PE Curriculum
St Marys Junior School
Intent Statement

At St Mary's Junior School, our Physical Education curriculum aims to inspire every child to develop confidence, enjoyment and a lifelong engagement with physical activity. Our approach places inclusion at the heart of PE, ensuring that all pupils – regardless of ability, confidence or background – have opportunities to participate, succeed and represent the school in sport and physical activity.

We believe that every child should experience success in PE. Through a broad and progressive curriculum including games, gymnastics, dance, athletics and outdoor and adventurous activities, pupils develop fundamental movement skills, teamwork, resilience and self-belief. Children are encouraged to challenge themselves, support others and demonstrate positive sportsmanship.

We prioritise inclusive participation in competitions and festivals, ensuring that as many pupils as possible can represent the school. Alongside skill development, we aim to promote physical wellbeing, leadership and a positive attitude towards healthy active lifestyles.

Subject Concepts	Disciplinary Learning	Curriculum Enrichment
• Movement – developing agility, balance and coordination • Control – controlling body movements and equipment • Strategy – applying tactics and decision making in games • Performance – improving technique and evaluating performance • Health & Fitness – understanding the importance of active lifestyles • Teamwork & Respect – collaborating, communicating and demonstrating sportsmanship • Inclusion – ensuring all pupils feel valued and able to participate	• Evaluating and improving performance • Applying tactics in competitive and cooperative situations • Developing resilience and perseverance • Working collaboratively and communicating effectively • Reflecting on personal progress and setting goals	• Inter-school competitions with inclusive selection opportunities • Sports festivals and participation events • After-school sports clubs • Sports leaders and pupil leadership opportunities • Whole school sporting events such as Sports Day • Opportunities for all pupils to represent the school

Topic	Enquiry Question	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Autumn 1 – Fundamental Skills	How can we move with control and confidence?	Develop agility, balance and coordination through fun games and activities.	Basic movement skills from KS1.	agility, balance, coordination, control	Movement, Control, Inclusion
Autumn 2 – Gymnastics	How can we control our bodies when balancing and travelling?	Create simple sequences using balances, rolls and travelling actions.	Basic body control.	balance, roll, travel, sequence	Movement, Performance
Spring 1 – Invasion Games	How can we work together to score goals?	Passing, moving into space and simple team tactics.	Simple team games.	attack, defend, pass, space	Strategy, Teamwork
Spring 2 – Dance	How can we express ideas through movement?	Create and perform short dance sequences.	Basic rhythm activities.	rhythm, timing, sequence	Performance
Summer 1 – Athletics	How can we improve our running, jumping and throwing?	Develop basic athletic techniques and measure improvement.	Running and jumping.	sprint, jump, throw, distance	Health & Fitness
Summer 2 – OAA	How can we solve problems as a team?	Work collaboratively to complete challenges and build teamwork.	Basic cooperation.	teamwork, challenge, communication	Teamwork, Inclusion
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Autumn 1 – Invasion Games	How can we create space in games?	Develop attacking and defending strategies.	Basic invasion games.	possession, space, support	Strategy
Autumn 2 – Gymnastics	How can we link movements smoothly?	Develop more complex sequences with control.	Simple sequences.	sequence, extension, control	Movement
Spring 1 – Net & Wall	How can we keep a rally going?	Improve striking and returning skills.	Throwing and catching.	rally, serve, return	Control
Spring 2 – Dance	How can we perform movements with expression?	Perform choreographed sequences with confidence.	Simple dance sequences.	expression, timing, formation	Performance
Summer 1 – Athletics	How can we improve our personal best?	Measure and improve athletic performance.	Basic athletics skills.	pace, stamina, technique	Health & Fitness
Summer 2 – OAA	How can teamwork help solve challenges?	Develop communication and leadership in activities.	Team challenges.	leadership, cooperation	Teamwork

Topic	Enquiry Question	Key Learning Goals	Prior Knowledge	Vocabulary	Subject Concepts
Autumn 1 – Invasion Games	How can tactics help us succeed in games?	Use strategies to attack and defend effectively.	Team games experience.	tactics, marking, intercept	Strategy
Autumn 2 – Gymnastics	How can we perform fluent sequences?	Combine movements smoothly with control.	Gymnastics basics.	transition, fluency, control	Performance
Spring 1 – Net & Wall	How can we place the ball to score points?	Use placement and positioning in games.	Net game basics.	placement, positioning	Strategy
Spring 2 – Dance	How can we choreograph a group performance?	Work collaboratively to design a dance routine.	Dance experience.	choreography, formation	Performance
Summer 1 – Athletics	How can we refine our technique?	Improve sprinting, jumping and throwing technique.	Athletics experience.	stride, power, endurance	Health & Fitness
Summer 2 – OAA	How can leadership help teams succeed?	Develop leadership and teamwork skills.	Teamwork activities.	leadership, navigation	Teamwork
Topic	**Enquiry Question**	**Key Learning Goals**	**Prior Knowledge**	**Vocabulary**	**Subject Concepts**
Autumn 1 – Invasion Games	How can we apply tactics in competitive games?	Use advanced tactics and teamwork.	Game strategies.	formation, marking, tactics	Strategy
Autumn 2 – Gymnastics	How can we perform polished routines?	Perform complex sequences with control.	Advanced sequences.	precision, flow	Performance
Spring 1 – Net & Wall	How can we adapt tactics during a game?	Respond to opponents and adapt strategy.	Net game experience.	strategy, placement	Strategy
Spring 2 – Dance	How can we perform expressive choreography?	Perform polished dance routines as a group.	Dance skills.	dynamics, choreography	Performance
Summer 1 – Athletics	How can we achieve our personal best?	Apply techniques to improve measurable performance.	Athletics skills.	stamina, pace	Health & Fitness
Summer 2 – OAA	How can collaboration solve complex challenges?	Use teamwork and leadership in outdoor challenges.	OAA basics.	collaboration, strategy	Teamwork, Inclusion

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PE Curriculum

St Marys Junior School - *Intent Statement*

SEND in PE - At St Mary's, we believe that all learners should primarily access the first quality teaching and be immersed in class discussions during lessons. Therefore, SEND learners access the same learning as all other children but will be given further support, adapted outcomes and a tailored approach to suit each individual's needs. We need to be ambitious in what our SEND children can achieve.

SEND IN PE at St Mary's Junior School

Strategies for supporting pupils with SEND/EAL

- **A spiral curriculum (revisit and revise)** – At the start of your lesson, you should revisit the vocabulary and key facts you have learnt. Reinforcing the expected outcome so they have a clear idea of their journey.
- **Pictorial guidance** (where applicable) – enabling children to take responsibility for their own learning, building their confidence (not being held back by their ability to read and write).
- **Staff and peer support** – using support staff in PE to support children in accessing the learning.
- **Check in** – Try to spend a few minutes with these children, discussing what they do understand and getting them to explain what they want to achieve by the end of their learning.
- PE is child centred at St Mary's and each child will work at their own individual level within every lesson which can be repeated year on year to reinforce learning and break progress down in manageable steps or progress within lessons in order not to limit those who have the ability.
- **Pre teach vocabulary**
- Instructions broken down into manageable chunks and displayed in all lessons to refer to – access to printed step by step instructions to support understanding and clear adaptations along with separate guidance for any children with disabilities.
- **Using the STEP principle** in all lessons where appropriate to support and extend learning:
    - **Space**: increase or decrease space as appropriate.
    - **Task**: adapt the task to suit the needs of individual pupils
    - **Equipment**: adapt, exchange, place the equipment e.g. different size, shape or textured balls, larger or smaller rackets/bats etc.
    - **People**: How you group or pair pupils and adult support

Please see attached document on strategies to support pupils with SEND.

Substantive Knowledge in PE

Based on deliberate practice and development of specific skills that can be used in a variety of disciplines, sports and games e.g.:

- Running, jumping, throwing and catching
- Tactics within a team game (strategies for attacking and defending)
- Being able to perform specific actions, balances and movements in line with year group expectations
- Being able to swim confidently and competently over 25 metres
- Being able to perform a safe self-rescue in water.

Disciplinary Knowledge in PE

Comes through opportunities for the children to choose and apply their own actions, balances, movements and skills. Once they have mastered the specific skills, they have opportunities to apply these within sports and games and therefore have to choose different strategies and the best way to approach different challenges. As they move through school, their skills and knowledge around tactics become more complex and they have to work collaboratively to make decisions. There are lots of opportunities for the children to evaluate their performances and reflect on how they will improve next time.

All Real PE lessons are structured with explicit teaching of substantive knowledge followed by the application of the disciplinary knowledge.

Individual Need	Here's how we support everyone...
Attention Deficit Hyperactivity Disorder	• Praise positive behaviour at each step to encourage high self-esteem. • Ensure clear instructions are given throughout the lesson. • Provide time limited learning breaks. • Ensure step by step instructions are given, so each child knows what part of the lesson they are working on. • Provide additional time for pupils to express their ideas before the lesson with a pre-teach where appropriate • Provide equipment when necessary to avoid distractions during teacher input.
Anxiety	• Ensure the child knows the support available on offer before the lesson begins. • Provide lots of opportunities to ask questions to clarify thinking and ideas during the lesson. • Teach problem solving before the lesson, and strategies to overcome problems that might be faced. • Model how to use equipment before setting the work. • Allow time out opportunities.
Autism Spectrum Disorder	• Use a visual timetable so the child knows what is happening at each stage of the session/day. • Understand if the child is hypo-sensitive or hypersensitive and how they will manage the sensory work you are asking them to partake in, providing electronic alternative programmes where needed. • Avoid changing partners. • Ensure outcomes are clear, with a clear end point to the lesson, so children know when they have reached this. • Use simple, specific instructions that are clear to understand. • Understand your student's skills and where their starting place is.

Individual Need	Here's how we support everyone...
Dyscalculia	• Provide concrete resources. • Ensure the child knows the support available on offer before the lesson begins.
Dyslexia	• Use simple, specific instructions that are clear to understand. • Pre-teach vocabulary linked to PE that will help the child to succeed in the lessons. • Differentiate the Learning Intention so that the child understands what is being asked of them.
Dyspraxia	• Make the most of large spaces before starting projects. • Ensure the tools you are using are accessible to the child. Provide a lesson breakdown, with a clear end, a tick list might be beneficial. • Provide an equipment list, words, or visuals, with the tools and materials that are needed during the lesson. • Model how to use equipment before setting the work.
Hearing Impairment	• Pre-teach vocabulary linked to PE that will help the child to succeed in the lessons. • Make sure instructions are clear and concise, in case the child lip reads, and in case of an emergency. • Give class instructions near to the child. • Provide sign language visuals where possible.
Toileting Issues	• Encourage children to use the toilet before starting work.

Individual Need	Here's how we support everyone...
Cognition and Learning Challenges	• Use visuals to break each stage of the lesson down into clear, manageable tasks. • Use language that is understood by the child, or take the time to pre-teach language concepts. • Provide resource lists with visuals so children know what resources they need for an activity and can begin to access these independently. • Model how to use Equipment before setting the work. • Physically demonstrate the lesson and the expectations. • Support children with their organisation in the lesson and model this where possible, before the lesson begins.
Speech, Language & Communication Needs	• Provide instructions that are clear, concise and match the language of the child, delivering these instructions slowly. • Use a visual timetable where necessary. • Use visuals on resource lists. • Use visuals on resource boxes so children know which one to access. • Encourage evaluations to be done using pictures and child's voice where possible and then recorded by an adult.
Tourette Syndrome	• Provide short, simple, clear instructions. • Try and keep the children calm in a lesson although PE can be exciting, as this can lead to a tic. • Place resources at a safe distance especially if tics are happening at the time of the lesson.
Experienced Trauma	• Provide opportunities to be curious and explore the tools and resources that children will use.

Individual Need	Here's how we support everyone...
	• Use simple, specific instructions that are clear to understand, and deliver these slowly. • Before the lesson, come up with strategies for if difficulties occur during the lesson, and ways these can be overcome.
Visual Impairment	• Use the STEP method to adapt the activity. • Make sure resources are well organised and not cluttered. • Ensure the child is positioned in a well-lit space before beginning an activity. • When writing, provide thicker, dark pencils to write with. • Make sure students wear glasses if prescribed, so they don't strain their eyes.