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About your PE Curriculum

In a 2022 Ofsted Inspection, the following questions were asked about the school's PE Curriculum

1. Talk me through your curriculum intent and what you want the pupils to achieve
2. Talk me through your long term plan and why have you selected the topics you have
3. Who teaches your curriculum?
4. What does a typical PE lesson look like?
5. Talk to me about swimming, and why you have chosen the year group you have to receive swimming lessons
6. Tell me about how your pupil's skills progress through each Key Stage, with details of your short-term and medium-term plans
7. How do you assess the children?
8. What impact does your assessment model have on planning and learning?
9. Looking at Fundamental Movements, explain what you would expect a child to have achieved at the end of EYFS, KS1 & KS2
10. Give me an example of how lessons in EYFS benefit learning in a child at KS1/2.
11. How would you rate the learning and attainment in PE?
12. Do you think there are any improvements to be made to your curriculum?

Scroll below to learn how you might answer these questions during your Ofsted Inspection.



About your PE Curriculum

1) Talk me through your curriculum intent and what you want the pupils to achieve

KS1

- Create a level of challenge in our lessons that allows the children to think and come up with solutions to problems, such as; dealing with pressure and understanding basic tactics to gain an advantage over an opponent.
- Start and build on how to develop rhythm and patterns. Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development. Children will then start to piece together routines that are formed from basic creative movement and gymnastics activities.
- Ensure activities that are linked to Olympic events are focused on fairness and the importance of why this is important (link to the British values)
- We will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events; in EYFS and Y1, they will do this through participation; by Y2, we will start to embed this a little more through effective questioning that gets them to understand on a deeper level. For example, why is it important to start powerfully in a sprinting activity? How is this done?

KS2

- Create a level of challenge in our lessons that allows the children to think and come up with solutions to problems such as; dealing with pressure, dealing with underloads and overloads and applying basic key attacking and defending principles. Children will learn to do their best and build a robust shell around their behaviour to become more resilient; they'll learn to deal with disappointment respectfully.
- We will further develop and master rhythm and patterns through counting time. Children will be able to explore and self-discover different beats and patterns that will aid their creative movement development. Children will start to master piecing together routines that are formed from basic creative movement and gymnastics activities. This will then be critically evaluated, and children will be able to compare and contrast performances and routines, giving effective and impactful feedback in an empathetic manner. Children will learn to do their best and build a robust shell around their behaviour to become more resilient; they'll learn to deal with disappointment respectfully.

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- We will create a level of curiosity in our lessons that allows the children to think about the potential issues they face in events and be able to link this to the importance of leading a healthy, active lifestyle. The children will be able to articulate the correlation between leading a healthy, active lifestyle and its impact on the body and their mental well-being. Children will learn to do their best and build a robust shell around their behaviour to become more resilient; they'll learn to deal with disappointment respectfully.
- The children will be able to articulate the correlation between leading a healthy, active lifestyle and its impact on the body and their mental well-being. Children will learn to do their best and build a robust shell around their behaviour to become more resilient; they'll learn to deal with disappointment respectfully.

2) Talk me through your long-term plan and why have you selected the topics you have

EYFS & KS1

- Using Fundamental Movement Activities and Throwing and Catching Activities, we will be looking to develop the basic movements and skills required for sports. The children will gain an understanding of how they need to react in different situations and use decision-making skills. These skills can be transferred to Netball and Basketball Activities to develop the skills and behaviours required for these sports. They will face challenges to check their understanding of the skills required and develop skills to outwit and beat their opponent. Children will have the opportunity to learn the rules of the games and implement them within the lesson.
- Using Gymnastic activities, the children will be developing their travelling skills such as rolling, jumping, hopping, balancing and the ability to create basic shapes and positions. They will learn why they need to do this and what it achieves. They will be challenged with using these skills independently and begin to combine them to create a routine. The children will learn to recognise how a routine is pieced together and implemented creatively.

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- Using Dance activities, Fundamental Movement activities and Athletics based activities, the children will learn to master basic movements such as running, jumping and throwing, as well as developing balance, agility and coordination. Children will also demonstrate how to sync movements with music and beats. The children will learn about winning and losing and deal with competition. They will also learn how to handle emotion in a competitive sport and the importance of personal best and respect. They will learn to work as individuals and within a team to achieve personal and group bests.

KS2

- Using various invasion game activities, we will be looking to develop Attacking and Defending Principles. passing with feet/hands, sending & receiving with feet/hands, shooting with feet/hands and playing in competitive invasion games with pressure. The children will learn to use the functional skills required for the specific sport they are learning. They will be taught both attacking and defence principles within invasion games and be expected to apply these in the games they play. By Year 5 and 6, the children will learn to recognise when to use the skills learned to outwit the opponent and gain the upper hand. The children will gain knowledge both technically and tactically and be able to explain/demonstrate how these can be effective within the games. They will be expected to use their knowledge of the game to manage and referee their own games, allowing them to take ownership of their learning. Children will have opportunities to play underloaded and overloaded and understand how this impacts their decisions.
- Using gymnastic activities, the children will be developing their travelling skills such as rolling, jumping, hopping, balancing and the ability to create basic shapes and positions. They will learn why they need to do this and what it achieves. They will be challenged to use these skills independently and combine them to create a routine. The children will learn how a routine is pieced together and implemented creatively. They will learn to combine various gymnastics skills, so they flow creatively in a performance piece. They will learn to use apparatus safely and effectively within their gymnastics. They will learn what is required from a gymnastics piece in terms of technique and skill to achieve their personal best and, by Year 5/6, be able to evaluate their own performances as well as their peers. Through striking and fielding activities, they will learn to master basic movements such as running & jumping, throwing & catching, as well as developing balance, agility and coordination. The children will learn to apply these skills to outwit their opponents. They will learn the rules of the game and be expected to apply them within their decision making and, by year 5/6, be able to manage and umpire their own games.

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- The children will learn jumping, running, throwing, hopping, agility, and coordination through athletics activities. Master basic movements such as running, jumping, throwing, and developing balance, agility, and coordination. Hurdling events and cross-country is developed. Learning to use hurdles for combinations is introduced. They will learn to improve their technique to achieve personal bests and compete against their peers. They will learn the rules of the events and why they are enforced within the events and be expected to follow them. They will learn the importance of sportsmanship and personal bests and look to improve theirs. They will learn how different events impact the body and how they need to manage and apply themselves to different events. The children will evaluate performance and how they can improve to achieve new PBs. They will then apply these skills in a competitive environment (Sports Day).
- Through OAA, we will use archery, golf and orienteering to teach children new skills. By Year 6, they will be expected to take full ownership of their learning by being able to manage and run their own tournaments. Various roles will be required for this (referees, scorekeeping, fixture management etc.)
- The long term plan has been devised to offer, expose the pupils to a wide and varied curriculum and offer them sports and activities that they may not normally access.

3) Who teaches your curriculum?

- All class teachers teach PE throughout the school; as a school, we aim to deliver 2 hours of PE a week. Each teacher is allocated a time slot for their sessions throughout the day. The teachers will follow the long-term plan, use lesson plans from (chosen scheme of work), and use cross-curricular links from other subjects to maximise the children's learning.
- The school employs a dedicated sports coach to teach all PE lessons; the coach will liaise with the PE coordinator to develop the curriculum. The sports coach follows the chosen scheme of work and implements it throughout the school.
- Our school employs LSC; they work closely with the PE coordinator and class teachers, constantly giving feedback on the class' progress and providing assessments for all the children using Association for PE assessment tools. LSC uses their lesson plans that are linked to the national curriculum. They use cross-curricular lessons to maximise the children's learning.



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4) What does a typical PE lesson look like?

A normal lesson will have:

- **Organisation** - the session will be set up beforehand to not miss learning time.
- **Recapping** - there is always a link to prior learning and transfer of knowledge.
- **Clear objectives** - Lesson objective, Character development objective (links to the whole school). A thinking objective.
- **Leadership opportunities** - throughout the lesson, there will be an opportunity to develop these roles, whether through delivering a warm-up to the class, taking control of their team in game situations, setting up equipment, and helping with transitions from different activities.
- **Progressive activities** - Logical progression and building during the lesson.
- **Cross-circular links** - links and growth of the whole child. Linking topics taught in other subjects provides sticky knowledge and engaging lessons.
- **Sustained activity** - Sustained periods of physical activity so that children can master skills and build up physical resilience and fitness, and develop knowledge of solving problems themselves, with a partner or within a group setting.
- **Differentiation** - Different tasks for different groups so stage-appropriate that every child can access the lesson and develop at their own rate while achieving the learning objectives.
- **Concise teacher talk** - quick, clear group instructions and individual feedback. This is important so learning time is not missed and the feedback is tailored to the individual.
- **Engagement** - Lessons have flow and fluency in lessons. All the students are interested and enjoying their learning; this is achieved by questioning throughout the lesson.
- **Questioning and Feedback** - questions and feedback plus opportunities to respond to feedback are a constant thread throughout the lesson so individual and group assessments are constantly ongoing during the lesson.
- **Achievement** - Students are set targets linked to the learning objectives; they are knowledgeable about their performance.
- **Plenary** - at the end of each lesson, the learning objectives are revisited to assess what the children have learned and understood about the lesson.

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5) Talk to me about swimming, and why you have chosen the year group you have to receive swimming lessons

We have chosen Year 4, for example. The main reason for this is to maximise the opportunity for as many children as possible to meet the KS2 target of 25 meters; if the children do not meet this in the chosen year group, we can send the pupils till they have met the target.

6) Tell me about how your pupil's skills progress through each Key Stage, with details of your short-term and medium-term plans

EYFS & KS1

- Starting in EYFS, the children will have learned how to use basic movements and have been introduced to functional skills that are required for sports with the expectation that by the end of KS1, the children will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively. They will understand the importance of fairness within athletics and sports in general. They will know what competition looks like as individuals and within a group and the importance of personal best.
- The children will better understand key values such as; respect, sharing, and confidence. They will begin to have an understanding of dealing with pressure and have introduced how to use basic tactics to gain an advantage over an opponent. This will help them when they go into the more sport-specific games in future years; they will know how to keep themselves safe.
- In gymnastics, the children will have developed their travelling skills such as rolling, jumping, hopping, balancing and the ability to create basic shapes and positions. This gives them the functional skills required to perform competitively within a performance environment. The children will now be able to recognise gymnastic and dance skills, start noticing patterns, and begin to piece together routines on a basic level whilst keeping themselves safe.

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KS2

- By the end of KS2, the children will have learnt how to pass with feet/hands, sending & receiving with feet/hands, shooting with feet/hands and play in competitive invasion games with pressure. They will have learnt and gathered an understanding of Attacking and Defending principles and be able to apply them in-game situations to outwit the opponent. They will understand and apply the British values within sport and activity. The children will have gained knowledge both technically and tactically and be able to apply them in-game situations. They will understand the rules of the sports they have done and can adhere to and manage their games using this knowledge.
- The children will have developed their travelling skills such as rolling, jumping, hopping, balancing and the ability to create basic shapes and positions. They will be able to combine and form patterns of shapes, develop strength, flexibility, technique, control & balance and use running, jumping in isolation and combination. They will be able to perform dances using a range of movement patterns. Upper KS2 will be able to perform with a partner using counter-balances and counter tension, be able to use synchronisation and canon within their routines and use more ways of travelling, such as cartwheels. They will be able to compare and contrast performances and techniques to achieve personal bests and safely get apparatus out, use it in the correct way and put it back. They will also have mastered basic movements such as running, jumping, throwing & catching and the techniques required for this. They will be able to use equipment to strike the ball and improve their hand-eye coordination and technique. They will understand the rules of these games and be able to follow and enforce these rules without guidance.
- The children leaving school (at the end of Year 6) will have mastered the fundamental skills such as running and jumping and will also have developed balance, agility and coordination that are required to give them the foundation to play sports competitively. They will understand the importance of fairness within athletics and sports in general. All children will be able to take full ownership of their learning and can manage and run their own tournaments. They will have new skills through OAA, including archery, golf and orienteering. They will have a greater understanding of tournaments and competition and the importance of personal best in athletics and sports. They will be able to analyse this and seek improvement.



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7) How do you assess the children?

Progress is assessed using a wide range of evidence, including questioning, discussion, analysis of work, written and oral feedback, observations, self-reflection and peer reflection in lessons. Out of lessons, we use the chosen scheme of work assessment tools which are linked to the national curriculum to assess the children.

8) What impact does your assessment model have on planning and learning?

The assessment model is a starting point of where and what the children should be taught for their age group; once that is established, through informal and formal assessment during the lesson, the outcomes will then shape key gaps in the children's learning and planning for future lessons.

9) Looking at Fundamental Movements, explain what you would expect a child to have achieved at the end of EYFS, KS1 & KS2

By the end of EYFS, the children will have been expected to have the following skillset:

- Locomotor and non-locomotor skills – rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging, galloping and skipping.
- Object control skills – bouncing, throwing, catching, kicking, striking.

Pupils will be expected to have developed KS1

- Fundamental movement skills, so they are competent and confident.
- Have accessed a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They would be able to engage in competitive (both against self and others) and cooperative physical activities in a range of increasingly challenging situations.
- 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.

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In KS2 they will have continued to apply and develop a broader range of skills, they would have learned how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will have developed an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- 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.

10) Give me an example of how lessons in EYFS benefit learning in a child at KS1/2.

The lessons that are taught in EYFS through fundamental movement through both locomotive and non-locomotive skills benefit both KS1&2 by embedding the skills they have learned, for example, the locomotive skills are transferred into gymnastics, dance and athletics in both KS1 and KS2.

The non-locomotive skills learned in EYFS are transferred into invasion games such as cricket, basketball, handball and football.

11) How would you rate the learning and attainment in PE?

Attainment is good throughout school, with children being constantly assessed informally and formally, where learning and attainment is low there are building blocks put in place to raise the level of both individual and year group attainment, such as PE interventions for fundamental skills.



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12) Do you think there are any improvements to be made to your curriculum?

The PE curriculum is a constant working document where we are always looking at how we can improve the experience the pupils have during their time at the school.



DARREN MCKNIGHT
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[Book a quick call](#) with Darren if you wish to discuss your school's PPA or CPD requirements.

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