

Intent:

At Eastfield, we are proud to deliver a high-quality PE curriculum through the innovative scheme *Beyond the Physical*.

This programme adopts a mastery-based approach, enabling children to develop a deep understanding of physical skills before progressing. By building strong foundations, it supports long-term learning and skill development. Each unit is thoughtfully designed to be inclusive and accessible to all children, regardless of their starting point. The curriculum offers a clear, focused, and engaging learning experience that nurtures every child's potential.

Our PE offer aims to develop initiative and leadership skills, promoting positive attitudes towards physical activities. Enabling children to make informed decisions concerning a healthy lifestyle. We aim to provide a lasting legacy of sporting enjoyment and success for our children both now and in their future lives.






Our curriculum is designed to help our children to:

- 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

Implementation:

Curriculum Organisation:

The Long-Term Plan is organised so that the children focus on two aspects of PE across each half term;

Autumn 1		Play Move Explore
Autumn 2		Move Match Magic
Spring 1		Explore Evade Escape
Spring 2		Search Steal Share
Summer 1		Crawl Climb Collect
Summer 2		Hands Feet Equipment

Children access [Swimming](#) in Y4 for 10 weeks. This is further supplemented by the use of the Sport Pupil Premium funding to provide access to swimming in Y5 & Y6 for half a term.

EYFS

The curriculum is based on the development of:

- Physical Development	<ul style="list-style-type: none">• Creating games & providing opportunities for play both indoors & outdoors.• Supporting children to develop their core strength, stability, balance, spatial awareness coordination & agility.• Gross motor skills provide the foundation for developing healthy bodies & social & emotional well-being.• Fine motor control & precision helps with hand-eye coordination, which is later linked to early literacy.
- Personal, Social & Emotional Development	<ul style="list-style-type: none">• Children are supported to manage emotions, develop a positive sense of self & set themselves simple goals.• Have confidence in their own abilities.• To persist & wait for what they want & direct attention as necessary.
- Communication & Language	<ul style="list-style-type: none">• High-quality conversations the children have with adults & peers throughout the day in a language-rich environment is crucial.• By commenting on what children are interested in or doing & echoing back what they say with new vocabulary added, practitioners build children's language effectively.• Children share their ideas with support & modelling from their teacher, & sensitive questioning that invites them to elaborate, children become comfortable using a rich range of vocabulary & language structures.

Children have access to a discrete weekly P.E. session; Nursery, a minimum of 30 minutes & Reception, a minimum of 60 minutes.

This is further enhanced through specific programmes to develop fine and gross motor skills, e.g. *Dough Disco*, *Squiggle while you wiggle* & *Digit Dance* etc. In addition, further opportunities available in continuous provision, both indoors and outdoors to develop gross and fine motor skills. Children are also taught about how to keep themselves healthy.

Key Stage 1 & Key Stage 2:

The curriculum in KS1 & KS2 is designed on the Physical Literacy skills started in Early Years, developing these skills even further.

Each unit of work is built around three key words that encapsulates the learning outcomes. For example, a unit might focus on "LOOK, RUN, AVOID", helping children understand how to use their eyes to find space, move safely & avoid collisions. Each 'Word' & associated content is taught for a minimum of two lessons.

Lesson videos are shared with the children either before the lesson or live during the lesson to support children's understanding of the PE skills being taught.

Lesson Structure:

1. Each 'Word' has a set of teacher notes.
2. **'Key Success Criteria'** are identified - these are shared with the children.
3. Each session starts with an **'Activation'** activity - this is designed to get the children active & links to the main focus of the lesson.
4. The **'Base'** section is the main teaching part of the lesson.
5. **'Managing Difference'** - this outlines how children can be supported &/or challenged using the 'Step Principle'.

6. **'Connect'** - this outlines how children can develop their social skills, & how can they can review & reflect on their learning.
7. Children master the 'Word' before they move onto the next 'Word' in the unit.

STEP Principle:

During any activity & game the children are taking part in, it is important that they are able to have support or challenge using the STEP Principle. Changes can be encouraged by the teacher or created by the children.



SPACE

- Children change the shape or the space they are playing in or around, to increase the challenge.
- Children could also increase/decrease the distance they are away from targets or people.



TASK

- Children change the way they are moving when they are completing activities, showcasing different locomotor movements.
- Children can also change things such as hand/foot they are dribbling with or how are they throwing an object.



EQUIPMENT

- Children change the equipment they are using to either challenge or adapt how they are working.
- This could be changing to a smaller/larger, heavier/lighter, traditional/non-traditional piece of equipment.
- It may also mean adding in more equipment to a game.



PEOPLE

- Children change who they are doing the activity with or playing against, so they can experience collaborating or competing with different people.
- This could also be rotating roles in a team game or selecting individual challenges or 'superpowers'.

Children have access to PE for two, one-hour sessions per week.

Taught sessions of PE are further enhanced by the opportunity for children to attend a range of after-school clubs & children have the opportunity to take part in a range of competitions through our Schools Sports Partnership.

At break times & lunchtimes, children have access to a range of resources as part of our OPAL (Outdoor Play & Learning) offer; this encourages children to take part in physical activity through play.

Impact:

The impact of our PE curriculum is constantly monitored through both formative and summative assessment opportunities.

- At Lesson Level:

Formative assessment is embedded throughout every PE lesson at Eastfield. Teachers use observation, questioning, and discussion to continuously check the children's understanding. At the start of each session, Key Success Criteria are shared with the children, empowering them to assess their own learning, set personal targets, and identify next steps. Feedback is provided by both staff and peers, ensuring that each child receives timely and meaningful guidance. The *Step Principle* is used to ensure all children are appropriately supported and challenged, based on ongoing formative assessment.

After each 'Word' has been taught, children are assessed against the Key Success Criteria, and these assessments are recorded. Annually, teachers make a summative judgement for each child, informed by the ongoing assessments throughout the year. These judgements are analysed by the Subject Lead, who uses the insights to refine and adapt the curriculum as needed.

- At the Leadership Level:

PE has a clear monitoring cycle that consists of 3 clear foci across three consecutive half terms:

1. **Development Focus Input** - identifying the work that needs to be conducted *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*
2. **Development Activity** - focused improvement work *e.g. CPD, staff coaching/mentoring, purchase of resources etc.*
3. **Development Moderation** - impact of leadership work *e.g. pupil voice, staff voice, enquiry, classroom walk through, enquiry into books, planning alignment, learning environment evidence, data etc.*

PE has an identified Subject Lead and is part of the Humanities Team; staff work in teams to identify, lead and monitor the development of the curriculum across the school. This work is cyclic and builds on areas identified for development. Timely feedback is given to staff after any monitoring and the Subject Lead writes an annual causal chain to outline work undertaken and the impact they have had on the teaching and learning of PE across the school.

Safeguarding & Child Protection:

Mrs K Thompson is the Designated Lead teacher with responsibility for Safeguarding, Child Protection and Mrs C Pell is the Deputy. If anyone has any concerns about the care or welfare of a child, they should refer to Eastfield's Safeguarding Policy on our school website www.eastfieldprimary.net or speak to one of the Safeguarding Team.

Equalities:

At Eastfield we value all children and adults equally. The ethos of our school supports the development of self-respect and self-esteem in all children, staff, and the community we serve. School and Trust staff are committed to running an equitable and inclusive school in which every individual matters, irrespective of ability, age, beliefs, culture, disability, ethnicity, gender, health, language, race, religion, sexual orientation, and social circumstances.

PE Subject Lead: Kerry Thompson