ST PHILOMENA'S PRIMARY SCHOOL
PE MEDIUM TERM PLANNING · YEAR 4
2026 – 2027

AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 1 - Personal · Footwork One leg balance						
LEARNING BEHAVIOUR	Learning behaviour: · Personal – Accept challenge						
LESSON OUTLINE	PB Challenge – Matching pairs.	Select footwork patterns.	PB Challenge – Matching pairs.	PB Challenge – Balloon balance.	Put up Put down.	PB Challenge – Balloon balance.	Consolidate and review.
LEARNING OBJECTIVE	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can balance with minimum wobble (control). I can balance with standing foot still. I can balance with non-standing foot off the floor.	I can move with balance and control throughout. I can move with fluent, smooth movements. I can move well in both directions/on both sides.	I can balance with minimum wobble (control). I can balance and move with smooth, controlled movements. I can balance with non-standing foot off the floor.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 1 - Physical · Balance/rotation						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – Select and apply						
LESSON OUTLINE	Introduction to partner balance.	Reaching out.	Acrobatic sequences.	Beanbag rolls (KS2).	Jump, rotate, balance.	Jump, rotate, balance.	Consolidate and review.
LEARNING OBJECTIVE	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can balance with control (minimum wobble). I can balance with both/all partners in a static position. I can hold the balance for at least 3 seconds.	I can maintain an accurate shape throughout. I can move smoothly and fluently. I can remain balanced throughout.	I can perform individual movements accurately. I can maintain good body tension and extension throughout. I can keep apparatus in motion throughout (where appropriate).	I can perform individual movements accurately. I can maintain good body tension and extension throughout. I can keep apparatus in motion throughout (where appropriate).	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 2 - Social · Jumping and landing Seated balance						
LEARNING BEHAVIOUR	Learning behaviour: · Social – Support others.						
LESSON OUTLINE	PB Challenge Developing jumping combinations.	Perform sequences (jump).	PB Challenge Developing jumping combinations.	PB Challenge Exchange objects.	Seated Tandem cycling.	PB Challenge Exchange objects.	Consolidate and review.
LEARNING OBJECTIVE	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can achieve good take off and height. I can land with balance and control. I can land softly and quietly.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble. I can maintain balance without strain.	I can balance with feet and hands off the floor throughout. I can balance with minimum wobble.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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AUTUMN 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Real dance Unit 1 - Fitness · Shapes/circles/artistry/ partnering						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – Prepare for activity.						
LESSON OUTLINE	Give your dance a shape.	Young creators.	Partners in creation.	Lift to the skies.	Lords of the rings.	Creative mania.	Consolidate and review.
LEARNING OBJECTIVE	I can perform clear, strong and varied shapes. I can perform with balance and control when holding a shape and when moving between shapes / landing. I can perform a variety of smooth, fluent movements when moving between shapes, with no stopping between the moves.	I can perform a diverse range of circle moves, including jumps and turns. I can demonstrate smooth, flowing transitions between moves. I can perform exact, repeatable movements, including circles and half-circles rather than ovals.	I can perform a range of partner standing and floor shapes. I can perform with balance and control both when holding shapes and when moving between shapes. I can perform a variety of smooth, fluent movements when moving between shapes. with no stopping between moves.	I can perform with both partners taking on both roles and both aware of what we are doing. I can ensure both partners feel secure when in direct contact. I can perform circle moves in and out of the lifts.	I can perform a range of movements led by circles, including big, medium and small circles. I can demonstrate control, including strong start and finish positions and fluid movements. I can perform a variety of circles with a partner, some the same and others different to my partner's.	I can perform a repeatable sequence including a variety of movements learnt so far, both individually and with a partner. I can perform with strong and confident movement in and out of shapes. I can work with a partner in a range of roles, from jumper to lifter, first mover to last finisher.	—
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance • perform dances using a range of movement patterns**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 3 - Cognitive · Dynamic balance Ball skills					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – identify areas to improve.					
LESSON OUTLINE	PB Challenge 3 limb race.	Mirror, match, contrast.	PB Challenge 3 limb race.	PB Challenge Getting around us.	Take giant strides.	PB Challenge Getting around us.
LEARNING OBJECTIVE	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can move smoothly and with minimum wobble. I can maintain balance on the line with head up. I can coordinate to move with opposite arm and leg moving forwards.	I can maintain control of the ball throughout. I can complete challenges in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball throughout. I can complete challenges in both directions. I can move the ball smoothly and fluently.	I can maintain control of the ball throughout. I can complete challenges in both directions. I can move the ball smoothly and fluently.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6
UNIT / FOCUS	SECOND PE LESSON · Real gym Unit 2 - Cognitive · Flight/travel					
LEARNING BEHAVIOUR	Learning behaviour: · Cognitive – identify areas to improve.					
LESSON OUTLINE	Rope tricks.	Pass it on.	Rhythmic sequences.	Apparatus circuit.	Chance choreography.	Chance choreography.
LEARNING OBJECTIVE	I can perform an accurate preparation phase. I can create a clear shape during flight. I can land quietly and in balance.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can keep apparatus in motion throughout leap/jump.	I can perform an accurate movement pattern and preparation phase. I can create a clear shape during flight. I can keep apparatus in motion throughout leap/jump.	I can move with good posture. I can move smoothly and fluently. I can perform accurate movement patterns.	I can move with good posture. I can perform accurate movement patterns. I can perform repeatable movements.	I can move with good posture. I can perform accurate movement patterns. I can maintain contact with apparatus.
CURRICULUM LINKS	**develop flexibility, strength, technique, control and balance**					
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.					

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 4 - Creative · Sending and receiving Counter balance				
LEARNING BEHAVIOUR	Learning behaviour: · Creative – recognize and respond				
LESSON OUTLINE	SPORTS DAY	PB Challenge Juggle challenge.	Send and receive circuits.	PB Challenge Roller ball.	Supporting weight.
LEARNING OBJECTIVE	—	I can send with good accuracy and weight. I can get in a good position to receive. I can collect the ball safely.	I can send with good accuracy and weight. I can get in a good position to receive. I can send and receive with fluency/rhythm throughout.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.	I can maintain balance throughout. I can move smoothly and with control. I can coordinate movements with my partner.
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SPRING 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5
UNIT / FOCUS	SECOND PE LESSON · Orienteering – Y4 – Folding and thumbing the map				
LESSON OUTLINE	Folding and thumbing a cone map – Navigate the cones 3	Folding and thumbing a cone map – Navigate the cones 4	Folding and thumbing a pitch map – Variety of pitches	Folding and thumbing the school orienteering map – Map games and STAR	Folding and thumbing the school orienteering map – SCORE
LEARNING OBJECTIVE	I can fold, orient and thumb a cone map to navigate accurately.	I can fold, orient and thumb a cone map to navigate accurately.	I can fold, orient and thumb a court/pitch map to navigate accurately.	I can fold, orient and thumb a school orienteering map to navigate accurately.	I can fold, orient and thumb a school orienteering map to navigate accurately in a SCORE event.
CURRICULUM LINKS	**take part in outdoor and adventurous activity challenges both individually and within a team • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**				
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.				

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 5 - Physical · Reaction and response Floorwork						
LEARNING BEHAVIOUR	Learning behaviour: · Physical – select and apply.						
LESSON OUTLINE	PB Challenge Quick off the mark.	Adapt and respond.	PB Challenge Quick off the mark.	PB Challenge Cone transfer.	Front support hockey.	PB Challenge Cone transfer.	Consolidate and review.
LEARNING OBJECTIVE	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can react and move quickly. I can catch the ball consistently. I can slow down with control after catching.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	I can maintain balance throughout. I can balance and hold the correct position, for example, back straight. I can balance with control when changing balance/position.	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 1	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	REVIEW
UNIT / FOCUS	SECOND PE LESSON · Athletics: Running and Jumping Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics Scheme of work· Pges 15-17: Warm ups						
LESSON OUTLINE	p. 57 Shark tag p.65 Hopscotch.	p.58 Shuttle run p.66 Jumping styles.	p.59 Dice relay p.67 Head, shoulders, knees and toes.	p.60 Around the world p. 68 Run and jump.	p.61 Hurdle relay p.69 Target jump.	p.70 Stepping stones.	Consolidate and review.
LEARNING OBJECTIVE	Run fast over short distances, showing awareness of others Perform hop and jump combinations with control	Sprint rapidly over short distances. Change direction quickly Demonstrate a variety of jumping styles	Sprint short distances as part of a team. Respond rapidly to a stimulus Jump for distance from two feet to two feet	Sprint over short distances. Make a rapid decision to run in a particular direction Use a short run to jump from one to two feet	Maintain a good running technique when sprinting over obstacles Jump for height from standing	Hop, step and jump in the correct sequence	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	FIRST PE LESSON · Core real PE Unit 6 - Fitness · Ball chasing Stance						
LEARNING BEHAVIOUR	Learning behaviour: · Health and fitness – prepare for activity.						
LESSON OUTLINE	PB Challenge Tunnels.	Team strategy challenges.	PB Challenge Tunnels.	PB Challenge Balance transfer.	Keep away vs intercept.	PB Challenge Balance transfer.	Consolidate and review.
LEARNING OBJECTIVE	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can start and stop quickly. I can arrive in the correct position to collect the ball (timing). I can collect the ball with balance/control.	I can balance with both feet facing forwards. I can balance with feet still. I can balance with minimum wobble (control).	I can balance with both feet facing forwards. I can stay on the line/low beam throughout. I can balance with minimum wobble (control).	—	—
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance • compare their performances with previous ones and demonstrate improvement to achieve their personal best.**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						

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SUMMER 2	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
UNIT / FOCUS	SECOND PE LESSON · Athletics: Throwing Focus						
LEARNING BEHAVIOUR	Aviva – Elevating Athletics · Pges 15-17: Warm ups						
LESSON OUTLINE	p.72 Shark infested water.	p.73 Sit kneel stand.	SPORTS DAY	p.74 Push it, bounce it.	p.75 Rainbow throw.	p.76 Zone sling.	P.77 Heave it here, heave it there.
LEARNING OBJECTIVE	Throw and retrieve implements safely. Describe how the weight and shape of an object affects its flight path	Describe the effect of throwing from sitting, kneeling or standing	—	Demonstrate a two handed push throw	Demonstrate a variety of throwing techniques	Demonstrate the sling throw technique	Demonstrate a forward and overhead heave throw
CURRICULUM LINKS	**use running, jumping, throwing and catching in isolation and in combination • develop flexibility, strength, technique, control and balance**						
ASSESSMENT	Cultural capital: make links to the application of learned skills across sports. Adapt using the Real PE colour-based skill progression, weekly lesson guidance and SEND provision maps. Use reflection, self-/peer-assessment, questioning and adult/pupil modelling; revisit learning so pupils remember more, know more and do more.						