



PE - Teacher Led Year 4 Long Term Plan

Themes (Number of weeks/Term)	Autumn 1 (6 weeks) Gymnastics	Autumn 2 (6 weeks) Tennis	Spring 1 (6 weeks) Dance	Spring 2 (6 weeks) Fitness	Summer 1 (6 weeks) Hockey	Summer 2 (6 weeks) Cricket
NC Content/Coverage	Flexibility, strength, technique, control and balance. Performing balances on different body parts, travelling actions, jumps, turns and basic rolling actions with control. Linking movements to create simple sequences that include changes in level and direction.	Coordination, control and participation in net/wall games. Developing basic racket control through forehand shots, striking the ball after a bounce and sending the ball over the net into space. Participating in cooperative rallies and begin to understand the role of the net and court boundaries. Introducing simple underarm serves alongside basic rules and scoring.	Coordination, balance, control and creativity. Creating and performing dance phrases using levels, pathways and direction. Linking movements to form short sequences, explore changes in speed and energy and perform individually, in pairs and in groups using unison and simple formations. Matching movement to music and describe what makes a dance effective.	Strength, stamina and basic understanding of health and fitness. Participating in continuous physical activities to improve stamina and strength. Experiencing activities that raise heart rate and develop endurance and begin to understand why exercise is important for health. Learning how to pace themselves and recognise the importance of warming up and cooling down.	Teamwork, coordination and introduction to invasion games. Controlling the ball using simple dribbling and passing techniques. Participating in small-sided games, learning how to move with the ball and pass to teammates. Introducing basic attacking ideas alongside simple rules and safety awareness.	Throwing, catching, striking and cooperation. Striking a ball with a bat, throwing and catching with increasing accuracy and fielding by retrieving and returning the ball. Learning basic roles and taking part in simple, modified games with an emphasis on rules and fair play.
Substantive Knowledge and Skills	• I know and can demonstrate the tuck, pike, straddle, straight & star. • I know and can explain that shapes need tension and accuracy. • I know and can demonstrate 2, 3, and 4-point balances. • I understand and can explain that the centre of gravity affects stability. • I know and can describe the features of a controlled forward roll	• I know and can describe that the ball must travel over the net and into the court. • I understand and can explain that a forehand is played on the dominant side. • I know and can explain that a backhand is played on the non-dominant side. • I know and can describe the purpose of a racket face (to direct the ball). • I understand and can explain that the angle of	• I know and can demonstrate how to vary shapes, levels, directions and pathways. • I understand and can explain and model that movements can show meaning or character. • I know and can demonstrate how to adapt motifs using changes in level, direction, and speed. • I know and can describe sharp/smooth, heavy/light,	• I understand and can describe fitness components: flexibility, muscular & cardiovascular endurance; fitness supports health; simple fitness tests. • I know and can explain that muscles work in pairs; stretching increases flexibility; harder work raises heart rate. • I know about and can explain how to improve efficiency; and	• I know and can explain about creating space; using width; passing quickly. • I know about and can demonstrate intercepting; marking to prevent passes. • I understand and can explain footwork, obstruction/contact, dribbling rules. • I know and can describe and demonstrate simple team tactics; attacking/defending as units.	• I know and can state and demonstrate fair play rules; creating space; simple team tactics; marking/intercepting. • I know and can explain about hitting a moving ball; power vs placement; intro defensive/attacking shots and can demonstrate these skills. • I can perform basic overarm action; accuracy; good length.



	(chin tucked, rounded spine). • I can perform half-turns and controlled shape jumps. • I understand pathways (curved, straight, zigzag) and how to vary direction, modelling this. • I know and can explain and model that sequences need a beginning, middle, and end with smooth transitions. • I understand and can describe and demonstrate extension (pointed toes, straight limbs).	the racket affects direction. • I know and can explain that rallies aim to keep the ball in play. • I know and can explain that control is more important than power. • I understand and can explain that an underarm serve starts a point. • I know and can explain that serves must travel over the net into space. • I understand and can explain that court boundaries decide if a ball is in or out. • I can explain how rules help games stay fair and safe. • I know and can explain that successful tennis needs control, accuracy and movement.	sustained/sudden dynamics. • I can use basic canon and unison. • I know and can demonstrate how to perform movements in formation or with a partner • I know and can show how to link actions and motifs using transitions. • I understand and can explain how expression, timing and control improve performance.	demonstrate technique for press-ups, lunges, sit-ups. • I know about and can explain how to improve fitness safely; describing and modelling exercises for upper/lower/full body.	• I know and can describe and demonstrate the shoulder pass; positioning; dribbling under pressure; fore/backhand; landing & pivoting. • I can control my dribble; receiving on the move; push shot; 3m free hit rule.	• I can overarm throw; high/low catches; stopping with body; 3m rule awareness. • I understand and can describe singles, boundaries; teamwork in fielding; formations.
Disciplinary Knowledge and skills specific to each unit	Decision-Making- I can choose and link movements to create an effective gymnastics sequence. Body Awareness & Focus- I can control my body with balance and precision while staying focussed. Evaluation & Reflection- I can explain what I did well and what I need to do to improve my performance.	Decision-Making- I can choose the best shot to use in different situations. Tactical Understanding- I can use space and different shots to make it harder for my opponent. Rules & Fair Play- I can follow the rules and show good sportsmanship at all times. Communication & Teamwork- I can communicate clearly with	Decision-Making- I can choose movements that suit the music and the theme of the dance. 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	Decision-Making & Application- I can choose and use different exercises to improve my fitness. Analysis & Evaluation- I can explain which exercises I found challenging and why. Understanding of Fitness & Effort- I can describe how exercise affects my body and why it is important. Safe Participation- I can	Decision-Making- I can choose when to pass, dribble or shoot during 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	Decision-Making- I can choose when to bat, bowl or field to help my team. Tactical Understanding- I can use space and simple tactics to help score runs or get batters out. Rules & Fair Play- I can follow the rules and show good sportsmanship when playing. Communication & Teamwork- I can communicate with my



	Safe Participation- I can use space and equipment safely and work responsibly with others. Outcome: Pupils perform simple, controlled sequences, demonstrate balance and coordination and begin to recognise how their performance can be improved.	my partner and work as part of a team. Evaluation & Reflection- I can explain what I did well in tennis and how I can improve my skills. Outcome: Pupils control the ball using a racket, sustain short rallies, understand basic rules and scoring and play tennis games with increasing confidence.	confidence, control and expression. Outcome: Pupils perform simple dance sequences with control and coordination and begin to use movement to communicate ideas.	exercise safely and follow rules to protect myself and others. Outcome: Pupils sustain physical activity for longer periods, understand how exercise affects the body and show increased resilience.	communicate with my teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in hockey and what I can improve. Outcome: Pupils control the ball with a hockey stick, work cooperatively in games and begin to apply simple attacking principles.	teammates and work together effectively. Evaluation & Reflection- I can explain what I did well in cricket and how I can improve my skills. Outcome: Pupils perform basic cricket skills with control, understand simple roles and responsibilities and work cooperatively within team games.
Key vocabulary	Bridge, fluidity, inverted, momentum, shoulder stand, stability, wrist grip.	Alternate, continuous, deny, receiver.	Action and reaction, phrase, relationship, represent.	Accelerate, decelerate, dynamic, static.	Cushion, obstruct, offside, onside, pressure, protect.	Retrieve, long barrier.
Additional/ cross curricular/continuous provision opportunities	Cross-Curricular Links Science- Forces such as balance, gravity and weight transfer; understanding how muscles work during movement. Maths- Shapes (symmetry, angles, rotation, position) and sequencing patterns in routines. English- Sequencing instructions and evaluating performances using appropriate vocabulary (e.g. extension, balance, control). PSHE- Building confidence when performing, cooperation, and safe use of apparatus. Enrichment & Ofsted Evidence	Cross-Curricular Links Maths- Scoring systems (15, 30, 40, games/sets) and directional language (left/right, angles, in/out). Science- Forces such as push, pull, speed and rebound of the ball. English- Understanding and applying rules; tactical vocabulary such as placement and aiming. Computing- Possible use of video analysis to improve performance. Enrichment & Ofsted Evidence Forehand and backhand striking challenges Partner rallies and small-court games Evidence of hand-eye coordination and accuracy	Cross-Curricular Links English- Storytelling through movement, narrative structure, character and expression. Music- Rhythm, beat, tempo, timing and dynamics. History- Cultural and traditional dance styles from different periods or countries. PSHE- Expressing emotions, teamwork, creativity and confidence. Enrichment & Ofsted Evidence Group choreography and performance opportunities Refining actions, timing and expression Evidence of creativity, recall and evaluation	Cross-Curricular Links Science- Heart rate, muscles, respiration and the effects of exercise on the body. Maths- Time, repetitions, scoring and tracking progress. PSHE- Healthy lifestyles, wellbeing, resilience and goal setting. Computing- Recording and analysing fitness data using tables, timers or simple apps. Enrichment & Ofsted Evidence Circuit training and fitness challenges Warm-ups and cool-downs Evidence of stamina, strength and fitness understanding	Cross-Curricular Links Maths- Spatial awareness, angles of passes, scoring systems and positioning. Science- Forces such as push, drag and friction. English- Communication, rules, and teamwork vocabulary (e.g. marking, space, defending). PSHE- Fair play, respect, teamwork and resilience. Enrichment & Ofsted Evidence Skill stations and small-sided games Applying control, passing and shooting Evidence of cooperation and rule-following	Cross-Curricular Links Maths- Scoring runs, averages, tallying results and measurement. Science- Forces, trajectory, speed and aerodynamics. English- Explaining rules, tactics and using commentary language. Geography- Origins of cricket and its global influence. PSHE- Teamwork, patience, sportsmanship and decision-making. Enrichment & Ofsted Evidence Bowling, batting and fielding challenges Modified competitive games Evidence of developing



	Floor and apparatus sequences Partner and group balances Evidence of control, coordination and sequence refinement					game understanding and teamwork
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 again with gymnastics to re-establish expectations around control, focus and safe use of space. However, unlike Year 3, the emphasis now moves from simply linking movements to refining transitions, extension and presentation. This unit builds directly on Year 3 sequencing and introduces greater precision, stability and understanding of centre of gravity. Pupils move from performing simple sequences to manipulating levels, direction and pathways more purposefully. Vocabulary becomes more technical and expectations around fluency increase. Gymnastics prepares pupils for all later units by strengthening core control, coordination and spatial awareness. It also reinforces independence in creating and evaluating performance.	Tennis builds on the racket control and cooperative rally work introduced in Year 3. In Year 4, pupils move from simply keeping the ball in play to understanding placement, angle and court positioning. The order supports progression from individual control (gymnastics) to controlled object manipulation in relation to an opponent. Tactical awareness begins to deepen, with pupils understanding how the racket face and angle influence direction. Resources develop in sophistication introducing rackets and nets with more defined court spaces, clearer scoring systems and structured rallies. Skills move from cooperative application to early competitive contexts, requiring greater decision-making. This unit prepares pupils	Dance continues to develop coordination and control, but at a higher compositional level than Year 3. Pupils now manipulate dynamics, formations and relationships more confidently. Positioning dance after tennis provides a shift from equipment-based control to expressive body-based movement. It reinforces timing, spatial awareness and creativity while also deepening evaluative language. Dance prepares pupils for teamwork in invasion and striking/fielding games by developing communication, formation awareness and collaborative working. Resources shift back to body and space rather than equipment. Skills move from performing short motifs to creating structured sequences with	Fitness builds on Year 3 stamina work but introduces greater understanding of health, efficiency and physical response. Pupils move from experiencing exercise to understanding why and how it impacts their bodies. The mid-year placement ensures pupils develop resilience and physical readiness before entering more demanding invasion and striking/fielding units in the summer term. Resources become more structured (stopwatches, accurate measuring equipment, recording sheet) with timed stations, technique focus and greater emphasis on safe progression. Skills shift from participation to analysis, with pupils beginning to monitor effort and recognise improvement. This prepares pupils for more sustained physical	Hockey builds directly on Year 3 invasion game principles. In Year 4, pupils move from basic control to greater tactical awareness, including creating space, marking and understanding simple team tactics. The order ensures pupils have already refined coordination (gymnastics), object control (tennis), teamwork (dance) and stamina (fitness) before applying these skills in a competitive context. Resources now include sticks, balls and structured pitch areas. Expectations increase in game understanding, rule application and teamwork. Pupils begin to understand attacking and defending as units rather than as individuals. This prepares pupils for more complex invasion games in upper KS2, such as basketball and football	Cricket concludes the year by consolidating throwing, catching and striking skills first introduced in Year 3 and refined through tennis and hockey. Year 4 pupils now demonstrate greater accuracy in overarm throwing and batting placement. They begin to understand fielding formations and simple strategic decisions. The sequence of the year ensures pupils have the coordination, stamina and teamwork skills required to apply themselves successfully in a structured striking/fielding context. Resources evolve to include defined batting areas, fielding zones and clearer scoring structures. Skills move from basic participation to understanding roles, tactics and cooperative game management.



	Resources remain mats and apparatus, but expectations increase in complexity and quality of execution. Pupils are encouraged to take greater ownership of sequence design.	for future net/wall games in upper KS2 where serving, positioning and tactical play become more complex.	intention and expressive quality.	performance and leadership opportunities in Year 5 and 6.	with positional play and structured tactics.	
Adaptations for LA/SEND pupils	Reduce the length of sequences while maintaining quality of execution. Focus on linking three controlled movements with clear start and finish positions. Provide floor markings to support travel pathways. Emphasise safe rolling technique and stable landings before increasing complexity. Use repeated practice of key shapes and balances. For cognition and learning needs, pre-teach and revisit vocabulary such as extension, transition and sequence. Break sequences into two-movement chunks before linking. Use visual sequence cards to support memory. For pupils with ASD, provide a consistent lesson routine and clear demonstration before independent work. Maintain defined personal working spaces and clear	Allow a double bounce consistently and reduce court size. Focus on developing controlled forehand and backhand contact before introducing tactical elements. Use larger or softer balls to improve confidence and success. Emphasise ready position and basic tracking skills. For cognition and learning needs, isolate forehand and backhand skills before combining. Use colour-coded cones for directional targets and simplify scoring systems. For pupils with ASD, clearly define court areas and provide predictable rally structures. Maintain consistent partner groupings where possible. For pupils with ADHD, use short rally challenges and quick rotations between stations. Provide measurable rally targets to sustain motivation. For physical needs, use	Support pupils to create and repeat short motifs of four to six counts. Focus on clarity of movement rather than complexity. Provide structured rehearsal time and model transitions clearly. For cognition and learning needs, provide visual prompts and repeated structured rehearsal. Break routines into sections before linking. For pupils with ASD, maintain clear formation markers and predictable music cues. Provide a clear beginning and ending pose to support routine understanding. For pupils with ADHD, incorporate dynamic contrasts and opportunities for leadership such as leading warm-ups or counts. For pupils with SEMH needs, allow performance in small groups and build confidence through	Reduce work intervals while maintaining correct technique. Focus on one component of fitness at a time such as agility or strength. Provide visual demonstrations and simplified repetition targets. For cognition and learning needs, maintain consistent circuit structures and use clear visual station cards. Provide simple performance goals. For pupils with ASD, keep routines predictable and provide clear transition signals between stations. For pupils with ADHD, incorporate timed challenges and measurable personal bests. Use short bursts of high engagement activities. For physical needs, adapt exercises such as incline push-ups, seated balance challenges or walking variations of running tasks.	Reduce defensive pressure and focus on secure dribbling with control. Shorten passing distances and widen goals. Emphasise stopping the ball effectively before progressing to movement. For cognition and learning needs, teach dribble, pass and receive in isolation before applying in games. Use clear demonstrations and repeat practice. For pupils with ASD, provide defined positional roles and consistent team structures. Mark clear boundaries and safe zones. For pupils with ADHD, use small-sided games with frequent involvement. Provide quick scoring or skill challenges. For physical needs, adapt stick size and reduce movement demands. Allow walking hockey where necessary.	Focus on consistent underarm bowling and secure catching technique. Use soft balls and reduce fielding distance. Allow static batting before progressing to movement. For cognition and learning needs, focus on one skill per lesson such as bowling accuracy or catching. Use clear visual targets and simplified scoring. For pupils with ASD, maintain clear rotation systems and defined safe areas for fielders. For pupils with ADHD, provide active fielding roles and timed skill challenges. For physical needs, use larger bats and adapt bowling to bounce feeds if necessary.



	expectations for apparatus use. For pupils with ADHD, keep task duration short and provide purposeful leadership roles such as sequencing leader or equipment organiser. Use clear countdown signals for transitions. For physical needs, reduce apparatus height and allow supported balances or alternative movements. Adapt rolls using wedge mats and provide alternative pathways around apparatus.	lighter rackets and shorter distances. Allow seated or reduced movement variations where appropriate.	structured positive feedback.			
Adaptations for GD pupils	Expect longer sequences with fluent transitions and varied levels. Introduce counterbalance and partner work requiring timing and trust. Encourage creativity in pathway design and controlled use of apparatus. Pupils should evaluate performances using accurate gymnastics terminology and suggest refinements.	Introduce tactical placement into space and awareness of opponent positioning. Reduce bounce allowances and increase rally expectations. Encourage pupils to adjust stance and grip independently. Introduce simple competitive scoring with tactical decision-making.	Expect pupils to manipulate dynamics, space and relationships. Introduce canon, mirroring and formation changes. Encourage expressive movement linked clearly to stimulus. Pupils should refine timing, control and audience awareness.	Increase duration and complexity of movements, including combination exercises that require coordination. Encourage pupils to monitor heart rate and reflect on physical exertion. Provide leadership roles in warm-up design and peer coaching.	Introduce tackling technique and defensive positioning. Encourage pupils to move into space after passing and apply attacking principles. Use conditioned games such as limited touches or mandatory passes before shooting.	Introduce overarm bowling progression with accuracy targets. Encourage tactical batting into space and basic field placement decisions. Develop understanding of roles within a team and provide opportunities for leadership such as captain or scorer.
Resources/approaches	Resources remain mats and apparatus, but expectations increase in complexity and quality of execution.	Resources develop in sophistication introducing rackets and nets.	Resources shift back to body and space rather than equipment.	Resources become more structured (stopwatches, accurate measuring equipment, recording sheet).	Resources now include sticks, balls and structured pitch areas.	Resources evolve to include defined batting areas, fielding zones
Career links	Gymnastics Coach Elite Performance Coach PE Teacher	Tennis Coach High-Performance Coach Professional Tennis Player	Professional Dancer Choreographer Dance Teacher	Personal Trainer Fitness Instructor Strength & Conditioning	Sports Coach Elite Coach Community Sports Leader	Cricket Coach Batting Coach Bowling Coach



	Professional Gymnast Strength & Conditioning Coach Sports Scientist Performance Analyst Sports Therapist Physiotherapist Sports Rehabilitator Sports Medicine Practitioner Health & Safety Officer Sports Facility Manager Sports Programme Coordinator	Umpire Line Judge Professional Match Official Tournament Organiser Event Manager Sports Development Officer Sports Psychologist Performance Analyst Sports Broadcaster Sports Journalist Sports Marketing Executive Sports Manager Sports Agent Sports Lawyer Sports Governance Officer	Performing Arts Teacher Creative Director Theatre Director Stage Manager Theatre Producer Arts Programme Leader Cultural Arts Coordinator Drama Therapist Movement Therapist Fitness Instructor Zumba / Aerobics Instructor Arts Entrepreneur Lighting Designer Costume Designer	Coach Sports Scientist Exercise Physiologist Sports Nutritionist Physiotherapist Sports Rehabilitator Sports Therapist Sports Doctor Health & Wellbeing Coach Health Promotion Officer PE Teacher Performance Analyst	Referee Professional Match Official Team Manager Sports Development Officer Talent Development Officer Match Analyst Performance Strategist Sports Journalist Sports Broadcaster Sports Administrator Sports Governance Officer	Professional Cricketer Umpire Match Official Sports Statistician Performance Analyst Sports Journalist Sports Broadcaster Groundskeeper Sports Event Manager Competition Organiser Sports Agent Sports Administrator
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