

**Miers Court  
Primary School**

# Physical Education

At Mierscourt, our PE curriculum is designed to inspire all pupils to lead active, healthy and confident lives.

We aim to provide high-quality physical education that develops fundamental movement skills, promotes teamwork and resilience, and encourages children to recognise the value of physical activity for both their physical and mental wellbeing.

Through engaging lessons and varied sporting experiences, we ensure every child feels supported, challenged, and successful.

Healthy Living curriculum comprises of:

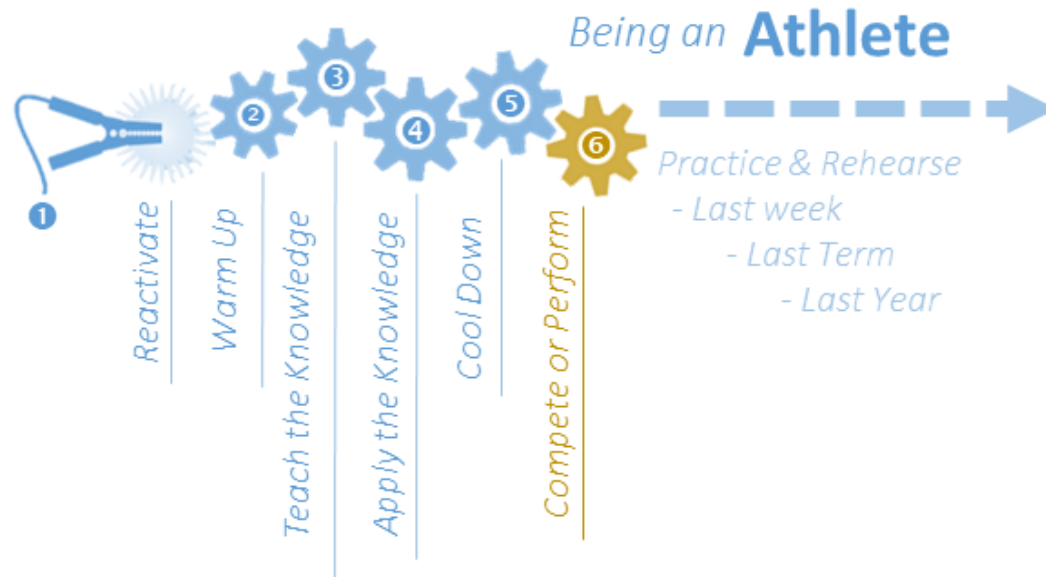
- PE
- PHSE

## Shining Bright, Aiming High

Our Miers Court curriculum underpins our school values in the following way:

<b>Self-belief</b>	We encourage all pupils to recognise their growing physical abilities, understand the impact of making healthy choices, and believe in their potential to improve and succeed.
<b>Togetherness</b>	PE provides opportunities for teamwork, cooperation and respect. Children learn to support one another, communicate effectively, and celebrate the achievements of others.
<b>Aspiration</b>	Through exposure to a range of sports and physical challenges, pupils broaden their ambitions and develop an understanding of how perseverance and practice can lead to future success
<b>Resilience</b>	We promote a growth mindset in PE, helping children to respond positively to challenges, learn from mistakes, and keep trying even when activities feel demanding.
<b>Success</b>	Our curriculum enables pupils to experience success in many forms—personal improvement, team achievements, skill development—and understand their place as active, healthy contributors to the world around them.

## How Do We Teach **Physical Education**?



To support the subject knowledge of PE, the scheme 'Get Set 4 PE' is used. In the scheme there are resources and presentations which can be used to support the teaching of PE.

The Teaching of PE follows a specific routemap which builds up the knowledge of their unit in small steps.

### 1. **Reactivate prior learning**

This section is reminding the pupils learning from the previous session and also linking to the previous years. The use of the Get Set 4 PE can be used to show the pupils the knowledge which is going to be learnt.

### 2. **Warm up**

The warm-up needs to get the pupils body ready for the learning. The warm-up needs to be based around team games not only to engage the children in a warmup but also to encourage team work and participation with one another. There are links to the body and how they have been effected by the exercise.

### **3. Teach the knowledge**

The teaching of the knowledge or technique need to be carefully modelled in the 'I do - We do - You do- approach. Those who find modelling specific techniques tricky can either use the videos which are part of the Get Set 4 PE scheme or children in the class which they know are talented in that area.

### **4. Apply the knowledge**

The knowledge which the children have been learning will be developed and practiced through a focused activity. This will be linked to the area of PE studying and enable the pupil to practice and refine their skills.

### **5. Cool Down**

At the end of the session, the children will have the opportunity to have a cool down so that they can lower their heart rates and breathing rates.

### **6. Compete or Perform**

At the end of the unit, the pupils will have an opportunity to take part in a small sides game or performance where the pupils will work together in bringing their learning together. If possible, the children will have an audience or chance to share their performance with others through video or photos.

## How Do We Adapt Learning To Support Pupils In **Physical Education**?

### Non-Negotiables that need to be in place in all lessons/classrooms when teaching Physical Education

1. Dual-coded displays/resources available to all pupils
2. Ensure outcomes are either open-ended or pupils have a choice of how to present their work within that objective
3. All pupils are given a means of expressing their views and opinions, whether written, recorded, drawn etc.

### Cognition and Learning

#### Subject Challenges

Accessing of learning due to poor literacy or cognitive skills

Children may struggle to remember information/facts/previous learning

#### Provision for SEND

Key words displayed  
Use of shorter/less complex sentences in resources given  
Writing frames where possible

Lots of retrieval opportunities and reinforcement  
Clear differentiation  
Apply new vocab into lots of different contexts - pre teaching vocab

Physical warm ups to recall previous learning

### Communication and Interaction

#### Subject Challenges

Children may struggle to communicate their view and express opinions in PE sessions

Language difficulties may make chn unable to access learning

#### Provision for SEND

Ensure modelling and sentence stems are used e.g. I enjoyed their gymnastic performance because...Next time they need to improve...  
Allow children to discuss their answer this a partner first to allow processing time  
Provide alternative ways of expressing views e.g. written on a white board

Ensure any written information is explained verbally too  
Use of simple instructions - small steps with modelling  
Visual aids and dual coding  
Video's and modelling to demonstrate key skills

## Physical and sensory

### Subject Challenges

Children with visual impairment may find it difficult to see IWB or resources provided

Recording information may be difficult

Children with fine motor or gross motor difficulties may find it difficult to use specific PE equipment

Children who might not be able access some PE equipment

### Provision for SEND

Provide multi-sensory resources and ensure those with visual difficulties have visual verbally described

Provide additional ways to record info(video/ICT etc)

Addressing individual needs on a lesson by lesson basis - those with PD - how can you ensure they are included in the lesson based on their ability? Ensure alternative equipment or support is provided e.g. space for their walker between benches

## Social Emotional and Mental Health

### Subject Challenges

Children who struggle in PE may become upset/angry/withdrawn particularly in subject areas they find more difficult

Many aspects of PE consist of group work - some children may struggle to manage in these scenarios

### Provision for SEND

Ensure children know in advanced what the key areas of the lesson will be

Provide chn with jobs e.g. supporting groups, judging, identifying mistakes etc to boost their confidence

Have clear expectations of group work  
Carefully consider groupings  
Reduce group sizes if necessary to reduce sense of overwhelm

## How is **Physical Education** Sequenced Throughout The School?

The PE knowledge for the pupil is sequenced to build up not only in year but also in ?? key themes over each year.



### **Movement & Dance**



### **Competitive Games**



### **Outdoor Adventurous Activities (OAA)**

Key Theme 1  
**Movement & Dance**

Key Theme 2  
**Competitive Games**

Key Theme 3  
**OAA (& Swimming)**

<b>R</b>	Gymnastics Dance Balance bikes	Fundamentals Ball skills Playground games	Scavenger/ treasure hunts
<b>1</b>	Gymnastics Dance	Rounders Tag Rugby Football Tennis Kwick Cricket Athletics	
<b>2</b>	Dance Gymnastics Yoga	Tag rugby Football (ball skills) Rounders Striking and fielding games Net and wall games Sending and receiving	Team building
<b>3</b>	Dance Gymnastics	Athletics Ball Skills Dodgeball Rounders Basketball Football Golf Tennis Tag rugby	



4	Yoga Dance Gymnastics	Tri Golf Football Tag rugby Tennis Basketball Athletics	OAA Swimming
5	Gymnastics Dance	Hockey Rugby Fitness Basketball Football Rounders Quick Cricket Athletics	Swimming OAA
6	Gymnastics Dance	Rugby Football Tennis Athletics Rounders Cricket Dodgeball	Swimming

## How is **Physical Education** Sequenced Over The Year?

These are delivered in the following Terms.

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>R</b>	Balance bikes	Fundamental (Playground games)	Dance	Gymnastics	Athletics	PE coach Ball skills
<b>1</b>	Gymnastics  Rounders Throw & Catch	Dance  Tag Rugby	Gymnastics  Football	Dance  Tennis	Gymnastics  <b>Kwick Cricket</b>	Dance  Athletics
<b>2</b>	Dance  Invasion games	Yoga  Ball skills	Yoga  <b>Sending and receiving</b>	Team building  Target games	Gymnastics  Striking and fielding	Athletics  Net and wall games
<b>3</b>	Tri golf  Tennis	Dodgeball  <b>Football</b>	Multiskills  Hockey	Ball skills  Basketball	Gymnastics  Tag Rugby Kwik Cricket	Athletics  Rounders
<b>4</b>	Multiskills  Tri golf	Yoga  Tag rugby	Gymnastics  OAA	Dance  <b>Tennis</b>	Swimming Athletics  Basketball	Swimming Athletics  Rounders

5	Gymnastics	Fitness	Swimming	Swimming	Athletics	OAA
	Tag Rugby	Hockey	Dance Basketball	Dance Football	Kwik cricket	Rounders
6	Swimming Yoga	Swimming Yoga	Gymnastics	Dance	Dodgeball	<b>Athletics</b>
	Tag Rugby	Netball	Football	Tennis	Cricket	Rounders

	Movement	Dance	Competitive Games	Generic	OAA	Evaluation
R	<p>R.1.I am beginning to negotiate space safely.</p> <p>R.2.I am beginning to use movement skills with developing strength, balance and co-ordination showing increasing control and grace.</p> <p>R.3.I am beginning to use ball skills with developing competency and accuracy.</p>	<p>R.5. I am beginning to combine movements, selecting actions in response to the task.</p> <p>R.6 I am beginning to use and remember sequences and patterns of movements which are related to music and rhythm.</p>	<p>R.8 I am beginning to throw a ball with some accuracy towards a target.</p> <p>R.9 I am beginning to play games using a variety of equipment.</p> <p>R.10 I am beginning to negotiate space safely with consideration for others and myself.</p>	<p>R.16 I am beginning to play co-operatively, take turns and encourage others.</p> <p>R.17 I am beginning to understand rules and explain why it is important to follow them.</p> <p>R.18 I am beginning to play games honestly with</p>		<p>R.19 I am beginning to show respect towards others when providing feedback</p>

	R.4.I am developing the ability to confidently and safely use a range of large and small apparatus.	R.7I am beginning to copy, create and repeat short sequences. .	R.11 I am beginning to learn rules and how to score. R.12 I am beginning to catch a ball with two hands. R.13 I am beginning to roll and throw a ball with some accuracy towards a target. R.14 I am beginning to throw with some accuracy towards a target. R.15 I am beginning to use proper technique when jumping and running.	consideration for the rules. .		
1	1.1 I am beginning to catch with two hands. 1.2 I am beginning to use different	1.4 I am beginning to use counts. 1.5 I am beginning to copy, remember and repeat	1.9 I am beginning to hit a ball using a racket. 1.10 I am beginning to throw	1.20 I am beginning to understand how to score points.		1.23 I am beginning to understand rules and explain why it is important to follow them.

<p>parts of the body in isolation and together.</p> <p>1.3I am beginning to dribble a ball with my hands and feet.</p>	<p>actions. 1.6 I am beginning to use different parts of the body in isolation and together.</p> <p>1.7 I am beginning to choose appropriate movements for different dance ideas</p> <p>1.8 I am beginning to show a sense of dynamic and expressive qualities in my dance.</p>	<p>a ball to land over the net and into the court area.</p> <p>I am beginning to roll and throw a ball to a partner.</p> <p>1.11 I am beginning to recognise space when playing games.</p> <p>1.12 I am beginning to move to stay with another player when defending.</p> <p>1.13I am beginning to understand when I am a defender and when I am an attacker.</p> <p>1.14 I am beginning to track a ball that is coming towards me.</p> <p>1.15 I am beginning to hit a</p>	<p>1.21 I am beginning to show honesty and fair play.</p> <p>1.22 I am beginning to apply simple tactics</p>		
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			<p>ball using my hand.</p> <p>1.16 I am beginning to roll a ball towards a target.</p> <p>1.17 I am beginning to throw with some accuracy towards a target.</p> <p>1.18 I am beginning to understand the difference between a jump, a leap, and a hop and can choose which allows me to jump furthest.</p> <p>1.19 I am beginning to run at different speeds.</p>			
2	2.1.I am developing hopping and jumping movements with some balance and control.	2.4 .I am beginning to copy, remember, repeat and create dance phrases.	<p>2.7 I am beginning to defend space on my court using the ready position.</p> <p>2.8 I am beginning to hit a ball over</p>	2.19 I am beginning to describe how my body feels during exercise.		2.22 I am beginning to play games honestly with consideration for the rules.

<p>2.2.I am beginning to perform basic gymnastics actions with some control and balance.</p> <p>2.3.I am beginning to work safely with others and apparatus.</p>	<p>2.5.I am beginning to use counts to stay in time with the music.</p> <p>a. I am beginning to work with a partner using mirroring and unison in our actions.</p> <p>2.6 .I am beginning to show confidence when performing.</p>	<p>the net and into the court area.</p> <p>2.9 I am beginning to throw accurately to a partner.</p> <p>2.10 I am beginning to dodge and find space away from the other team.</p> <p>2.11 I am beginning to know who is on my team and I can attempt to send the ball to them.</p> <p>2.12 I am beginning to stay with another player to try and win the ball.</p> <p>2.13 I am beginning to hit a ball using equipment with some consistency.</p> <p>2.14 I am beginning to track</p>	<p>2.20 I am beginning to know how to score points and can remember the score.</p> <p>2.21 I am beginning to use simple tactics.</p>		
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			<p>and ball and collect it.</p> <p>2.15 I am developing underarm and overarm throwing skills.</p> <p>2.16 I am beginning to use an overarm throw to help me throw for distance.</p> <p>2.17 I am beginning to jump and land with control.</p> <p>2.18 I am beginning to show balance and co-ordination when running at different speeds.</p>			
3	<p>3.1 I can adapt sequences to suit different types of apparatus</p> <p>3.2 I can complete actions with increasing</p>	<p>3.4 I can repeat, remember and perform a dance phrase.</p> <p>3.5 I can perform a simple copied routine</p>	<p>3.8 I can use basic racket skills.</p> <p>3.9 I can return the ball to a partner</p> <p>3.10 I know some techniques to</p>	<p>3.17 I understand the need for tactics and know some basic tactics for various games</p>	<p>3.19 I can work collaboratively with a partner and a small group.</p> <p>3.20 I can plan and attempt to</p>	<p>3.23 I can use and offer appropriate feedback to improve my performance and that of others using straightforward criteria.</p>





balance and control. 3.3 I can use matching and contrasting actions in a partner sequence.	3.6 I can use dynamic and expressive qualities in relation to an idea. 3.7 I can use counts to keep in time with a partner and group.	track, tackle and intercept when defending 3.11 I can use basic skills to pass, receive and shoot 3.12 I can use basic skills to strike a ball 3.13 I can retrieve and return a ball using basic throws and skills 3.14 I can throw a variety of objects, changing my action for accuracy and distance. 3.15 I can use key points to help me to improve my sprinting technique. 3.16 I can use different take off and landings when jumping.	3.18 I understand the rules of a game and play fairly and honestly.	apply strategies to solve problems. 3.21 I am developing map reading skills. 3.22 I can reflect on when and why I was successful at solving challenges and am beginning to understand why.	
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4	<p>4.1 I can plan and perform sequences with a partner that include a change of level and shape.</p> <p>4.2 I can safely perform balances individually and with a partner.</p> <p>4.3 I understand how body tension can improve the control and quality of my movements.</p>	<p>4.4 I can copy and remember set choreography.</p> <p>4.5 I can perform with increasing confidence</p> <p>4.6 I can respond imaginatively to a range of stimuli relating to character and narrative.</p> <p>4.7 I can use changes in timing and spacing to develop a dance.</p>	<p>4.8 I can use a range of basic racket skills.</p> <p>4.9 I can return the ball to a partner with some accuracy</p> <p>4.10 I can use basic skills to pass, receive and shoot with increasing accuracy</p> <p>4.11 I can apply some techniques to track, tackle and intercept when defending without pressure</p> <p>4.12 I can retrieve and return a ball with some accuracy using a range of throws</p> <p>4.13 I can strike a ball with some</p>	<p>4.17 I understand the need for tactics and can begin to use them in some situations.</p> <p>4.18 I understand the rules of a game and play fairly and honestly.</p>	<p>4.19 I can work collaboratively and effectively with a partner and a small group.</p> <p>4.20 I can plan and apply strategies to solve problems.</p> <p>4.21 I can identify key symbols on a map and use a key to help navigate around a grid.</p> <p>4.22 I can reflect on when and why I was successful at solving challenges</p>	<p>4.23 I can use and offer appropriate feedback to improve my performance and that of others using straightforward criteria.</p>

			<p>accuracy with a range of strokes</p> <p>4.14 I can throw with some accuracy and power to a target area.</p> <p>4.15 I can demonstrate the difference in sprinting and jogging techniques.</p> <p>4.16 I can jump for distance with balance and control.</p>			
5	<p>5.1 I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>5.2 I can understand what counterbalance and counter tension is and show examples with a partner.</p>	<p>5.3 I can perform confidently and fluently and with accuracy and good timing.</p> <p>5.4 I can refine the way use actions, dynamics and relationships to represent ideas, emotions, feelings and characters.</p>	<p>5.6 I can use a range of racket skills</p> <p>5.7 I can use tracking, tackling and intercepting skills with precision and good timing.</p> <p>5.8 I can strike the ball using appropriate</p>	<p>5.14 I can orientate a map efficiently to navigate around a course</p> <p>5.15 I understand the need for tactics and can identify when to use them in different situations</p>	<p>5.17 I can work effectively and collaboratively as part of a group, with growing confidence to take the lead.</p> <p>5.18 I can plan and suggest strategies and contribute to decision making on best solutions.</p>	<p>5.20 I can use and offer appropriate feedback to improve my performance and that of others using straightforward criteria.</p>



		<p>5.5 I can effectively choose actions and dynamics to convey emotions, feelings and characters.</p>	<p>strokes with increasing accuracy</p> <p>5.9 I can use tracking, tackling and intercepting when defending.</p> <p>5.10 i can perform jumps to distance using good technique</p> <p>5.11 I can understand and apply tactics in different roles and situations.</p> <p>5.12 I can show power and accuracy when throwing for distance</p> <p>5.13 I can use critical thinking skills to form ideas and strategies to solve solutions</p>	<p>5.16 I understand the rules of a game and play fairly and honestly.</p>	<p>5.19 I can navigate a course using a simple map or plan with symbols.</p>	
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<p>6</p> <p>6.1 I can combine and perform gymnastic actions, shapes and balances with control and fluency.</p> <p>6.2 I can understand what counterbalance and counter tension is and show examples with a partner.</p>	<p>6.3 I can choreograph and structure a dance (and use a prop)</p> <p>6.4 I can perform confidently and fluently and with accuracy and good timing.</p> <p>6.5 I can refine the way use actions, dynamics and relationships to represent ideas, emotions, feelings and characters</p>	<p>6.6 I can use a range of racket skills with confidence and accuracy.</p> <p>6.7 I can return a ball to a partner consistently and accurately</p> <p>6.8 I can pass and receive the ball with confidence and control in a game situation.</p> <p>6.9 I can use tracking, tackling and intercepting skills with precision and good timing.</p> <p>6.10 I can retrieve and return a ball using a range of throws and over varying distances.</p> <p>6.11 I can strike the ball using appropriate strokes with</p>	<p>6.15 I can understand and apply tactics in different roles and situations.</p> <p>6.16 I can use the rules of a game consistently to play fairly</p>	<p>6.17 I am inclusive of others and can take different roles in a group, including leader.</p> <p>6.18 I can use critical thinking skills to form ideas and strategies to solve solutions</p> <p>6.20 I can use appropriate language to evaluate and refine my work and that of others in most areas of PE.</p>	<p>.6.21 I can use appropriate language to evaluate and refine my work and that of others in most areas of PE.</p>
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		<p>increasing accuracy.</p> <p>6.12 I show accuracy and good technique when throwing for distance</p> <p>6.13 I can select and apply the best pace for a running event using good technique</p> <p>6.14 I can perform jumps to distance using good technique</p>			
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