



PE - Specialist Led Year 4 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Basketball	Autumn 2 (6 weeks) Dance	Spring 1 (6 weeks) Netball	Spring 2 (6 weeks) Football	Summer 1 (6 weeks) Athletics	Summer 2 (6 weeks) OAA
NC Content/Coverage	Competitive games, coordination, control and introduction to attacking and defending principles. Developing basic dribbling, passing and shooting skills. Exploring attacking ideas such as moving into space and passing to teammates, alongside basic defending ideas. Developing understanding of rules, teamwork and cooperation. Communicating what they have done well.	Coordination, balance, control and creativity. Creating and performing dance phrases using levels, pathways and direction. Linking movements together to form short sequences and exploring changes in speed and energy. Performing individually, in pairs and groups, using unison and simple formations.	Competitive games, coordination, control and teamwork. Developing basic passing, receiving and shooting skills using appropriate footwork. Participating in small-sided games, learning how to move into space and support teammates. Introducing simple rules, positions and scoring support fair play and cooperation.	Competitive games, coordination, control and introduction to attacking and defending principles. Developing basic passing, dribbling and shooting skills. Exploring attacking ideas such as passing to teammates and moving into space, and basic defending ideas. Developing teamwork, communication and understanding of rules through small-sided games.	Running, jumping and throwing with control and coordination. Developing basic sprinting and distance running, jumping and throwing skills. Practicing technique through games and challenges and begin to understand how effort affects performance. Focussing on personal improvement rather than competition in activities.	Teamwork, problem solving, communication and trust. Participating in simple team challenges and problem-solving activities. Working collaboratively to plan, communicate and complete tasks, developing trust and cooperation. Encouraging pupils to share ideas, follow instructions and reflect on group success.
Substantive Knowledge	• I know and can demonstrate how to create space; using width; passing quickly. • I understand and can model intercepting; marking to prevent passes. • I understand and can explain and demonstrate footwork, obstruction/contact, dribbling rules. • I understand and can explain simple team tactics; attacking/defending as units.	• I know how to vary shapes, levels, directions and pathways and can demonstrate this. • I understand and can explain how movements can show meaning or character. • I know and can explain and model how to adapt motifs using changes in level, direction, and speed. • I understand and can demonstrate sharp/smooth, heavy/light, sustained/sudden dynamics.	• I know and can explain and demonstrate how to create space; using width; passing quickly. • I understand and can explain and demonstrate intercepting; marking to prevent passes. • I understand and can explain footwork, obstruction/contact, dribbling rules. • I understand and can describe simple team tactics; attacking/defending as units. • I understand and can explain and demonstrate	• I know and can describe and demonstrate how to create space; using width; passing quickly. • I understand and can explain and model intercepting; marking to prevent passes. • I know about and can demonstrate footwork, obstruction/contact, dribbling rules. • I understand and can explain simple team tactics; attacking/defending as units. • I understand and can describe and model the	• I understand and can describe efficient sprint start; stride length; pacing for distance; intro relay exchange techniques. • I can explain and model arm swing and knee drive; flight/landing phases; vertical vs horizontal jumps. • I know about and can describe and model overarm throw with rotation; angle and force; intro to javelin/shot actions. • I can explain start/finish rules; fouls;	• I know and can demonstrate how to orient a simple map. • I understand and can explain the purpose of a key/legend. • I understand and can explain that routes must be followed in order. • I can explain plan → do → review strategy. • I know that roles help solve problems and I can give examples of this. • I understand and can explain how communication affects team effectiveness.



	- I can describe and demonstrate shoulder pass; positioning; dribbling under pressure; fore/backhand; landing & pivoting. - I know about and can describe set shot; double dribble & travelling rules.	- I understand and can describe basic canon and unison. - I know and can demonstrate how to perform movements in formation or with a partner. - I can explain and demonstrate how to link actions and motifs using transitions. - I understand and can explain and demonstrate expression, timing and control improve performance.	the shoulder pass; positioning; dribbling under pressure; fore/backhand; landing & pivoting. I understand and can demonstrate the shoulder pass; defensive stance; marking; positional areas (GK/GS zones).	shoulder pass; positioning; dribbling under pressure; fore/backhand; landing & pivoting. I can explain and demonstrate accurate passing; shielding; jockeying; simple formations (e.g., 2–2–1).	vocabulary (stride, momentum, trajectory).	- I know how to give and check clear instructions and can demonstrate this. - I know how to identify hazards and I can demonstrate this. - I can explain the importance of boundaries.
Disciplinary Knowledge Specific to that unit	Decision-Making- I can choose when to pass, dribble or shoot in a game. Tactical Understanding- I can use space and simple tactics to help my team keep possession. Rules & Fair Play- I can follow the rules and show respect to others when playing. Communication & Teamwork- I can communicate with my teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in basketball and how I can improve. Outcome: Pupils perform basic basketball skills with	Decision-Making- I can choose movements that suit the music and the theme. Choreographic Thinking- I can link movements together to create a clear dance sequence. Evaluation & Reflection- I can explain what went well in my dance and what I could improve. Performance Behaviours- I can perform with confidence, control and expression. Outcome: Pupils perform simple dance sequences with control and coordination and begin to use movement to communicate ideas and feelings.	Decision-Making- I can choose when to pass or move to help my team. Tactical Understanding- I can use space to create chances for my team to score. Rules & Fair Play- I can follow the rules and show respect to others when playing. Communication & Teamwork- I can communicate with my teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in netball and how I can improve. Outcome: Pupils apply basic netball skills in simple games, work	Decision-Making- I can choose when to pass, dribble or shoot to help my team. Tactical Understanding- I can use space and simple tactics to create chances to score. Rules & Fair Play- I can follow the rules and show respect to others when playing. Communication & Teamwork- I can communicate clearly with my teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in football and how I can improve. Outcome: Pupils control the ball with	Decision-Making & Application- I can choose and use different ways to run, jump and throw to improve my performance. Analysis & Evaluation- I can explain what I did well and what I could improve. Understanding of Fitness & Effort- I can describe how exercise helps my body become stronger and fitter. Safe Participation- I can take part safely by following rules and using equipment correctly. Outcome: Pupils perform a range of athletic activities with control, show increasing stamina and begin to	Problem-Solving & Decision-Making- I can make sensible decisions to help solve problems. Communication & Collaboration- I can communicate clearly and work well with my group. Navigational Thinking- I can follow a simple map or directions to find my way. Evaluation & Reflection- I can explain what went well and what I could improve. Outcome: Pupils work cooperatively to solve problems, communicate ideas effectively and reflect on how teamwork helps success.



	control, participate effectively in simple games and begin to recognise how their performance can be improved.		cooperatively with teammates and understand basic rules of play.	increasing confidence, participate in team games and begin to understand simple tactics.	recognise how performance can improve.	
Key vocabulary	Accelerate, cushion, delay, deny, gain, momentum, obstruct, protect, intercept, travel.	Action and reaction, flow, phrase, relationship, represent.	Offside, onside, shoulder pass, bounce pass, chest pass receives.	Jockey.	Heave, launch, officiate, stamina, transfer of weight.	Key, leader, navigate, orientate, reflect.
Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links Maths - Scoring systems, counting in multiples, spatial awareness, angles of passes and shooting. Science - Forces such as push, pull, speed and direction of movement; how the body moves when dribbling and jumping. English - Understanding and applying rules; communication and teamwork vocabulary (e.g. pass, defend, space). PSHE - Cooperation, resilience, fairness, and teamwork under pressure. Computing - Possible use of video playback to analyse technique and improve performance. Enrichment & Ofsted Evidence Small-sided games and skill challenges Applying dribbling, passing and shooting in games Evidence of progression, decision-making and vocabulary use	Cross-Curricular Links English - Storytelling through movement, sequencing ideas, character development and expression. Music - Rhythm, beat, tempo, timing and dynamics in relation to movement. History - Traditional and cultural dances from different countries or time periods. PSHE - Confidence, self-expression, creativity and working collaboratively with others. Enrichment & Ofsted Evidence Group choreography and performance opportunities Refining actions, timing and expression Evidence of creativity, recall and evaluation	Cross-Curricular Links Maths - Scoring, counting, spatial awareness, positioning and directional language. Science - Forces such as throwing, catching, movement speed and balance. English - Communication, rules of the game, and tactical language (e.g. marking, space, intercept). PSHE - Fair play, teamwork, respect and decision-making under pressure. Enrichment & Ofsted Evidence Modified games with positional roles Applying attacking and defending principles Evidence of teamwork, rules and tactical awareness	Cross-Curricular Links Maths - Positioning, angles of passing and shooting, scoring and spatial awareness. Science - Forces such as kicking force, friction on the ball, balance and coordination. English - Communication, understanding rules, and tactical vocabulary (e.g. defend, attack, space). PSHE - Teamwork, resilience, respect for others and managing competition. Enrichment & Ofsted Evidence Small-sided games and festivals Developing control, passing and shooting Evidence of decision-making, teamwork and positive competition	Cross-Curricular Links Maths - Measuring distance, timing, recording scores, comparisons and personal bests. Science - Forces (running, jumping, throwing), movement, speed and energy. English - Using vocabulary to describe performance and evaluate progress. PSHE - Goal setting, perseverance, self-improvement and resilience. Enrichment & Ofsted Evidence Personal best challenges and Sports Day Improving running, jumping and throwing techniques Evidence of progress over time and healthy lifestyles	Cross-Curricular Links Maths - Direction, maps, coordinates, problem solving and sequencing routes. Science - Understanding the environment, navigation, and how the body responds to physical challenges. English - Communication, listening skills, instructions and teamwork language. Geography - Map skills, location awareness, and interpreting simple maps and symbols. PSHE - Teamwork, trust, leadership, problem solving and resilience in unfamiliar situations. Enrichment & Ofsted Evidence Orienteering and team problem-solving challenges Applying strategies collaboratively Evidence of resilience, cooperation and problem-solving



Commentary: Why are we teaching what we are teaching, in the order we are teaching it? What does each unit build on/prepare children for? How are resources and skills changing over time?	We begin Year 4 with Basketball to build directly on the invasion game principles introduced in Year 3. Pupils have already explored creating space, passing and basic tactical awareness through ball skills, netball and football. Basketball allows these principles to be refined in a structured, rule-bound context. The emphasis moves from simply keeping possession to understanding width, quick passing, defensive marking and rules such as travelling and double dribble. This strengthens pupils' understanding of attacking and defending as units rather than isolated actions. Starting with Basketball also re-establishes behavioural expectations, rule awareness and teamwork at the beginning of the academic year. It reinforces discipline, fair play and communication. Resources become more sport-specific (appropriately sized basketball & court markings) with defined courts, positional areas and structured small-sided games. Skills progress from	Dance follows Basketball to rebalance the curriculum towards coordination, control and creativity. After a competitive invasion unit, Dance refines movement quality, timing and compositional thinking. In Year 3, pupils created simple sequences. In Year 4, they now manipulate dynamics, pathways, formations and expressive qualities with greater control. The focus shifts from copying and linking movements to structuring motifs and refining performance. Positioning Dance early in the year ensures pupils develop spatial awareness, confidence in performance and evaluative language, which supports teamwork in later units. Resources move away from equipment and return to body control and structured choreography. Cognitive demand increases as pupils begin to adapt and refine motifs independently. This prepares pupils for more advanced choreographic devices in Year 5.	Netball revisits invasion game principles introduced in Autumn but increases technical demand and tactical understanding. In Year 3, pupils explored basic movement into space. In Year 4, they now understand marking, intercepting and positional zones. They develop shoulder pass accuracy, controlled footwork and rule awareness such as obstruction and contact. Placing Netball after Dance ensures pupils bring improved coordination and spatial awareness into a structured game environment. Resources include clearly defined zones, positions and scoring systems. Skills move from applying simple tactics to beginning to understand team structure and roles. This prepares pupils for more complex invasion tactics in Football and for the advanced strategies introduced in Year 5.	Football builds directly on Netball but introduces greater movement demand and ball control using the feet. Pupils apply width, shielding, jockeying and simple formations such as 2–2–1. The progression from hand-based invasion (Basketball/Netball) to foot-based invasion (Football) ensures layered understanding of attacking and defending principles. Cognitive expectations increase as pupils make quicker decisions under pressure. Teamwork and communication become more refined. Resources now resemble structured match play, with clearer formations and role responsibilities. This prepares pupils for more strategic invasion play in Year 5 and Year 6.	Athletics shifts focus from team tactics to individual performance and technique refinement. In Year 3, pupils focused on participation and basic control. In Year 4, they now develop sprint technique, pacing, overarm throwing mechanics and understanding of momentum and trajectory. Positioned in Summer, this unit supports Sports Day and promotes personal best challenges, resilience and goal setting. Resources become measurement-based and performance-driven (stopwatches, accurate measurement devices and personal bests). Pupils begin to analyse technique and effort rather than simply participating. This prepares pupils for Year 5 fitness development and technical refinement in jumping and throwing events.	OAA concludes the year by shifting emphasis from physical execution to cognitive problem-solving and teamwork. Building on the communication and collaboration skills developed throughout invasion games and dance, pupils now apply plan–do–review strategies and navigational thinking. Compared to Year 3, expectations increase: pupils orientate maps independently, understand keys and legends, and evaluate group effectiveness. Resources shift from sports equipment to maps, boundaries and structured challenges. Skills move from physical competition to collaborative strategy and leadership. This prepares pupils for upper KS2 expectations around independence, resilience and tactical problem-solving.
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	cooperative participation (Year 3) to decision-making under pressure. This prepares pupils for more advanced invasion games in Spring and for tactical complexity in Year 5.					
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Adaptations for LA/SEND pupils	Reduce defensive pressure and focus on secure dribbling with control. Use larger or softer balls where needed to improve handling. Shorten passing distances and allow additional time before passing. Break skills down into dribble, stop and pass before combining into game situations. Reinforce correct hand position and body stance through repeated modelling. For cognition and learning needs, isolate dribbling and passing skills before applying them in small-sided games. Use clear visual targets and simplified rules. For pupils with ASD, clearly define court boundaries and positional roles. Maintain predictable team structures and consistent partner groupings. For pupils with ADHD, use high-engagement small games with frequent ball contact. Provide timed dribble challenges and purposeful roles such as scorer or referee. For physical needs, adapt ball size and reduce movement demands. Allow walking basketball	Support pupils to create structured motifs of four to six counts. Focus on clarity of movement and timing rather than complexity. Provide clear demonstrations and rehearsal time before linking sections together. For cognition and learning needs, break choreography into manageable sections and rehearse repeatedly. Provide visual prompts and count-based instructions. For pupils with ASD, clearly mark performance spaces and maintain consistent lesson routines. Provide clear beginning and ending poses. For pupils with ADHD, incorporate dynamic contrasts and assign leadership roles such as leading counts or demonstrating movements. For pupils with SEMH needs, provide small group rehearsal and scaffolded peer feedback. For children with physical needs, adapt the movement, space, choreography and equipment expectations for the children.	Reduce passing distances and reinforce secure chest and bounce passes. Remove or reduce defensive pressure initially to build confidence. Focus on moving into space after passing and maintaining a strong ready position. For cognition and learning needs, teach passing and receiving before introducing full gameplay. Use clear positional markers and simplified scoring systems. For pupils with ASD, clearly define roles such as attacker and defender and maintain structured team organisation. For pupils with ADHD, use small-sided games with clear scoring targets. Rotate roles to maintain engagement. For physical needs, allow additional steps or reduced movement areas where appropriate.	Focus on controlled dribbling and accurate short passing. Reduce opposition pressure and increase space to allow decision-making time. Reinforce stopping and turning skills before progressing to competitive games. For cognition and learning needs, practise dribbling and passing separately before linking into gameplay. Provide clear boundaries and repeated demonstrations. For pupils with ASD, maintain structured routines and clearly defined team roles. For pupils with ADHD, use high-involvement small games and timed skill challenges. Assign purposeful roles such as referee or captain. For physical needs, adapt playing area size and allow walking football where necessary.	Break sprinting, jumping and throwing into clear, structured phases. Reduce distances and focus on technique before speed. Use lighter equipment for throwing and provide visual take-off markers for jumping. For cognition and learning needs, demonstrate clearly and rehearse each stage repeatedly. Provide visual start and finish cues. For pupils with ASD, maintain predictable activity order and clear spatial organisation. For pupils with ADHD, include timed personal challenges and short relay races to maintain focus. For physical needs, adapt tasks such as brisk walking instead of sprinting or seated throwing tasks.	Provide simplified maps and shorter routes with clearly marked checkpoints. Offer guided practice before independent navigation. Focus on understanding basic compass directions and simple symbols. For cognition and learning needs, provide clear visual maps and scaffolded route planning. Break challenges into small, manageable steps. For pupils with ASD, pre-teach expectations and clearly define boundaries. Maintain structured partner groupings. For pupils with ADHD, assign purposeful roles such as navigator or timekeeper to maintain engagement. For physical needs, reduce walking distances and provide adapted routes.
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	variations or reduced court size where appropriate.					
Adaptations for GD pupils	Encourage tactical decision-making such as when to dribble and when to pass. Introduce movement into space after passing and simple attacking strategies. Use conditioned games such as requiring three passes before a shot. Challenge pupils to refine shooting technique and begin defensive marking awareness.	Encourage manipulation of dynamics, pathways and formation changes. Introduce simple canon or mirroring techniques. Challenge pupils to refine timing and expressive quality linked to stimulus.	Introduce tactical awareness such as creating space and choosing appropriate passing options. Use conditioned games that require movement before shooting. Encourage defensive positioning and marking awareness.	Encourage tactical movement such as supporting play and creating width. Introduce conditioned games such as two-touch play. Challenge pupils to use both feet and make quicker decisions under pressure.	Introduce pacing strategies and personal best tracking. Encourage refinement of technique such as arm drive in sprinting and take-off mechanics in jumping. Provide leadership opportunities in relay organisation.	Introduce more complex route planning and problem-solving tasks. Challenge pupils to justify route choices and evaluate efficiency. Encourage leadership within groups and reflection on strategy effectiveness.
Resources/ approaches	Resources become more sport-specific (appropriately sized basketballs and court markings).	Resources move away from equipment and return to body control and structured choreography.	Resources include clearly defined zones, positions and scoring systems.	Resources now resemble structured match play, with clearer formations and role responsibilities.	Resources become measurement-based and performance-driven (stopwatches, accurate measurement devices and personal bests).	Resources shift from sports equipment to maps, boundaries and structured challenges.
Career links	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Professional Dancer Choreographer Dance Teacher Performing Arts Teacher Creative Director Theatre Director Stage Manager Music Video Director Event Production Manager Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Theatre Technician Lighting Designer Costume Designer Creative Entrepreneur	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	PE Teacher Sports Coach Referee / Umpire Sports Development Officer Sports Event Organiser Sports Journalist Sports Broadcaster Sports Marketing Executive Sports Psychologist Performance Analyst Strength & Conditioning Coach Physiotherapist Sports Rehabilitator Sports Scientist Team Manager Professional Athlete Community Sports Leader	Athletics Coach Personal Trainer PE Teacher Strength & Conditioning Coach Sports Scientist Performance Analyst Physiotherapist Sports Rehabilitator Sports Therapist Exercise Physiologist Nutritionist Health & Wellbeing Coach Fitness Instructor Sports Data Analyst	Cricket Coach Umpire Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Sports Analyst Sports Statistician Physiotherapist Strength & Conditioning Coach Professional Athlete Cricket Development Officer Sports Administrator

