

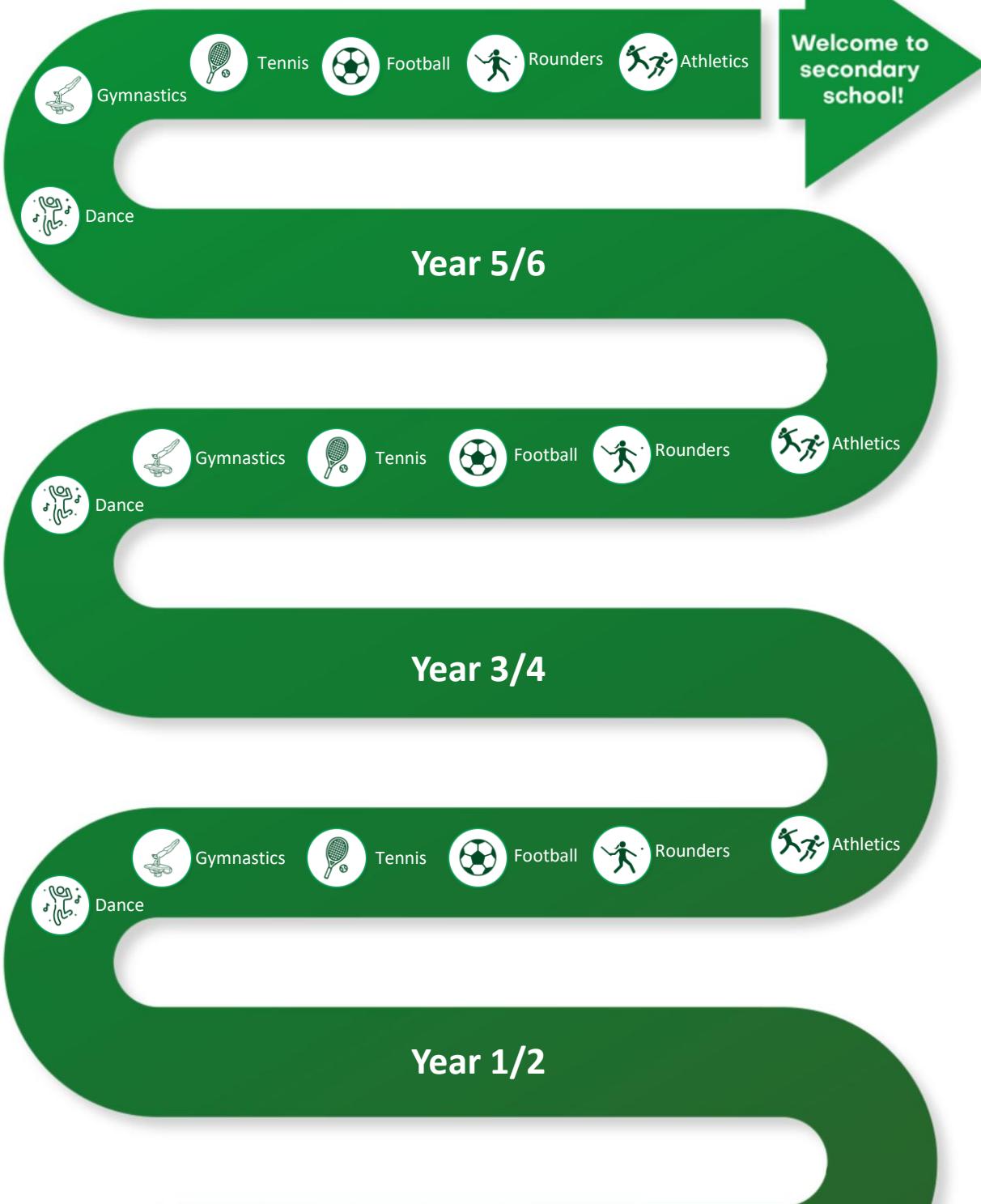
CURRICULUM: P.E.



**St John the Evangelist
Catholic Primary School**

CURRICULUM NARRATIVE

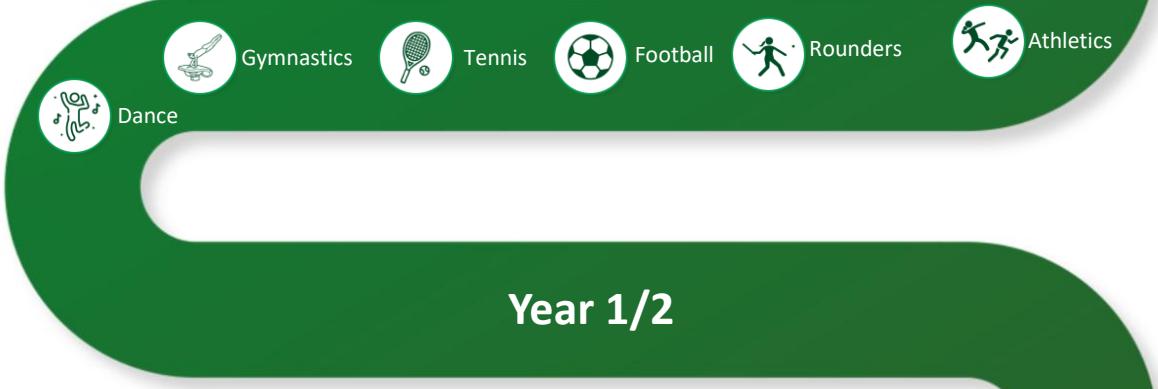
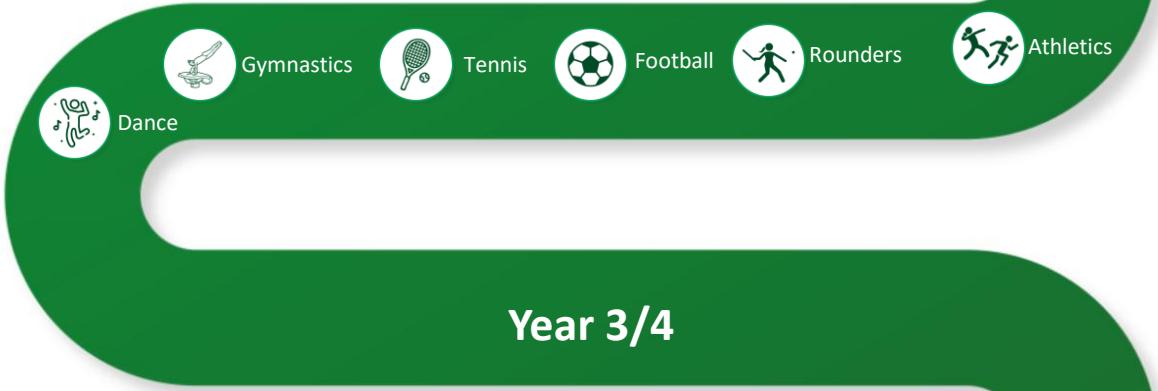
Cycle A



Physical Development is one of the three prime areas in EYFS which underpins all other learning. By the end of Reception, pupils are expected to: negotiate obstacles and space safely, demonstrate strength, balance and co-ordination, move energetically and use a small range of tools safely. EYFS physical development lays the foundations for formal PE lessons, ensuring children have the motor skills and confidence to participate in structured sports and physical activities later on.

CURRICULUM NARRATIVE

Cycle B



EYFS

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'Champions keep playing until they get it right'
Billie Jean King

Write like an athlete	Read like an athlete	Threshold Concepts
<p>Be clear, precise, logical and concise, making sure you use correct physical education vocabulary.</p> <p>Use complete sentences with movement and health-related language.</p> <p>Follow a clear structure: state what skill or activity you are performing, how you are performing it, and why the technique is effective.</p> <p>Justify your actions by supporting your explanation with known facts about the body, fitness, or rules of the activity</p>	<p>Why do athletes read: To develop their physical skills To understand new movements and techniques To follow rules and strategies in games To solve challenges through teamwork and resilience To communicate and cooperate with others To engage with the wider sporting and active community</p>	<p>Movement Stability: Balancing the body either in one place (static) or while moving (dynamic).</p> <p>Locomotion: Moving the body from one point to another in any direction (walking, hopping, running, skipping)</p> <p>Object control: Handling and manipulating equipment (throwing, catching, striking, dribbling)</p> <p>These three concepts form the foundation for games, gymnastics, dance and athletics.</p> <p>Healthy Lifestyle Awareness Understanding what being healthy means.</p> <p>Recognising the impact of exercise on the body.</p> <p>Making links between fitness components and performance.</p> <p>Participation and Competition Taking part fairly, following rules and respecting others.</p> <p>Developing resilience, teamwork and leadership skills.</p> <p>Recognising that PE is not just about winning but about effort, improvement and enjoyment.</p>

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Progression through the Threshold Concepts

	Movement Foundations (EYFS – KS1) <ul style="list-style-type: none">- Stability: Balancing in simple positions, holding still, beginning dynamic balance (walking along a line).- Locomotion: Basic travel skills — walking, running, hopping, skipping.- Object Control: Rolling, underarm throwing, simple catching, kicking a stationary ball.- Why it matters: Builds the physical literacy needed for all later sports and activities.
	Developing Control and Coordination (Lower KS2) <ul style="list-style-type: none">- Stability: Balancing while changing levels, combining balance with movement (gymnastic sequences).- Locomotion: More varied pathways, speed changes, dodging, linking movements smoothly.- Object Control: Throwing and catching with accuracy, striking with equipment, dribbling a ball.- Healthy Lifestyle Awareness: Beginning to recognise how exercise affects the body (heart rate, breathing).- Why it matters: Children start to combine skills, apply them in small-sided games and understand fitness.
	Application in Games and Performance (Upper KS2) <ul style="list-style-type: none">- Stability: Maintaining balance under pressure (defending, pivoting, landing safely).- Locomotion: Tactical movement — positioning, creating space, anticipating play.- Object Control: Applying skills in competitive contexts — passing, shooting, striking with precision.- Healthy Lifestyle Awareness: Linking fitness components (strength, stamina, flexibility) to performance.- Participation and Competition: Understanding rules, fairness, teamwork, leadership roles.- Why it matters: Pupils move from “learning skills” to “using skills” in purposeful, strategic ways.
	Lifelong Physical Literacy (End of Primary) <ul style="list-style-type: none">- Movement Mastery: Confidently combining stability, locomotion and object control across different activities.- Healthy Lifestyle Understanding: Recognising the importance of regular activity, rest and nutrition.- Social and Emotional Growth: Resilience, cooperation, respect and enjoyment of physical activity.- Community Engagement: Seeing PE as part of wider life — clubs, teams and active living.- Why it matters: Children leave primary school with the confidence and competence to stay active for life.

CURRICULUM NARRATIVE

Curriculum Intent

We aim to inspire and help children to develop physically, emotionally and socially, ensuring this is inclusive for all. We place the individual learners at the heart of practice with the ultimate goal of our pupils feeling valued, included, challenged and supported in their learning. We ensure that our pupils have the opportunity to discover and develop their physical potential by providing a broad range of activities. Our P.E. curriculum focuses on encouraging students to enjoy PE & school sport, have fun, be active for a sustained period of time and lead healthy, active lives.

We deliver a broad and balanced curriculum ensuring this is stimulating and innovative to ensure pupils become lifelong participants, as well as develop character and confidence. We are further committed to recognising the importance of PE & School Sport beyond the curriculum. We believe that providing opportunities for pupils to participate in extra-curricular activities and competitive sport creates an environment which embeds key, whole-school values such as Leadership, Organisation, Resilience, Independence and Communication, all of which are fully aligned to the National Curriculum.

P.E. in Early Years

Three to Five-Year-Olds' Physical Development; Gross Motor Skills

- Negotiate space and obstacles safely with consideration for themselves and others.
- Demonstrate strength, balance and co-ordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

P.E. in Key Stage 1:

- 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.
- Perform dances using simple movement.

P.E. in Key Stage 2:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns.
- Take part in outdoor, adventurous activity challenges both individually and within a team.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

CURRICULUM NARRATIVE

Curriculum Implementation

We are committed to delivering 2 hours of PE each week. We plan our sessions to cover a broad and full range of skills and activities in line with the National Curriculum. School is part of Stockton Schools' Sports Partnership which broadens opportunities for pupils to partake in a wider range of sport and physical activity.

In Early Years, pupils are given daily opportunities to develop fundamental movement skills and extend their balance, agility and coordination. Physical literacy development is implemented. Staff identify where core strength requires development and implement daily core exercises to develop areas of prone, supine and weight bearing.

In KS1, pupils are given opportunities to develop fundamental movement skills, mastering the basics of running, jumping, throwing and catching as well as further developing balancing, agility and coordination. They begin to develop teamwork through participation in small team games and develop skills which enable them to compete successfully and in a fair manner. Pupils are offered a broad range of experiences to understand how their bodies move through dance, gymnastics, athletics and games.

Throughout KS2, our pupils continue to develop and apply a broad range of movement skills incorporated into a variety of games. Pupils are offered the opportunity for both inter and intra-school competitions and sports festivals. All pupils are given equal opportunity and encouragement to represent school in competitions.

Leadership skills are developed through opportunities in lessons and as Play Leaders at breaktimes.

In addition to curriculum PE, we also strive to provide a variety of extra-curricular sporting activities. Pupils are also given opportunity to attend off- site sports as well as a residential experience. Mile a Day is undertaken by all classes to ensure all pupils have daily, dedicated physical activity. Children in Key Stage 2 attend swimming lessons in a local pool. They learn to swim 25 metres competently and confidently using a range of different strokes.

We teach in a way that children:

- have fun and experience success in sport
- can join in at their own level of development
- build and secure a range of skills
- develop good sporting attitudes
- understand basic rules
- experience positive competition
- learn in a safe environment

Assessment in PE is an ongoing process. Teachers make judgements about pupils' progress and attainment as they observe them throughout lessons.

Curriculum Impact

When pupils leave our school, they will be physically confident and resilient in ways which support their health and fitness. They will have developed their physical literacy whilst enhancing their enjoyment and knowledge of the subject, alongside learning how to co-operate and collaborate with others; work as part of a team; understand fairness and equality of play to embed life-long values. We strive for our pupils to achieve age-related expectations in PE and to have developed the physical skills necessary to enhance life-long fitness and life choices. They will have firm foundations in PE and are well-placed to make good progress at Key Stage 3.

SEND

Our PE Curriculum has been designed to be delivered to the whole class. However, the tasks are adapted by class teachers to meet the needs of individual children. To ensure pupils with SEND achieve well, they should be exposed to the same learning as their peers; however, the way they evidence their learning through the tasks can be adapted.

Through scaffolding, tasks can be adapted to ensure all learners can access and evidence the same threshold concepts and learning objectives as their non-SEND counterparts. Scaffolding strategies can include providing sentence starters, a writing frame, vocabulary banks, sorting and matching cards or visual prompts. Reactive or proactive adaptations can make the BHCET curriculum accessible and achievable for all.

Other strategies of adaptation are outlined through the EEF's Five-a-Day principles, which include explicit instruction, metacognitive strategies, flexible grouping and the use of technology.

Scaffolding

'Scaffolding' is a metaphor for temporary support that is removed when it is no longer required. Initially, a teacher would provide enough support so that pupils can successfully complete tasks that they could not do independently. This requires effective assessment to gain a precise understanding of the pupil's current capabilities.

Examples: Support could be visual, verbal, or written. Writing frames, partially completed examples, knowledge organisers, sentence starters can all be useful. Reminders of what equipment is needed for each lesson and classroom routines can be useful. Scaffolding discussion of texts: promoting prediction, questioning, clarification and summarising.

Explicit Instruction

Explicit instruction refers to a range of teacher-led approaches, focused on teacher demonstration followed by guided practice and independent practice. Explicit instruction is not just "teaching by telling" or "transmission teaching" One popular approach to explicit instruction is Rosenshine's 'Principles of Instruction'.

Examples: Worked examples with the teacher modelling self-regulation and thought processes is helpful. A teacher might teach a pupil a strategy for summarising a paragraph by initially 'thinking aloud' while identifying the topic of the paragraph to model this process to the pupil. They would then give the pupil the opportunity to practise this skill. Using visual aids and concrete examples promotes discussion and links in learning.

Cognitive and Metacognitive Strategies

Cognitive strategies are skills like memorisation techniques or subject-specific strategies like methods to solve problems in maths. Metacognitive strategies help pupils plan, monitor and evaluate their learning.

Examples: Chunking the task will support pupils with SEND. This may be through provision of checklists, instructions on a whiteboard or providing one question at a time which helps reduce distractions to avoid overloading working memory. Prompt sheets help pupils to evaluate their progress with ideas for further support.

Flexible Grouping

Flexible grouping describes when pupils are allocated to smaller groups based on the individual needs that they currently share with other pupils. Such groups can be formed for an explicit purpose and disbanded when that purpose is met.

Examples: Allocating temporary groups can allow teachers to set up opportunities for collaborative learning for example, to read and analyse source texts, complete graphic organisers, independently carry out a skill, remember a fact or understand a concept. Pre-teaching key vocabulary is a useful technique.

Use of Technology

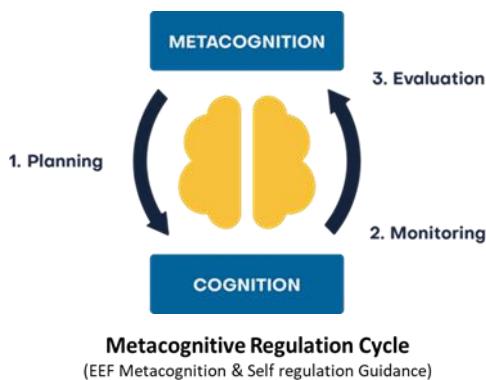
Technology can assist teacher modelling. Technology, as a method to provide feedback to pupils and/ or parents, can be effective, especially when the pupil can act on this feedback.

Examples: Use a visualiser to model worked examples. Technology applications, such as online quizzes, can prove effective. Speech-generating apps to enable note-taking and extended writing can be helpful.

Assessment

Assessment comprises two linked processes:

Formative Assessment provides Assessment **for Learning**, is a continuous process and an integral part of teaching and learning. Informal observations, dialogue/effective use of questioning, consolidation activities, low stakes quizzing, routine marking and pupil/peer assessment all contribute to the developing profile of progress. When pupils make changes and consider actions to their work based on the activity, they are 'self-regulating' their work. Self-regulating activities can be termed Assessment **as Learning**. Self-regulated learners are aware of their strengths and weaknesses and can motivate themselves to engage in and improve their learning. Pupils start by **planning** how to undertake a task, working on it while **monitoring** the strategy to check progress, then **evaluating** the overall success.



Summative Assessment provides Assessment **of Learning** and is a judgement of attainment at key points throughout the year using past knowledge to measure attainment and progress. Examples of this are standardised tests, tasks and end of term/annual assessments which include a sample of pupils' prior learning.

Assessment is a continuous process which is integral to teaching and learning and:

Enables an informed judgement to be made about a pupil's understanding, skills, attitude to learning and successful acquisition of knowledge as they move through the curriculum.

Incorporates a wide range of assessment techniques to be used in different contexts/purposes.

Is accompanied by **clear assessment criteria** that enable effective marking and feedback, give a reliable progress evaluation and demonstrate clearly what a pupil must do to improve.

Provides feedback recognising achievement and increasing pupil confidence/motivation.

Supports learning by making clear to pupils: what they are trying to achieve; what they have achieved; what the learning gaps and misconceptions are and what the next steps in learning are.

Allows regular subject-specific extended writing and access to high quality texts/reading.

Should be moderated and standardised to ensure **purposeful, meaningful and timely feedback**.

Includes feedback to pupils to help them understand what they need to improve, challenging them to achieve their target rather than a grade.

Allows leaders and staff to make timely adaptations to the curriculum.

