

Clifford Road Primary School Long Term Plan PE

Year 1		
Term 1	Term 2	Term 3
Dance [Four Seasons Vivaldi] Gymnastics	Football Dodgeball	Striking and fielding Athletics
Year 2		
Badminton Gymnastics	Football Dodgeball	Dance [Carnival of Animals by Camille Saint-Saëns] Athletics

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Year 3		
Term 1	Term 2	Term 3
Dance [Peter and the Wolf by Sergei Prokofiev] Gymnastics	Basketball Badminton	Striking and fielding Athletics
Year 4		
Tag rugby Dance [Robots]	Gymnastics Badminton	Swimming Striking and fielding Athletics
Year 5		
Tag rugby Basketball	Swimming Football Dance (Salsa)	Athletics Striking and fielding Swimming (weaker swimmers only + Y6)
Year 6		
Tag rugby Dance 'The Blitz'	Football Badminton	Athletics Striking and fielding Swimming (weaker swimmers only + Y5)

Pupils should be taught to:

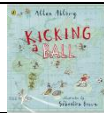
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Clifford Road Primary School Long Term Plan PE

PE Year 1 Term 1 Dance (Four Seasons) and Gymnastics	PE Year 1 Term 2 Football and Dodgeball	PE Year 1 Term 3 Striking and Fielding, and Athletics
In Dance children will: - perform own dance moves - copy or make up a short dance - move safely in a space - start and stop movement using music In Gymnastics children will: - make their body curled, tense, stretched and relaxed - control body when travelling and balancing - copy sequences and repeat them - roll, curl, travel and balance in different ways - use under and over to move differently	In Football children will: - kick in different ways using different objects - coordinate their body with control - move around an area without collision and stop in a space - be able to change direction on command - move in different directions copying various movements In Dodgeball children will: - throw underarm towards a target - throw in different ways using different objects - coordinate their body with control - move around an area without collision and stop in a space - move in different directions copying various movements	In Rounders children will: - throw underarm towards a target - coordinate their body with control - move around an area without collision and stop in a space - be able to change direction on command In Athletics children will: - throw underarm towards a target - throw in different ways using different objects - coordinate their body with control - move around an area without collision and stop in a space - be able to change direction on command - jump and land with control - move in different directions copying various movements
Learning Questions: Dance What do I need to do to move around the space without bumping into anyone? Can I stop and start with the music? What dance moves can I learn? How do I copy a short dance? What dance moves can I put together? How do I perform to others? Gymnastics How do curl and stretch my body? How do I show my body tensed and relaxed? How do I hold different parts of my body when balancing and travelling? How can I roll my body? What different ways can I roll, curl, balance and travel?	Learning Questions: Football How do I kick a ball? How do I walk or jog with a ball? How do I follow instructions? How can I copy someone else's movements? What do I need to do to move around the space without bumping into anyone? Dodgeball How do I throw a ball to hit a target? What do I need to think about when throwing different objects? How do I follow instructions? How can I copy someone else's movements? What do I need to do to move around the space without bumping into anyone?	Learning Questions: Rounders How do I throw a ball underarm? How do I hit the ball using a bat or racquet? How do I know when to run and when to stop? What do I need to do to move around the pitch without bumping into anyone? Athletics How do I throw a ball/beanbag to hit a target? What do I need to think about when throwing different objects? How do I follow instructions? How can I copy someone else's movements? How can I jump and land with control? What do I need to do to move around the space without bumping into anyone?
Text/film/music: Four Seasons – Vilvadi Floor gymnastic clips from major events.	Text/film/music: Video clips of footballers passing a ball, to include women's football. Text: Licking a Ball by Allan Ahlberg (poem) 	Text/film/music: Show video clips of a range of athletes competing in track and field.
Retrieval: Dance - Children will have experienced moving to music at school as well as home - Some may have shown relatives their movements - They will have had a chance in EY to interpret the music they are listening to by being given space and encouragement to do so - Children will have performed their dances to others in EYFS - A few may be members of a dance club outside school Gymnastics - There may be one or two children that belong to a gymnastics club outside school and may be quite advanced for their age - All children will have experienced going into the school hall for formal gymnastic lessons in EY and therefore should be used to movement lessons where they run with control and balance and roll - At home, some children will have rolled down a small hill, tried to do handstands, etc before starting school	Retrieval: Football - In EYFS and at home pupils will be used to running and walking as part of their exercise routine - Children will be familiar with kicking and some may have had experience of playing games such as football with their parents - EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls Dodgeball - In EYFS and at home pupils will be used to running and walking as part of their exercise routine - They will be familiar with handling balls of different sizes - They have experience of throwing a wide range of equipment - EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls	Retrieval: Rounders - They will be familiar with handling balls of different sizes - They have experience of throwing a wide range of equipment - EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls Athletics - In EYFS and at home pupils will be used to running and walking as part of their exercise routine - They will be familiar with handling balls of different sizes - They have experience of throwing a wide range of equipment - EYFS children will have experience of special awareness, using their motor skills, tracking and receiving a ball as well as bouncing balls
Key people or places: Signpost to Piper's Vale gymnastics venue, Dance East.	Key people or places: Signpost Local football clubs such as Coplestonions, Ipswich Wanderers, Kesgrave AFC, Rushmere etc., Wildcats (girls) at Copleston. Tryouts for ITFC and Norwich FC Inspirational footballers, past and present, e.g., Rachel Yankey, Marcus Rashford / Lionesses - current captain/team	Key people or places: Inspirational athletes from track and field / current successes in recent competitions. Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs

Clifford Road Primary School Long Term Plan PE

PE Year 2 Term 1 Badminton and Gymnastics	PE Year 2 Term 2 Football and Dodgeball	PE Year 2 Term 3 Dance (Carnival of the Animals) and Athletics
In Badminton children will: • use hitting in a game • decide the best space to be in during a game • use a tactic in a game • follow rules • aim towards a target with moderate accuracy • Move in different ways, identify these and know how they look • Show fairness and respect to others In Gymnastics children will: • plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' • start and finish using a gymnast position • safely attempt a variety of jumps with moderate control	In Football children will: • use kicking in a game • decide the best space to be in during a game • use a tactic in a game • follow rules In Dodgeball children will: • use throwing and/or rolling in a game • decide the best space to be in during a game • use a tactic in a game • follow rules • be able to catch from a low height and a close throw • throw towards a target with moderate accuracy • move in different ways, identify these and know how they look • show fairness and respect to others	In Dance children will: • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling • perform in a small group to others In Athletics children will: • use hitting, throwing and/or rolling in an activity • follow rules • be able to catch from a low height and a close throw • throw towards a target with moderate accuracy • move in different ways, identify these and know how they look • agility - change direction at speed to avoid chasers • show fairness and respect to others
Learning Questions: Badminton How do I hit a shuttlecock? How can I aim my shot or serve accurately? Where is a good place to stand or move? What are good tactics for me when I don't have the shuttlecock? What rules do I need to follow in this game? How can we work as a successful team? Gymnastics What types of movements are there? How can I plan a sequence of movements? What position do I start and finish a movement or sequence? Can I think of more than one way to create a sequence which follows some rules? Can I improve my sequence based on feedback? What controlled jumps can I perform safely?	Learning Questions: Football How do I kick a ball to where I want it to go? When is it a good time to kick or pass the ball? What are good strategies for me when I don't have the ball? What rules do I need to follow in this game? How can we work as a successful team? Dodgeball What is a good way to throw accurately and catch a low ball? What rules do I need to follow in this game? What are good strategies for me when I don't have the ball? What can I do to try and stop being hit by the ball? How can we work as a successful team?	Learning Questions: Dance Can I change my rhythm in time to the music? Can my movements change speed, level and direction? How do I show a mood or a feeling through my movements? Can I make a dance sequence on my own and with others? Can I remember my dance and perform in a small group to others? Athletics What is a good way to throw and catch accurately? How do I throw accurately at a target? Can I change direction quickly to avoid chasers? What different ways do I move in athletics? How do I show fairness and respect to others in athletics?
Text/film/music: Video clips of holding a racquet and serving. Floor gymnastic clips from major events.	Text/film/music: Video clips of footballers passing a ball, to include women's football. Little People Big Dreams: Marcus Rashford (out Sept '22) How to be a Footballer by Rachel Yankey	Text/film/music: Carnival of the Animals by Camille Saint-Saens Ready Steady Mo! Show video clips of a range of athletes competing in track and field.
Retrieval: Badminton • Pupils show quite good control when throwing a ball • They are able to throw showing increasing accuracy • They should be aware of others around them when running or walking in a given space • They should be able to run and show a distinct change of direction when doing so Gymnastics • Pupils will have experienced a more formal gymnastics session in the school hall so should be used to the setting and the safety regulations, etc. • They will be at a point of having started to link movements together • They will be familiar with working with a partner • They may be familiar with the terms roll, balance and sequence	Retrieval: Football • Pupils show quite good control when kicking a ball • They are able to kick showing increasing accuracy • They should be aware of others around them when running or walking in a given space • They should be able to run and show a distinct change of direction when doing so Dodgeball • Pupils show quite good control when throwing a ball • They are able to throw showing increasing accuracy • They should be aware of others around them when running or walking in a given space • They should be able to run and show a distinct change of direction when doing so	Retrieval: Dance • Pupils with older siblings may well be showing quite sophisticated movements in their dance based on what they have seen their siblings do • From their EY experience most will have few inhibitions related to moving to music Athletics • Pupils show quite good control when throwing a ball • They are able to throw showing increasing accuracy • They should be aware of others around them when running or walking in a given space • They can make small jumps from a standing start and control their landings • They can jump from a running start and control their landings • They should be able to run and show a distinct change of direction when doing so
Key people or places: Signpost to Piper's Vale gymnastics venue, Dance East.	Key people or places: Signpost Local football clubs such as Coplestonions, Ipswich Wanderers, Kesgrave AFC, Rushmere etc., Wildcats (girls) at Copleston. Tryouts for ITFC and Norwich FC Inspirational footballers, past and present, e.g., Rachel Yankey, Marcus Rashford / Lionesses - current captain/team	Key people or places: Mo Farah Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs

Clifford Road Primary School Long Term Plan PE

PE Year 3 Term 1 Dance (Peter and the Wolf)and Gymnastics	PE Year 3 Term 2 Basketball and Badminton	PE Year 3 Term 3 Striking and Fielding, and Athletics
In dance children will: - improvise freely and translate ideas from a stimulus into movement - share and create phrases with a partner and small group - remember and repeat dance perform phrases - extend the story through: movement, story sequencing and retelling, and musical art (links with music) In gymnastics children will: - adapt sequences to suit different types of apparatus and criteria - explain how strength and suppleness/flexibility affect performance - work cooperatively with others to produce a routine - compare and contrast gymnastic sequences Understanding - identify how their body has changed	In basketball children will: - be aware of space and use it to support team-mates and to cause problems for the opposition - know and use rules fairly - apply basic rules - begin to use suitable techniques - learn from not winning - evaluate and recognise own improvement in invasion games In badminton children will: - be aware of space and use it to support team-mates and to cause problems for the opposition - know and use rules fairly - apply basic rules - begin to use suitable techniques - learn from not winning Understanding - identify how their body has changed	In rounders children will: - be aware of space and use it to support team-mates and to cause problems for the opposition - know and use rules fairly - apply basic rules - begin to use suitable techniques - learn from not winning In athletics children will: - run at fast, medium and slow speeds; changing speed and direction - take part in a relay, remembering when to run and what to do - identify different ways to jump and throw linked to athletics Understanding identify how their body has changed
Dance How can I show a scene or mood from the story through dance? How can my movements respond to the music? Can I create dance phrases with a partner and a small group? How can I remember and repeat my dance? Gymnastics Which movements suit different gymnastic apparatus? Can I create a sequence on an apparatus, remembering the start and finish position? Can I adapt my sequence for another apparatus? Can I produce a routine with a partner or small group? How does strength and flexibility affect my or others' performance? Evaluating What is the same / different between these gymnastic sequences or dance routines? Understanding How has my flexibility and strength changed?	Basketball What rule do I need to remember when moving with the ball? How can I pass the ball? What are good strategies for me when I don't have the ball? How can I support my teammates in a game? How do I deal with not winning? Badminton How can I use my racquet to hit a shuttlecock over the net? What rules do I need to remember? How do I aim the shuttlecock where I want it to go? How do I return a shot? How can we work as a team to cause problems for our opponents? How do I deal with not winning? Evaluating How do I know when I have become better at this? Understanding How has my body changed?	Rounders What rules do I need to remember when bowling, batting and fielding? How can I hit the ball where I want it to go? What are good strategies for me when I am bowling, batting and fielding? How can I support my teammates in a game? How do I deal with not winning? Athletics What different types of running are there in athletics? What do I need to remember when taking part in a relay? How can I jump further but still be controlled? What are the techniques for throwing different objects? How do I deal with not winning? Evaluating How do I know when I have become better at this? Understanding How has my body changed?
Text/film/music: Peter and the Wolf by Sergei Prokoviev Video clips of same gymnasts on different apparatus	Text/film/music: Video clips of athletes bouncing and passing a basketball. Video clips of how to serve a shuttlecock and using space in a game. Ipswich Basketball (based at Copleston) – https://www.ipswichbasketball.co.uk/joinibc Watch recordings of matches Text: Little People Big Dreams: Michael Jordan 	 Wilma Unlimited: How Wilma Rudolph Became the World's Fastest Woman Show video clips of a range of athletes competing in track and field.
Retrieval: Dance They can show different moods in their dance movements They have listened carefully to music and tried to interpret the speed and rhythm needed They have started to work with a partner and can mirror each others' dance sequences Some will bring ideas with them from dance clubs they belong to Gymnastics Pupils are more formal in their sequences, i.e. linking three movements one with a balance, one showing body shape and finish with a roll They are familiar with repeating a small sequence and improving it as they do so They can start and finish showing correct gymnastic positions Evaluating Pupils show increased ability to feed back to a partner, doing so constructively but sensitively They will in many lessons be familiar with being a critical partner and they will be starting to apply these techniques in PE Understanding Through their learning in science, pupils will know about what they need to do to keep their bodies healthy They will be aware of what they are now able to do that they could not do when they were younger	Retrieval: Basketball They are aware of the rules in a game they are involved in There will be some pupils who may find competitive games daunting and may shy away from being involved fully Pupils show a growing accuracy with throwing and bouncing a ball Evaluating Pupils show increased ability to feed back to a partner - constructively but sensitively They will in many lessons be familiar with being a critical partner and they will be starting to apply these techniques in PE Badminton Pupils can hit a ball with a bat or racket and show control when doing so. They are aware of the rules in a game they are involved in There will be some pupils who may find competitive games daunting and may shy away from being involved fully Pupils show a growing accuracy with throwing and hitting a ball Understanding Through their learning in science, pupils will know about what they need to do to keep their bodies healthy They will be aware of what they are now able to do that they could not do when they were younger	Retrieval: Rounders Pupils can hit a ball with a bat or racket and show control when doing so. They are aware of the rules in a game they are involved in There will be some pupils who may find competitive games daunting and may shy away from being involved fully Pupils show a growing accuracy with throwing a ball Athletics Children will have experienced running as fast as they can over a given distance The range of abilities will be very wide at this stage A few may show exceptional stamina when running and can run for quite a long distance Evaluating Pupils show increased ability to feed back to a partner, doing so constructively but sensitively They will in many lessons be familiar with being a critical partner and they will be starting to apply these techniques in PE Understanding Through their learning in science, pupils will know about what they need to do to keep their bodies healthy They will be aware of what they are now able to do that they could not do when they were younger
Key people or places: Signpost to Piper's Vale gymnastics venue, Dance East.	Key people or places: Ipswich Basketball (based at Copleston) – signpost. Michael Jordan	Key people or places: Wilma Rudolph. Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs

Clifford Road Primary School Long Term Plan PE

PE Year 4 Term 1 Tag Rugby and Dance (Robots) In tag rugby children will • throw and catch accurately with one and two hands • vary tactics and adapt skills depending on what is happening in a game • work as a team to reduce the opposition scoring points In dance children will: • take the lead when working with a partner or group • use dance to communicate an idea • use a theme as a stimulus to create ideas Evaluating • provide support and advice to others in dance • be prepared to listen to the ideas of others • work as team to develop others Understanding • discuss the benefits of keeping active	PE Year 4 Term 2 Gymnastics, Swimming and Badminton In gymnastics children will • move in a controlled way • include change of speed and direction in a sequence • work with a partner to create, repeat and improve a sequence with at least three phases Evaluating • provide support and advice to others in gymnastics • be prepared to listen to the ideas of others • work as team to develop others In badminton children will: • hit a shuttlecock accurately with control • vary tactics and adapt skills depending on what is happening in a game • work as a team to reduce the opposition scoring points. In swimming children will: • swim competently and confidently to 10 metres • begin to use a range of strokes effectively such as front crawl, backstroke and breaststroke • know and demonstrate how to stay safe in the water. Understanding • discuss the benefits of keeping active	PE Year 4 Term 3 Striking and Fielding, Swimming and Athletics In rounders children will • throw and catch accurately • hit a ball accurately with control • vary tactics and adapt skills depending on what is happening in a game Evaluating • be prepared to listen to the ideas of others • work as team to develop others In athletics children will: • sprint over a short distance and show stamina when running over a long distance • jump in different ways, taking off on one foot and 2 feet, and landing with control In swimming children will: • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively such as front crawl, backstroke and breaststroke Understanding discuss the benefits of keeping active
Learning Questions: What are the benefits of keeping active? Tag Rugby How do I throw and catch a rugby ball accurately? Can I throw and catch a rugby ball while moving? What tactics and skills can we use when the opposition has the ball? What tactics and skills can we use when we have the ball? How can we work well as a team to use everyone and reduce the opposition scoring points? Dance How can I show an emotion, thought, scene or mood through dance? How can my movements communicate an idea? Can we create a group routine by listening to everyone and including their ideas? How can I remember my dance moves? Can I give feedback to others on what worked well and what can be improved?	Learning Questions: What are the benefits of keeping active? Gymnastics What does moving in a controlled way mean? What can I do with different parts of body to move in a controlled way? What ways can I change my speed and direction? What movements can I include in a gymnastic sequence? How do I work well with a partner to create a three phase sequence? Badminton How can I use my racquet to hit a shuttlecock accurately? How is a forehand different to a backhand? How do I decide where to aim the shuttlecock? When is it a good strategy to aim my shot to the front/back of the court? What skills can I use to try and beat my opponent? How can we work as a team to reduce the opposition scoring points? Swimming How do I enter and exit the pool safely? How do I breathe safely when swimming? How can I use floats to swim on my front and back? How can I swim 10m without floats? How do I stay safe in water?	Learning Questions: What are the benefits of keeping active? Rounders What are the skills for throwing quickly and accurately? How do I catch a ball at different heights and speed? How do I hit the rounders ball accurately with control? What tactics are useful when I am bowling, batting and fielding? How can we work well as a team to reduce the opposition scoring points? Athletics What skills and techniques help me run fast? What skills and techniques help us run a team relay race? What skills and techniques help me run over a longer distance? How can I jump further but keep control? What skills and techniques help me throw javelins, discus and shots? Swimming What skills and techniques do I need to practise to swim further? How do I swim well on my front to reach at least 25m? How do I swim well on my back to reach at least 25m?
Text/film/music: Robots music Video clips of rugby 7s, including women's rugby.	Text/film/music: Video clips of rhythmic gymnastic sequences. Select music to perform to, to aid control, direction and speed. Nadia Comaneci book 	Text/film/music: Show video clips of a range of athletes competing in track and field. Include paralympic events too
Retrieval: Tag Rugby Pupils will be very familiar with working as part of a team A few will be members of a team outside school and train regularly They understand a set of rules and are prepared to apply them fairly in a game situation They show an increasing ability to control a ball when receiving a pass or passing over a given distance They are accepting of losing in a small sided match Dance Pupils should feel confident to dance more freely and not be inhibited because others are in the hall with them They can improve on their original ideas and work with a partner to do so They will be able to repeat a dance performance and carry on to improve the original ideas Evaluating They show an increasing willingness to listen to the advice of others including their partners. They are critical of own performance and think about how they can improve Understanding Pupils will be aware of the need to exercise Pupils are aware of school personal fitness goals to encourage staying active.	Retrieval: Gymnastics They are familiar with being asked to work with a partner and to listen to each other with a view to improving original sequences They will have a good idea about where their own strengths are, i.e. particularly good at balancing They know how to make changes to their original ideas based on advice and sometimes because they want to challenge themselves more Evaluating They show an increasing willingness to listen to the advice of others including their partners. They are critical of own performance and think about how they can improve Badminton Pupils will be very familiar with working as part of a team A few will be members of a team outside school and train regularly They understand a set of rules and are prepared to apply them fairly in a game situation They show an increasing ability to control a shuttlecock when receiving a pass or passing over a given distance They are accepting of losing in a small sided match Swimming Pupils will demonstrate a full range of skills when swimming Few will have developed specific strokes at this stage, although those taking formal lessons will be doing so They will have an idea about keeping safe in water Understanding Pupils will be aware of the need to exercise Pupils are aware of school personal fitness goals to encourage staying active.	Retrieval: Rounders Pupils will be very familiar with working as part of a team They understand a set of rules and are prepared to apply them fairly in a game situation They show an increasing ability to control a ball when receiving it or throwing it over a given distance They are accepting of losing in a small sided match Evaluating They show an increasing willingness to listen to the advice of others including their partners. They are critical of own performance and think about how they can improve Athletics They are adept at running and changing speed and direction They should be able to work as a small group in situations like relays They are beginning to expand the techniques they use when throwing and jumping, and know what to do to improve their own performance Swimming Most pupils will be confident and capable swimmers by now However, there may be a few that do not swim at all and may be worried about entering a swimming pool Some pupils will show excellence in using a full range of strokes. They have a good idea about water safety Understanding Pupils will be aware of the need to exercise Pupils are aware of school personal fitness goals to encourage staying active.
Key people or places: Ipswich YM rugby club, Ipswich rugby club Dance East	Key people or places: Piper's Vale Gymnasium – signpost. Louis Smith, Max Whitlock, Jessica Gadirova, Beth Tweddle Nadia Comaneci	Key people or places: Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs

Clifford Road Primary School Long Term Plan PE

PE Year 5 Term 1 Tag Rugby, Basketball and Swimming	PE Year 5 Term 2 Football and Dance (Salsa)	PE Year 5 Term 3 Athletics, Striking and Fielding, and Swimming (weaker only + Y6)
In tag rugby and basketball children will: - gain possession by working a team and pass in different ways - choose a specific tactic for defending and attacking - use a number of techniques to pass, dribble and score In swimming children will: - swim competently, confidently and proficiently to 25 metres - use a range of strokes effectively such as front crawl, backstroke and breaststroke - know, and demonstrate the importance of staying safe in the water - to perform safe self-rescue in different water-based situations evaluating - articulate to others something a partner has done well and also something that can be improved - analyse - know why their own performance was better or not as good as their last Understanding: - tell others how they look after themselves based around sport and physical activity	In football children will: - gain possession by working a team and pass in different ways - choose a specific tactic for defending and attacking - use a number of techniques to pass, dribble and shoot In dance children will: - compose own dances in a creative way - perform dance to an accompaniment - dance shows clarity, fluency, accuracy and consistency Evaluating: - articulate to others something a partner has done well and also something that can be improved - analyse - know why their own performance was better or not as good as their last Understanding: - tell others how they look after themselves based around sport and physical activity	In rounders children will - throw and catch accurately and quickly - strike a ball, using a varied piece of equipment, into a space - vary tactics and adapt skills depending on what is happening in a game In athletics children will: - breakdown the technique of different jumping and running events, and develop each area to provide an overall improvement - Be able to measure with accuracy (link with maths) - throw with increasing distance In swimming children will: - swim competently, confidently and proficiently to 25 metres - use a range of strokes effectively such as front crawl, backstroke and breaststroke - know, and demonstrate the importance of staying safe in the water Evaluating: - articulate to others something a partner has done well and also something that can be improved - analyse - know why their own performance was better or not as good as their last
Learning Questions: How can I look after my health through sport or being active? Tag Rugby and Basketball How can we gain possession, defend and attack by working as a team? What different ways can we pass the ball? What passing techniques are useful and accurate? How do I dribble / move with the ball well? How can I shoot successfully? Can I give feedback to others on what worked well and what can be improved? Swimming What skills and techniques do I need to practise to swim further? What do I need to do to swim a front crawl and breast stroke to at least 25m? What do I need to do to swim a back stroke to at least 25m? How do I achieve my personal safety certificate?	Learning Questions: How can I look after my health through sport or being active? Football How can we gain possession, defend and attack by working as a team? What different ways can we pass the ball? What passing techniques are useful and accurate? How do I dribble the ball well? How can I shoot successfully? Can I give feedback to others on what worked well and what can be improved? Dance How can I show an emotion, thought, scene or mood through dance? How can my movements respond to the music? How can I remember my dance moves? Can I analyse and improve my dance to make it clear and fluent? Can I give feedback to others on what worked well and what can be improved?	Learning Questions: How can I look after my health through sport or being active? Can I give feedback to others on what worked well and what can be improved? Rounders What are the skills for throwing quickly and accurately? How do I catch a ball at different heights and speed? How do I hit the rounders ball accurately with control? What tactics are useful when I am bowling, batting and fielding? How can we work well as a team to reduce the opposition scoring points? Athletics What skills and techniques help me improve my running? What skills and techniques help me jump better? What skills and techniques help me throw javelins, discus and shotput further? Can I measure distances accurately? Swimming What skills and techniques do I need to practise to swim further? What do I need to do to swim a front crawl and breast stroke to at least 25m? What do I need to do to swim a back stroke to at least 25m?
Text/film/music: Crossover by Kwame Alexander Salt in his Shoes (the story of Michael Jordan)  	Text/film/music: Salsa music (link to Maya history topic) Unbelievable Football stories Revisit How to be a Footballer by Rachel Yankey  	Text/film/music: Show video clips of a range of athletes competing in track and field. Include paralympic events too
Retrieval: Tag Rugby and Basketball - They can apply their throwing and kicking to a variety of games such as football, rugby, rounders, etc. - They can throw a ball accurately over a given distance and to kick a ball accurately to a partner - They can apply correct techniques when throwing or kicking a ball - They are able to work as part of team and know when to pass and when to dribble Swimming - Some pupils will be able to swim 25 metres by now - Many pupils will have had support from parents or from swimming classes out of school to be able to swim this distance - Pupils will be wary of water and will understand why safety systems have to be in place - Many will have mastered a specific stroke well Evaluating - They should be familiar with their role as team members - They act maturely when listening and giving advice and recognise if someone is finding their feedback stressful Understanding - Pupils know the reason why it is important for them to keep very active - Some pupils may belong to various sporting clubs outside school and train regularly - Others will know from science and food technology lessons why it is important to look after their bodies	Retrieval: Football - They can apply their throwing and kicking to a variety of games such as football, rugby, rounders, etc. - They can throw a ball accurately over a given distance and to kick a ball accurately to a partner - They can apply correct techniques when throwing or kicking a ball - They are able to work as part of team and know when to pass and when to dribble Dance - They have experienced creating a dance to a given theme from earlier years or enrichment sessions. - They are able to communicate a specific idea through their dance, a plant growing from seed to flower - A few will be able to stimulate others by using dance movements learned outside school at dance clubs or from seeing dance on television/video Evaluating - They should be familiar with their role as team members - They act maturely when listening and giving advice and recognise if someone is finding their feedback stressful Understanding - Pupils know the reason why it is important for them to keep very active - Some pupils may belong to various sporting clubs outside school and train regularly - Others will know from science and food technology lessons why it is important to look after their bodies	Retrieval: Rounders - They can apply their throwing and kicking to a variety of games such as football, rugby, rounders, etc. - They can throw a ball accurately over a given distance - They can apply correct techniques when throwing a ball - They are able to work as part of team and know when to run and when to throw Athletics - They understand why it is important to practise regularly and why it is healthy to try and improve on their own performance - They can demonstrate good technique when jumping off one or two feet - They can show control at all times when running or jumping Swimming - Most pupils will have had plenty of experience and practise in the pool. - Some pupils will need extra coaching and/or encouragement Evaluating - They should be familiar with their role as team members - They act maturely when listening and giving advice and recognise if someone is finding their feedback stressful Understanding - Pupils know the reason why it is important for them to keep very active - Some pupils may belong to various sporting clubs outside school and train regularly - Others will know from science and food technology lessons why it is important to look after their bodies
Key people or places Michael Jordan, Ipswich Basketball (based at Copleston) – signpost.	Key people or places Recent Strictly programme (Latin American dances). Footballer famous sportsperson video (signpost to biographical books). Use opportunities when national and international competitions arise.	Key people or places: Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs

Clifford Road Primary School Long Term Plan PE

PE Year 6 Term 1 Tag Rugby and Dance (The Blitz)	PE Year 6 Term 2 Football and Badminton	PE Year 5 Term 3 Athletics, OAA, Striking and Fielding, and Swimming (weaker only + Y5)
In Tag Rugby children will: - agree and explain rules to others - work as a team and communicate a plan - lead others in a game situation when the need arises - show competency in a range of sports In Dance children will: - compose own dances in a creative way - perform dance to an accompaniment - dance shows clarity, fluency, accuracy and consistency - develop sequences in a specific style Evaluating - know which sports they are good at and find out how to improve further - modify and adapt games with their own ideas and teach this to others - identify activities to help improve performance Understanding - understand the importance of being active - talk about how to stay active in and out of school	In football & badminton children will: - agree and explain rules to others - work as a team and communicate a plan - lead others in a game situation when the need arises - show competency in a range of sports Evaluating - know which sports they are good at and find out how to improve further - modify and adapt games with their own ideas and teach this to others - identify activities to help improve performance Understanding - understand the importance of being active - talk about how to stay active in and out of school	In rounders children will: - agree and explain rules to others - work as a team and communicate a plan - lead others in a game situation when the need arises - show competency in a range of sports In athletics children will: - demonstrate stamina and increase strength - identify the attributes required for various events and be able to improve in their chosen event - measure and record results, link to personal best and aim to improve In outdoor adventure children will: - plan a route and a series of clues for someone else - plan with others, taking account of safety and danger - apply a strategy, work efficiently and effectively with the help of a map In swimming children will: - swim competently, confidently and proficiently to 25 metres - use a range of strokes effectively such as front crawl, backstroke and breaststroke - know, and demonstrate the importance of staying safe in the water
Learning Questions: Why is it important to stay active? How can I stay active in and out of school? Tag Rugby How can we explain and agree the rules to each other? How can we work well as a team? How do we include everyone in making a team plan? How do I lead others if I need to? What skills and strategies am I good at? What skills and strategies do I need to work on develop my performance? Dance How can I show an emotion, thought, scene or mood through dance? How can my movements respond to the music? Can I use a specific style in my dance sequence? How can I remember my dance moves? Can I analyse and improve my dance to make it clear and fluent? Can I give feedback to others on what worked well and what can be improved?	Learning Questions: Why is it important to stay active? How can I stay active in and out of school? Football & Badminton How can we explain and agree the rules to each other? How can we work well as a team? How do we include everyone in making a team plan? How do I lead others if I need to? What skills and strategies am I good at? What skills and strategies do I need to work on develop my performance?	Learning Questions: Why is it important to stay active? How can I stay active in and out of school? Rounders How can we explain and agree the rules to each other? How can we work well as a team? How do we include everyone in making a team plan? How do I lead others if I need to? What skills and strategies am I good at, and what do I need to work on? Athletics How am I better than last year (or time) and how do I know? What do I need to work on to improve my performance? Can I measure and record results accurately? Outdoor Adventure Can I plan a route and series of clues for someone else? Can I plan well with others to be safe in a task? What strategies can we use to work effectively and efficiently? Swimming What skills and techniques do I need to practise to swim further? What do I need to do to swim a front crawl and breast stroke to at least 25m? What do I need to do to swim a back stroke to at least 25m?
Text/film/music: The Blitz music. Recent Strictly programme (Wartime dances). Video clips by sport coaches/managers/athletes on leading teammates, developing skills, resilience	Text/film/music: Video clips by sport coaches/managers/athletes on leading teammates, developing skills, resilience – select stories from Unbelievable Football stories that illustrate this Ian Wright and Musa Okwonga Striking Out  	Text/film/music: Show video clips of a range of athletes competing in track and field. Include paralympic events too
Retrieval: Tag Rugby - They can work as part of a team in a range of different games - They show encouragement, even if someone is not as accomplished as themselves - They should be prepared to carry on trying even if they feel they are not as talented as a partner - They can respond to a range of rules in a game and play to a given set of laws Dance - Many will have the confidence to lead with a partner and create a unique dance from their own ideas - A few will lead the quality of dance shown by adding to their ideas movements learned at dance clubs they belong to outside school - The range of dances may be widened by some using street dances and contemporary dance movements learned outside school - Pupils can compose own dances in creative ways using a variety of accompaniments Evaluating - When feeding back, pupils are articulate and get their point across well without causing their partner to feel upset - They are more analytical in the way they offer feedback and refer to actual aspects of their partner's performance rather than being too general Understanding - A few pupils may have access to personal training programmes dependant on their chosen sports - Pupils have a good understanding about the way their bodies change because of the science unit in Year 5 which focuses on the changes that happen to their bodies through puberty	Retrieval: Football & Badminton - They can work as part of a team in a range of different games - They show encouragement, even if someone is not as accomplished as themselves - They should be prepared to carry on trying even if they feel they are not as talented as a partner - They can respond to a range of rules in a game and play to a given set of laws Evaluating - When feeding back, pupils are articulate and get their point across well without causing their partner to feel upset - They are more analytical in the way they offer feedback and refer to actual aspects of their partner's performance rather than being too general Understanding - A few pupils may have access to personal training programmes dependant on their chosen sports - Pupils have a good understanding about the way their bodies change because of the science unit in Year 5 which focuses on the changes that happen to their bodies through puberty	Retrieval: Rounders - They can work as part of a team in a range of different games - They show encouragement, even if someone is not as accomplished as themselves - They should be prepared to carry on trying even if they feel they are not as talented as a partner - They can respond to a range of rules in a game and play to a given set of laws Athletics - They are motivated to improve their performances in running, jumping and throwing - They can demonstrate increased competence with the technique they are employing when running jumping or throwing. - They can work with a partner to measure accurately their throw or jump Outdoor Adventure - They can use of their knowledge of maps from geography lessons to be able to enjoy outdoor adventure activities - They show an ability to identify where they are and navigate a route unaided - They are confident enough to make changes, such as a change direction if need be - They can explain to others their thinking and be prepared to listen to advice from their partners Swimming - Most pupils will have had plenty of experience and practise in the pool. - Some pupils will need extra coaching and/or encouragement
Key people or places	Key people or places	Key people or places:

Clifford Road Primary School Long Term Plan PE

Ipswich YM rugby club, Ipswich rugby club Dance East	Footballer / Badminton famous sportsperson video (signpost to a book too). Use opportunities when national and international competitions arise. Ian Wright and Musa Okwonga Lioness team Para football teams – Para Lions	Multisports clubs in holidays e.g. Premier. Ipswich Harriers and Ipswich JAFFA clubs Suffolk Orienteering Club. Orienteering routes in Holywells Park
---	---	---