



OUR

*Physical
Education*

CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The teaching of P.E. at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



INTENT

PE at Cherry Lane will develop and extend children's fundamental physical skills and build fitness, strength, and endurance. This includes include team sports, individual activities, dance, gymnastics, and outdoor adventures. This will enable pupils to have an active and healthy lifestyle, teaching pupils about the benefits of regular exercise, and developing their interest in sports and activities that they may continue beyond school. Cherry Lane PE curriculum contributes to personal development, including teamwork, leadership, resilience, and self-discipline. This also includes understanding fair play, dealing with success and failure, and respecting others. The curriculum ensures inclusivity by providing appropriate challenge to more able pupils and support for less able pupils or those with SEND needs. PE at Cherry Lane also supports pupils' mental health by providing opportunities for stress relief, building confidence and fostering a positive body image. By the end of year 6 all pupils should be able to swim at least 25 metres and know how to remain safe in and around water.

IMPLEMENTATION

At Cherry Lane, each class has 2 hours of PE every week. We implement a curriculum that is progressive throughout the whole school and is based upon the EYFS Statutory Framework and the 2014 Primary National Curriculum in England. At Cherry Lane Primary School, we follow the 'Get Set 4 PE' planning scheme and short term planning is the responsibility of individual teachers. Teachers are familiar with the scheme's lesson plans and resources and are able to use them to teach effectively. Teachers are confident in differentiating activities to cater for different needs in a class to ensure all children are challenged and supported appropriately. Our scheme is engaging and inclusive and allows pupils to progress and build on their prior knowledge providing them with opportunities to improve.

Cherry Lane also provides extra-curricular opportunities for children for example football, martial arts and gymnastics after school clubs. Pupils in KS2 are able to represent Cherry Lane through football tournaments and athletics with other schools in Hillingdon. These activities allow children to develop their interests and talents, and build their confidence.

PROGRESSION OVERVIEW

2024/2025						
	TERM 1		TERM 2		TERM 3	
Nursery	Introduction to PE : Unit 1 Nursery Games Outdoor Play Yoga	Ball Skills : Unit 1 Outdoor Play Yoga	Gymnastics : Unit 1 Outdoor Play Yoga	Fundamentals : Unit 1 Multiskills Outdoor Play Yoga	Dance : Unit 1 Team Games Outdoor Play Yoga	Games : Unit 1 Outdoor Play Yoga
Reception	Introduction to PE : Unit 1 Yoga Outdoor Play	Dance : Unit 1 Yoga Outdoor Play	Fundamentals : Unit 1 Yoga Outdoor Play	Ball Skills : Unit 1 Yoga Outdoor Play	Games : Unit 1 Yoga Outdoor Play	Gymnastics : Unit 1 Yoga Outdoor Play
Year 1	Fundamentals Gymnastics	Fitness Invasion Games	Dance Net and Wall Games	Team Building Sending and Receiving	Target Games Ball Skills	Athletics Striking and Fielding Games
Year 2	Ball Skills Athletics	Sending and Receiving Fitness	Fundamentals Invasion Games	Net and Wall Games Gymnastics	Team Building Target Games	Athletics Dance
Year 3	Dodgeball Fundamentals Y3/4	Ball Skills Y3/4 Gymnastics	Tag Rugby Dance	Hockey Handball	Athletics Football	Cricket QAA
Year 4	Tennis Football	Fitness Yoga	Gymnastics Dance	Basketball Dodgeball	Netball Cricket	Athletics Ball Skills Y3/4
Year 5	Handball Fitness	Dodgeball Dance	Hockey Gymnastics	Tag Rugby Football	Basketball Athletics Swimming	Rounders Netball
Year 6	Fitness Dance	Gymnastics Hockey	Yoga Handball	Tag Rugby Volleyball Y5/6	Athletics Tennis	Rounders Basketball

In the Early Years Foundation Stage at Cherry Lane we understand that 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 play both 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.

In Key Stage 1 Cherry Lane expects pupils to 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.*

In Key Stage 2 at Cherry Lane, pupils 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 enjoy communicating, collaborating and competing with each other. They will 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 [for example, 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 [for example, 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.*

CONSOLIDATION

In the GetSet4PE scheme, learning consolidation is a crucial aspect of the program's design, ensuring that students develop and retain the skills and knowledge gained during P.E. lessons. Here are the key ways learning consolidation is approached within this scheme:

1. Progressive Learning Structure

*The GetSet4PE scheme follows a **progressive structure**, where students build on prior learning and practice new skills in a way that consolidates previous knowledge. Skills and concepts are revisited across different stages, ensuring they are reinforced and embedded in long-term memory. This approach helps to strengthen learning by allowing students to apply and refine their abilities over time.*

2. Repetition and Practice

*Consolidation is supported by regular **repetition of skills**. This is crucial in physical education, as motor skills and coordination require practice for mastery. The scheme includes activities that encourage **regular skill practice** in various contexts, which helps to consolidate learning. For example, if students are learning a new sport or activity, they will repeat key movements and techniques until they become more automatic and confident.*

3. Active Learning and Application

*The GetSet4PE scheme encourages **active learning** where students don't just learn concepts theoretically but also apply them in practical settings. This **hands-on application** ensures that skills learned in lessons are reinforced through real-life practice, leading to greater retention and understanding. For instance, after learning basic skills, students may engage in game-based activities or drills that require them to use these skills in different scenarios.*

4. Assessment and Feedback

*The scheme integrates **formative assessment** to check students' understanding and progress. Through regular assessments, teachers can identify areas where students might need more practice or clarification. This provides an opportunity to **consolidate learning** by offering targeted feedback and adjusting future lessons based on students' needs. Ongoing feedback supports students' self-awareness of their progress and highlights areas for improvement.*

5. Reflection and Review

*Learning is consolidated through **reflection**. Students are encouraged to reflect on their learning experiences, discussing what went well and what they could improve. This process of review helps to deepen their understanding and ensure that lessons are integrated into long-term memory. The GetSet4PE scheme might incorporate opportunities for students to review what they've learned, either through discussions or journals.*

6. Spaced Learning

*Consolidation is also supported by **spaced learning**, which involves revisiting the same skills or concepts after a break, allowing the brain time to process and retain information. In the GetSet4PE scheme, skills are revisited over time, ensuring that they are not forgotten and continue to develop throughout the program.*

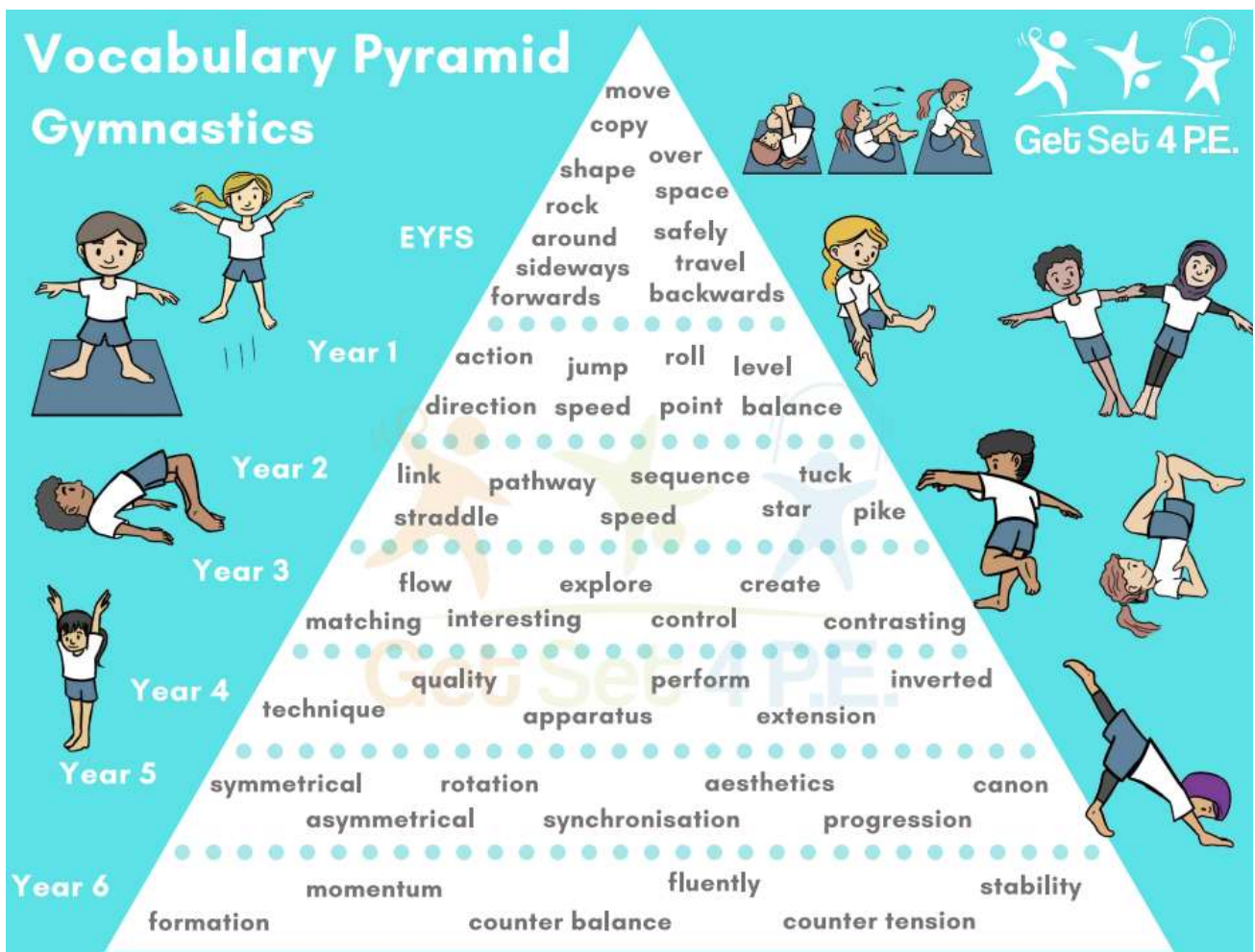
7. Engaging and Varied Activities

*The scheme incorporates **a variety of activities and learning approaches**, which helps to consolidate learning by catering to different learning styles and keeping students engaged. By using games, drills, team sports, and individual challenges, students have multiple opportunities to practice and internalize their learning.*

KEY VOCABULARY

Key vocabulary is introduced and used throughout each unit in PE. As a school, we follow the 'Key Vocabulary document' created by Get Set 4 P.E. This enables us to ensure the children are immersed in vocabulary based around physical education from an early age.

For example:



ASSESSMENT

At Cherry Lane Primary School, the children's learning is assessed against the age-related expectation bands that are based on the 2014 National Curriculum statements for PE and the EYFS ELGs for Physical Development. These teacher assessments are recorded termly and reported to parents annually.

INCLUSION

Teachers are confident in differentiating activities to cater for different needs in a class to ensure all children are challenged and supported appropriately. Our scheme is engaging and inclusive and allows pupils to progress and build on their prior knowledge providing them with opportunities to improve.

The Individual needs of all pupils are addresses on a lesson by lesson basis. We ensure that children with physical disabilities are included in lessons through the provision of alternative equipment or suitable adaptation of activities.

IMPACT

Our PE Curriculum is high quality, well thought out and is planned to demonstrate progression.

Implementing the GetSet4PE scheme in our primary school has had a significant positive impact on both student engagement and the development of key physical skills. The scheme's structured, progressive approach to physical education has ensured that children not only

acquire essential movement and sports skills but also foster a lifelong appreciation for physical activity.

Our formative ongoing assessments focus on the development of the following:

1. Improved Physical Literacy

Through carefully designed lessons, they have developed a broad range of fundamental movement skills such as running, jumping, throwing, and catching. These skills are foundational for success in a variety of sports and physical activities.

2. Enhanced Engagement and Enjoyment

Children are enthusiastic and eager to participate in physical activities, which has contributed to higher levels of physical activity both during school hours and in extracurricular settings.

3. Holistic Development

Through team-based activities and cooperative games, students have enhanced their teamwork, communication, and problem-solving abilities. These experiences are invaluable in helping children build resilience, boost self-esteem, and learn the importance of collaboration and fair play.

4. Stronger Health and Wellbeing

Regular participation in the varied physical activities helps improve children's fitness levels, coordination, and motor skills. This has not only contributed to better physical health but also to improved focus and concentration in other areas of learning, as physical activity is shown to have cognitive benefits.

The impact of our PE provision is monitored through lesson observations, planning scrutinies and pupil voice exercises.

Attainment is measured summatively during termly assessments, the results of which are recorded and analysed.