



Eton Wick C of E First School

PHYSICAL EDUCATION WHOLE SCHOOL OVERVIEW

	 Personal Autumn 1	 Social Autumn 2	 Cognitive Spring 1	 Creative Spring 2	 Applying Physical Summer 1	 Health and Fitness Summer 2
EYFS	<p>I can follow instructions, practise safely and work on simple tasks by myself. I enjoy working on simple tasks with help</p>	<p>I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help</p>	<p>I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions</p>	<p>I can explore and describe different movements. I can observe and copy others</p>	<p>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways.</p>	<p>I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise</p>
	<p>Co-ordination: footwork Static balance: one leg</p>	<p>Dynamic balance to agility: Jumping and Landing Static balance: seated</p>	<p>Dynamic balance: on a line Static balance: stance</p>	<p>Coordination: ball skills Counter balance: with a partner</p>	<p>Co-ordination: sending and receiving Agility: Reaction/response</p>	<p>Agility: ball chasing Static balance: floor work</p>
YEAR 1	<p>I try several times if at first I don't succeed and I ask for help when appropriate I can follow instructions, practise safely and work on simple tasks by myself I enjoy working on simple tasks with help</p>	<p>I can help praise and encourage others in their learning I can work sensibly with others, taking turns and sharing. I can play with others and take turns and share with help</p>	<p>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well I can understand and follow simple rules and can name some things I am good at. I can follow simple instructions.</p>	<p>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements. I can observe and copy others</p>	<p>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed. I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together. I can move confidently in different ways</p>	<p>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely. I am aware of why exercise is important for good health. I am aware of the changes to the way I feel when I exercise</p>
	<p>Coordination: Footwork Static Balance: One Leg</p>	<p>Dynamic Balance to agility: Jumping and landing Static Balance: Seated</p>	<p>Dynamic balance: on a line Static Balance: Stance</p>	<p>Co-ordination: ball skills Counter -balance: with a partner</p>	<p>Co-ordination: sending and receiving Agility: reaction/response</p>	<p>Agility: Ball chasing Static balance: Floor work</p>
YEAR 2	<p>I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate. I can follow instructions, practise safely and work on simple tasks by myself</p>	<p>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning I can work sensibly with others, taking turns and sharing</p>	<p>I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well I can understand and follow simple rules and can name some things I am good at</p>	<p>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. I can explore and describe different movements</p>	<p>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together</p>	<p>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely I am aware of why exercise is important for good health</p>
	<p>Coordination: Footwork Static Balance: One Leg</p>	<p>Dynamic Balance to agility: Jumping and landing Static Balance: Seated</p>	<p>Dynamic balance: on a line Static Balance: Stance</p>	<p>Co-ordination: ball skills Counter -balance: with a partner</p>	<p>Co-ordination: sending and receiving Agility: reaction/response</p>	<p>Agility: Ball chasing Static balance: Floor work</p>

YEAR 3	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
	Skill - Coordination: Footwork Cool down - Static Balance: One Leg	Skill - Dynamic Balance to agility: Jumping and landing Cool down - Static Balance: Seated	Skill - Dynamic balance: on a line Cool down: Co-ordination: ball skills	Skill - Co-ordination: sending and receiving Cool down - Counter balance: with a partner	Skill - Agility: reaction/response Cool Down – Static Balance: Floor Work	Skill - Agility: Ball chasing Cool down - Static balance: Stance
YEAR 4	I cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice. I know where I am with my learning and I have begun to challenge myself. I try several times if at first I don't succeed and I ask for help when appropriate	I cooperate well with others and give helpful feedback. I help organise roles and responsibilities and I can guide a small group through a task. I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas. I can help praise and encourage others in their learning	I can understand ways (criteria) to judge performance and I can identify specific parts to continue to work upon. I can use my awareness of space and others to make good decisions. I can understand the simple tactics of attacking and defending. I can explain what I am doing well and I have begun to identify areas for improvement. I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well	I can link actions and develop sequences of movements that express my own ideas. I can change tactics, rules or tasks to make activities more fun or challenging. I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression. I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme	I can perform a variety of movements and skills with good body tension. I can link actions together so that they flow in running, jumping and throwing activities. I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency. I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed	I can describe the basic fitness components and explain how often and how long I should exercise to be healthy. I can record and monitor how hard I am working. I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down. I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely
	Skill - Coordination: Footwork Cool down - Static Balance: One Leg	Skill - Dynamic Balance to agility: Jumping and landing Cool down - Static Balance: Seated	Skill - Dynamic balance: on a line Cool down: Co-ordination: ball skills	Skill - Co-ordination: sending and receiving Cool down - Counter balance: with a partner	Skill - Agility: reaction/response Cool Down – Static Balance: Floor Work	Skill - Agility: Ball chasing Cool down - Static balance: stance

**Based on the cogs from Real PE*