

Year 4 - Development of Wellbeing through PE

Lesson Plan

PLAYING

EDSTART

Lesson Objective	To be able to take turns and play fairly.			Lesson 1/6
Equipment Needed	Soft foam balls, beanbags, cones (for scoring zones and relays), hoops or floor markers (optional for targets).			
Success Criteria	Children can: <ul style="list-style-type: none">• Take turns fairly by waiting patiently and respecting others.• Listen to rules carefully and follow them throughout activities.• Share equipment kindly by taking care and including everyone.			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain why taking turns is fair.• I can say what rules are for.• I can understand why sharing equipment is important.	<ul style="list-style-type: none">• I can wait patiently for my turn.• I can play by the rules of a game.• I can share equipment fairly.	<ul style="list-style-type: none">• I can cheer for others while I wait.• I can show kindness by letting others go first.• I can celebrate my team's effort.		
Key Question	Why is waiting your turn and encouraging others important when playing games together? It helps everyone feel included, keeps games fair, builds teamwork, and makes activities more enjoyable and successful for the whole group.			
Warm Up	PASS THE CLAP: Children stand in a large circle with enough space between them to move safely. The teacher begins by clapping once and making eye contact with the child on their right before passing the clap along. The clap travels steadily around the circle until it returns to the teacher. Once children understand the rhythm and turn-taking, the teacher varies the direction, speed, and pattern. Children can add a creative sound or movement before passing it on. This develops listening, anticipation, focus, and respectful turn-taking. PROGRESSION: Add a soft ball alongside the clap, introduce two claps moving at once, or suddenly change direction to challenge attention and coordination.			
Main Activity	<p>PARTNER BALL ROLL: Children work in pairs, sitting or standing opposite each other at a short distance. One child gently rolls the ball to their partner using two hands, keeping the ball low and controlled along the floor. The partner practises stopping the ball with soft, open hands, bending their arms to cushion the ball before rolling it back when ready. Pupils focus on steady hand position, gentle force, eye tracking, and balanced posture throughout. Children take turns calmly, reinforcing patience, control, and encouragement. Teaching Technique Focus: Two hands on the ball, push not throw, eyes on the ball, soft hands to stop, controlled return roll. Wellbeing Links: Builds confidence through success, supports self-regulation and patience, develops positive communication and turn-taking, and strengthens peer relationships. Teacher Prompts: "Wait until your partner is ready," "Stop the ball gently," or "Use kind words." PROGRESSION: Increase the distance, add target cones to roll towards, introduce one-handed rolling for challenge, or require children to call their partner's name before rolling.</p> <p>SMALL-GROUP GAMES: Children work in groups of 4–6 with a soft ball or beanbag, passing the object between teammates using controlled, accurate throws and secure two-handed catches. A point is scored when the ball is successfully passed to a teammate standing inside the scoring zone marked with cones. Pupils are encouraged to move into space after every pass, show clear target hands, call for the ball using their teammate's name, and make thoughtful decisions about where to pass next. Players focus on stepping towards their target, watching the ball into their hands, and cushioning the catch into the body for control. The activity places strong emphasis on inclusion, fair play, teamwork, and shared success rather than speed or competition, helping children to build confidence, communication skills, trust in teammates, and a positive sense of belonging within the group. Teaching Technique Focus: Accurate two-handed passes, soft catches into the body, quick scanning for space, showing target hands, calling for the ball. Wellbeing Links: Promotes belonging, cooperation, empathy, and shared achievement while reducing performance pressure and supporting positive peer interaction. Rules: Pass to a different teammate each time. No running with the ball. Scoring only counts if the pass is caught cleanly. Everyone must be included. PROGRESSION: Everyone must touch the ball before scoring, rotate the scoring player each turn, or introduce two scoring zones to increase movement and decision-making.</p> <p>TEAM RELAY: Children line up in small teams behind a cone. The first child passes a beanbag down the line using a controlled pass. Each child passes it on until it reaches the final player, who runs safely to the front to restart the relay. The emphasis is on smooth passing, clear communication, patience while waiting, and cheering for teammates. The relay continues at a steady pace, prioritising teamwork over speed. Teaching Technique Focus: Two-handed passes, gentle accurate delivery, secure catching, controlled running, safe turns at cones. Wellbeing Links: Encourages teamwork, peer support, emotional regulation, resilience after mistakes, and positive group identity. Rules: Pass only when the next player is ready. No throwing the beanbag. Runners must stay in their lane. Cheer positively for teammates. PROGRESSION: Pass in different ways (overhead, under legs, side-to-side), add a gentle time challenge, or include verbal encouragement rules (e.g. every pass must include a teammate's name).</p>			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Use a large open circle and short paired distances to support safe movement, clear visibility, and smooth ball travel.	Progress from simple turn-taking and rolling to group passing and team relays to build confidence and cooperation.	Use soft balls, beanbags, and cones to ensure safe handling and clear activity structure.	Work in pairs, small groups, and teams to encourage inclusion, communication, and shared success.
Key Technical Point	Use two hands to control the ball, watch it carefully from release to catch, keep movements gentle and accurate, and wait for partners to be ready before passing to ensure safety, success, and confidence.			
Cooldown	Children slow to a walk before completing gentle stretches: reach arms high, touch toes, twist side to side, roll shoulders, and shake arms loosely. They then sit in a circle for calm reflection: "How did it feel when you waited for your turn?", "Who helped you today?" or "What did you do to help someone else?" Children share positive and challenging moments, reinforcing patience, fairness, and belonging. PROGRESSION: Children nominate a "kind teammate," share one inclusive action they showed, or finish with three slow calming breaths together.			

Year 4 - Development of Wellbeing through PE

Lesson Plan

PLAYING

EDSTART

Lesson Objective To be able to include everyone when playing.

Lesson 2/6

Equipment Needed cones, tennis balls, rounders ball, sponge balls, beanbags.

Success Criteria Children can:

- Play with others without falling out by using kind words and solving problems calmly.
- Include everyone in my group so all children feel welcome and involved.
- Cheer when friends do well to show support, kindness, and team spirit.

EDSTART KNOW

- I can explain why including everyone is kind.
- I can say how it feels to be left out.
- I can notice when someone is being left out.

EDSTART GO

- I can invite someone to join in with me.
- I can make space for others in my group.
- I can help friends feel part of the team.

EDSTART SHOW

- I can celebrate when my friends do well.
- I can smile and cheer for my team.
- I can show respect by thanking my group.

Key Question Why is it important that everyone gets a turn in games like Group Throw & Catch and Inclusion Tag? Because taking turns helps everyone feel included, builds confidence, grows trust, and strengthens teamwork across the whole group.

Warm Up **FIND A FRIEND:** Children move freely around the hall using a range of locomotion skills such as walking, jogging, skipping, sidestepping, or hopping. The teacher calls out different movement styles to vary intensity and engagement (e.g. "Move like you're on the moon," "Tiptoe quietly," "March tall"). When the teacher calls "Team up!", children must quickly find the nearest person and stand side by side or lightly link arms. After several rounds, the teacher changes the required group size by calling, "Team up in threes!" or "Team up in fours!" This activity develops spatial awareness, social confidence, cooperation, listening skills, and inclusion, while gently raising heart rate and warming muscles. **PROGRESSION:** Once grouped, children perform a simple joint action together (two claps, a spin, a hop, or a balance). Increase movement speeds between commands, or ask children to lead one movement for their group.

Main Activity **GROUP THROW & CATCH:** Children form small circles of 5-6 with one soft ball or beanbag per group and practise throwing and catching around the circle using controlled underarm throws. A key rule is that no pupil may throw to the same person twice in a row, ensuring fairness and equal participation. Pupils are encouraged to show clear target hands, step towards the throw, track the ball with their eyes, and cushion the catch with soft hands. The teacher reinforces kind communication, patience, and encouragement, prompting pupils to notice who has not yet received the ball and to support each other's success. This activity develops hand-eye coordination, trust, turn-taking, teamwork, and confidence in a fully inclusive environment. **PROGRESSION:** Add a second ball, increase throwing distance, require pupils to call the receiver's name before throwing, or introduce timed rounds to increase challenge and focus.

TEAM CHALLENGE: Children work in small cooperative groups to complete a shared challenge such as building a cone tower, transporting equipment safely across the hall, or moving objects from one area to another without dropping them. The task cannot be completed by one child alone and therefore requires clear communication, turn-taking, planning, and collective problem-solving. Only one person moves equipment at a time unless the task states otherwise, equipment must be placed down carefully with no throwing, teammates must wait for their turn and give verbal encouragement, and if any item is dropped it must be returned to the start so the team restarts together. Everyone in the group must take part before the task is marked as complete. Pupils are encouraged to listen to each other's ideas, support teammates who are finding the task difficult, and stay calm if mistakes occur. The teacher reinforces resilience, leadership, shared responsibility, and positive teamwork throughout, highlighting that success comes from working together rather than rushing. **PROGRESSION:** Add time limits, increase the distance or weight of equipment, introduce rule constraints (e.g. only one hand), or require every child to complete a specific role before success is counted.

DON'T LEAVE ANYONE OUT (INCLUSION TAG): Children play an inclusion-based tag game where one or two players begin as taggers inside a marked area. When a child is tagged, they freeze on the spot and can only be freed when two or more classmates join hands around them and cheer them back into the game. The activity continues until all frozen players have been rescued, placing the focus on helping others rather than winning. Pupils are encouraged to scan the space, prioritise rescuing teammates, communicate clearly, and celebrate kindness. This game strongly develops empathy, cooperation, social confidence, and a powerful sense of belonging within the group. **PROGRESSION:** Add extra taggers, increase the number of children required to rescue, reduce the playing space, or introduce movement conditions (e.g. hopping or sidestepping only).

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce the size of the circle or playing area to change the level of challenge and movement required.

TASK

Change the rules such as adding a second ball, time limits, or rescue conditions to vary difficulty and focus.

EQUIPMENT

Use different sized balls, beanbags, or no equipment at all to adapt catching and cooperation demands.

PEOPLE

Vary group sizes, roles, and partnerships to support confidence, inclusion, and teamwork development.

Key Technical Point Always step towards the target when throwing, show clear target hands when receiving, track the ball with your eyes, cushion with soft hands, and communicate clearly to support safe, accurate, and confident cooperative play.

Cooldown **CALM CIRCLE & REFLECTION:** The class sits together in a large circle and completes slow, gentle stretches including reaching arms high and growing tall, twisting side to side, stretching legs forward and reaching for toes, and performing slow shoulder rolls. Breathing is guided throughout with calm instructions to breathe in through the nose and out through the mouth to settle the body and mind. The teacher then leads reflection using open questions such as, "How did we make sure no one was left out today?", "How did it feel when someone helped you?", and "What did you do to help others?". Children are encouraged to share examples of kindness, patience, and teamwork, helping to embed wellbeing learning in a supportive environment. **PROGRESSION:** Link learning to real life by asking, "How can you make sure no one is left out at playtime, in class, or at lunchtime?".

Lesson Objective	To be able to support a partner kindly.			Lesson 3/6
Equipment Needed	Soft foam balls, beanbags, cones, hoops, benches, blindfolds or scarves, floor markers, stopwatch or timer,			
Success Criteria	Children can: <ul style="list-style-type: none">• Support a partner kindly by helping, encouraging, and sharing ideas.• Ask someone to join in with me to make sure everyone feels included.• Show kindness when playing games by using gentle words and positive actions.			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain why partners need support.• I can notice how helping makes others feel.• I can understand how teamwork makes challenges easier.	<ul style="list-style-type: none">• I can encourage my partner kindly.• I can take turns leading and following.• I can share success with my partner.	<ul style="list-style-type: none">• I can clap for my partner when they try.• I can smile when others succeed.• I can celebrate teamwork over winning.		
Key Question	How can working with a partner help us succeed in physical challenges? Working with a partner helps us share ideas, encourage each other, stay calm under pressure, and solve problems together more successfully.			
Warm Up	PARTNER MIRROR: Children work in pairs, standing face-to-face, with one child acting as the leader and the other as the mirror. The leader performs slow, simple movements such as waving arms, bending knees, stepping side to side, stretching tall, or lowering to different levels, while the partner copies as accurately as possible. After 30 seconds, roles swap. Teacher prompts include: "Can you copy your partner carefully?" and "How can you make your movements clear and kind?" This activity develops focus, coordination, trust, communication, and emotional connection, while helping pupils practise patience, empathy, and positive partner interaction in a calm, supportive way. PROGRESSION: Change speed and levels, travel slowly through the space while mirroring, or add more complex sequences of linked movements.			
Main Activity	PARTNER CHALLENGES (RESILIENCE & TEAMWORK): Pairs take on cooperative mini-challenges such as passing a ball and clapping before catching, balancing back-to-back without falling, or moving side-by-side while holding hands. Pupils are encouraged to communicate clearly, adjust their movements for their partner, and stay calm when mistakes happen. The aim is to keep trying together even when the task is difficult, reinforcing that effort matters more than immediate success. Teacher prompts include: "What helped you keep going?", "How did you solve that problem together?", and "How did you help your partner succeed?" This activity builds resilience, perseverance, confidence, empathy, and problem-solving skills, while strengthening emotional support, encouragement, and shared achievement, helping pupils feel safe to take risks, manage frustration, and learn together in a supportive environment. PROGRESSION: Add more claps before the catch, increase balance time, introduce gentle movement while balancing, or link several challenges into a short paired sequence. TEAM TASK (COOPERATIVE OBSTACLE COURSE): Pairs complete a small obstacle course together, which may include weaving through cones, balancing along a bench, stepping through hoops, crawling under equipment, or carefully navigating around barriers. Pupils move side by side, supporting one another at every stage rather than racing, with an emphasis on waiting, guiding, encouraging, and finishing together. Partners are encouraged to communicate clearly, offer reassurance if their teammate feels unsure, and adapt their pace to match one another. Teacher prompts include: "How can you help your partner feel supported?", "What could you say if your partner feels stuck?", and "Did you finish together as a team?" This activity develops trust, communication, patience, leadership, responsibility, and emotional security, as children learn to manage nerves, take turns leading, and succeed through cooperation rather than competition. It also supports wellbeing by building confidence, strengthening peer relationships, and helping pupils feel safe, encouraged, and valued within a team. PROGRESSION: Complete the course holding hands, guide a blindfolded partner using verbal cues only, introduce stations that require joint problem-solving, or add timed but non-competitive challenges to increase focus and resilience. SUPPORTIVE GAME (CHEER & ENCOURAGE): Children work in pairs while the rest of the class actively cheers and encourages them to complete cooperative challenges such as carrying a beanbag between their backs, guiding each other through a zigzag cone path, or balancing together while counting to ten. Teacher prompts include: "How did cheering help?" and "How did it feel when others supported you?" This strengthens self-esteem, confidence, belonging, empathy, and positive peer relationships, allowing pupils to feel valued, included, and emotionally supported by the group. PROGRESSION: Time the challenges, rotate multiple pairs at once, or work in small supportive teams to deepen collective encouragement.			
Adapted Learning (Differentiation) (Challenge)	SPACE Adjust the size of the working area to either increase freedom of movement or encourage closer cooperation and communication.	TASK Simplify or extend challenges by changing the number of actions, balance demands, or problem-solving elements.	EQUIPMENT Use different sized balls, beanbags, hoops, or cones to vary difficulty and success.	PEOPLE Change partners or group sizes to develop confidence with different classmates and social situations.
Key Technical Point	Maintain clear communication, steady body control, soft hands when passing or supporting, balanced posture, and awareness of your partner's position to move safely, confidently, and cooperatively through all paired tasks.			
Cooldown	PARTNER STRETCH & REFLECTION: Pairs complete a calm partner stretch, such as sitting back-to-back and gently pushing against one another for support, or stretching arms together in a circle. This is followed by class reflection using questions such as: "How did you help your partner today?" and "What can we do when a partner is finding something difficult?" This cool down supports emotional regulation, calm breathing, body awareness, kindness, and real-life resilience, linking physical cooperation directly to wellbeing, friendships, and everyday school life. PROGRESSION: Extend reflection to real-life scenarios such as breaktime, classroom group work, or team games outside of PE.			

Lesson Objective

To be able to listen carefully and follow rules.

Lesson 4/6

Equipment Needed

Soft foam balls, Beanbags, Cones, Hoops or floor markers, Whistle or visual signal, Benches or low obstacles (optional),

Success Criteria

Children can:

- Listen carefully to others during play and activities.
- Follow rules so the game is fair and enjoyable for everyone.
- Respect the referee or leader by listening, cooperating, and showing good sportsmanship.

EDSTART KNOW

- I can explain why games have rules.
- I can understand that rules keep games fair.
- I can notice when rules are not followed.

EDSTART GO

- I can listen carefully to instructions.
- I can play by the rules of the game.
- I can respect the leader's decisions

EDSTART SHOW

- I can thank the referee or leader.
- I can model good listening for others.
- I can celebrate playing fairly with my team.

Key Question

Why is it important to follow the rules in games? Rules help games stay safe, fair, and fun so everyone gets a chance to take part and enjoy playing together.

Warm Up

COACH SAYS: Children play "Coach Says," where they must only copy instructions when the phrase "Coach says" is used. Movements can include jumps, stretches, balances, animal walks, star jumps, tiptoe walks, or slow squats. The game develops listening skills, focus, reaction time, and self-control as pupils must stop, think, and respond correctly before moving. The teacher reinforces careful listening and impulse control with prompts such as: "Did you check if I said 'Coach says' first?" and "How do you know when it's the right time to act?" Children who move without the command are encouraged to pause, reset, and rejoin positively rather than being eliminated, reinforcing inclusion and confidence. PROGRESSION: Children take turns as the leader, instructions are delivered more quickly, or short movement sequences are added (e.g., "touch your toes, jump, then spin") to increase memory, concentration, and challenge.

Main Activity

RULE GAME: The teacher introduces a simple structured game such as Beanbag Target Throw or Circle Pass, clearly explaining and demonstrating the rules before play begins: players must stay within the marked boundaries, take turns without rushing, use only the agreed type of throw or pass, and show respect by not snatching, pushing, or arguing decisions. Children practise throwing, passing, and moving while consciously following these rules to keep the game safe and fair for everyone. The teacher regularly pauses the game to reinforce why rules matter using prompts such as, "How do rules help everyone enjoy the game?" and "What happens if someone doesn't follow the rules?" Pupils are praised for honest behaviour, patience while waiting, safe use of equipment, and for kindly reminding others of the rules when needed. This activity develops respect, responsibility, fairness, self-control, and emotional regulation. PROGRESSION: Children suggest and vote on adding one new simple rule (e.g., clap before passing, use only overarm throws, everyone must touch the ball before scoring), learning that rules can be adapted but must still be followed by everyone.

MINI MATCHES: Children play in small groups in simple mini matches such as 3v3 passing games, target scoring challenges, or benchball-style games, with clearly agreed rules set before play begins: start and stop only on the whistle, no physical contact, pass within boundaries, score only in the designated target area, and show respect at all times. One child or the teacher acts as the referee to enforce the rules fairly and consistently. Pupils are taught to accept decisions calmly, return the ball to the correct team after stoppages, and continue playing respectfully even if they disagree with an outcome. The teacher uses reflective prompts such as: "Did you accept the referee's decision?" and "How can you stay fair even if you lose a point?" This activity strongly develops honesty, sportsmanship, emotional regulation, respect for authority, teamwork, and cooperation. PROGRESSION: Children rotate into the referee role themselves, taking responsibility for applying rules fairly, blowing the whistle clearly, explaining decisions calmly, and ensuring that all players practise respecting peer officials.

LISTENING RELAY: Children take part in relay-style races where success depends on careful listening and accurate execution rather than speed alone. Clear rules are set before play: wait for the full instruction before moving, complete actions in the exact order given, collect only the specified equipment, and tag the next teammate before they begin. The teacher may call out movement sequences such as "run, hop, skip," which pupils must perform in the correct order, or issue collection tasks such as "collect two cones and one hoop." Teams must listen carefully, remember instructions, communicate clearly with teammates, and follow directions precisely to succeed. The teacher reinforces waiting, turn-taking, calm focus, and collective responsibility, highlighting that mistakes are learning opportunities. This activity develops listening skills, memory, cooperation, communication, self-control, and resilience under gentle pressure. PROGRESSION: Instructions become longer and more complex, multiple items are collected in sequence, movement patterns are combined with direction changes, or children take turns giving instructions to their own teams to develop leadership, confidence, and communication skills.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or decrease the playing area to make listening, movement, and teamwork easier or more challenging.

TASK

Simplify actions to single movements for beginners or link multiple actions together for higher challenge.

EQUIPMENT

Use larger, softer balls for confidence or smaller items to increase accuracy and control demands.

PEOPLE

Change pairings, group sizes, or assign leaders/referees to support cooperation and inclusion

Key Technical Point

Children should listen carefully before moving, travel with control, use two hands to catch, throw with balance and accuracy, and follow instructions precisely to ensure safe, fair, and inclusive participation for all.

Cooldown

CALM STRETCH & REFLECTION: Children stretch quietly with calm background music, performing slow controlled movements such as reaching tall, rolling down through the spine, gentle side bends, seated toe touches, and lying flat with deep breathing. The teacher guides breathing with slow counts to calm the body and mind. Reflection follows with the question: "What happens if we don't follow rules?" Pupils link their answers to both PE and everyday life, recognising that rules help keep activities fair, safe, and enjoyable. PROGRESSION: The teacher extends reflection using the question: "How can we make sure rules are fair for everyone?" encouraging children to think about kindness, fairness, and responsibility beyond PE.

Lesson Objective	To be able to solve small problems without falling out.			Lesson 5/6
Equipment Needed	Soft foam balls, beanbags, cones, hoops, music player or speaker, floor markers, whistle or visual signal			
Success Criteria	Children can: <ul style="list-style-type: none">• Solve small problems without arguing by staying calm and thinking carefully together.• Help my team when things go wrong by offering support and positive encouragement.• Keep playing kindly even when I feel upset, showing control and respect for others.			
EDSTART KNOW	EDSTART GO	EDSTART SHOW		
<ul style="list-style-type: none">• I can explain that problems are part of games.• I can say that arguing makes games less fun. <p>I can understand that staying calm helps solve problems.</p>	<ul style="list-style-type: none">• I can use kind words to solve disagreements.• I can help my team when things go wrong.• I can keep trying even when I feel upset.	<ul style="list-style-type: none">• I can share how my team solved a problem.• I can celebrate when my group worked together kindly.• I can model calm behaviour for others.		
Key Question	Why is it important to work together and listen to each other during team challenges? Working together helps everyone feel included, share ideas, solve problems faster, and succeed as a team.			
Warm Up	ROCK, PAPER, SCISSORS TAG: Children pair up and begin by playing a quick round of rock, paper, scissors. The winner immediately becomes the tagger while the other child turns and runs into the playing area to avoid being tagged. If a runner is tagged, they freeze in a star shape and can only be freed when another child safely touches their hand to unfreeze them. The game continues with frequent partner changes to maintain excitement and inclusion. This activity develops quick thinking, speed of reaction, spatial awareness, and cooperative rescuing. Teacher prompts include: "How quickly can you decide your move?" and "Who needs help to get back into the game?" Pupils are encouraged to look out for frozen friends and prioritise teamwork over individual success. Wellbeing links focus on inclusion, confidence, and social connection as children help one another re-join play. PROGRESSION: Children play in small teams against each other, introduce a rule that frozen players must be freed by two teammates, or require rescuers to complete a small task (e.g. five jumping jacks) to strengthen cooperation.			
Main Activity	PROBLEM-SOLVING GAME (TEAM TRANSPORT CHALLENGE): Children work in small teams and are challenged to transport a piece of equipment (such as a ball, beanbag, hoop, or soft block) from one end of a marked course to the other without allowing it to touch the ground. Teams must work creatively to balance, pass, roll, or carry the equipment using agreed strategies. No single child is allowed to complete the task alone, reinforcing collective responsibility. Pupils are encouraged to test ideas, evaluate what works, adapt their approach, and support one another when difficulties arise. Teacher prompts include: "What strategy is your team using?" "What could you change if that didn't work?" and "How did you help when your team was stuck?" Wellbeing links include resilience, perseverance, confidence in problem-solving, and emotional regulation when attempts fail. PROGRESSION: Increase the course length, restrict the number of touches allowed, introduce obstacles to navigate, or require teams to transport two items at the same time to deepen challenge and teamwork.			
	GROUP PUZZLE (COOPERATIVE CHALLENGE): Teams work together to solve a shared puzzle such as building the tallest cone tower, arranging hoops into a specific pattern, or collecting scattered equipment into colour-matched zones. Each child must contribute in some way, whether carrying, organising, stabilising, or directing teammates. Success depends on communication, listening to different ideas, and taking turns fairly. Teacher prompts include: "Did everyone have a job?" "How did you decide on your plan?" and "How did you make sure all voices were heard?" This activity strongly develops collaboration, leadership, patience, confidence, and shared success. Wellbeing links include a sense of belonging, positive peer relationships, and self-esteem through contribution. PROGRESSION: Add time limits, give teams multiple puzzles to complete, or introduce the rule that each child must place only one piece at a time to strengthen turn-taking and cooperation.			
	CONFLICT RESOLUTION ROLEPLAY: The teacher introduces simple game-based conflict scenarios such as two children believing they both scored, a disagreement over rules, or someone feeling left out. In pairs or small groups, children roleplay how to resolve each situation using calm voices, respectful language, active listening, and fair compromise. The teacher models positive phrases such as "Let's take turns," "Let's ask the teacher," or "We can try again." Children then practise applying these solutions during real gameplay. Teacher prompts include: "What could you say to keep the game friendly?" and "How can both people feel happy with the solution?" Wellbeing links include emotional literacy, empathy, kindness, self-control, and respectful communication. PROGRESSION: Children independently apply roleplay strategies during live games, mentor younger pupils in conflict resolution, or create their own scenarios for classmates to solve.			
Adapted Learning (Differentiation) (Challenge)	SPACE	TASK	EQUIPMENT	PEOPLE
	Increase or reduce the size of the playing area to change the level of challenge and movement required.	Simplify by using one piece of equipment or increase difficulty by adding multiple items or extra rules.	Use larger, softer equipment for easier control or smaller items for greater precision.	Work in pairs for support, small teams for cooperation, or larger groups for communication challenge.
Key Technical Point	Move with control, keep eyes on the equipment, communicate clearly with teammates, adjust speed and body position to support others, and stay balanced when carrying, passing, or solving tasks together.			
Cooldown	Children sit in pairs and complete gentle partner stretches such as holding hands and leaning back into a forward stretch or sitting back-to-back and slowly pressing together for posture awareness. Breathing settles with slow inhales through the nose and long exhales through the mouth. Each pair then shares one way they solved a problem, showed kindness, or helped a teammate during the lesson. Volunteers share with the whole class while the teacher highlights examples of teamwork, resilience, fairness, and empathy. Wellbeing links focus on reflection, self-awareness, gratitude, and building positive self-identity. PROGRESSION: Children reflect on how today's skills could be used in the playground, classroom, or at home when facing disagreements or challenges.			

Year 4 - Development of Wellbeing through PE

Lesson Plan

PLAYING

EDSTART

Lesson Objective To be able to explain why playing together feels good.

Lesson 6/6

Equipment Needed Soft foam balls, beanbags, cones, hoops, music player or speaker, floor markers, whistle or visual signal

Success Criteria Children can:

- Explain why playing together feels good by noticing how teamwork helps everyone enjoy the game.
- Celebrate my friends' effort by cheering kindly and recognising when they try their best.
- Enjoy being part of a team by joining in, sharing success, and having fun together.

EDSTART KNOW

- I can explain that playing together builds friendships.
- I can understand that teamwork is more important than winning.
- I can say why celebrating others makes us feel good.

EDSTART GO

- I can join in with my team confidently.
- I can help my group enjoy playing together.
- I can keep going to support my friends.

EDSTART SHOW

- I can celebrate my friends' effort.
- I can cheer for my team in a kind way.
- I can enjoy being part of the class celebration.

Key Question Why is celebrating together important in games and teamwork? Celebrating together helps everyone feel valued, builds confidence, strengthens teamwork, and reminds us that effort and kindness matter as much as winning.

Warm Up

CELEBRATION PARADE (TEAM SPIRIT & BELONGING): Children jog together around the hall as one large group, clapping, cheering, and celebrating each other as they pass. Pupils add actions such as high-fives, waves, thumbs up, or silly dances to create a joyful, inclusive atmosphere where everyone feels valued. The teacher encourages positive language and energy using prompts such as, "Can you make your celebration cheer extra loud?" and "How can you show your friends that you're proud of them?" This activity strengthens belonging, self-esteem, confidence, social connection, and emotional wellbeing by helping children feel recognised and appreciated within the group. **PROGRESSION:** Children create their own celebration actions, take turns leading the parade, add music for a team entrance feel, or perform self-designed victory motions together.

Main Activity

FAVOURITE GAME REPLAY (JOY, CHOICE & INCLUSION): Children vote as a class on their favourite game from earlier lessons in the unit and replay it together. The emphasis is placed on enjoyment, teamwork, inclusion, and recognising personal and group improvement rather than competition or winning. The teacher uses reflective prompts such as, "Why did you choose this game?" and "How can we make sure everyone has fun this time?" Pupils are encouraged to adapt how they play to support each other, take turns fairly, and include quieter or less confident classmates. This builds agency, motivation, confidence, cooperation, and emotional safety. **PROGRESSION:** Children suggest small rule adaptations to increase fairness (e.g. everyone must touch the ball before scoring, smaller teams, or shared scoring challenges).

TEAM SHOWCASE (CONFIDENCE & ACHIEVEMENT): In small groups, children choose a skill, movement, or game action they have learned (such as passing, rolling, balancing, tagging, cheering, dodging, throwing, catching, or teamwork challenges) and practise together before performing it for the rest of the class. For example, one group may create a short passing and catching sequence, another may show a balance routine with partner poses, while another may demonstrate a mini tag game with safe dodging and teamwork. Groups must agree on what to show, organise roles (e.g. leader, performer, counter, encourager), and support each other through practice by giving kind feedback and celebrating progress. Teacher prompts include, "Can your group agree on what to show?", "Who is leading this part?", and "How can you help everyone feel confident before performing?" The focus is on celebrating effort, improvement, teamwork, and confidence rather than perfection or comparison. This activity develops communication, leadership, resilience, cooperation, performance confidence, and self-belief while promoting pride in personal and group achievement in a supportive environment. **PROGRESSION:** Groups link multiple skills into a short routine (e.g. pass-balance-cheer sequence), perform with music, add formations or levels, include call-and-response cheering, or combine with another group to create a larger shared showcase.

CELEBRATION FESTIVAL (TEAMWORK, FAIRNESS & ENJOYMENT): The class rotates around a festival of mini-games where teamwork, encouragement, and inclusion are prioritised over winning. Activities may include cheering relays, passing games where everyone must touch the ball, silly balance challenges, or cooperative target games. Pupils are encouraged to celebrate every success, cheer for all teams, and help others who are struggling. Teacher prompts include, "How are you helping your teammates succeed?" and "How does it feel when your team celebrates together?" This activity strengthens empathy, fairness, responsibility, collaboration, and positive peer relationships while creating a joyful shared experience. **PROGRESSION:** Children rotate as game leaders or referees at stations, design their own festival games, or introduce scoring systems based on teamwork rather than outcomes.

Adapted Learning (Differentiation) (Challenge)

SPACE

Use a large open hall to encourage free movement and safe celebration; reduce space to increase awareness and cooperation.

TASK

Simplify activities for confidence (basic passing/cheering), or add linked routines and leadership roles for challenge.

EQUIPMENT

Use soft, lightweight equipment for safety; add music, cones, or props to enhance engagement and variety.

PEOPLE

Work in pairs, small groups, or as a whole class; vary groupings to build confidence, trust, and inclusion.

Key Technical Point Move with control, spatial awareness, and positive body language, keeping eyes up, movements coordinated with the group, and voices encouraging, so celebration remains safe, inclusive, and supportive for all participants.

Cooldown

The class gathers in a circle for gentle whole-body stretches, reaching tall, bending low, twisting side to side, and finishing with calm breathing, inhale through the nose and exhale through the mouth. Pupils then share one thing they enjoyed most from the lesson or the whole unit. Teacher prompts include, "What was your favourite moment from today's games?" and "What did you enjoy most about playing together this term?" This supports emotional regulation, relaxation, self-expression, and reflection. **PROGRESSION:** Children also share how they will use teamwork, patience, kindness, or inclusion in the playground, classroom, or at home.