

I can do all things through Christ who strengthens me



# Physical Education Curriculum Offer



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# Our School Vision



St Mary's Catholic Infant and Junior Academies work together to create a caring, friendly and faith-centred community, where we seek to realise the full potential of all our family through the living love of Christ. All our work with children and their families, staff, governors, parishioners and the wider community is influenced by our core values:

*Compassion, Respect and Resilience.*

## Intent

The purpose of our Arches Curriculum is to ensure that our children are **successful** in life and learning. The 'Nine Arches' Sankey Viaduct in Newton-le-Willows has been the inspiration for our curriculum. The viaduct was built by George Stephenson between 1828 and 1830 and the bridge, built to let trains cross above the Sankey Canal, has international significance as the world's earliest major railway viaduct still in use.

Our Physical Education curriculum is designed to inspire all pupils to succeed and excel in physically demanding activities, fostering lifelong participation in sport and physical activity. We believe that high-quality PE is essential not only for physical development but also for mental well-being, social growth, and academic success.

From this, we teach to the Arches Principles –

**Ambitious – Resilience – Christ at the Heart – Health and Wellbeing – Excellence – Success**

### Ambitious

We believe that PE is a powerful vehicle for developing the whole child, fostering not only physical competence but also the mindset and character traits that underpin lifelong success. Our curriculum is designed to nurture ambitious learners—children who are curious, resilient, and driven to achieve their personal best.

### Resilience

Our curriculum is designed to foster physical, emotional, and social resilience, equipping pupils with the confidence and grit to thrive both in and beyond the classroom. We believe that Physical Education is a vital platform for nurturing **resilient learners**—children who embrace challenge, recover from setbacks, and persevere with determination.

### Christ at the Heart

Through PE, we aim to develop resilient learners who grow in character, faith, and physical confidence. Our Physical Education curriculum is shaped by a Christ-centred vision that places love, compassion, and perseverance at the heart of every child's learning journey. We believe that each child is uniquely created in the image of God, with gifts to be nurtured and a purpose to be fulfilled.

### Health and Wellbeing

Our Physical Education curriculum is a vital part of our commitment to nurturing the health and wellbeing of every child. Rooted in a Christ-centred vision, we believe that caring for our bodies, minds, and spirits is an act of stewardship and self-respect. Through PE, we aim to empower children to lead active, joyful, and balanced lives.

### Excellence

Our Physical Education curriculum is rooted in the pursuit of excellence—physically, mentally, socially, and spiritually. We believe that every child is capable of greatness, and through high-quality PE, we empower learners to discover their strengths, overcome challenges, and strive for their personal best. We nurture excellence not only in performance but in character, compassion, and commitment.

### Success

We empower children to succeed physically, socially, and emotionally through purposeful physical activity. Our curriculum nurtures confident, competent movers who understand the value of effort, teamwork, and personal growth.

# Our Arches Principles - Rationale for our Physical Education Curriculum



Our high-quality PE lessons are ambitious and challenge our children to excel and succeed in competitive sports and other physically demanding activities.



Our curriculum enables our children to redefine success and begin to understand that defeat is a setback we experience but can learn from.

We work with our children to help them explain or demonstrate helpful ways to manage emotional responses to difficulties, challenges or setbacks.



Our PE curriculum supports the building of character and help to embed our school values of respect, compassion and resilience.



Developing a healthy body and healthy mind is at the heart of our PE Curriculum.



We have a full and varied sporting calendar that provides opportunities for our children to compete in sport and other activities.



Our PE curriculum enables our children to deepen their knowledge from other subjects such as science, maths, geography, and computing.

Our children are taught the rules that govern the sports on our curriculum and are taught how to officiate their own games.

There are regular opportunities to celebrate achievement through competitions. We want our pupils to have a clear understanding of the link between achieving well and having goals for the future.

# Being a St Mary's Sportsperson

Being a sportsperson means that disciplinary and substantive knowledge complement each other harmoniously. Through the skills that are developed over time, year on year, our children are able to be competent and confident sportspeople. The children are able to use their knowledge to explain, support and develop their sporting skills in a wide range of team and individual activities.

## Implementation

- Provide high quality PE lessons Ensure our curriculum is progressive and varied, building on pupils' knowledge year by year.
- Develop teamwork, sportsperson-ship and cooperation.
- Provide supporting opportunities that go beyond the lesson e.g., Sports clubs, competitions, Intra-competition.
- Promote PE and sport as fun.
- All children have access to an inclusive curriculum. Support is provided for SEND children in line with other subjects and differentiation of skills when appropriate.

# Physical Education Long Term Plan

Subjects/Topics to be taught in line with whole school enhancements

**Golden Threads:** Dance - invasion games - Gym/fitness/multi skills - orienteering/leadership - Athletics and striking and fielding.

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Introduction to PE</b> Moving safely and sensibly in a space	<b>Fundamentals</b> Balancing; running and stopping; jumping and landing	<b>Gymnastics</b>	<b>Dance</b>	<b>Ball Skills</b>	<b>Playing Games</b>  <b>Sports Day</b>
<b>Reception</b>	<b>Introduction to PE</b>	<b>Fundamentals</b> Different ways we travel	<b>Playing Games</b>	<b>Dance</b>	<b>Gymnastics</b>	<b>Ball Skills</b>  <b>Sports Day</b>
<b>Year One</b>	<b>Dance: Winter</b>  <b>Boccia</b>	<b>Pirate fitness</b>  <b>Gymnastics</b>	<b>Football</b>  <b>Dodgeball</b>	<b>Outdoor and adventure (OOA)</b>  <b>Multi skills</b>	<b>Rugby</b>  <b>Athletics</b>	<b>Tennis</b>  <b>Kwik Cricket</b>

<b>Year Two</b>	<b>Dance: Seaside</b>  <b>Ball skills</b>	<b>Fitness</b>  <b>Gymnastics</b>	<b>Multi skills</b>  <b>Dodgeball</b>	<b>Outdoor and adventure (OOA)</b>  <b>Football</b>	<b>Rugby</b>  <b>Athletics</b>	<b>Tennis</b>  <b>Kwik Cricket</b>
<b>Year Three</b>	<b>Dance – Egyptians</b>  <b>Kwik Cricket</b>	<b>Gymnastics</b>  <b>Multi-skills</b>	<b>Tennis</b>  <b>Dodgeball</b>	<b>Outdoor and Adventure OAA</b>  <b>Quicksticks</b>	<b>Athletics (Sport Day)</b>  <b>Tag Rugby</b>	<b>Quidditch</b>  <b>Swimming</b>
<b>Year Four</b>	<b>Dance- Romans</b>  <b>Football</b>	<b>Gymnastics</b>  <b>Fitness</b>	<b>Tennis</b>  <b>Dodgeball</b>	<b>Outdoor and Adventure OAA</b>  <b>Quicksticks</b>	<b>Athletics (Sports Day)</b>  <b>Swimming</b>	<b>Quidditch</b>  <b>Rounders</b>
<b>Year Five</b>	<b>Dance- Greatest Showman</b>  <b>Kwik Cricket</b>	<b>Gymnastics</b>  <b>Multi-skills</b>	<b>Swimming</b>  <b>Dodgeball</b>	<b>Outdoor and Adventure OAA</b>  <b>Netball</b>	<b>Athletics (Sports Day)</b>  <b>Tag Rugby</b>	<b>Quidditch</b>  <b>Rounders</b>
<b>Year Six</b>	<b>Dance- Martial Arts</b>  <b>Football</b>	<b>Gymnastics</b>  <b>Swimming</b>	<b>Fitness</b>  <b>Dodgeball</b>	<b>Outdoor and Adventure OAA</b>  <b>Netball</b>	<b>Athletics (Sports Day)</b>  <b>Tag Rugby</b>	<b>Quidditch</b>  <b>Rounders</b>

# Progression Documents

Our progression documents have been created by the Curriculum Leader and PE Subject Leader to ensure clear progress through competitive sport and physically demanding activities.

The progression documents show the key skills and attitudes to be demonstrated at each stage within the sequence of learning within the sport/activity.

<b>Football</b>			
<b>End points for EYFS</b>	<b>End points for KS1</b>	<b>End points for LKS2</b>	<b>End points for Key Stage Two</b>
<p>Negotiate space and obstacles safely, with consideration for themselves and others;</p> <p>- Demonstrate strength, balance and coordination when playing;</p> <p>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Intercept, retrieve and stop a ball with some consistency</p> <p>Kick a ball in a variety of ways</p> <p>Describe basic rules of the game</p> <p>Dribble a ball with control, changing speed and direction</p> <p>Show good awareness of others when playing games</p> <p>Plays fairly and shows respect for opponents and decisions made</p> <p>Describe how their bodies work and feel when playing games</p>	<p>Can pass the ball using the correct technique (Using the inside of the foot, standing foot pointing toward the target)</p> <p>Can dribble/ run with the ball using the correct technique (small touches of the ball, head up)</p> <p>Moves forward to support at appropriate times and works hard to get behind the ball when defending</p> <p>Explain why it is important to warm up and cool down</p> <p>Apply basic principles suitable for attacking</p> <p>Pass/Send a ball with increasing accuracy and receive a ball successfully</p> <p>Shoot and score with increased success</p>	<p>Identify and use tactics to help their team keep the ball and take it towards the opposition's goal Pass, dribble and shoot with control in games Mark opponents and help each other in defence</p> <p>Understand how strength, speed and stamina can be improved by playing invasion games Use different skills to keep possession of a ball as part of team Choose different formations to suit the needs of the game Understand the positions in a team and the role they play Adapt games and activities making sure everyone has a role to play</p>
<b>Gymnastics</b>			
<b>End points for EYFS</b>	<b>End points for KS1</b>	<b>End points for LKS2</b>	<b>End points for Key Stage Two</b>
<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength,</p>	<p>Show basic control and coordination when travelling and when remaining still Can change direction, work at</p>	<p>Can perform sequences that flow, displaying multiple skills and a range of dynamics Can perform more complex sequences</p>	<p>Understand the need to warm-up and work on body strength and flexibility Create, practise and refine longer, more</p>

<p>balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>different levels and use the floor space imaginatively Use words such as rolling, travelling, balancing, climbing Can change direction, work at different levels and use the floor space imaginatively Perform the basic gymnastic actions with coordination, control and variety Plan and repeat simple sequences of actions Say why they think gymnastic actions are being performed well</p>	<p>with smooth transitions Adapt their sequence to suit different types of apparatus and their partner's ability Comment on differences and similarities in gymnastic performances Perform and repeat longer sequences that include changes of speed and level Can perform sequences that flow, displaying multiple skills and a range of dynamics Understand that strength and suppleness can be improved Watch, describe and suggest possible improvements to others' performances</p>	<p>complex sequences with smooth transitions whilst working with and alongside others Choose body shapes and balances from a wider range of themes Use set criteria to make simple judgements about performance and suggest ways in which they could be improved Create, practise and refine longer, more complex sequences including changes in level, direction and speed with smooth transitions whilst working with and alongside others Show clarity, fluency, accuracy and consistency in their movements Show an awareness of factors influencing the quality of a performance and suggest aspects that need improving</p> <p>Can show a wide range of well executed movements using a range of dynamics, with and alongside others</p>
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### Dance

<b>End points for EYFS</b>	<b>End points for KS1</b>	<b>End points for LKS2</b>	<b>End points for Key Stage Two</b>
<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. Perform songs, rhymes, poems and stories with others, and – when</p>	<p>Perform basic body actions Show some sense of dynamic, expressive and rhythmic qualities in their own dance Remember and repeat short dance phrases and simple dances Perform body actions with control and coordination Perform short dances, showing an understanding of expressive qualities Describe the mood,</p>	<p>Use dynamic, rhythmic and expressive qualities clearly and with control Share and create dance phrases with a partner and in small groups Recognise and talk about the movements used and the expressive qualities of dance Suggest improvements to their own and other people's dances Respond imaginatively to a range</p>	<p>Adapt and refine the way they use levels, space and rhythm in their dances to express themselves in the styles of the dance they use Perform different styles of dance clearly and fluently Suggest ways to improve their own and other people's work Show an understanding of style Work creatively and imaginatively on their own, with a partner and</p>

appropriate try to move in time with music.	feelings and expressive qualities of dance Describe how dancing affects their body	of stimuli related to character and narrative Refine, repeat and remember dance phrases and dances and perform dances clearly and fluently Show sensitivity to the dance idea and the accompaniment Describe, interpret and evaluate dance, using appropriate language	in a small group to compose motifs and structure simple dances Perform to an accompaniment expressively and sensitively Perform fluently and with control Talk about dance with understanding, using appropriate language and terminology
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### Handball, Netball and Dodgeball

End points for EYFS	End points for KS1	End points for LKS2	End points for Key Stage Two
Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	<b>Handball</b> Can shoot successfully at a goal Show awareness of opponents and teammates when playing games Show a basic awareness of attacking and defending Apply catching, throwing and bouncing skills in a variety of ways Make choices about appropriate targets, space and equipment Use a variety of simple tactics Plays fairly and shows respect for opponents and decisions made	<b>Netball</b> Can pass (chest / bounce /shoulder) and catch the ball (hands out, eyes on the ball) Can pass and use movement after a pass as part of an attack (forward runs/ using space) Be aware of space Know and use rules fairly to keep a game going  <b>Dodgeball</b> Develop throwing at a target, point to target after throw Anticipate where opponents are moving to Decide on the most effective throwing technique Know the rules of the game and play honestly	<b>Netball</b> Pass with accuracy, confidence and control. Use different skills to keep possession of a ball as part of a team Defend by marking, covering and tracking opponents as appropriate Understand the positions in a team and the role they play Can shoot at a hoop (ball above head, shooting arm close to the ear, supporting hand to the side, flick the ball with wrist and follow through) Apply basic principles of team play in order to keep possession of the ball Understand team positions and the importance of supporting the player with the ball Be motivated, exude confidence and perform well under pressure - thriving on competition.

### Rounders and Cricket

End points for EYFS	End points for KS1	End points for LKS2	End points for Key Stage Two
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<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing</p>	<p><b><u>Rounders</u></b></p> <p>Show control of the ball with basic actions Show basic control and accuracy when striking a ball Move inline with a ball to receive it</p> <p><b><u>Cricket</u></b></p> <p>Start to use a range of skills, e.g. throwing, catching and stopping a ball with control Hit a ball with increasing control and accuracy React to situations in ways that make it difficult for opponents Begin to talk about what they do well and what they could do better</p>	<p><b>Rounders</b></p> <p>Intercept and stop the ball consistently Throw a ball increasing distances and catch a ball with increasing consistency Hit a ball with increasing control from a tee and hit a ball with the correct technique Work well as part of a fielding team to make it harder for the batter</p> <p><b>Cricket</b></p> <p>Explain what they need to do to get ready to play a game Throw and catch a ball increased accuracy and consistency Hit a ball with increasing control from a tee and hit a ball with increasing control Identify what they need to practice improving their performance</p>	<p><b>Cricket</b></p> <p>Retrieve, intercept and stop a ball when fielding Use skills and tactics to outwit opponents when fielding Hit the ball with purpose, varying speed, height and direction.</p> <p><b>Rounders</b></p> <p>Identify spaces and understand the tactic of hitting into gaps Use skills and tactics to outwit opponents when fielding and batting Use tactics that involve bowlers and fielders working together Watch and evaluate the success of games</p>
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**Rugby**

<b>End points for EYFS</b>	<b>End points for KS1</b>	<b>End points for LKS2</b>	<b>End points for Key Stage Two</b>
<p>Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>	<p>Know which direction to pass a rugby ball gripping it using the correct technique Can carry the ball using the correct technique (Two hands centre of the ball, elbows out) Show a basic awareness of attacking and defending Work well with a partner and in a small group to improve their skills Can pass and catch the ball using the correct technique (6 o'clock pass/ hands out ready for the ball) Show an awareness of attacking</p>	<p>Throw the ball backwards to another player Develop attacking and defending skills Build on decision making skills Explain why it is important to warm up and cool down Can apply attacking principles - can use width and support Can apply defending principles - know the positioning of other teammates Pass the rugby ball backwards down a line of players Know the rules of the game and apply tactics</p>	<p>Keep control of the ball when running and passing Keep in a line, spread out and move forwards together Carefully consider the best way to score a try and win the game Know the rules of tag rugby and play a full game Can attempt and explain correct kicking technique Can change direction off either foot in response to game situations Understand team positions and the importance of supporting the player with the ball Know, plan and carry out</p>

	and defending Use a variety of simple tactics.		warm-up activities that use exercises helpful for invasion games
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### Athletics

End points for EYFS	End points for KS1	End points for LKS2	End points for Key Stage Two
Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Run at fast, medium and slow speeds Throw a variety of objects – standing overarm throw for distance Recognise when their temperature, breathing rate have changed Link running and jumping activities with greater fluency, control and consistency Take part in a relay activity, remembering when to run and what to do – transfer baton over short distances and dip at finish Change their action for accuracy and distance when throwing a variety of objects – standing overarm throw for distance Recognise when their temperature, breathing rate and heart rate have changed	Middle distance pacing and sprinting – starting a race, good form during the race and dip at the finish Show consistency, control when throwing objects into targets from increasing distances Bound and coil – throw from short run up Identify the changes that take place in our bodies after exercise To understand and demonstrate differences between sprinting and running for sustained periods High Jump – Take off foot and scissor leap Hurdle keeping same lead leg each time and using arms to sprint between hurdles Understand that different activities have different effects on heart rate and body temperature	Hurdle with same leg bringing opposite arm forward to balance lead leg Throw with run up and follow through Relay – transfer baton in alternate hands, receiving facing forwards Identify good athletic performance and explain why it is good, using agreed criteria

### Tri-Golf

End points for EYFS	End points for KS1	End points for LKS2	End points for Key Stage Two
Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	Show basic control when pushing, patting and rolling the ball Begin to apply the basic putting technique Compete against others in simple games	Be able to putt accurately using the correct technique Begin to develop the correct chipping technique to lift the ball from the floor Show control and coordination to make accurate shots Know and describe where they and	Use the correct putting technique to create a successful shot Use the chipping technique to lift the ball off the floor Show control and coordination to make accurate shots Recognise how these games make their bodies work

		others are successful and why	
<b>Tennis</b>			
<b>End points for EYFS</b>	<b>End points for KS1</b>	<b>End points for LKS2</b>	<b>End points for Key Stage Two</b>
Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing	Begin to use a small range of racket skills Successfully receive (catch/stop) a ball Apply skills in a simple game Keep a continuous game going Begin to use a range of simple tactics to defend their own court Begin to talk about what they do well and what they could do better Know the rules of a game and use them to play fairly	Take up space/positions that make it difficult for opponents Intercept and stop the ball consistently Keep the rally going using a range shots Recognise how playing net games affects the body Keep the rally going using a range shots Hit a ball into space at different speeds and heights to make it difficult for opponent Suggest which skills need practicing, for themselves and others Recognise how playing net games affects the body	

# Vocabulary is VITAL

<b>Valued</b>	We value vocabulary in PE and it underpins everything we do.
<b>Identified</b>	PE and sporting vocabulary is identified by the PE subject leader and is explicitly planned for.
<b>Taught</b>	Vocabulary is explicitly taught in every lesson. Our lesson plans identify the vocabulary to be taught and used and this is reinforced and built on over time.
<b>Applied</b>	Once vocabulary is taught, it is applied. Our children apply their vocabulary constantly throughout their PE lessons. Children are expected to be able to explain clearly using the correct vocabulary.
<b>Learned</b>	Vocabulary is revisited and relearned. Vocabulary sticks in the children's long-term memory. Lesson by lesson, year by year, children revisit and relearn key PE and sporting vocabulary.

## EYFS

Through an 'explosion of experiences', our youngest sportspeople are exposed to the foundations of their physical education. Physical activity is vital in children's all-round development, enabling them to pursue happy, healthy and active lives. In line with government guidance we encourage our children to be as active as possible throughout the school day, beginning with our Get Moving! sessions each morning. Carefully planned physical experiences are provided for our children within provision and in our PE lessons. PE vocabulary is explicitly planned for in our EYFS. Quality texts such as 'My Exercise Diary' are used to enhance children's vocabulary. Staff are role models in demonstrating this vocabulary. Gross motor skills provide the foundation for developing healthy bodies and social and emotional wellbeing. Fine motor control and precision helps with hand-eye co-ordination which is later linked to early literacy. Staff create games and provide opportunities for play both indoors and outdoors, and support children to develop their gross and fine motor skills as well as their core strength, stability, balance, spatial awareness, co-ordination and agility. The foundations of PE learning in EYFS are linked to Year 1 and beyond.

Both our staff and children are enthusiastic about PE. Through ongoing CPD, we strive to ensure our teachers have expert knowledge of the PE they teach. We have a range of external expert teachers who deliver some PE sessions and teaching staff view these sessions as ongoing CPD. Our pedagogy is firmly based upon our curriculum intent of embedding concepts into long-term memory so that they are able to be recalled, to ensure substantive and disciplinary knowledge and skills can be applied fluently. Lessons are effectively sequenced so that new knowledge and skills build on what has been taught before and towards defined end points.

# Lesson Structure

PE sequence structure	
Phase 1 – Revise	<ul style="list-style-type: none"><li>• Prior learning, skills, vocabulary and knowledge are revisited</li></ul>
Phase 2 – New learning – practise and apply	<ul style="list-style-type: none"><li>• Medium term planning to inform lessons</li><li>• Skills explicitly taught</li><li>• Vocabulary explicitly taught</li><li>• Knowledge taught</li><li>• St Mary's Quality First Teaching</li></ul>
Phase 3 – Team game/ performance	<ul style="list-style-type: none"><li>• Skills are practised and applied in a team game/performance</li><li>• Assessment task</li></ul>

Each lesson, within the sequence, follows the structure so skills, key vocabulary and knowledge are constantly revisited and transferred to long term memory.

Within a PE unit of work, children will learn a new skill and will revisit the skills they have learnt before. The children will have opportunities to practise the skills they have learnt within a series of team games in each session.

PE lesson structure	
Phase 1 – Revise, recap and warm up	<ul style="list-style-type: none"><li>• Skills, knowledge and vocabulary are revisited from previous lessons</li></ul>
Phase 2 – New learning, practise and apply	<ul style="list-style-type: none"><li>• St Mary's Quality First Teaching</li><li>• New knowledge taught</li><li>• New skills taught</li><li>• New vocabulary taught</li><li>• Children practise and apply skills</li></ul>
Phase 3 – Review and cool down	<ul style="list-style-type: none"><li>• Revise and review new skills</li><li>• Evaluate their performance</li><li>• Cool down</li></ul>

# Impact

We understand that we may not see the true impact of our PE curriculum on our children as our PE curriculum is just the beginning of a lifetime of learning.

Our well-constructed and well-taught PE curriculum leads to great outcomes. Our results are a reflection of what our children have learnt. A broad and balanced curriculum leads to great outcomes and meeting end points at the end of each key stage. National assessments are useful indicators of the outcomes our children achieve.

We ensure all groups of children are given the knowledge and cultural capital they need to succeed in life. We strive to ensure that our children are equipped with the skills (through a growth mindset approach) to fluently be able to retrieve key facts from their semantic memory.

The quality of our children's work, at every stage, is of a high standard. All learning is built towards an end point and at each stage of their education, we prepare our children for the next stage.

The impact of St Mary's PE curriculum is measured through the following:

- Pupil voice is positive and shows children both enjoy and learn well in PE lessons.
- As sporting individuals, our children should demonstrate a teamwork, leadership and communication skills throughout their PE lessons.
- Children respond positively to PE and sporting school-events and activities.