



YEAR: 4

TERM: Autumn Term 1:1

TITLE: RealPE Unit 2

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y3 RealPE 1	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Compare performance to previous and demonstrate improvement to achieve personal best Perform sequences using a range of movement pattern 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic Balance to agility (FUNS Station 6) Static balance- seated (FUNS Station 2) <p>End of Lower KS2 Expectation- Red/ Blue</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Social Some L4- 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 Many L3- I am happy to show and tell others about my ideas. I show patience and support others 	<ul style="list-style-type: none"> Application to Gymnastics- Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Travel in different ways, including flight. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Resources\Gymnastics 	<p>School Games Values:</p> <p>Teamwork</p> <p>Working with my team, not being selfish. Letting everyone have a go, sharing the equipment and giving everyone a chance. Showing team spirit - encouraging my team mates and saying well done</p>	<p>Inter competitions:</p> <p>SZapp</p>

		<p>listening carefully to them about our work.</p> <ul style="list-style-type: none">▪ All L2- I can help, praise and encourage others in their learning.			
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work on my own, with a partner and in a group cooperatively.▪ I can persevere with a task.▪ I can lead a partner through short warm-up exercises. <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>Choose between:</p> <ul style="list-style-type: none">▪ Exchange objects▪ Develop combinations		
<p>KEY VOCABULARY (building on previous)</p> <p>Straddle forward roll; backward roll to straddle; straight jump full turn; cat leap half turn; pivot; 1,2,3 and 4 point balances.</p>					



YEAR: 4

TERM: Autumn Term 1:2

TITLE: RealPE Unit 6

REVISION / REMIND / REVISIT- Builds on Y3 RealPE Unit 6	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Play competitive games and apply basic principles suitable for attacking and defending. Compare performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Agility- Ball Chasing (FUNS Station 11) Co-ordination- Static Balance- small base (FUNS Station 4) <p>End of Lower KS2 Expectation- Red/ Blue</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Health and Fitness Some L4- I can describe the basic fitness components. I can explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working 	<ul style="list-style-type: none"> Application to Invasion Games- Hockey- Use a stick to hit a ball with accuracy and control. Use at least 2 different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and 	<p>School Games Values:</p> <p>Self- Belief</p> <p>You've got to believe to achieve. Have the self-belief and confidence to succeed and achieve your personal best.</p>	<p>Inter competitions:</p> <p>Hockey (Arden)</p> <p>SZapp</p>

	<ul style="list-style-type: none">▪ Many L3- I can explain why we need to warm-up and cool down. I can describe how and why my body changes during and after exercise.▪ All L2- I use equipment appropriately and move and land safely. I can say how my body feels before, during and after exercise	success in a game situation. Resources\Games		
ASSESSMENT CRITERIA (Physical): <ul style="list-style-type: none">▪ I can keep possession of a ball and use a variety of simple attacking tactics; e.g. different movement skills, use of space and positioning Social/ Personal <ul style="list-style-type: none">▪ I can work on my own, with a partner and in a group cooperatively.▪ I can persevere with a task.▪ I can lead a partner through short warm-up exercises.▪ I know the rules of the game. Cognitive/ Creative <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: Choose between: <ul style="list-style-type: none">▪ Tunnels▪ Balance transfer	
KEY VOCABULARY Accuracy; control; stationary; fluency; possession; receive.				



YEAR: 4 TERM: Spring Term 1:1

TITLE: RealPE Unit 1

REVISION / REMIND / REVISIT - Builds on Y3 RealPE Unit 1	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
	<ul style="list-style-type: none"> NC LINKS Develop flexibility, strength, technique, control and balance Compare performance to previous and demonstrate improvement to achieve personal best Perform dances using a range of movement patterns 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination - Floor Movement Patterns (FUNS Station 10) Static Balance - One Leg Standing (FUNS Station 1) <p>End of Lower KS2 Expectation- Red/ Blue</p> <ul style="list-style-type: none"> Real PE Learning Behaviour- Personal: Some L4 - I can persevere with a task and improve my performance through regular practice. Many L3- I have begun to challenge myself. Many L2 - I try several times if at first I don't succeed 	<ul style="list-style-type: none"> Application to Dance - Identify and repeat the movement patterns and actions of a chosen style. Compose a dance that reflects the chosen style. Compose longer dance sequences in a small group. Begin to vary dynamics and develop actions and motifs in response to stimuli. Discuss rhythm and special awareness. <p>Resources\Dance</p>	<p>School Games Values:</p> <p>Honesty</p> <p>With others and with yourself, have the courage to do the right thing and what you know is right. Let the best person win, not the best cheat!</p>	<p>Inter competitions:</p> <p>SZapp</p>

	<ul style="list-style-type: none">All L2 - I ask for help when appropriate			
ASSESSMENT CRITERIA Physical <ul style="list-style-type: none">I can improvise freely translating ideas from a stimulus into movementI can refine, repeat and remember dance phrases and show sensitivity to the dance ideaI can perform actions, balances, body shapes and agilities with control; plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement Social/ Personal <ul style="list-style-type: none">I can work on my own, with a partner and in a group cooperatively.I can persevere with a task.I can lead a partner through short warm-up exercises. Cognitive/ Creative <ul style="list-style-type: none">All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			PERSONAL BEST CHALLENGE: Select from: <ul style="list-style-type: none">Matching PairsBalloon Balance	
KEY VOCABULARY Motif; phrase; choreograph; unison; cannon; mirroring; rhythm; fluency.				



YEAR: 4

TERM: Spring Term 2:2

TITLE: RealPE Unit 4

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y3 RealPE 4	<ul style="list-style-type: none"> NC LINKS Play competitive games and apply basic principle suitable for attacking and defending 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Co-ordination sending and receiving (FUNS Station 8) Counter balance with a partner (FUNS Station 7) 	<ul style="list-style-type: none"> Application to Games- Cricket Use a bat to hit a ball with accuracy and control. Accurately serve underarm. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and stationary ball. Develop different ways of throwing and catching. Pass the ball with increasing speed, accuracy and success in a game situation. 	<p>School Games Values:</p> <p>Determination</p> <p>Never give up on trying to achieve your goals. Putting in 100% even at difficult times and being the very best they can be.</p>	<p>Inter competitions: Y3&4 Football Chance to Shine</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour - Creative Some L4- 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 more challenging. Many L3- I can recognise similarities and differences in movements and expression. I can make up my own rules and versions of activities. 			

		<p>I can respond differently to a variety of tasks</p> <ul style="list-style-type: none">▪ All L2- I can select and link movements together to fit a theme. <p>I can begin to compare my movements and skills with those of others.</p>	Resources\Striking and Fielding		
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can use a range of throwing and catching techniques accurately.▪ I can keep possession of the ball and use a variety of simple attacking tactics. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work on my own, with a partner and in a group cooperatively.▪ I can persevere with a task.▪ I can lead a partner through short warm-up exercises.▪ I know the rules of the games <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>				<p>PERSONAL BEST CHALLENGE:</p> <p>Choose from either:</p> <ul style="list-style-type: none">• Juggle Challenge• Roller ball	
<p>KEY VOCABULARY</p> <p>Strike; serve; hand-eye coordination; fluency; accuracy; possession.</p>					



YEAR: 4

TERM: Summer Term 3:1

TITLE: RealPE Unit 3

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y3 RealPE 3	<ul style="list-style-type: none"> NC 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. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Dynamic Balance- On a line (FUNS Station 5) Coordination- Ball Skills (FUNS Station 9) <p>End of Lower KS2 Expectation- Red/ Blue</p>	<ul style="list-style-type: none"> Application to Athletics <p>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Learn how to combine a hop, step and jump to perform a standing triple jump. Land safely and with control. Perform a pull throw and continue to develop techniques to throw for increased distance. Take part in a range of competitive games and activities.</p>	<p>School Games Values:</p> <p>Passion</p> <p>Giving it 100%, putting your heart and soul into the game and never giving up. Passion makes you enter the race and passion makes you finish it.</p>	<p>Inter competitions:</p> <p>Quad Kids</p> <p>SZapp</p>
		<ul style="list-style-type: none"> Real PE Learning Behaviour- Cognitive Many L4- I can identify specific parts of performance to work on. I can understand ways (criteria) to judge performance. I can use my awareness of space and others to make good decisions. Some L3- I can explain what I am doing well and I 			

		<p>have begun to identify areas for improvement.</p> <ul style="list-style-type: none">▪ All L2- I can begin to order instructions, movements and skills. <p>I can explain why someone is working or performing well.</p> <p>With help, I can recognise similarities and differences in performance</p>	Resources\Athletics		
<p>ASSESSMENT CRITERIA (Physical):</p> <ul style="list-style-type: none">▪ I know and can demonstrate a range of throwing techniques in athletics e.g. push, pull and sling.▪ I can perform a range of jumps; showing consistent technique and sometimes using a short run-up e.g. hop, step and jump. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work on my own, with a partner and in a group cooperatively.▪ I can persevere with a task.▪ I can lead a partner through short warm-up exercises. <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>Choose between:</p> <ul style="list-style-type: none">▪ 3 Limb Race▪ Getting around us		
<p>KEY VOCABULARY</p> <p>Push, pull, sling, sprint, technique, baton, changeover.</p>					



YEAR: 4

TERM: Summer Term 3:2

TITLE: RealPE Unit 5

	COHERENCE	CREDIBILITY	CREATIVITY	COMPASSION	COMMUNITY
REVISION / REMIND/ REVISIT- Builds on Y3 RealPE 5	<ul style="list-style-type: none"> NC LINKS Play competitive games and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	<p>Knowledge and Skills acquired:</p> <ul style="list-style-type: none"> Agility- Reaction/ Response (FUNS Station 12) Static Balance- Floor work (FUNS Station 3) <p>End of Lower KS2 Expectation- Red/ Blue</p>	<ul style="list-style-type: none"> Application to Games- Tennis/ Badminton <p>Use a racket to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and stationary ball. Make the best use of space to pass and receive the ball.</p> <p>Resources\Games\Tennis</p>	<p>School Games Values:</p> <p>Respect</p> <p>For the referee, for the opposition, for your team mates, for yourself and for the game. Accepting victory and defeat with grace, treating others politely and with understanding. Respect every day, for every sport and for everyone.</p>	<p>Inter competitions:</p> <p>School Games Day</p> <p>SZapp</p>

		<p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p> <ul style="list-style-type: none">▪ All L2- I can describe the basic fitness components. <p>I can explain how often and how long I should exercise to be healthy.</p> <p>I can record and monitor how hard I am working.</p>			
<p>ASSESSMENT CRITERIA</p> <p>Physical</p> <ul style="list-style-type: none">▪ I can use a range of throwing and catching techniques accurately e.g. one handed and two handed catches. <p>Social/ Personal</p> <ul style="list-style-type: none">▪ I can work on my own, with a partner and in a group cooperatively.▪ I can persevere with a task.▪ I can lead a partner through short warm-up exercises.▪ I know the rules of the game <p>Cognitive/ Creative</p> <ul style="list-style-type: none">▪ All objectives <p>Pupils also use FUNS cards to self and peer-assess throughout lessons</p>			<p>PERSONAL BEST CHALLENGE:</p> <p>Choose between:</p> <ul style="list-style-type: none">▪ Quick off the mark▪ Front curling game		
<p>KEY VOCABULARY</p> <p>Racket, serve, underarm, rally, shot, hand-eye coordination, strike.</p>					

