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| LONG TERM FORECAST Key Stage 2 PE 2017-2019 | | | | |
|  | Autumn | | **Spring** | **Summer** |
| **Aims**  The national curriculum for physical education aims to ensure that all pupils:   * develop competence to excel in a broad range of physical activities * are physically active for sustained periods of time * engage in competitive sports and activities * lead healthy, active lives. | | 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 and water safety**  All schools must provide swimming instruction either in key stage 1 or key stage 2.  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. | | |

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|  | AU1 | AU2 | SP1 | SP2 | SU1 | SU2 |
| **Year 3 Topic 1** | **Gymnastics** | **Gymnastics** | **Hockey** | **Basketball** | **Athletics** | **Short Tennis** |
| Milestone | Refine movements into sequences  Plan, perform and repeat sequences | Swing and hang from equipment safely | Maintain possession of a ball  Follow the rules of the game and play fairly | Choose appropriate tactics to cause problems for the opposition  Maintain possession of a ball | Sprint over a short distance up to 60 metres  Use a range of throwing techniques (such as under arm, over arm) | Choose appropriate tactics to cause problems for the opposition  \*\*\*follow LTA scheme\*\*\* |
| **Year 3 Topic 2** | **Swimming** | **Dance** | **Dance** | **Football** | **Orienteering** | **Kwik-Cricket** |
| Milestone | Swim between 25 and 50 metres unaided | Change speed and levels within a performance  Move in a clear, fluent and expressive manner | Create dances and movements that convey a definite idea | Follow the rules of the game and play fairly | Use maps, compasses and digital devices to orientate themselves | Strike a ball and field with control. |

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|  | AU1 | AU2 | SP1 | SP2 | SU1 | SU2 |
| **Year 4 Topic 1** | **Gymnastics** | **Gymnastics** | **Hockey** | **Basketball** | **Athletics** | **Short Tennis** |
| Milestone | Show a kinaesthetic sense in order to improve the placement and alignment of body parts  (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape) | Travel in a variety of ways, including flight, by transferring weight to generate power in movements. | Pass to team mates at appropriate times  Follow the rules of the game and play fairly | Choose appropriate tactics to cause problems for the opposition  Throw and catch with control and accuracy | Run over a longer distance, conserving  energy in order to sustain performance  Throw with accuracy to hit a target or cover a distance  Jump in a number of ways, using a run up where appropriate | Choose appropriate tactics to cause problems for the opposition  \*\*\*follow LTA scheme\*\*\* |
| **Year 4 Topic 2** | **Swimming** | **Dance** | **Dance** | **Football** | **Orienteering** | **Kwik-Cricket** |
| Milestone | Swim between 25 and 50 metres unaided  Use more than one stroke and coordinate breathing as appropriate for the stroke being used | Plan, perform and repeat sequences  Refine movements into sequences | Develop physical strength and suppleness by practising moves and stretching | Lead others and act as a respectful team member | Show an ability to both lead and form part of a team | Strike a ball and field with control.  Lead others and act as a respectful team member |

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|  | AU1 | AU2 | SP1 | SP2 | SU1 | SU2 |
| **Year 5 Topic 1** | **Gymnastics** | **Gymnastics** | **Hockey** | **Netball** | **Athletics** | **Tennis** |
| Milestone | Hold shapes that are strong, fluent and expressive  Demonstrate good kinesthetic awareness  (placement and alignment of body parts is usually good in well-rehearsed actions). | Vary speed, direction, level and body rotation during floor performances | Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.)  Uphold the spirit of fair play and respect in all competitive situations. | Field, defend and attack tactically by anticipating the direction of play | Show control in take off and landings when jumping  Throw accurately and refine performance by analysing technique and body shape | Use forehand and backhand when playing racket games  \*\*\*follow LTA scheme\*\*\* |
| **Year 5 Topic 2** | **Indoor Athletics** | **Dance** | **Dance** | **Football** | **Orienteering** | **Cricket** |
| Milestone | Combine sprinting with low hurdles over 60 metres  Compete with others and keep track of personal best performances, setting targets for improvement | Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece  Compose creative and imaginative dance sequences | Perform expressively and hold a precise and strong body posture | Work alone, or with team mates in order to gain points or possession | Use a range of devices in order to orientate  themselves  Quickly assess changing conditions and adapt plans to ensure safety comes first | Strike a bowled or volleyed ball with accuracy |

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| **Year 6 Topic 1** | **Gymnastics** | **Gymnastics** | **Hockey** | **Netball** | **Athletics** | **Tennis** |
| Milestone | Use equipment to vault and to swing (remaining upright) | Practise and refine the gymnastic  techniques used in performances  i.e. flight, inversion, rotation etc.  *(see Milestone 3 Essentials for definitive list of techniques)* | Choose the most appropriate tactics for a game  Lead others when called upon and act as a good role model within a team | Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.) | Combine sprinting with low hurdles over 60 metres  Compete with others and keep track of personal best performances, setting targets for improvement | Work alone, or with team mates in order to gain points or possession  Choose the most appropriate tactics for a game  \*\*\*follow LTA scheme\*\*\* |
| **Year 6 Topic 2** | **Indoor Athletics** | **Dance** | **Dance** | **Football** | **Orienteering** | **Cricket** |
| Milestone | Throw accurately and refine performance by analysing technique and body shape  Show control in take off and landings when jumping | Express an idea in original and imaginative ways | Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands) | Field, defend and attack tactically by anticipating the direction of play | Embrace both leadership and team roles and gain the commitment and respect of a team  Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt | Strike a bowled or volleyed ball with accuracy  Uphold the spirit of fair play and respect in all competitive situations |