

Manadon 'Subject on a page' - October 2026

Subject: PE Curriculum Intent

At KS1:

- 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.

At KS2:

- 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
- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Curriculum Implementation

- We utilise, adapt and embed our PE curriculum based upon the teaching units provided Cambridgeshire Scheme of Work and Jumpstart Dance.
- Each lesson builds upon the previous session and a clear spiral of learning is seen through the whole curriculum. Key skills are repeated and built upon in different contexts and through different applications.
- Curriculum delivered through the principles of the 3 pillars of progression: motor competence, rules and strategies and healthy participation.
- Sports specialists offer CPD, in joint delivery with the teacher, of engaging PE lessons.
- Competitive sport is available to a wide range of children through intraschool and interschool competitions.
- Children experience deep learning in the curriculum, where they are able to develop and further skills but they will also have access to a broad, wide ranging curriculum with access to sports they may never have tried before.

Curriculum Impact

- Children have awareness of how taking part in sport and living well creates a healthy balanced lifestyle.
- Greater engagement in sports and the teaching staff feel more confident in teaching.
- Use of interventions to assure as many children as possible have access to a sporting 'club' experience by providing a Change4Life funded group.
Not all staff are experts in sport and there had been a fear culture for some staff.
- Pupils enjoy and are engaged with their learning tasks.

- Teachers are more confident in adapting the activities to the needs of the pupils.
- Children may join extracurricular and outside clubs after experiences within the school, aided by signposting from teachers.



School Improvement Priorities

Progress: To use ongoing assessment effectively to close the academic gaps between key groups to ensure that all children make at least expected progress from their own starting point in reading, writing and maths.

Curriculum: To monitor the impact of curriculum provision and enrichment opportunities to ensure all children have access to a broad and balanced curriculum that meets their needs.

English – To develop staff's pedagogical knowledge in relation to writing so that we create confident and proficient writers, building on our embedded approaches to communication, language, phonics and reading.

Culture - To create a positive culture throughout the school, rooted in our school values and positive behaviour to in turn increase NOR and attendance to be above the primary national average – 94.6% with a school target of 97%.



What are your key priorities? (Action Plan 2022-23)

Use systems such as Knowledge Organiser to measure/ determine progress of children against key objectives in Foundation Subjects.

Refine the feedback strategy based on recent research and student feedback across all ages to have further impact on children's learning and outcomes.

Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day.

Subject leaders to monitor to ensure breadth and depth in their subject within the whole school connected curriculum, including feeding back to individuals and year groups and monitoring next steps.

Subject leaders to complete the monitoring document for their subject when carrying out moderation during learning visits, pupil voice, book looks and planning scrutiny.

Develop and monitor enrichment opportunities so that all pupils, including demographic groups have meaningful experiences beyond the classroom which broaden their knowledge, vocabulary, aspirations and cultural capital. Monitoring of this will be reported through Absolute Education.

To ensure that every child completes their '30 Ways to Connect' by the end of their time at Manado Vale – experiences to be displayed in school hall and classrooms.

Embed a positive culture throughout the entire school, making school a happy place to be where children feel they belong and want to attend every day.

Roll out our new weekly and termly awards and celebrate the children's achievements in weekly and end of term award assemblies

CPD & resourcing

- What a good PE lesson should contain.
- Clear expectations set for what should be present in lesson presentations and in recorded outcomes.
- Where and how we should be saving evidence for the teaching and learning of PE.
- Further training for across key stages with orienteering and other adventurous activities.
- Use funding to provide access to new sports and experiences as part of broadening the curriculum,

Adaptive Teaching

- Writing key language and sharing before lessons or on whiteboard in hall so children have access to this.
- Focus of majority of lessons is on motor competence and playing in small group activities, rather than large scale games.
- Targeted support from an adult in class to support understanding.
- The use of mixed ability groupings to support and guide pupils with developing their understanding.
- Providing examples of the types of outcomes that should be expected for most pupils.
- Giving all children chance to experience sports aimed at equal access and participation (e.g Boccia, Goalball)

Voice behind the subject (How do we know?)

- Pupil voice
- Teacher voice – includes support to address issues
- Drop-ins to see how lessons are going

Provision for all

- High quality curriculum with planning and resources provided.
- Equal opportunities in all areas for girls (house competitions, intra and inter school)
- Quality first teaching.
- Children have access to and use high quality resources.
- Children being actively involved in the lesson.
- Targeted questioning in lessons.
- Assessment for Learning techniques.
- Targeted planning to consolidate knowledge.
- Mixed ability and targeted grouping.
- Adaptive teaching.

Enrichment opportunities

- Multiple sporting competitions provided by PSSP, PAFC and the academy trust (averaging at least 1 a fortnight).
- House competitions termly.
- Girls only football clubs (provided internally and externally)
- Table tennis club, Netball club.
- Change4Life club funded for children not currently involved in clubs.