	Roll 2 balls alternately using both hands, sending 1 as the other is returning with:	Vary the speed you send the ball to find which is most effective.	Alternately	
Kick a ball with the same foot.	accuracy and weight when sending.	Watch the ball and move feet to get in line with the ball when receiving. Keep eyes focused on the ball.	same foot position	Warm up (like clockwork) Skill (sending and receiving) Skill application (send and receive circuits) Review method (badge of honour)
Kick a ball with alternate feet with:	a good position when receiving.	Use backswing and follow through when striking/ kicking.	kick	
accuracy and weight when sending.	fluency/rhythm throughout.		return	
			accuracy	Warm up (like clockwork) Skill (sending and receiving) PB challenge (juggle challenge) Review method (Badge of honour)
	Lessons 4-6 (counter balance)	Lessons 4-6	Lessons 4-6	Warm up (team juggling) PB challenge (roller ball) Skill (with a partner) Review method (Badge of honour)
a good position when receiving.	Perform both red challenges (Y3) with eyes closed with:	Keep tummy (core muscles) tight and body straight throughout.	short base	
fluency/rhythm throughout.	balance maintained throughout.	Hold with straight arms when leaning back.	forearm	Warm up (team juggling) Skill (with a partner) Skill application (supporting weight) Review method (Badge of honour)
Hold on and, with a short base, lean back, hold balance and then move back together.	smooth, controlled movements.	Hold on to partner's forearms and keep a short base.	perform	
Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.	coordinated and controlled movements with partner.		coordinated	Warm up (team juggling) Skill (with a partner) PB challenge (roller ball) Review method (Badge of honour)
Perform above challenges with eyes closed with:				
balance maintained throughout.				
smooth, controlled movements.				
coordinated and controlled movements with partner.				

Medium Term Plan – PE - Year 4 Summer 1 agility (reaction/response) and static balance (floorwork)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on 1 leg with: <i>quick reaction.</i> <i>quick, controlled movement.</i> <i>control when slowing down after catch.</i> I can hold a full front support position with: <i>balance maintained throughout. I correct position held by keeping back straight.</i> <i>control when changing balance/position.</i>	Lessons 1-3 (coordination) From 1, 2 and 3 metres: React and catch tennis ball dropped from shoulder height after 1 bounce, balancing on alternate leg with: <i>quick reaction.</i> <i>quick, controlled movement.</i> <i>control when slowing down after catch.</i> Lessons 4-6 (agility) I can transfer a cone on and off my back in full front support with: <i>balance maintained throughout. I correct position held by keeping back straight.</i> <i>control when changing balance/position.</i>	Lessons 1-3 Start quickly and accelerate by pushing off hard with feet and looking forwards. Take up a ready position with knees bent and feet apart (front to back). Bend the knee on 'catching leg' and take weight back to enable you to stop quickly. (core muscles) tight and back straight. Lessons 4-6 Keep back straight and flat. Keep legs straight and stretched out. Keep hands in line with shoulders and complete slowly.	Lessons 1-3 Weight catching leg feet apart Lessons 4-6 full front support position point transfer	Warm up (continuous throwing relay) PB challenge (quick off the mark) Skill (rection/response) Review method (comfort, stretch, panic) Warm up (continuous throwing relay) Skill (rection/response) Skill application (adapt and respond) Review method (comfort, stretch, panic) Warm up (continuous throwing relay) Skill (rection/response) PB challenge (quick off the mark) Review method (comfort, stretch, panic) Warm up (ball champs) PB challenge (cone transfer) Skill (floor work) Review method (comfort, stretch, panic) Warm up (ball champs) Skill (floor work) Skill application (front support hockey) Review method (comfort, stretch, panic) Warm up (ball champs) Skill (floor work) PB challenge (cone transfer) Review method (comfort, stretch, panic)

Medium Term Plan – PE - Year 4 Summer 2 Agility (ball chasing) and static balance (stance)

Length of unit - 6 Sessions

	Knowledge		Vocabulary	Learning Sequence (See REAL PE platform)
	Declarative To know how to:	Procedural		
Pre-learning Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction with: control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball. Receive a small force from various angles. Raise alternate feet 5 times with: both feet facing forwards. balance maintained throughout minimum wobble (control).	Lessons 1-3 (agility) Complete both red challenges (Y3) with tennis ball with: control when starting and stopping quickly. timing and movement to get in the right position. balance/control when collecting the ball.	Lessons 1-3 Accelerate by pushing off hard with feet and driving arms from 'hips to lips'. Bend knees as you allow the ball to go through your legs. Keep watching the ball and concentrate on timing so you arrive at the right time. Move feet quickly to get in the collecting position in good time. Lessons 4-6 Keep feet a shoulder width apart and knees bent. Keep weight on balls of feet. Keep back straight, head up and look forward at a focus point.	Lessons 1-3 hips to lips driving arms Lessons 4-6 Maintain Angles force raising	Warm up (inside out) PB challenge (tunnels) Skill (ball chasing) Review method (Always, sometimes, rarely) Warm up (inside out) Skill (ball chasing) PB challenge (tunnels) Skill application (Team strategy challenges) Review methos (Always, sometimes, rarely) Warm up (inside out) Skill (ball chasing) PB challenge (tunnels) Review method (Always, sometimes, rarely) Warm up (Rock, paper, scissors) PB challenge (balance transfer) Skill (stance) Review method (Always, sometimes, rarely) Warm up (Rock, paper, scissors) Skill (stance) Skill application (keep away v intercept) Review method (Always, sometimes, rarely) Warm up (Rock, paper, scissors) Skill (stance) PB challenge (balance transfer) Review method (Always, sometimes, rarely)