

## WHOLE SCHOOL LONG TERM SUBJECT OVERVIEW

### EYFS

<b>Programme of Study</b>	Physical activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for play both indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence.					
	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>EYFS Theme</b>	<b>All About Us (Diversity)</b>	<b>Celebrations and Festivals (Values and Perception)</b>	<b>Friendship and Fairness (Social Justice)</b>	<b>Caring for our Environment (Sustainable development)</b>	<b>People who Help Us (Interdependence)</b>	<b>Changes (Aspirations)</b>
<b>Ongoing Nursery</b>	<ul style="list-style-type: none"> <li>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</li> <li>Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>Use a comfortable grip with good control when holding pens and pencils.</li> <li>Show a preference for a dominant hand.</li> <li>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</li> </ul>					
<b>Termly Objectives Breakdown Nursery</b>	Continue to develop their movement, balancing, <i>riding (scooters, trikes and bikes)</i> and ball skills.  Use one-handed tools and equipment, for example, making snips in paper with	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and <i>ball skills</i> .  Use large-muscle movements to wave flags and streamers,	Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.	Start taking part in some group activities which they make up for themselves, or in teams.  Increasingly be able to use and remember sequences and patterns of movements which are related to music and	Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm	Start taking part in some group activities which they make up for themselves, or in teams.

	<p>scissors.</p> <p>Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel</p> <p>Continuous Provision</p>	<p>paint and make marks.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p> <p>Continuous Provision</p>	<p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p>	<p>rhythm.</p> <p>Skip, hop, and hold a pose for a game like musical statues.</p>		
<p><b>Ongoing Reception</b></p>	<ul style="list-style-type: none"> <li>• Develop the foundations of a handwriting style which is fast, accurate and efficient.</li> <li>• Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</li> <li>• Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</li> <li>• Develop overall body-strength, balance, co-ordination and agility.</li> </ul>					
<p><b>Termly Objectives Breakdown Reception</b></p>	<p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>· rolling</li> <li>· crawling</li> <li>· walking</li> <li>· jumping</li> <li>· running</li> <li>· hopping</li> <li>· skipping</li> <li>· climbing</li> </ul> <p>Further develop the skills they need to manage the school day successfully:</p> <ul style="list-style-type: none"> <li>· lining up and queuing</li> <li>· mealtimes</li> </ul> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting</p>	<p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Progress towards a more fluent style of moving, with developing control and grace.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p>	<p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Combine different movements with ease and fluency.</p>	<p>Revise and refine the fundamental movement skills they have already acquired:</p> <ul style="list-style-type: none"> <li>· rolling</li> <li>· crawling</li> <li>· walking</li> <li>· jumping</li> <li>· running</li> <li>· hopping</li> <li>· skipping</li> <li>· climbing</li> </ul> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p>	<p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Combine different movements with ease and fluency.</p>	<p>Develop the overall body strength, coordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.</p>

	on the floor.					
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**KS1/2**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>EI values</b>	<b>Be respectful</b>	<b>Be understanding</b>	<b>Be compassionate</b>	<b>Be responsible</b>	<b>Be patient</b>	<b>Be positive</b>
<b>Whole School Theme</b>	<b>Diversity</b>	<b>Values &amp; Perceptions</b>	<b>Social Justice</b>	<b>Sustainable Development</b>	<b>Interdependence</b>	<b>Aspirations</b>
<b>Year 1</b>	<p><b>Fundamentals</b> NC: 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.</p> <p><u>Dance</u> NC: Perform dances using simple movements.</p>	<p><b>Target Games</b> NC: master basic movements including throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p><u>Gymnastics</u> NC: master basic movements to develop balance and coordination.</p>	<p><u>Fitness</u> NC: to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p> <p><u>Dance</u> NC: Perform dances using simple movements.</p>	<p><b>Team Building</b> NC: Pupils 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. participate in team games, developing simple tactics for attacking and defending</p> <p><u>Gymnastics</u> NC: master basic movements to develop balance and coordination.</p>	<p><u>Invasion</u> NC: participate in team games, developing simple tactics for attacking and defending</p> <p>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Striking and Fielding</u> NC: 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</p>	<p><u>Net and Wall</u> NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</p> <p><u>Athletics</u> NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Pupils 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>
<b>Year 2</b>	<p><u>Invasion</u> NC: participate in team games, developing simple</p>	<p><b>Target Games</b> NC: master basic movements including throwing and catching, as well as</p>	<p><u>Dance</u> NC: Perform dances using simple movements.</p> <p><u>Fitness</u></p>	<p><u>Net and wall</u> NC: master basic movements including running, jumping, throwing and catching, as</p>	<p><u>Yoga</u> NC: to understand the importance of leading a healthy and active lifestyle.</p>	<p><u>Striking and Fielding</u> NC: master basic movements including running, jumping, throwing and catching, as</p>

	<p><b>tactics for attacking and defending.</b></p> <p><b>master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities</b></p> <p><u>Dance</u></p> <p>NC: Perform dances using simple movements.</p>	<p><b>developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><u>Gymnastics</u></p> <p>NC: master basic movements to develop balance and coordination.</p>	<p>NC: to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p>	<p><b>well as developing balance, agility and coordination, and begin to apply these in a range of activities</b></p> <p><u>Gymnastics</u></p> <p>NC: master basic movements to develop balance and coordination.</p>	<p>Pupils to develop balance and coordination.</p> <p>Pupils know and can show how to safely prepare and participate in increasingly specific content.</p> <p><b>Fundamentals</b></p> <p>NC: 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.</p>	<p><b>well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</b></p> <p><u>Athletics</u></p> <p>NC: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities. Pupils 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>
Year 3	<p><b>Hockey</b></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Gymnastics</u></p> <p>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Fitness</b></p> <p>NC: to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p> <p><u>Dance</u></p> <p>NC: Perform dances using a range of movement patterns. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Handball</b></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Gymnastics</u></p> <p>NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Basketball</b></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Dance</u></p> <p>NC: Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Tennis</b></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>NC: OAA</p> <p>take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Athletics</b></p> <p>NC: use running, jumping and throwing in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Rounders</u></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p>use running, jumping, throwing and catching in isolation and in combination</p>
Year 4	<p><b>Netball</b></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles</p>	<p><u>Gymnastics</u></p> <p>NC: develop flexibility, strength, technique, control and balance [for example,</p>	<p><u>Dance</u></p> <p>NC: Perform dances using a range of movement patterns. compare their</p>	<p><u>Cricket</u></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles</p>	<p><u>Athletics</u></p> <p>NC: use running, jumping and throwing in isolation and in combination</p>	<p><u>Tennis</u></p> <p>NC: play competitive games, modified where appropriate, and apply basic principles</p>

	<p><b>suitable for attacking and defending.</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Swimming</b> 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.</p>	<p><b>through athletics and gymnastics]</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming</b> 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.</p>	<p><b>performances with previous ones and demonstrate improvement to achieve their personal best.</b></p> <p><b>Swimming</b> 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.</p>	<p><b>suitable for attacking and defending.</b> use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Swimming</b> 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.</p>	<p><b>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</b> compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Swimming</b> 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.</p>	<p><b>suitable for attacking and defending.</b></p> <p><b>Swimming</b> 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.</p>
Year 5	<p><b>Hockey</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Gymnastics</b> NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Basketball</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Dance</b> NC: Perform dances using a range of movement patterns.compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Fitness</b> NC: to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p> <p><b>Gymnastics</b> NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Handball</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p> <p><b>Dance</b> NC: Perform dances using a range of movement patterns.compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><b>Tennis</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p> <p><b>OAA</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Athletics</b> NC: use running, jumping and throwing in isolation and in combination develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><b>Rounders</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p>
Year 6	<p><b>Football</b> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and</p>	<p><b>Tag Rugby</b> NC: play competitive games, modified where appropriate, and apply basic principles</p>	<p><b>Netball</b> NC: play competitive games, modified where appropriate, and apply basic principles</p>	<p><b>OAA</b> NC: take part in outdoor and adventurous activity challenges both individually and within a team</p>	<p><b>Athletics</b> NC: use running, jumping and throwing in isolation and in combination</p>	<p><b>Tennis</b> NC: play competitive games, modified where appropriate, and apply basic principles</p>

	<p>defence. Use running, jumping, throwing and catching in isolation and in combination.</p> <p><u>Gymnastics</u> NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Dance</u> NC: Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Gymnastics</u> NC: develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p><u>Cricket</u> NC: play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. use running, jumping, throwing and catching in isolation and in combination</p>	<p>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p><u>Yoga</u> NC: develop flexibility, strength, technique, control and balance. Pupils to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p>	<p>suitable for attacking and defending.</p> <p><u>Fitness</u> NC: to understand the importance of leading a healthy and active lifestyle. Pupils know and can show how to safely prepare and participate in increasingly specific content.</p>
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