



Physical Education Intent Implementation and Impact

Intent

At Cecil Gowing, we want every child to enjoy moving and to develop the confidence, control and skills to take part in a wide range of physical activities. Children build strength, balance, agility and coordination from Nursery onwards. In Years 1 and 2, our taught PE curriculum develops running, jumping, throwing and catching, simple team games and dance. Children learn to move safely, practise a skill, try a different approach and recognise their own progress.

Our values are visible in PE: children show kindness by including and encouraging others, resilience by practising and improving, and creativity by finding movement and dance solutions. We value cooperation, fair play and personal improvement alongside competition. All children, including those with SEND, are supported to participate meaningfully.

Implementation

Planned teaching. Adults teach fundamental movement skills explicitly through modelling, simple movement cues and repeated practice. Pupils apply them individually, with partners and in increasingly challenging games and dance.

A clear journey. Nursery and Reception develop gross motor confidence through active play, adult guidance and outdoor provision. Year 1 combines taught PE with purposeful active provision. Year 2 expects greater control, independent practice and simple decisions in games and sequences.

Active days and outdoor learning. Children have daily opportunities to move indoors and outside. Our weekly whole-school outdoor learning in the spring and summer terms gives further opportunities for movement, cooperation and wellbeing, alongside the distinct taught PE programme.

Inclusive, safe challenge. Staff adapt equipment, distances, space, instructions and roles while maintaining the learning goal. They teach safe movement, use of equipment, awareness of others, and when to seek help or rest.

Checking learning. Teachers observe skills over more than one attempt, ask children to describe a movement or tactic, and use what they notice to plan practice and the next challenge.

Impact

Children increasingly run, jump, balance, throw and catch with control and apply these movements in varied activities. They cooperate in team games, begin to use simple attacking and defending tactics, and perform dance sequences with developing confidence. They can explain a movement cue, follow agreed rules and describe how practice helped them improve.

We look for progress from each child's starting point through observation, pupil talk and repeated opportunities to apply a skill. Children should feel included, enjoy being active and approach physical challenges with confidence, kindness, resilience and creativity.

Curriculum basis EYFS statutory framework for group and school-based providers (September 2026) and the Key Stage 1 national curriculum for physical education. Swimming and water safety must be planned in either Key Stage 1 or Key Stage 2.