



EYFS – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. Every child is encouraged to develop their movement, balance and co-ordination through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical</p> <ul style="list-style-type: none">• To experiment with different ways of moving.• To jump off an object and land appropriately.• To show increasing control over an object in pushing, patting, throwing, catching or kicking it. <p>ELG</p> <ul style="list-style-type: none">• They handle equipment and tools effectively, including pencils for writing.	<p>Psychological</p> <ul style="list-style-type: none">• To show understanding of the need for safety when tackling new challenges and consider and manage some risks.• To show understanding of how to transport and store equipment safely.• To practice some appropriate safety measures without direct supervision. <p>ELG</p> <ul style="list-style-type: none">• To know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.
<p>Physical</p> <ul style="list-style-type: none">• To initiate new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.• To travel with confidence and skill around, under, over and through balancing and climbing equipment. <p>ELG</p> <ul style="list-style-type: none">• To show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	<p>Social</p> <ul style="list-style-type: none">• To negotiate space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. <p>ELG</p> <ul style="list-style-type: none">• To represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
<p>Swimming</p> <ul style="list-style-type: none">• Enter the water safely• Be at ease with water showered from above and wetting the face• Maintain a floating position with aids or support• Demonstrate an understanding of water safety	



Year 1 – Physical Education

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<p>Technical</p> <p><i>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.</i></p> <ul style="list-style-type: none">• Demonstrate basic control of equipment• Send and receive a ball as part of an activity• Understand positioning• Use technique under pressure	<p>Psychological</p> <p><i>Children recognise that a range of choices can be made and how confidence links to performance.</i></p> <ul style="list-style-type: none">• Adapt to changes• Learn new skills• Anticipate and prepare• Use space effectively• Compare skills/techniques• Identify skills required
<p>Physical</p> <p><i>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.</i></p> <ul style="list-style-type: none">• Adjust body shape and position• Prepare to send and receive• Combine movements• Sequence movements	<p>Social</p> <p><i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none">• Participate in group activities• Communicate within a team• Offer advice to others• Reflect on own performance• Show support to others
<p>Swimming</p> <ul style="list-style-type: none">• Pulling and pushing for balance• Stabilising while upright• Pulling with feet off the ground• Submerging• Regain standing• Swimming a short distance	



Year 2 – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. In Year 2 pupils continue their Physical Education journey. Every child is encouraged to develop their competitive gameplay using examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical – develop technique <i>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.</i></p> <ul style="list-style-type: none">• Demonstrate control of equipment• Send and receive a ball as part of an activity• Understand positioning• Use technique under pressure	<p>Psychological – develop decisions Children recognise that a preparing and being aware of situations raises performance.</p> <ul style="list-style-type: none">• Adapt performance to situation• Learn new skills• Anticipate and prepare• Use space effectively• Compare skills/techniques• Awareness of skills required
<p>Physical – develop body control <i>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.</i></p> <ul style="list-style-type: none">• Adjust body shape and position• Prepare to send and receive• Combine movements fluently• Sequence movements	<p>Social – develop teamwork <i>Participate in team games, developing simple tactics for attacking and defending</i></p> <ul style="list-style-type: none">• Participate in group activities• Communicate effectively within a team• Offer positive advice to others• Reflect on own performance• Show support to others• Positive encouragement
<p>Swimming</p> <ul style="list-style-type: none">• Push and glide• Sculling technique• Hand and feet together• Transition from glide to stroke• Tempo of movements• Submerging in deeper water	



Year 3 – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. In Year 3 pupils continue their Physical Education journey. Every child is encouraged to develop their technique, performance and competitive gameplay through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical – develop possession <i>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.</i></p> <ul style="list-style-type: none"> • Demonstrate control of equipment • Send and receive a ball as part of an activity • using positioning • Use technique under pressure • Keeping possession 	<p>Psychological – develop confidence <i>Children recognise that a range of decisions need to be made throughout game/activity. They need an awareness of their environment and understanding of rules.</i></p> <ul style="list-style-type: none"> • Adapt performance to situation • Clear understanding of rules and expectations • Anticipate and prepare • Use space effectively • Compare skills/techniques • Awareness of skills required
<p>Physical – develop strength <i>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.</i></p> <ul style="list-style-type: none"> • Adjust body shape and position • Prepare to send and receive • Combine movements fluently • Sequence movements • Use strength to shield and protect • Use strength to hold and balance 	<p>Social – develop communication Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none"> • Participate in group activities • Communicate effectively within a team • Offer positive advice to others • Reflect on own performance • Show support to others • Positive encouragement
<p>Swimming</p> <ul style="list-style-type: none"> • Sink and roll • Swim 10m on front and back • Surface dive • Linking floating techniques • Leg techniques • Performing handstand 	



Year 4 – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. In Year 4 pupils continue their Physical Education journey. Every child is encouraged to develop their technique, performance and competitive gameplay through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical – Develop control <i>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.</i></p> <ul style="list-style-type: none">• Demonstrate control of equipment• Send and receive a ball as part of an activity• using positioning• Use technique under pressure• Keeping possession	<p>Psychological – Develop patience <i>Children recognise that a range of decisions need to be made throughout game/activity. They need an awareness of their environment and understanding of rules.</i></p> <ul style="list-style-type: none">• Adapt performance to situation• Clear understanding of rules and expectations• Anticipate and prepare• Use space effectively• Compare skills/techniques• Awareness of skills required
<p>Physical – Develop body shape <i>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.</i></p> <ul style="list-style-type: none">• Adjust body shape and position• Prepare to send and receive• Combine movements fluently• Sequence movements• Use strength to shield and protect• Use strength to hold and balance	<p>Social – Develop reflection <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none">• Participate in group activities• Communicate effectively within a team• Offer positive advice to others• Reflect on own performance• Show support to others• Positive encouragement
<p>Swimming</p> <ul style="list-style-type: none">• Body balance in water• Body shape in water• Sculling in water• Front to back transitions• Kicking while submerged• Fastest stroke selection	



Year 5 – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. In Year 5 pupils continue their Physical Education journey. Every child is encouraged to develop their technique, performance and competitive gameplay through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical – Increase control <i>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.</i></p> <ul style="list-style-type: none"> • Increase control of equipment • Anticipate with send and receive • select positioning • Maintain technique under pressure • Keeping possession effectively 	<p>Psychological – Increase anticipation <i>Children recognise that a range of decisions need to be made throughout game/activity. They need an awareness of their environment and understanding of rules.</i></p> <ul style="list-style-type: none"> • Adapt performance for best outcome • Promote use of rules and expectations • Anticipate and prepare for changes • Use space tactically • Compare and evaluate skills/techniques • Understand of skills required
<p>Physical – Improve shifting balance <i>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.</i></p> <ul style="list-style-type: none"> • Fluid body shape and position • Prepare to send and receive • Transition fluently • Sequence movements with control • Use physicality to shield and protect • Shift weight effectively to hold and balance 	<p>Social – Deepen reflection <i>Participate in team games, developing simple tactics for attacking and defending.</i></p> <ul style="list-style-type: none"> • Participate in group activities • Communicate positively within a team • Offer constructive advice to others • Reflect on own performance • Show support to others • Positive encouragement
<p>Swimming</p> <ul style="list-style-type: none"> • Movement in water • Retrieve in water • Backstroke • Alternating strokes • Surface dive • Treading water 	



Year 6 – Physical Education

Intent: Physical Education is embedded across the curriculum and used in a variety of ways to support learning. In Year 6 pupils continue their Physical Education journey. Every child is encouraged to develop their technique, performance and competitive gameplay through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

<p>Technical – Improve reactions <i>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.</i></p> <ul style="list-style-type: none">• Increase control of equipment• Gain advantage during send and receive• Improve positioning• Maintain technique under pressure• Use possession effectively	<p>Psychological – Improve decision making <i>Children recognise that a range of decisions need to be made throughout game/activity. They need an awareness of their environment and understanding of rules.</i></p> <ul style="list-style-type: none">• Raise performance for best outcome• Promote use of rules and expectations• Anticipate and communicate for changes• Use space tactically for advantage• Compare, evaluate and reflect skills/techniques• Demonstrate and communicate skills required•
<p>Physical – Increase competition <i>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.</i></p> <ul style="list-style-type: none">• Fluid body shape and position• Prepare to send and receive• Transition fluently• Increase complexity of movements• Use physicality to shield, protect and regain possession• Shift weight effectively to hold, balance and change directions	<p>Social – Improve teamwork Participate in team games, developing simple tactics for attacking and defending.</p> <ul style="list-style-type: none">• Participate in group activities• Communicate to improve a team• Offer constructive advice to others and demonstrate• Reflect to raise own performance• Understand different phases of games• Positive encouragement to all
<p>Swimming</p> <ul style="list-style-type: none">• Tumble underwater• Arm techniques• Focused observation skills• Turning in water• Perform rescue• Swim 25m	

Physical Education at Pot Kiln

Intent

At Pot Kiln we ensure that Physical Education is embedded across the curriculum and used in a variety of ways to support learning. Every child is encouraged to develop their movement, balance and co-ordination through examples, practise and reflection. Feedback is targeted using a bespoke P.E. model which builds on each area of the P.E. curriculum and provides an individual program of personal progression.

Our staff and children are enthusiastic about PE and this is shown through teachers' attitude towards the teaching of high quality PE. We want our children to develop into confident and competent learners across a broad range of physical activities. We hope to do this by providing our children with a wide range of opportunities to participate in physical exercise, both in a competitive and non-competitive environment.

Implementation

At Pot Kiln we use a bespoke physical education curriculum that is demonstrated in 4 areas of learning; technical, psychological, physical and social. Our teaching staff use the 'PE Hub' to deliver quality physical education lessons in all areas of physical education which works alongside our bespoke PE model. We have our own swimming pool and many of the teachers have an ASA qualification to teach swimming. This has enabled teachers to have a good working knowledge of how to teach the progressions of swimming.

Through the Suffolk Schools Partnership our children are invited to attend festivals and tournaments at both inter and intra school levels. We hope that through all the sporting opportunities, we can support the children in demonstrating sportsmanship and leadership values. We want to offer a broad range of physical activities for our children by running lunchtime and afterschool clubs; these are run by school staff and external coaches through maintaining links to local organisations. Children have cross curricular links with healthy lifestyles and share in a whole school vision of maintaining our 'Healthy Schools' status.

Impact

Our Physical Education curriculum is high quality, well thought out and is planned to demonstrate progression. The children are taught following the progression of the PE curriculum which supports the combination of motor and cognitive development. Children have the opportunity to self-assess using our PE model which has close links with our bespoke PSHE curriculum. This encourages the children to work towards becoming a 'Sports Leader', by helping others at playtimes and lunchtimes. We are part of the School Games Mark award and last year achieved the silver standard, we are working towards achieving the gold School Games Mark award.

We measure the impact of our curriculum through conversations with the children and the termly analysis of data, which pinpoints areas for development and strengths in PE. Children in our school can explain to another how they try to keep healthy through exercise and diet. When asked, a child can give an example of how someone could stay healthy.