



Subject Report 2025-2026

Subject	PE	Report prepared by	Jonathan Payne
Overview of the year:			
<p>This year's main focus has been to continue to provide a diverse range of sports in PE lessons, increase opportunities for daily physical activity in school and raise the profile of PE across the school. We are doing this by employing a football coach to run lunchtime activities, appointing and training sports leaders in Year 6 to set up and run break time activities and providing many extra-curricular opportunities. We continue to celebrate achievements in PE in the school newsletter and children taking part in events receive recognition in assemblies. We aim to hold a 'fun day' every term e.g., Boogie Bounce to create a 'buzz' around PE and encourage children to remain active. Alongside this, we are promoting active travel across the whole school by using travel tracker and working with the Hampshire County Council travel team to work towards the Modeshift silver award, building on our achievement of the bronze award last academic year.</p> <p>3 key messages of the year:</p> <ul style="list-style-type: none"> • Ensuring the curriculum is diverse and accessible to all children in the school. We have heavily invested in new equipment to ensure the children can experience a wide range of sports and teachers have the correct resources to run lessons. • The Specialist PE Teacher has been working with the Hampshire School Games Organiser to attend sporting events. At present, the children have taken part in cross country, netball, football, basketball and sports hall athletics. • To provide CPD for teachers by employing specialist coaches (football and hockey) to run curriculum PE lessons. 			
Curriculum: Intent, implementation, Impact			
Intent			
<p>We aim to provide a PE curriculum that provides all pupils lessons that they will enjoy. Lessons allow the children to develop and understand about their health, wellbeing and fitness. The children are provided with a high-quality education curriculum where they are provided with opportunities to be physically confident in a way which supports health and fitness. GetSet4PE (current scheme used to structure curriculum) provides the children opportunities to learn new skills and sports through the range of lessons. The children are able to use skills from one lesson and use them in another allowing them to gain confidence in their abilities and being able to transfer the skills is an important part of their PE progression. The lessons across the programme allow the children to work independently and within a team, understanding how to be tactical and strategic in the sport. Within EFYS and KS1 the children are taking part in lessons to develop their fundamental movement skills, locomotor skills such as running, jumping and balancing and object control skills. Within KS2 these skills are transferred into more specific sports such as football, netball and dance. The intent of using the GetSet4PE programme is to allow the children the opportunity to create, get involved and be active within their PE lessons. Alongside this, it offers rich CPD to staff, to increase knowledge and confidence when teaching.</p> <p><u>In PE, A Cambridge Pupil will leave with:</u></p>			
Key Skills		Qualities	
<ul style="list-style-type: none"> • Know the impact exercise has on our mental and physical well-being. 		<p>A Cambridge pupil embeds their knowledge and skills of the sporting values and displays these throughout any sporting activities they have explored and experienced. Children are brave to explore a range of</p>	

- **Confident** in a range of sporting activities, fundamental movement skills, fine and gross motor skills.
 - **Demonstrate** teamwork **individually** and **collaboratively**.
 - Able to **create**, **perform** and **evaluate** in sporting activities for themselves and their peers.
 - **Demonstrate** and **understand** the sporting values; Honesty, Teamwork, Respect, Self-belief, Passion and Determination
 - **Assess** their involvement and performance providing support to peers and themselves
- sporting activities allowing them to recognise, demonstrate and enhance their own individual talents. They have the opportunity to try new things and build a resilience to any sporting challenges should they occur. They are enthusiastic; demonstrating, organising and **innovating** sporting games individually or with their peers. A Cambridge pupil works **collaboratively**; displaying good team skills and attributes providing support when required. They have to apply tactical thinking and problem solving across various sporting activities and games and take **ownership** of how they approach or engage, giving them the skills to self-reflect and evaluate their learning.

Implementation

The PE lessons provided ensure that the following areas of the National Curriculum are covered, Athletics, Dance, Gymnastics, Swimming and Games – these include net and wall, striking and fielding and invasion games. Each lesson plan has a list of equipment that will be required, that is age appropriate and are suitable for supporting and enhancing the children’s understanding and skills. The children are encouraged to challenge themselves throughout lessons and be confident in what they can achieve. The children learn how to play fairly and be good sports persons. Throughout the curriculum, the lessons encourage teamwork and they are engaged in working together collaboratively. Differences and conflicts may occur throughout PE and sporting events but the children need to work together to resolve these quickly in order to achieve success.

Topics taught across each year group:

	AT1	AT2	SP1	SP2	SU1	SU2
<i>EYFS</i>	<i>Introduction to PE</i>	<i>Gymnastics</i>	<i>Ball Skills</i>	<i>Dance</i>	<i>Games</i>	<i>Athletics</i>
<i>Y1</i>	<i>Ball skills/Dance</i>	<i>Gymnastics/Yoga</i>	<i>Fitness/Fundamentals</i>	<i>Invasion games/sending and receiving</i>	<i>Striking and fielding/Target games</i>	<i>Athletics/Football</i>
<i>Y2</i>	Ball skills/Dance	Invasion games/Yoga	Fitness/Net and wall games	Target games/Team building	Striking and fielding/Football	Athletics/Sending and receiving
<i>Y3</i>	Rounders/Basketball	Tag Rugby/Dance	Fitness/Gymnastics	Dodgeball/Football	Cricket/Netball	Athletics/Tennis
<i>Y4</i>	Rounders/Basketball	Tag Rugby/Dance	Fitness/Football	Netball/Dodgeball	Cricket/Hockey	Athletics/Gymnastics
<i>Y5</i>	Rounders/Hockey	Tag Rugby/Football	Fitness/Gymnastics	Dodgeball/Basketball	Swimming/Cricket	Swimming/Athletics
<i>Y6</i>	Football/Rounders	Tag Rugby/Hockey	Fitness/Gymnastics	Basketball/Netball	Cricket/Dodgeball	Athletics/Tennis

Rationale for curriculum organisation:

Children in the EYFS have a one-hour PE lesson each week, children in Year's 1-6 have PE for 1 hour twice a week. One lesson is taught by the class teacher and the other lesson taught by a Specialist PE Teacher. The children take part in lessons both inside and outside, depending on the area of PE being taught.

The GetSet4PE scheme provides lessons to ensure that all aspects of the National Curriculum are covered, and a skills progression document has been created to support and achieve each key stage level. GetSet4PE caters for all learning styles. The skills are embedded throughout the year, and the prior learning is always reviewed and revisited. Children are questioned at the end of each session to ensure they have understood what they have learnt and why.

EYFS PE lessons engage the children in the fundamental skills. They take part in gymnastics, dance and games lessons to support the children in physical challenges, moving, exploring and negotiating space. The children take part in sporting activities, which promote progress throughout school. Year 1 and 2 children take part in dance, gymnastics and games also. They explore different movements and link the knowledge and skills they have together. They are able to work together to help each other.

The aim of PE at The Cambridge is to ensure all the children have the opportunity to develop confidence in a wide range of sporting activities. We encourage the children to think on their feet, work collaboratively together and reflect on their learning. GetSet4PE offers the children the chance to try new sports and skills.

What have you done to ensure that every skill is covered?

Using GetSet4PE to support our curriculum, ensures that we have skill progression. This skills progression is reviewed against the National Curriculum to ensure all aspects are covered. Monitoring is in place to ensure the curriculum we are teaching has been taught.

Impact

The children should experience a positive and engaging environment to learn. The children are able to use what they have learnt through different activities that support the skill. Children are also asked to review what they have learnt 'before they go, do they know?' This shows that the children have engaged in the lesson and understand the skills. Alongside PE the children take part in Sports day during the summer term, the Poppy run during Autumn term and school clubs throughout the year. Every year group has also received tennis coaching from a qualified coach via funding through the Tim Henman Foundation. This year some children have attended the Hampshire School games events with more planned. The impact of PE is monitored through pupil conferencing, key stage assessments and lesson drop ins. The children recognise that they need to work collaboratively with both adults and peers to achieve the goals and outcomes, in addition to their skill development and application of skills. Children show an understanding of the importance of physical activity for themselves and the wider community.

**What does marking and assessment look like in your subject?
How do you know this has been effective for children's progress?**

The feedback in PE lessons is verbal, positive and in the moment. The children are shown demonstrations of what and how to do the skill and what they could do to help them with the skill or improve it. In addition to the live feedback and formative assessment in each

What CPD have you received / research have you carried out in your subject area? What has been the impact of this on the children?

The Specialist PE Teacher supports those who are unsure on the lesson by providing team teach lessons and is able to provide feedback on how to adapt learning if needed.

<p>lesson, PE skills are summatively assessed at the end of each half term. Progress is tracked every half term so an attainment judgement can be given to each child at the end of the year.</p>	<p>Specialist football, hockey and swimming professionals have also been used to support teachers in lessons and the children benefit from high quality coaching.</p> <p>The Specialist PE Teacher will be attending the Hampshire PE conference and taking part in workshops to support learning areas.</p> <p>The Cambridge is part of Hampshire School Games allowing the Specialist PE Teacher to be able to take part in local workshops and staff meetings. This ensures children get the chance to represent the school at many events and tournaments throughout the year.</p>
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<p>What Performance Information is monitored? What are the 3 questions you are considering for future developments?</p>	<p>How are Fundamental British Values, the Cambridge Learning Characteristics and personal development promoted within your subject?</p>
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<p>PE progress is good. The children are able to recall previous lessons and understand the importance of learning these skills. They are showing progress through observations and questioning and the skills progress monitoring.</p> <p>The Specialist PE teacher is able to drop in and observe PE lessons to ensure children are learning the correct skills. Teachers are able to question if they are unsure and teachers are able to observe the Specialist PE Teacher lead lessons. Questioning the children throughout the lesson and the end ensure they are able to recognise what they have learnt and how the skill can be used and transferred into other sports.</p> <p>Key Questions:</p> <ol style="list-style-type: none"> 1. Are staff confident in teaching the different sporting areas/ do they have the knowledge to teach it confidently? 2. Are children using the skills they are learning in PE during sporting events or when playing at playtimes? 3. Are children self-assessing each other to support each other's learning? 	<p><u>Fundamental British Values</u></p> <p>In PE, we ensure that the children show each other mutual respect and behave appropriately within the lesson, using the equipment safely. The children are encouraged to make sure that everyone is involved in the activity and they work to the best of their ability. Helping each other, turn taking and being collaborative are all encouraged throughout lessons.</p> <p><u>The Cambridge Learning Characteristics (BICO)</u></p> <p>In PE, the children are brave, when trying new skills and activities. They are innovative for trying and exploring these new skills and activities. PE allows the children to work independently and collaboratively with others, which links the sporting values. Sharing, supporting and reflecting on their learning gives them the chance to take ownership of their own learning.</p> <p><u>Opportunities for Personal Development</u></p> <p>PE skills are used throughout the children's school day, learning the fine motor skills for handwriting and the gross motor skills for moving around the environment. The skills are used during break and lunchtimes, using the running track, trim trail and sports equipment. Children enjoy sporting events such as sports day and the poppy run and enjoying sporting clubs run by school staff and outside agencies. They enjoy sharing what they have done at outside school events too and take pride in representing the school. This is celebrated in the half termly newsletter as well as in celebration assemblies. Children have communicated their enjoyment of events through pupil voice and by volunteering themselves in large numbers.</p>
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