

LONG TERM FORECAST		Key Stage 1 PE		2014/2015		
	Autumn 2014		Spring 2015		Summer 2015	
<p>Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ 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 1	D= Travelling Gy= Scheme of work TBC G= Throwing and Catching		D= Linking Movements/ Opposites Gy= Scheme of work TBC G= Creative Games		D= Partner work/ Moods and Feelings Gy= Scheme of work TBC G= Bat and Ball Skills	
Year 2	D= Explore the space on the spot and travelling Gy= Perform basic action G= Ball Games		D= Introduce a variety of different rhythms Gy= Awareness of body shape G= Creative games Running and Jumping		D= Consolidate contrasting movement qualities. Gy= perform basic actions slowly G= Invent and play games	

LONG TERM FORECAST		Key Stage 2 PE		2014/2015			
		Autumn 2014		Spring 2015		Summer 2015	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ▪ use running, jumping, throwing and catching in isolation and in combination ▪ play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending ▪ develop flexibility, strength, technique, control and balance. ▪ perform dances using a range of movement patterns ▪ take part in outdoor and adventurous activity challenges both individually and within a team <p>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Swimming, pupils should be taught to: swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively</p> <p>perform safe self-rescue in different water-based situations.</p>							
Year 3 Swimming		<p>D= Respond to a range of contrasting pulses and different rhythms. Gy= Find Special ways of travelling G= Isolated - Running, Jumping, Throwing and Catching Football/Handball</p>		<p>D= Revisit contrasting movement qualities. Gy= Find different ways to link pairs of actions. G= Invasion Games Football, Handball Net/wall games</p>		<p>D= Include a dance with a partner Gy=Slow some actions down to change dynamic. G= Isolated - Running, Jumping, Throwing and Catching Rounders, Cricket, Stoolball</p>	
Year 4		<p>D= Contrasting floor patterns. Gy= Link actions fluently G= Cross Country/Tag-Rugby/netball</p>		<p>D= Create stepping patterns to music Gy= Different ways of performing certain actions. G= Hockey/Tennis</p>		<p>D= Introduce movement qualities which have similarities. Gy= Explore a change of speed G= Isolated - Running, Jumping, Throwing and Catching</p>	
Year 5		<p>D=Change from one rhythm to another. Gy= Link three actions improving control and fluency G=Isolation - Running, Jumping, Throwing, Catching</p>		<p>D= Abrupt transitions from one movement quality to another. Gy= Explore different ways of performing G= Netball/Basketball Cricket/Rouders</p>		<p>D= Create a movement phrase, Gy= Link 3 actions slowing and repeating G= Isolated - Running, Jumping, Throwing and Catching</p>	
Year 6		<p>D= Mood Dancing/Based on a story Gy=Linking actions according to speed/Balance G= PGL (OAA) Isolated - Running, Jumping, Throwing and Catching Handball/Tag-Rugby</p>		<p>D= Dance based upon a poem/Shipwreck Gy= Linking actions according to symmetry G= Lacrosse/Football</p>		<p>D= Own production/Production Gy=Designing a performance/Formations G= Isolation - Running, Jumping, Throwing, Catching Athletics</p>	