



Physical Education

At Pot Kiln School a high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims of the Physical Education Curriculum

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.

Year 1

Autumn Topic- Totally Terrific Toys	Spring Topic – Amazing Animals	Summer Topic -
Ball skills and yoga	Gymnastics and dance	Athletics and swimming
National Curriculum Objectives	National Curriculum Objectives	National Curriculum Objectives
<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 	<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 • perform dances using simple movement patterns. 	<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 • 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]
Assessment Criteria	Assessment Criteria	Assessment Criteria
<ul style="list-style-type: none"> • Demonstrate basic control of equipment • Send and receive a ball as part of an activity • Participate in group activities 	<p>Dance</p> <ul style="list-style-type: none"> • Copy simple movement patterns • Choose simple actions to match sounds and music • Learn simple sequences 	<p>Athletics</p> <ul style="list-style-type: none"> • Copy basic movements including running, jumping, throwing and catching • Perform basic techniques for running, jumping, throwing and catching

	<ul style="list-style-type: none"> • Perform movements in order • Work together successfully with others to perform a modelled group sequence <p>Gymnastics</p> <ul style="list-style-type: none"> • Copy basic actions with control and co-ordination including, taking off and landing, balancing and rolling • Recognise and use the space around them • Choose and link skills and actions in short movement phases • Explore variations in direction, level and speed of movement • Work together successfully with others to perform a modelled group sequence 	<ul style="list-style-type: none"> • To identify success in a range of increasingly challenging activities <p>Swimming</p> <ul style="list-style-type: none"> • .Enter the water safely and move in all directions for a few minutes • Be at ease with water showered from above and wetting the face.. • Maintain a floating position with aids or support • Push and glide from a horizontal position from the side • Demonstrate an understanding of water safety
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Year 2

Autumn Topic – Heroes and Villains	Spring Topic – Turrets and Talons	Summer Topic – The Secret Garden
Dance and gymnastics	Team games and ball skills	Athletics and swimming
National Curriculum Objectives	National Curriculum Objectives	National Curriculum Objectives
<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 • perform dances using simple movement patterns. 	<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 	<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 • 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]
Assessment Criteria	Assessment Criteria	Assessment Criteria
<p>Dance</p> <ul style="list-style-type: none"> • Copy simple movement patterns • Choose simple actions to match sounds and music • Learn simple sequences 	<ul style="list-style-type: none"> • Demonstrate basic control of equipment • Send and receive a ball as part of an activity • Participate in group activities 	<p>Athletics</p> <ul style="list-style-type: none"> • Acquiring and developing skills for movements including running, jumping, throwing and catching • Acquiring and developing skills and using tactics. Improve speed, direction and level.

<ul style="list-style-type: none"> • Perform movements in order • Work together successfully with others to perform a modelled group sequence <p>Gymnastics</p> <ul style="list-style-type: none"> • Copy basic actions with control and co-ordination including, taking off and landing, balancing and rolling • Recognise and use the space around them • Choose and link skills and actions in short movement phases • Explore variations in direction, level and speed of movement • Work together successfully with others to perform a modelled group sequence 	<ul style="list-style-type: none"> • Applying skills and using tactics • Evaluating and improving performance/compare performance to others 	<ul style="list-style-type: none"> • To identify success in a range of increasingly challenging activities <p>Swimming</p> <ul style="list-style-type: none"> • .Enter the water safely and move in all directions for a few minutes • Be at ease with water showered from above and wetting the face.. • Maintain a floating position with aids or support • Push and glide from a horizontal position from the side • Perform a 360 degree rotation from front to back <p>Demonstrate an understanding of water safety</p>
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Years 3 and 4

Autumn Topic – Romans	Spring Topic – WWII	Summer Topic – Healthy Living
Football and Dance	Dodgeball and hockey	Athletics, tennis and swimming
National Curriculum Objectives	National Curriculum Objectives	National Curriculum Objectives
<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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

<p>movement patterns</p> <ul style="list-style-type: none"> • 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. 	<p>movement patterns</p> <ul style="list-style-type: none"> • 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. 	<p>movement patterns</p> <ul style="list-style-type: none"> • 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. • 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>Assessment Criteria Year 3</p>	<p>Assessment Criteria Year 3</p>	<p>Assessment Criteria Year 3</p>
<p>Dance</p> <ul style="list-style-type: none"> • acquiring and developing balance • acquiring, developing and performing movements. • evaluating and improving performance. Compare and 	<p>Dodgeball</p> <ul style="list-style-type: none"> • acquiring and developing balance • acquiring and developing side step movements. • evaluating and improving performance. Compare and 	<p>Athletics</p> <ul style="list-style-type: none"> • acquiring and developing balance • acquiring, developing and performing movements. • evaluating and improving performance. Compare and

<p>contrast with others</p> <p>Football</p> <ul style="list-style-type: none"> • applying skills and using tactics • acquiring and developing to run at speed over a distance • evaluating and improving performance. Compare and contrast with others 	<p>contrast with others</p> <p>Hockey</p> <ul style="list-style-type: none"> • applying skills and using tactics • acquiring and developing to run at speed over a distance • evaluating and improving performance. Compare and contrast with others 	<p>contrast with others</p> <p>Swimming</p> <ul style="list-style-type: none"> • Enter the water safely and submerge briefly • Be at ease with water showered from above and wetting the face.. • Push, sink and glide underwater position from the side • Submerge fully and pick up an object from the bottom of the pool • Demonstrate a reasonable knowledge of the water safety
<p>Assessment Criteria Year 4</p>	<p>Assessment Criteria Year 4</p>	<p>Assessment Criteria Year 4</p>
<p>Dance</p> <ul style="list-style-type: none"> • acquiring and developing forward roll • acquiring, developing and performing fluid movements. • evaluating and improving performance. Compare and contrast with others <p>Football</p> <ul style="list-style-type: none"> • acquiring and developing skills to kick a ball accurately 	<p>Dodgeball</p> <ul style="list-style-type: none"> • acquiring and developing skills to chest pass • acquiring, developing and performing fluid movements. • evaluating and improving performance. Compare and contrast with others <p>Hockey</p> <ul style="list-style-type: none"> • acquiring and developing skills to hit a ball accurately 	<p>Athletics</p> <ul style="list-style-type: none"> • acquiring, developing and performing fluid movements. • evaluating and improving performance. Compare and contrast with others <p>Swimming</p> <ul style="list-style-type: none"> • perform a sequence of changing shapes whilst floating • swim 10m using a range of strokes (back, breast, front crawl)

<ul style="list-style-type: none">• apply skills and use tactics in combination with partner or team• evaluating and improving performance. Compare and contrast with others	<ul style="list-style-type: none">• apply skills and use tactics in combination with partner or team• evaluating and improving performance. Compare and contrast with others	
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Year 5 and 6

Autumn Topic – Eco Warriors	Spring Topic – Stone Age	Summer Topic – Tudors
Hockey, tag rugby and dance	Circuit training and football	Athletics, tennis and swimming
National Curriculum Objectives	National Curriculum Objectives	National Curriculum Objectives
<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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 	<ul style="list-style-type: none"> • Use running, jumping, throwing and catching, in isolation and combination. • Participate in team games, developing simple tactics for attacking and defending. 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

<p>movement patterns</p> <ul style="list-style-type: none"> • 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. 	<p>movement patterns</p> <ul style="list-style-type: none"> • 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. 	<p>movement patterns</p> <ul style="list-style-type: none"> • 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. • 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>Assessment Criteria Year 5</p>	<p>Assessment Criteria Year 5</p>	<p>Assessment Criteria Year 5</p>
<p>Hockey</p> <ul style="list-style-type: none"> • acquiring and developing skills to gallop with a fluid motion • apply skills and use tactics to show creativity and strategy • participate in sport and events at a competitive level 	<p>Circuit training</p> <ul style="list-style-type: none"> • acquiring and developing skills to suggest best strategies • acquiring, developing and performing fluid movements. • evaluating and improving performance. Compare and contrast with others 	<p>Athletics</p> <ul style="list-style-type: none"> • acquiring, developing and performing one footed leaps • evaluating and improving performance. Compare and contrast with others <p>Swimming</p> <ul style="list-style-type: none"> • perform a forward summersault

<ul style="list-style-type: none"> evaluating and improving performance and use subject specific vocabulary <p>Dance</p> <ul style="list-style-type: none"> evaluate to modify and refine performance acquiring and developing skills of partner and teamwork evaluating and improving performance. Compare and contrast with others 	<p>Football</p> <ul style="list-style-type: none"> acquiring and developing skills to dribble between cones apply skills and use tactics to show creativity and strategy participate in sport and events at a competitive level evaluating and improving performance and use subject specific vocabulary 	<p>while tucked in the water</p> <ul style="list-style-type: none"> swim 10m using a range of strokes accurately (back, breast, front crawl) Perform a surface dive Perform a range of jumps and tread water when resurfacing
<p>Assessment Criteria Year 6</p>	<p>Assessment Criteria Year 6</p>	<p>Assessment Criteria Year 6</p>
<p>Hockey</p> <ul style="list-style-type: none"> acquiring and developing skills to strike a ball for accuracy and distance apply skills and use tactics to show creativity and strategy participate in sport and events at a competitive level evaluating and improving performance and use subject specific vocabulary <p>Dance</p> <ul style="list-style-type: none"> evaluate to modify and refine performance 	<p>Circuit training</p> <ul style="list-style-type: none"> acquiring and developing skills to suggest best strategies acquiring, developing and performing fluid movements. evaluating and improving performance. Compare and contrast with others <p>Football</p> <ul style="list-style-type: none"> acquiring and developing skills to dribble between cones apply skills and use tactics to show creativity and strategy 	<p>Athletics</p> <ul style="list-style-type: none"> acquiring, developing and performing to improve outcomes evaluating, improving and deeper analysis of performance. Compare and contrast with others <p>Swimming</p> <ul style="list-style-type: none"> swim 10m wearing clothes swim 25m using any stroke (back, breast, front crawl) exit the water without using steps Perform a range of movements in deep water demonstrating

<ul style="list-style-type: none"> • acquiring and developing skills of partner and teamwork • evaluating and improving performance. Compare and contrast with others 	<ul style="list-style-type: none"> • Perform a drop kick • participate in sport and events at a competitive level • evaluating and improving performance and use subject specific vocabulary 	<p>confidence and competence</p>
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*Targets focused on healthy lives, wellbeing and the social and emotional impact of sport are identified through the four box approach to coaches. These elements should be identified and linked throughout the sessions.

**These targets are also covered through PSHE and Science.