

**P.E. at Fender**

## Intent

Physical Education is essential to the development of the whole child, supporting not just physical health and fitness, but also social, emotional, and mental well-being. Our PE curriculum is designed to inspire all pupils to succeed and excel in competitive sport and other physically demanding activities, regardless of their background or ability.

We aim to provide a broad, balanced, and ambitious PE curriculum that nurtures enjoyment, promotes self-confidence, and builds resilience. Through carefully planned units, children develop fundamental skills such as agility, balance and coordination, progressing to more strategic and team-based activities as they move through school.

We encourage lifelong participation in physical activity by fostering a love of movement and sport from an early age. Children are given opportunities to explore a wide range of physical activities—including gymnastics, dance, athletics, swimming, games, and outdoor adventurous challenges.

Through regular, inclusive, and engaging PE lessons, we also teach children the importance of fair play, teamwork, leadership, and healthy competition, alongside understanding how to lead healthy, active lives.

We are committed to ensuring all children leave our school with the physical literacy, knowledge, and positive attitude they need to make informed choices about their physical and mental health, both now and in the future.

## Implementation

Our pedagogy is built around three key concepts:

1. Command of the Content / Excellent Subject Knowledge
2. Consistent Environment, Relationships and Routines
3. Cornerstones of Teaching & Learning (outlined beneath)

Core Knowledge	Oracy Rich Opportunities	Adaptive Practice
The core knowledge for each lesson is clear and explicit. This learning is broken down into clear steps.	Oracy elevates learning and offers the opportunity to promote disciplinary talk. Oracy is a feature of every lesson and is the outcome of at least one lesson per unit.	Learning is adapted carefully to meet the needs of all learners regardless of need or starting point.
Diverse & High-Quality Texts	Vocabulary	Revision & Assessment
Our curriculum is underpinned by diverse and high-quality texts that allow themselves to see themselves and others.	Vocabulary is explicitly taught and revised. This builds a bank of disciplinary vocabulary that is revised regularly	Assessment is ongoing and purposeful. Each lesson begins with a review of last week's learning. Each unit ends with a summative assessment.

Careers	Modelling	CPD
<p>Real life opportunities are woven into the curriculum including visits, trips and opportunities to look at careers within the subject.</p> <p>At our annual Careers' Festival, the subject is represented by professionals.</p>	<p>Modelling is one of our true cornerstones of teaching and learning. Whatever the task, high-quality modelling helps unlock student understanding.</p>	<p>Ongoing CPD for subject leaders, teachers and teaching assistants ensures fidelity to our pedagogy.</p>
Cultural Capital	Parental Involvement	Monitoring
<p>Children learn about significant events, people and places that bolster their knowledge of the world.</p> <p>This is supported through visitors, trips and visits, and strengthened through our careful curation of high-quality and diverse texts.</p>	<p>Parents are invited to share in the learning journey through our engaging road maps.</p> <p>Learning is shared routinely on Class Dojo.</p> <p>Parents are invited in for special occasions, events and celebrations.</p>	<p>Subjects are monitored routinely through book looks, learning walks, pupil voice and governor visits</p>
Impact		
<p>The impact of our PE curriculum is that children leave our school physically confident, resilient, and equipped with the skills, knowledge and attitudes needed to lead healthy, active lives.</p> <p>Through high-quality teaching and well-sequenced progression, children develop strong fundamental movement skills, improved coordination, and growing competence in a broad range of sports and physical activities. They understand the importance of physical activity for both physical and mental health, and many develop a lifelong love of sport and movement.</p> <p>Children demonstrate a clear understanding of teamwork, leadership, respect, and fair play. They learn how to win and lose graciously, how to support others, and how to set and achieve personal goals. Our inclusive approach ensures that all pupils, including those with SEND, make sustained progress and participate fully.</p> <p>The high levels of engagement in PE lessons, active break times, and extra-curricular clubs reflect children's enthusiasm for physical activity. Our pupils take pride in representing the school in sports competitions and demonstrate growing confidence and determination both on and off the field.</p> <p>Regular assessment and teacher observation show that pupils are meeting and often exceeding age-related expectations in physical education. By the time they leave our school, pupils have developed the physical literacy, teamwork skills, and understanding of healthy lifestyles needed to succeed in secondary school and beyond.</p>		

P.E. Long-Term Plan

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	Fundamental Skills	Fundamental Skills	Health & Fitness	Tag Rugby	Tennis	Tag Rugby	Health & Fitness
Autumn 2	Gymnastics (travelling / jumping)	Gymnastics (combining ways & travel)	Gymnastics	Gymnastics	Gymnastics	Gymnastics	Gymnastics
Spring 1	Gymnastics (balance / landing)	Dance	Dance	Dance	Dance	Dance	Dance
Spring 2	Dance - Making Shapes	Games	Games	Hockey	Football	Basketball	Netball
Summer 1	Dance - Short Sequences	Games	Games	Basketball	Tag Rugby	Cricket	Tennis
Summer 2	Fundamental Skills (Throwing & Catching)	Athletics	Athletics	Athletics OAA	Athletics OAA	Athletics OAA	Athletics OAA



# FENDER PRIMARY SCHOOL

Long Term Plan - Physical Education

## F2

A1: Fundamental Skills - travelling  
 A2: Gymnastics (travelling/jumping)  
 Sp1: Gymnastics (balance/landing)  
 Sp2: Dance - making shapes  
 S1: Dance (short sequence)  
 S2: Fundamental skills (throw & catch)



F2



## YEAR 1

A1: Fundamental Skills (throwing & catching)  
 A2: Gymnastics (combining ways & travel)  
 Sp1: Dance (creating short sequences)  
 Sp2 & S1: Games (teamwork/kicking a ball)  
 S2: Athletics (jumping/running)

1

## YEAR 2

A1: Health & Fitness - understanding why we exercise  
 A2: Gymnastics (developing basic shapes & feedback)  
 Sp1: Dance (create & explore body actions)  
 Sp2: Games (control over ball/bean bag)  
 S1: Games (dribbling/changing speed)  
 S2: Athletics (running/understanding pace)

2



## YEAR 3

A1: Tag Rugby (holding & passing with control)  
 A2: Gymnastics (consolidate lying & standing shapes/adapt travel)  
 Sp1: Dance (plan & choreograph a section)  
 Sp2: Hockey (dribbling & possession)  
 S1: Basketball (dribbling & ball handling)  
 S2: Athletics (improving jumping)  
 OAA: Simple map work & clear instructions.

3

## YEAR 4

A1: Tennis (holding the racket, backhand and forehand stroke)  
 A2: Gymnastics (use shapes in a sequence & travelling)  
 Sp1: Dance (understanding circus skills & key movement)  
 Sp2: Football (resilience, tactics & communication)  
 S1: Tag Rugby (improve accuracy of passing techniques & basic defending)  
 S2: Athletics (sprinting/pacing/throwing)  
 OAA: Using teamwork, giving clear instructions.

4

## YEAR 5

A1: Tag Rugby (running with the ball, attack & defence strategies)  
 A2: Gymnastics (range of shapes in sequence/perform a cartwheel safely)  
 Sp1: Dance (Olympics & traditional dance)  
 Sp2: Basketball (shielding/keeping possession)  
 S1: Cricket (throwing & catching, role of fielder and bowler)  
 S2: Athletics (long jump, triple jump, overarm throw)  
 OAA: Simple map work & clear instructions.

5

6

## YEAR 6

A1: Health & Fitness (improve cardiovascular endurance)  
 A2: Gymnastics (determination, controlled balance)  
 Sp1: Dance (improve quality of dance)  
 Sp2: Netball (perform range of dodges & movements)  
 S1: Tennis (perform a serve & demonstrate tactics)  
 S2: Athletics (develop pace over different distances)  
 OAA: Communicate effectively & give instructions.



## Swimming

Years 4, 5 and 6 go swimming every year - 1hr a day across the week.



## Voice 21

Oracy skills are embedded throughout the PE curriculum - children have to communicate in a team and evaluate their choices.

Progression Map

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<a href="#"><u>P.E. Edsential Progression Document</u></a>							

Vocabulary

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
run, jump, throw, catch, balance, move, roll, stretch, curl, climb, slow, fast, dance, spin, sway, stomp, skip, freeze, hop, step, bounce, aim, kick, track, pass, team, share, wait, turn, space, control, safe, careful, listen, follow, try	walk, jog, sprint, leap, bend, twist, balance, point, stretch, shape, still, travel, bounce, dribble, roll, aim, target, space, partner, team, pass, stop, listen, signal, jump, land, soft, high, far, fast, turn, swing, throw, catch, skip, hop	agility, coordination, reaction, posture, mirror, rhythm, routine, direction, pattern, levels, speed, energy, defend, attack, tactic, mark, dodge, rule, play, safe, teamwork, support, share, communicate, chest, bounce,	stance, power, sprint, stride, aim, control, routine, sequence, balance, transition, shape, tension, pass, intercept, mark, space, support, strategy, dodge, strike, dribble, goal, defend, shoot, team, track, pace, distance, lap, baton, relay, field, technique,	explore, develop, refine, compete, challenge, obstacle, route, trail, map, compass, cooperate, instruct, react, feint, press, zone, zone, rebound, possession, link, fluency, force, focus, repeat, flex, extend, posture, lift, base, partner,	officiate, tactic, formation, transition, evaluate, feedback, compose, choreograph, motif, phrasing, structure, control, adjust, accuracy, improvement, endurance, pulse, pace, strategy, feint, press, block, attack, retreat, travel, judge, start,	analyse, technique, precision, leadership, decision, responsibility, sequence, canon, unison, formation, contrast, variation, officiate, fair, rules, integrity, tactics, shape, fielding, batting, retrieve, relay,

		overhead, underarm, side-step, relay, finish, rest, effort, score, practise, improve	accuracy, compete, evaluate	unison, contrast, dynamics, expression, rhythm, theme	finish, rhythm, push, pull, rotation, projection, combine, synchronise	zone, react, orientate, checkpoint, navigate, resilience, reflection, strategy, stamina, coordination, warm-up, cool-down, progression, stretch
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## National Curriculum – P.E.

### Purpose of study

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

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

### Subject Content

#### Key Stage 1

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.

They 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.

Pupils should be taught to:

- 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 patterns

## Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other.

They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate (e.g. 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 (e.g. through athletics and gymnastics)
- perform dances using a range of movement patterns
- 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

### Swimming and Water Safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
- perform safe self-rescue in different water-based situations

## P.E. Lesson Structure

### **Revision & Recap**

Teacher revisits learning from last week, last term and last year.  
Absent children from the previous week/lesson find out the core learning from last week.

### **Vocabulary / Oracy**

Vocabulary is explicitly taught using oracy-rich strategies.

### **Explicit Teaching of New Knowledge**

Teacher uses the road map to place new learning in the context of the unit.  
Teacher uses core principles of our Fender Pedagogy to teach new core knowledge from that week.

### **Independence**

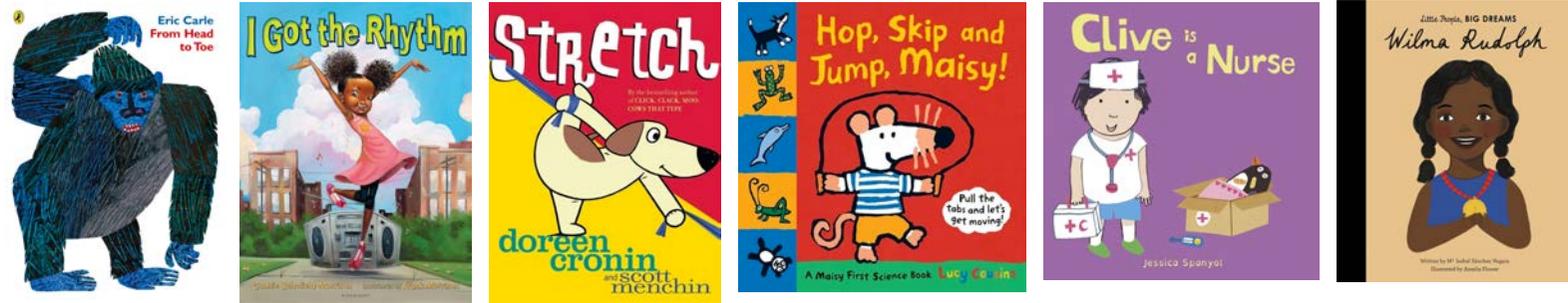
Children practice and develop their knowledge, through application of a historical skill in their independent (or group) work.  
This could be written or orally recorded, dependent on the knowledge, skill and task of that lesson.

### **Review...Revise...Reflect...Where Next?**

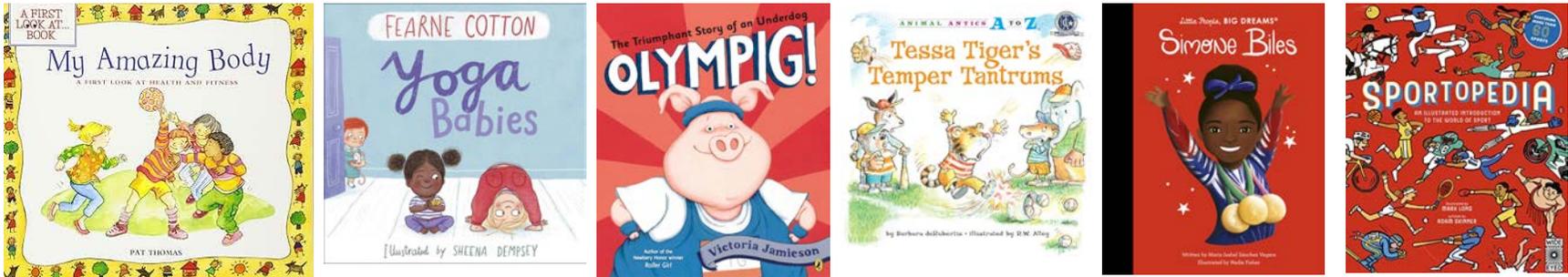
Teacher to make explicit the core knowledge from that lesson - three core facts!  
Revise that lesson's taught vocabulary  
Use the road map to look ahead - where does this knowledge take us next?

Fender Primary  
P.E. Reading Spine

EYFS



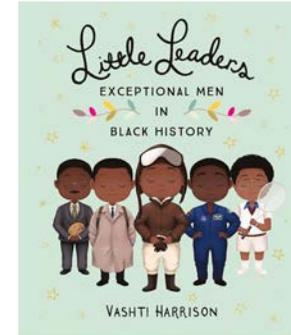
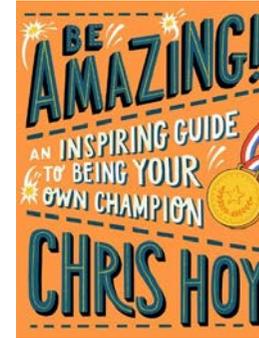
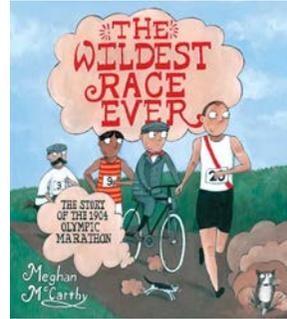
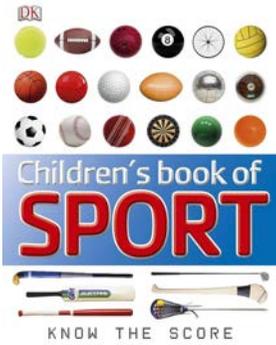
Year 1



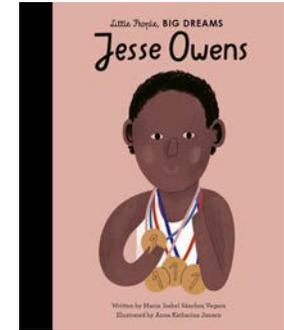
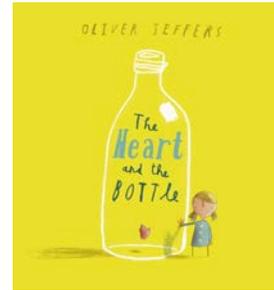
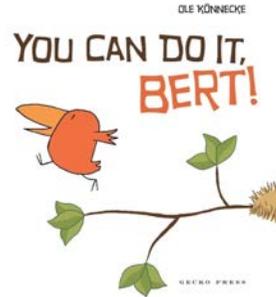
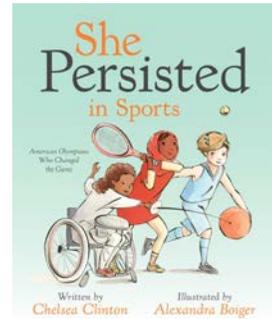
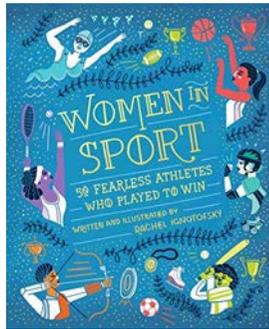
Year 2



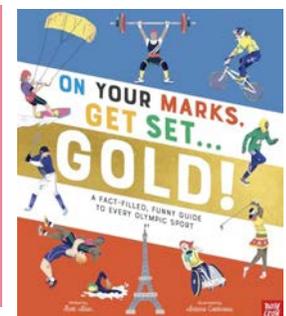
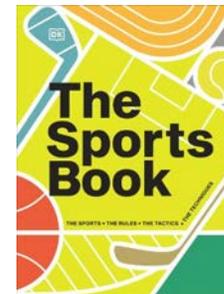
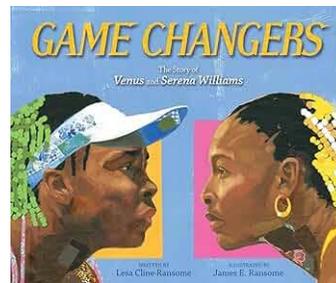
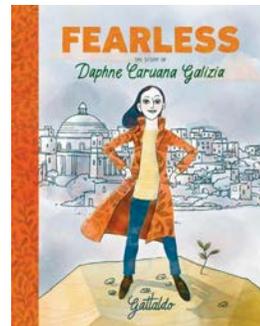
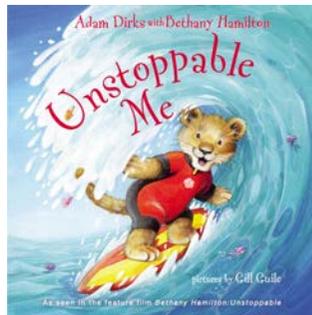
Year 3



Year 4



Year 5



Year 6

