

PE Curriculum Intent Overview - Vision

At Marshbrook First School, we want our pupils to lead a healthy and active lifestyle to maintain both physical and mental well-being and to develop a love of sport for pleasure and enjoyment as they continue their journey through life. We intend this to be done by our PE curriculum which has recently been updated to include a wide provision of dance, gymnastics, games, athletics, swimming and Forest School. We intend to continue to extend our Physical Education through lunchtime play and activities led by sports coaches, after-school clubs and by taking our pupils to competitions and festivals including, cross country, dance, athletics, cricket and football.

PE Curriculum Implementation Overview

Snapshot of pedagogy across the school -informed by lesson monitoring and observations and pupil voice

Whole school

The PE leader works closely with staff to support planning, teaching and assessment and has recently delivered training of the new planning.

PE lessons happen in the school hall, outside on the playground and field and in the forest as well as at the local leisure centre swimming pool for our Key Stage 2 children and in the wider community at other schools, leisure centres and stadiums.

In EYFS

Children do PE as part of one of their seven Early Learning Goals.

In Key Stage One and Two

PE teaching is a mixture of a sequence of lessons and ensuring that each strand of PE is balanced throughout the academic year to include dance, gymnastics, games, athletics, swimming and Forest School. Teaching is sequenced so that children can acquire the knowledge and vocabulary to carry out physical activity and then rehearse the skills needed in EYFS and Key Stage 1 to then allow them to play team games, carry out a routine or achieve a swimming distance and in Forest School be able to develop confidence

Pupil Voice on 7th January 2025

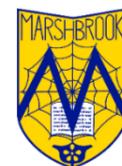
Pupil voice showed that children can confidently say what PE they do in lessons and at lunchtime, after school and through inter and intra competitions. They had a strong key vocabulary and could say how they knew they were being successful in the lessons. They also identified new sports and skills in games that they would like to gain through our new PE planning to help teacher inform future lessons.



Marshbrook First School

Physical Education Curriculum

2024 - 2025



Key Notes from Last Inspection on 6th July 2022

- There are inconsistencies in how subject leaders monitor the effectiveness of the curriculum implementation.
- This means that sometimes subject leaders are unable to identify and address the specific aspects in the areas they lead on that need to be improved.
- Leaders should ensure that all subject leaders are able to carry out their roles more effectively so that they are able to further improve the quality of education that pupils receive.
- Subject leaders have the right knowledge and experience to be able to lead their subjects well.
- They do have opportunities to find out how well their subjects are being implemented. However, these opportunities are not always organised well enough for them to build a complete picture of what is going well and what needs to get better.

PE Curriculum Impact Overview

Snapshot of positive outcomes across the school - informed by first-hand evidence gathering.

Children generally are engaged in lessons and seem to enjoy PE.

The majority of children meet end of year expectations in PE. Children can talk about physical activities confidently and knowledgeably.

Inclusion is a strength as all children access PE regardless of ability, SEN, gender or ethnicity and PE is adapted accordingly. Our VI children have taken part in dance festivals and cross-country competition and our SEN children take part in competitive events where they show strengths.

We take part in a wide variety of competitions as outlined below.

PE Events & Enrichment Opportunities

At Marshbrook First School, we take part in a number of competitive events in the community against other schools in which we are successful. These include cross-country, dance, cricket, football and athletics and children are offered after school clubs in football and multi-sports. Games and sport activities are offered at lunchtime as well and our mile a day track enables movement breaks.

Snapshot of expectations by year group - see progression maps for more detail and information.

Reception	Year 1	Year 2	Year 3	Year 4
Reception children revise fundamental movements skills, develop body-strength and co-ordination alongside balance and agility. They also develop a range of ball skills, take part in dancing, gymnastics and Forest School.	In Year 1 children learn the skills of dance, gymnastics, games (invasion, net and wall, striking and fielding), Athletics and Forest School.	In Year 2 children learn the skills of dance, gymnastics, games (invasion, net and wall, striking and fielding), Athletics and Forest School and start to play small sided games.	In Year 3 children learn to play sports in teams applying skills taught in KS1 to include dance, gymnastics, games (invasion, net and wall, striking and fielding), Athletics and Forest School and go swimming for half a term.	In Year 4 children learn to play sports in teams applying skills taught in KS1 to include dance, gymnastics, games (invasion, net and wall, striking and fielding), Athletics and Forest School and go swimming for half a term.

Data headlines - Spring 2025

	Year 1	Year 2	Year 3	Year 4
Working below Age Related Expectations	17%	4%	13%	14%
Work at Age Related Expectations	83%	96%	87%	81%
Working at Greater Depth	0%	0%	0%	5%

Overall, most children are on track to achieve Age Related Expectations by the end of the year. In Summer, we aim to identify children who have the potential to be working at Greater Depth and ensure that these children are appropriately challenged to meet the criteria of this.