



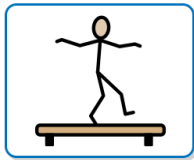
By connecting our learning in Physical Education to our Big Idea curriculum, pupils also develop a deep understanding of these abstract concepts while enriching their knowledge of the Physical Education curriculum. This approach supports the development of critical thinking, curiosity, and cross-disciplinary connections, equipping pupils with the skills and understanding they need to navigate the world around them and become the best version of themselves.

<b>Community</b>	How can we work together as a team in PE to make sure everyone feels included and supported?
<b>Human Rights</b>	Why is it important that everyone has the right to take part in physical activity and sport?
<b>Stewardship</b>	How can we take care of our equipment and the spaces we use for PE and games?
<b>Resilience</b>	What can we learn when we don't succeed the first time in a game or physical challenge?
<b>Equality</b>	How can we make sure everyone gets a fair chance to join in and succeed in PE activities?
<b>Health</b>	How does Physical Education improve our physical and mental health and wellbeing?
<b>Wonder</b>	What amazing things can our bodies do when we practise and challenge ourselves in PE?
<b>Technology</b>	How does technology threaten to reduce our physical activity and what is the impact of this?

To ensure that our intent transfers into everyday classroom practice, our pedagogy and subject specific CPD is based on the Rosenshine Principles (incorporated within Plymouth CAST Principles Teaching and Learning) and Ebbinghaus' Forgetting Curve theory. This ensures that subject content is expertly delivered. We also deliver individualised coaching to all teachers to continually improve our practice.

## Core concepts in Physical Education

### Balance



The ability to maintain a stable posture or control body position, whether stationary or moving, crucial for overall coordination.

### Catching



The act of receiving and securing an object thrown or projected, focusing on hand-eye coordination and reflexes.

### Jumping



A movement involving forceful propulsion off the ground using one or both feet, key for developing leg strength and agility.

### Running



A fundamental locomotor skill involving rapid movement on foot, typically focusing on speed, endurance, and proper form.

### Throwing



A skill requiring force and precision to propel an object (like a ball) through the air, often emphasizing arm strength and accuracy.

These core concepts are covered repeatedly within the PE scheme of work. We plan for progression using the structure outlined in the impact section below. Lesson content is planned towards these progression points and follows the model of direct instruction, shared and modelled practice before culminating in independent practice and mastery. Substantive knowledge is acquired through each unit of study to ensure that pupils develop a broad and balanced understanding of each discipline. This is supported by the use of vocabulary prompts and knowledge organisers, and reinforced using retrieval strategies using 'Do it Now' activities at the start of each lesson.

## Lesson Timetabling

Pupils in years 1- 6 have two discrete lessons of Physical Education per week. There are distinct cross-curricular links with the PSHE curriculum with regard to health and wellbeing. In Early Years, children receive one discrete lesson per week and ongoing access to Physical Development opportunities during continuous provision.

## Lesson Delivery Structure in Physical Education

### Warm up

- *Prepare for the lesson*
- *Dynamic stretches*

### Skill Development

- *Technique demonstration*
- *Step by step explanation*
- *Guided practice*

### Application

- *Opportunities to apply skills*

### Cool Down

- *Relax and recover*
- *Reflect on learning*