



# Physical Education



## Long Term Whole School Overview

<b>PE Overview</b>			
	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Nursery 2-3 Topic</b>	<b>My Day Autumn 1 What's in the garden? Autumn 2</b>	<b>Our Pets Spring 1 Farm Animals Spring 2</b>	<b>Making Music Summer 1 Musical Stories Summer 2</b>
<b>Term and Focus</b>	Children begin to develop fine and gross motor skills through exploration, learning and play.	Children continue to develop their gross and fine motor skills – through developed learned environments.	Children begin to move towards performing a single skill with movement with limited control.
<b>Prior Learning</b>	New Learning	Nursery 2-3 Autumn Children have started to develop gross and fine motor skills	Nursery 2-3 Spring Children have been continuing to develop fine and gross motor skills.
<b>Future Learning</b>	Nursery 2-3 Spring Children will continue to develop fine and gross motor skills.	Nursery 2-3 Summer Children will start to learn how to perform a single skill movement using these motor skills they have been developing.	Nursery 3-4 Summer The children will learn to link two of these skills together
<b>Nursery 3-4 Topic</b>	<b>Marvellous Me Autumn 1 What's on Wood Street? Autumn 2</b>	<b>People Who Help us Spring 2 Our Garden Spring 2</b>	<b>Little Explorers Summer 1 Let's Pretend Summer 2</b>
<b>Term and Focus</b>	Children begin to follow instructions, practice safely and work on simple tasks by themselves. Children begin to play with others and take turns and share with help.	Children begin to understand and follow simple rules and can name some things they are good at. Children begin to follow simple instructions. Children begin to explore and describe different movements. Children begin to be able to observe and copy others.	Children begin to perform a single skill or movement with some control. Children can perform a small range of skills and link two movements together. Children can move confidently in different ways.
<b>Prior Learning</b>	Nursery 2-3 -Children will have had opportunities to develop their turn taking and would have been learning how to follow simple instructions.	Nursery 3-4 Autumn-Children will have been following instructions in order to participate in activities and in being successful in physical play based learning opportunities.	Nursery 2-3 Summer-Children will have learnt a single skill.
<b>Future Learning</b>	Nursery 3-4 Spring- Children will continue to develop following instructions in physical play based learning activities.	Year R Spring-Children will begin to be able to describe the different movements that they are performing.	Year R Summer- Children will perform a range of skills.
<b>Year R Topic</b>	<b>We are Superheroes Autumn 1 Celebrations Autumn 2</b>	<b>Wonderful Walthamstow Spring 1 Little Investigators! Spring 2</b>	<b>Traditional Tales Summer 1 Modern Tales Summer 2</b>
<b>Term and Focus</b>	Can follow instructions, practice safely and work on simple tasks by themselves. Enjoy working on simple tasks with help.	Children can understand and follow simple rules and can name some things they are good at. Able to follow simple instructions.	Children can perform a single skill or movement with some control. Children can perform a small range of skills and link two movements together.

	Can play with others and take turns and share with help.	Children can explore and describe different movements.  Children are able to observe and copy others.	Children can move confidently in different ways.
<b><u>Prior Learning</u></b>	Nursery 3-4 Autumn- Children will begin to develop their listening skills to be able to follow simple rules/instructions.	Nursery 3-4 Spring- Children will begin to develop their listening skills to be able to follow simple rules/instructions	Nursery 3-4 Summer- Children will learn two skill based movements and link them together.
<b><u>Future Learning</u></b>	Year 1 Autumn 1 & 2 - Children are able to work on simple tasks with assistance. Children can play with others and take turns and share with help. Children are able to explore movement with music.	Year 1 Spring 1 & 2 - Children can follow simple instructions given to them. Children are able to observe and copy others within a certain element of the lesson. Children develop	Year 1 Summer 1& 2 - Children can move confidently in different ways around a space. Children are aware of the changes to the way they feel when exercising.
<b><u>Year 1 Topic</u></b>			
<b><u>Term and Focus</u></b>	Autumn 1 or 2 Children work on simple tasks with assistance. Children can play with others and take turns and share with assistance.	Spring 1 or 2 Children are able to follow simple instructions. Children are able to observe and copy others within the lesson.	Summer 1 or 2 Children are able to move confidently in different ways. Children are aware of changes that occur within their body when exercising.
<b><u>Prior Learning</u></b>	Year R Autumn 1 &2- Can follow instructions, practice safely and work on simple tasks by themselves. Enjoy working on simple tasks with help. Can play with others and take turns and share with help.	Year R Spring 1 & 2 - Children can understand and follow simple rules and can name some things they are good at. Able to follow simple instructions. Children can explore and describe different movements. Children are able to observe and copy	Year R Summer 1 & 2 - Children can perform a single skill or movement with some control. Children can perform a small range of skills and link two movements together. Children can move confidently in different ways.
<b><u>Future Learning</u></b>	Year 2 Autumn 1 & - Children can follow instructions, practice safely and work on simple tasks by themselves. Children can work sensibly with others, take turns and sharing with others.	Year 2 Spring 1 & 2- Children can understand and follow simple rules. Children can state some things they are good at. Children can explore and describe different movements.	Year 2 Summer 1 & 2 - Children can perform a single skill or movement with some control. Children can perform a small range of skills and link two movements together. Children are aware of why exercise is important for good health.
<b><u>Year 2 Topic</u></b>			
<b><u>Term and Focus</u></b>	Autumn 1 or 2 Children can follow instructions, practice safely and work on simple tasks by themselves. Children can work sensibly with others, take turns and share with others.	Spring 1 or 2 Children can understand and follow simple rules. Children can state some things they are good at. Children can explore and describe different movements.	Summer 1 or 2 Children can perform a single skill or movement with some control. Children can perform a small range of skills and link two movements together. Children are aware of why exercise is important for good health.

<b><u>Prior Learning</u></b>	Year 1 Autumn 1 & 2- Children work on simple tasks with assistance. Children can play with others and take turns and share with assistance.	Year 1 Spring 1 & 2 - Children are able to follow simple instructions. Children are able to observe and copy others within the lesson.	Year 1 Summer 1 & 2 - Children are able to move confidently in different ways. Children are aware of changes that occur within their body when exercising.
<b><u>Future Learning</u></b>	Year 3 Autumn 1 & 2- Children try several times if they don't succeed the first time. Children ask for help when appropriate. Children can help, praise and encourage others in their learning.	Year 3 Spring 1 & 2 - Children can begin to order instructions, movements and skills. With help children can recognise similarities and differences in performance and explain why someone is working and performing well.	Year 3 Summer 1 & 2 - Children can perform a range of skills with some control and consistency. Children can perform sequences of movements with some changes in level, direction and speed. Children can say how their body feels before, during and after exercise. Children use equipment appropriately and move and land safely.
<b><u>Year 3 Topic</u></b>			
<b><u>Term and Focus</u></b>	Autumn 1 or 2 Children try several times if they don't succeed the first time. Children ask for help when appropriate. Children can help, praise and encourage others in their learning.	Spring 1 or 2 Children can begin to order instructions, movements and skills. With help children can recognise similarities and differences in performance and explain why someone is working and performing well.	Summer 1 or 2 Children can perform a range of skills with some control and consistency. Children can perform sequences of movements with some changes in level, direction and speed. Children can say how their body feels before, during and after exercise. Children use equipment appropriately and move and land safely.
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<b><u>Future Learning</u></b>	Year 4 Autumn 1 & 2- Children know where they are with their learning and have begun to challenge themselves. Children show patience and support others, listening carefully to them about their work. Children are happy to show and tell about their ideas.	Year 4 Spring 1 & 2- Children can understand the simple tactics of attacking and defending. They can explain what they are doing well and have begun to identify areas for improvement. Children are able to make up their own rules and versions of activities. They can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.	Year 4 Summer 1 & 2 -Children can perform and repeat longer sequences with clear shapes and controlled movements. They are able to select and apply a range of skills with good control and consistency. Children can now describe how and why their body experiences changes during exercise. They can also explain why we need to warm up and cool down at the end of exercise.
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<b><u>Term and Focus</u></b>	<p>Autumn 1 or 2</p> <p>Children know where they are with their learning and have begun to challenge themselves.</p> <p>Children show patience and support others, listening carefully to them about their work.</p> <p>Children are happy to show and tell about their ideas.</p>	<p>Spring 1 or 2</p> <p>Children can understand the simple tactics of attacking and defending. They can explain what they are doing well and have begun to identify areas for improvement.</p> <p>Children are able to make up their own rules and versions of activities.</p> <p>They can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>Summer 1 or 2</p> <p>Children can perform and repeat longer sequences with clear shapes and controlled movements. They are able to select and apply a range of skills with good control and consistency.</p> <p>Children can now describe how and why their body experiences changes during exercise. They can also explain why we need to warm up and cool down at the end of exercise.</p>
<b><u>Prior Learning</u></b>	<p>Year 3 Autumn 1 &amp; 2- Children try several times if they don't succeed the first time.</p> <p>Children ask for help when appropriate.</p> <p>Children can help, praise and encourage others in their learning.</p>	<p>Year 3 Spring 1 &amp; 2 -Children can begin to order instructions, movements and skills. With help children can recognise similarities and differences in performance and explain why someone is working and performing well.</p>	<p>Year 3 Summer 1 &amp; 2 -Children can perform a range of skills with some control and consistency.</p> <p>Children can perform sequences of movements with some changes in level, direction and speed.</p> <p>Children can say how their body feels before, during and after exercise. Children use equipment appropriately and move and land safely.</p>
<b><u>Future Learning</u></b>	<p>Year 5 Spring 1 &amp; 2 -Children can understand criteria to judge performance and can identify specific parts to continue to work upon. Children can use their awareness of space and others to make good decisions.</p> <p>Children are able to link actions and develop sequences of movements that express my own ideas.</p> <p>Children can change tactics, rules or tasks to make activities more fun or challenging.</p>	<p>Year 5 Spring 1 &amp; 2-Children can cope and react positively when things become difficult.</p> <p>Children can persevere with a task and improve their performance through regular practice.</p> <p>Children are able to cooperate with others and give helpful feedback. Children help organise roles and responsibilities and can guide a small group through a task.</p>	<p>Year 5 Summer 1 &amp; 2- Children can describe the basic fitness components and explain how often and how long they should exercise for in order to be healthy.</p> <p>Children consistently record and monitor how hard they are working.</p> <p>Children can perform a variety of movements and skills with good body tension (control). They can link actions together so that they flow whilst partaking in running, jumping and throwing activities.</p>
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	<p>themselves. Children show patience and support others, listening carefully to them about their work. Children are happy to show and tell about their ideas.</p>	<p>defending. They can explain what they are doing well and have begun to identify areas for improvement. Children are able to make up their own rules and versions of activities. They can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression.</p>	<p>apply a range of skills with good control and consistency. Children can now describe how and why their body experiences changes during exercise. They can also explain why we need to warm up and cool down at the end of exercise.</p>
<b>Future Learning</b>	<p>Year 6 Autumn 1 &amp; 2 - Children have a clear idea of how to develop their own and others work. They are able to recognise and suggest patterns of play which will increase chances of success and can in turn develop methods to outwit opponents. Children can respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.</p>	<p>Year 6 Spring 1 &amp; 2- Children can give and receive sensitive feedback to improve themselves and others. I can negotiate and collaborate appropriately. Children can use a combination of skills confidently in sports specific contexts. They can perform a range of skills fluently and accurately in practice situations.</p>	<p>Year 6 Summer 1 &amp; 2- Children are able to self-select and perform appropriate warm up and cool down activities. They can identify possible dangers when planning an activity. Children see all new challenges as opportunities to learn and develop. Children recognise their own strengths and weaknesses and can set themselves appropriate targets.</p>
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<b>Term and Focus</b>	<p>Autumn 1 or 2</p> <p>Children have a clear idea of how to develop their own and others work. They are able to recognise and suggest patterns of play which will increase chances of success and can in turn develop methods to outwit opponents. Children can respond imaginatively to different situations, adapting and adjusting their skills, movements or tactics so they are different from or in contrast to others.</p>	<p>Spring 1 or 2</p> <p>Children can give and receive sensitive feedback to improve themselves and others. I can negotiate and collaborate appropriately. Children can use a combination of skills confidently in sports specific contexts. They can perform a range of skills fluently and accurately in practice situations.</p>	<p>Summer 1 or 2</p> <p>Children are able to self-select and perform appropriate warm up and cool down activities. They can identify possible dangers when planning an activity. Children see all new challenges as opportunities to learn and develop. Children recognise their own strengths and weaknesses and can set themselves appropriate targets.</p>
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<b>Future Learning</b>	KS3	KS3	KS3.