



South Gosforth First School **Physical Education - Subject Overview**

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'

"Sport has literally changed my life. It's given me confidence, courage, and discipline." – Serena Williams

Physical Education at South Gosforth First School

At South Gosforth First School, our aim is to increase participation in high quality sport and physical activity across the school, as well as developing a positive and competitive attitude towards sport. Our lessons in P.E will allow our children 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. We aim for each child to be determined, honest and respectful and use these values throughout school and promote them within P.E activities. We want to ensure that all children are given the opportunity to participate in high quality competitive and non-competitive sporting activities here at school-, whether that is developing a skill that they already have or trying something completely new to them. Our children have huge potential and it is our mission to ensure that they realise their talents and further develop their strengths.

At South Gosforth, the six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle festivals as well as being part of every lesson.





A PE lesson at South Gosforth will typically include the following elements:

1. Fast recall (retrieval) of the previous lesson's content (knowledge and skills).
2. Warm up activity.
3. Introduction to the main element being taught.
4. Children practising and exploring the skills being taught, teachers intervening and setting new challenges to support and extend children's learning.
5. Evaluation of skills, what we have learnt, what we found difficult and what we would like to improve.

Years One to Four have two different P.E sessions per week. The warm-up activity will be used to address any areas highlighted by the end of unit teacher assessments as well as the PE data from the PE Service assessment.

Intent			
How our key drivers are lived through our P.E. curriculum			
Character	Culture	Creativity	Challenge
Through P.E., we foster character by encouraging teamwork, resilience, and sportsmanship. Children learn to collaborate with their peers, support one another, and celebrate each other's successes. They face challenges that build perseverance and determination, helping them develop confidence and a positive attitude towards physical activity. By participating in various sports and activities, students learn the importance of fair play, respect, and integrity, which are essential qualities for their overall character development.	Our diverse range of P.E. activities introduces students to different sports and games, promoting an appreciation for culture . We expose children to a variety of physical activities from around the world, helping them understand and respect different traditions and practices. This cultural awareness fosters inclusivity and teaches students to value diversity. By learning about and participating in global sports, children develop a broader perspective and a deeper appreciation for the rich tapestry of cultures that make up our world.	We nurture creativity in P.E. by incorporating dance, gymnastics, and imaginative play. These activities allow children to express themselves and explore movement in innovative ways. Through creative movement, students develop their physical literacy and discover new ways to use their bodies. They are encouraged to think outside the box, create their own routines, and experiment with different forms of expression. This creative approach not only enhances their physical skills but also boosts their confidence and self-esteem	We embrace challenge in P.E. by setting personal goals and encouraging children to push their limits. We create an environment where students feel safe to take risks and try new things. By facing and overcoming physical challenges, children develop a growth mindset and learn the value of perseverance and hard work. We celebrate their achievements, no matter how small, and motivate them to strive for continuous improvement. This focus on challenge helps students build resilience and a love for lifelong physical activity



Implementation

- Prior learning is identified in each P.E lesson and skills are built upon progressively each lesson.
- Children participate in high quality PE lessons twice a week. These lessons are from the same unit of work to demonstrate a clear progression of skills over time.
- Clear links are made with other subject areas where appropriate, including Science / PSHE. The children are taught to identify the effects of physical activity on the human body and how an active lifestyle keeps people fit and healthy.
- Pupils learn about and discuss rules, fair play and good sportsmanship as part of their P.E lessons where appropriate.
- Where possible, links are made with our school core values within P.E lessons – Kindness, Empathy, Respect, Responsibility and Perseverance.
- The six School Games values of Passion, Self-Belief, Respect, Honesty, Determination and Teamwork are promoted through our engagement in the School Games and Healthy Active Lifestyle events as well as in regular P.E. lessons. These values are displayed and referred to in PE lessons to build character and promote good sporting values.
- Children are provided with challenging and enjoyable learning through a range of sporting activities.
- Children develop and explore physical skills with increasing control and co-ordination.
- Children are given the opportunity to practise skills in a variety of ways and each lesson builds upon previous skills, showing a good level of progression.
- Children are physically active for sustained periods of time within a P.E lesson – The children should not spend too much time ‘waiting around’.
- Teachers use ‘The P.E Hub’ planning and resources as a starting point, ensuring that the challenge and support activities are incorporated into their lessons. Teachers augment these planning documents with their own ideas based upon the ability and skills of the pupils.
- Children develop the confidence, tolerance and the appreciation of their own and others’ strengths and weaknesses. Pupils are taught to celebrate the achievements of others within their P.E sessions.
- Pupils make progress engaging in competition, working well with others and developing a deeper understanding of healthy active lifestyles.
- Opportunities are provided for all children to engage in extra-curricular activities before, during and after school, in addition to competitive sporting events. Some specific children from across school are targeted to take part in these activities.

EYFS

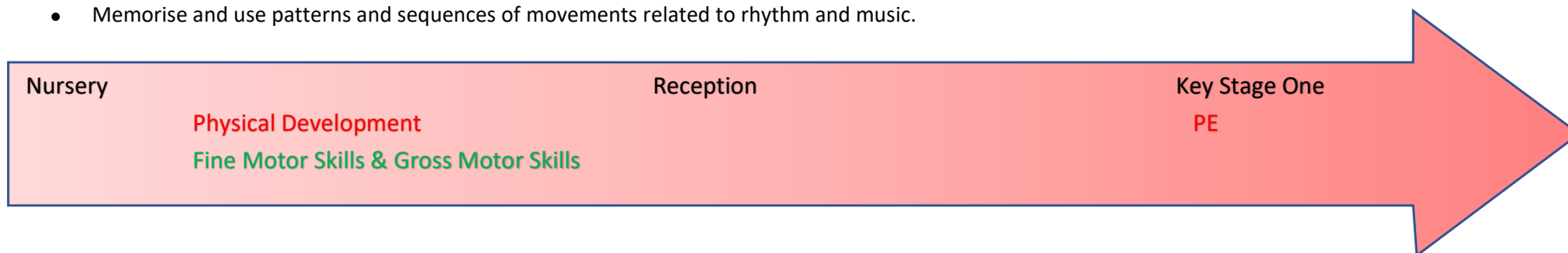
Early Years

Physical Activity is vital in children’s all-round development, enabling them to pursue happy, healthy and active lives. Gross and fine motor experiences develop incrementally throughout early childhood, starting with sensory explorations and the development of a child’s strength, co-ordination and positional awareness through tummy time, crawling and play movement with both objects and adults. By creating games and providing opportunities for both play indoors and outdoors, adults can support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. Gross motor skills provide the foundation for developing healthy bodies and social and emotional well-being. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Repeated and varied opportunities to explore and play with small world activities, puzzles, arts and crafts and the practice of using small tools. With feedback and support from adults, allows children to develop proficiency, control and confidence.



Our children will:

- Regularly engage in activities developing fine motor skills aiding hand grip and foot control.
- Develop and refine 'ball' skills such as throwing, catching, kicking, passing, batting and aiming.
- Regularly use large muscle movements, developing strength, agility, balance and coordination.
- Develop fundamental movement skills and transfer these across a range of contexts.
- Memorise and use patterns and sequences of movements related to rhythm and music.



Through the long-term plan themes, adult interactions, continuous provision and enhancements in the classroom our children will:

Nursery	Reception
• Develop mark making, letter formation and name writing practice. • Learn the correct holding of paint brushes and pencils. • Learn painting techniques (dotting, splattering, rollers). • Be taught appropriate hand washing procedures. • Begin to do up own large buttons and zips. • Take off and put on own shoes. • Learn about building and joining (e.g. building a wall for Humpty Dumpty, building homes for farm animals). • Use pincers, tweezers and threading equipment with increasing control and confidence. • Use scissors effectively to cut straight lines in paper. • Dig and carefully plant seeds. • Put movements to music through a variety of opportunities.	• Letter formation and handwriting practice. • Practise how to put on and fasten coats, turning jumpers the right way round. • Work and explore in the outside environment. Use climbing apparatus, bikes, scooters independently and with increasing control and confidence. • Learn movements to accompany rhymes and songs. • Dance – experiment with different ways of moving, jumping, landing, adjusting speed and changing direction. • Games – use small apparatus (bean bags, hoops, balls, skipping ropes). Develop control when pushing, patting, throwing, catching, kicking. • Playdough/plasticine/clay – develop mixing, rolling, kneading and cutting, malleable materials safely and with increasing control. • Hold pencils and paint brushes effectively and with increasing control.



• Use small apparatus (bean bags, hoops, balls, cones, tunnels). • Have support during the use of climbing equipment, scooters, building blocks and small apparatus in the outdoor area. • Sand and water play – develop skills such as using tweezers, pouring, moulding, sieving, twisting, working with loose parts. • Playdough – develop manipulation skills such as rolling, squeezing, shaping, squashing, patting. • Construction area – have a variety of building resources of different sizes and tools for the children to use to construct (hammering, joining, screwing). • Engage in free painting with a variety of brushes and printing resources. • Make and Do Area – scissors, glue sticks, resources and joining materials available. • Outdoor Area – develop physical skills through running, throwing, catching, digging, cycling, washing, sweeping, skipping, walking on stilts, climbing on equipment.	• Demonstrate independent toileting and handwashing. • Sand and water play – develop skills such as using tweezers, pouring, moulding, sieving, twisting, working with loose parts. • Construction area – have a variety of building resources of different sizes and tools for the children to use to construct (hammering, joining, screwing). • Engage in free painting with a variety of brushes and printing resources. • Make and Do Area – scissors, glue sticks, resources and joining materials available. • Outdoor Area – develop physical skills through running, throwing, catching, digging, cycling, washing, sweeping, skipping, walking on stilts, climbing on equipment.
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Games: Target Games Invasion Games Net and Wall Games Striking and Fielding

Reception

	Autumn		Spring		Summer	
Reception Developing Skills	Introduction to PE	Fundamental Skills	Gymnastics	Games	Dance	Ball Skills

Year 1- 4

	Autumn		Spring		Summer	
Year 1 Developing Skills	Fundamental Skills	Target Games	Gymnastics	Fitness	Dance	Athletics
	Ball Skills	Sending and Receiving	Invasion Games	Striking and Fielding Games	Net and Wall Games	Yoga



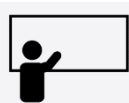
Year 2 Developing Skills	Fundamental Skills	Target Games	Gymnastics	Fitness	Dance	Athletics
	Ball Skills	Sending and Receiving	Invasion Games	Striking and Fielding Games	Net and Wall Games	Yoga
Year 3 Developing skills	Fundamental Skills	Football	Gymnastics	Handball	Rounders	Athletics
	Ball Skills	Badminton	Tag Rugby	Dance	Basketball	Tennis
Year 4 Developing skills	Fundamental Skills	Badminton	Gymnastics	OAA	Cricket	Athletics
	Ball Skills	Football	Hockey	Dance	Tennis	Ballet Lorent
	Swimming – 2 weeks		OAA – Robinwood			

Learning Links Across the Curriculum

	English	Maths	Geography	Science
Year 1	Listening to and following instructions	Counting jumps Sequencing	Olympics Sports around the world	Seasons
Year 2	Sequencing instructions	Counting jumps Sequencing	Olympics Sports around the world	Seasons
Year 3	Giving and receiving instructions Sporting biographies	Measuring length, distance	Olympics Sports around the world	Forces Muscles and movement Nutrition
Year 4	Giving and receiving instructions Sporting biographies	Measuring length	Olympics Sports around the world	Forces Muscles and movement Nutrition



What would a PE lesson look like at South Gosforth First School?

					
Clarity of learning exemplified The 'big learning' is explained and the small steps are highlighted. Children know what they are learning, why they are learning it and how it links to previous learning.	Vocabulary New vocabulary is introduced, explained and modelled. Children have time to practice new words in context with equipment.	Links to prior learning and retrieval practice There are opportunities for children to practise what they have already learned through low stakes strategies.	New learning explained and modelled Teachers provide clear explanations of new knowledge and skills. High quality modelling and explanations are used to exemplify and illustrate the new learning and skill.	Independent practice and group work Children have opportunities to practise the new learning through carefully planned games and activities. Lessons are broken down to minimise cognitive overload, with the use of 'teach-do' approach.	Assessment for learning and feedback strategies Assessment for learning opportunities are woven in throughout the lesson through questioning and demonstrations. Errors and misconceptions are picked up and addressed as the PE lesson progresses.

What makes PE special at South Gosforth First School?

EYFS	Visits: Healthy Active Lifestyles Enhancements: Sports Week
Year 1	Visits: Gosforth Gets Going events, Healthy Active Lifestyles Enhancements: Sports Week
Year 2	Visits: Gosforth Gets Going events, Healthy Active Lifestyles Enhancements: Sports Week
Year 3	Visits: Gosforth Gets Going events, Healthy Active Lifestyles Enhancements: Sports Week
Year 4	Visits: Gosforth Gets Going events, Healthy Active Lifestyles Enhancements: Sports Week



CPD			
Strategy	Who	When	Impact
Subject Leadership Time	Lindsey Pemberton	Ongoing	Subject leader has access to examples of best practice and knowledge sharing in sessions held with the PE Service.
PE Lead to attend Termly PE Network Meetings	Lindsey Pemberton	Termly	Subject leader has access to examples of best practice and knowledge sharing in sessions held with the PE Service.
Termly Planning Meetings with PE Service	Lindsey Pemberton and Rachael Blackburn	Termly	Subject leader and DHT have access to examples of best practice and knowledge sharing in sessions held with the PE Service.
Staff Meeting time to review Assessment Data from the PE Service Assessments	All	September 2025	Staff use assessment data from the PE service alongside end of unit teacher assessments to inform planning and address misconceptions.
Staff Training Day time	All	October 2025	Staff
Staff Meeting CPD	All	December 2025	Staff
Membership to Subject Association	All	Ongoing	Staff have access to high quality subject knowledge CPD and resources. High quality resources and authentic sources are used within history lessons across school.
GST Subject Leader Networks	Lindsey Pemberton	3 sessions throughout the academic year	Subject leader has access to examples of best practice across the trust and can use this to inform our curriculum practice. Subject leaders can share planning and resources that can then be disseminated in school.
SNE Curriculum Conference	Rachael Blackburn Rob Adams	Spring Term 2024	SLT review aims of curriculum and look at provision of high quality, authentic sources used in school. SLT work with subject leader to review provision and plan next steps.



Impact	
Strategy	Evidence and Findings
End of Unit Teacher Assessments	Every class teacher completes the end of unit PE assessments for each child at the end of each half-term. This is stored in class teachers' PE files and is used to inform planning for the next half term's units and address any misconceptions. Teachers assess their children against Fundamental Movement Skills statements at the end of each term on our 'Insight Data Tracker'. Regular staff and pupil voice take place, alongside learning walks which are completed by the P.E Lead and other senior leaders.
Pupil Voice	
Staff Voice	
Planning Scrutiny	
Learning Walks	
External Reports eg. SIP/Governors	