



EY, KS1 and KS2 Physical Education Overview

- Access to education and the chance to be educated is a human right in a civilised world
- Education should provide rich intellectual and personal development for individuals and communities of people
- Education is a public good

Our Values



Vision

Mulberry Wood Wharf Primary is committed to striving for excellence in all that we do. Our vision is that pupils become creative and ambitious learners who strive to do their best at all times because they are motivated and guided by outstanding teams within the school. They will be able to contribute to their local community and understand how their actions impact upon the wider world. They will be caring citizens who know how to keep themselves safe and who realise that they have a role to play in looking after others. As we develop our teaching and our curriculum, we are aiming for outstanding in all that we do.

Outstanding Achievement For All

Our Characteristics of effective learning



We are Authors!



We are designers and artists!



We are Scientists!



We are Historians!



We are explorers!



We are mathematicians!



We are articulate!



We are performers!



Physical Education Intent Mulberry Wood Wharf Primary



At Mulberry Wood Wharf Primary, our Physical Education (PE) curriculum is designed to inspire all children to lead healthy, active lifestyles and to develop the physical skills, confidence, and resilience needed for lifelong participation in physical activity.

We are proud to offer high-quality PE provision through a dual approach:

- **Weekly PE lessons are delivered by a qualified sports coach through Junior Jam as part of our PPA cover**, ensuring expert-led, consistent physical education for all children.
- **We also use our Sports Premium funding to employ an additional coach who delivers sessions using materials from the PE Hub**, supporting our staff in building subject knowledge and confidence in teaching PE.

Our children benefit from **daily access to a state-of-the-art sports hall**, provided through our partnership with **IN2sports**, allowing for a broad and enriching range of physical activities regardless of weather or season.

In Tower Hamlets—where data shows higher rates of childhood obesity and lower physical activity than national averages—our PE curriculum plays a critical role in addressing local health inequalities. It is structured to promote physical and mental well-being, inclusivity, and a lifelong positive relationship with movement and exercise.

Through a rich and varied PE curriculum, we aim to:

- Develop competence and confidence in a wide range of physical activities including games, dance, gymnastics, athletics, and outdoor adventurous activities.
- Promote understanding of the benefits of regular physical activity in combating obesity and supporting emotional and mental well-being.
- Foster teamwork, leadership, and perseverance through collaborative and competitive opportunities.
- Ensure inclusivity and equity, enabling every child—regardless of ability or background—to enjoy and succeed in physical education.

By delivering a high-quality, inclusive PE curriculum that reflects the needs of our community, we aim to empower our pupils to lead healthier, more active lives now and into the future.

Early Years curriculum and Physical development



In the *Development Matters* framework for Early Years (revised 2021), **Physical Development** is one of the three prime areas of learning and is divided into two key strands that link well with a Reception PE curriculum:

1. Gross Motor Skills

- This strand relates most directly to PE and includes development in:
- **Core strength, stability, balance, spatial awareness, coordination, and agility**
- **Large-scale movements such as running, jumping, climbing, dancing, riding (scooters, bikes), and navigating spaces**
- **Developing movement sequences and control**
- **Using and negotiating equipment safely and confidently**
- **Cooperation in physical activities** (e.g., group games, parachute play)

2. Fine Motor Skills

- Although more classroom-focused, some aspects can link to PE warm-ups or activities involving:
- **Hand-eye coordination** (e.g., throwing, catching small equipment)
- **Tool and object handling** (e.g., balls, beanbags, ribbons, or hoops)

PE in Reception should therefore focus on:

- Building fundamental movement skills (e.g., running, hopping, balancing, climbing)
- Exploring rhythm and movement (e.g., dance and music-linked movement)
- Developing spatial awareness and coordination
- Introducing simple team games and collaborative play
- Building stamina and physical confidence in varied environments (indoors/outdoors)

P.E Progression Map



	Foundation EYFS	Beginner Year 1	Beginner Year 2	Intermediate Year 3	Intermediate Year 4	Advanced Year 5	Advanced Year 6
Autumn 1	Multi Skills Pupils to: - Understand why sport is important - Run at various speeds - Throw with some accuracy	Multi Skills Pupils to: - Understand why we warm-up & cool down - Jump and land with safe technique - Throw at a target with some accuracy	Multi Skills Pupils to: - Understand why we warm-up & cool down - Jump and land with safe and effective technique - Throw at a target with reasonable accuracy	Multi Skills Pupils to: - Build technique in: - Throwing - Jumping - Striking - Running	Multi Skills Pupils to: - Build technique in: - Throwing - Jumping - Striking - Running	Multi Skills Pupils to: - To build technique in dealing with an opponent - Understand and use different types of passes, throws and tackles	Multi Skills Pupils to: - To build technique in dealing with an opponent - Utilise different types of passes, throws and tackles effectively
Autumn 2	Games Pupils to: - Work as a team - Maintain balance for a short time period - Maintain short focus within a game scenario	Games Pupils to: - Understand some transferable skills - Build traction time - Maintain moderate focus within a game scenario	Games Pupils to: - Improve multi-sport skills - Build traction time - Maintain high focus within a game scenario	Dodgeball Pupils to: - Throw over arm - Throw with some power - Dodge a moving ball - Deploy effective tactics	Dodgeball Pupils to: - Throw over arm - Throw with moderate power - Dodge a moving ball - Deploy effective tactics	Dodgeball Pupils to: - Adjust the power of a throw - Dodge a moving ball confidently - Understand the importance of timing	Dodgeball Pupils to: - Adjust the power of a throw - Dodge a moving ball confidently - Understand the importance of timing
Spring 1	Multi Sports Pupils to: - Work as a team - Work on communication - Build skills through mini games of multiple activities	Basketball Pupils to: - Dribble with some control - Understand the differences between: - chest passes - shoulder passes - bouncing passes	Basketball Pupils to: - Dribble within a game setting - Use chest passes - Use shoulder passes - Use bouncing passes	Basketball Pupils to: - Dribble in a straight line - Perform consistent chest, shoulder and bouncing passes - Receive passes	Basketball Pupils to: - Dribble in a straight line - Perform all passes confidently - Receive long range passes	Basketball Pupils to: - Dribble in any direction - Find spaces to receive passes - Shoot with technique	Basketball Pupils to: - Dribble with correct technique in any direction - Shoot accurately from a range of distances
Spring 2	Football Pupils to: - Dribble forward with control - Use both feet to dribble - Pass a ball with limited control	Football Pupils to: - Change the direction of their dribble - Safely perform a toe tackle - Play in a match setting	Football Pupils to: - Change the direction of their dribble - Safely perform a range of tackles - Play in a match setting	Football Pupils to: - Pass with accuracy - Control a received pass - Understand the different role of a goalkeeper	Football Pupils to: - Pass with accuracy - Control a received pass - Perform confidently in different roles in a game setting	Football Pupils to: - Pass with accuracy under pressure - Shoot for goal within a match - Perform as a goalkeeper	Football Pupils to: - Pass with accuracy under pressure - Perform a shot on target - Practice saving goals using hands and feet
Summer 1	Cricket Skills Pupils to: - Roll a ball to peer - Stop a moving ball - Hold a bat correctly - Gently strike a slow moving ball	Cricket Skills Pupils to: - Understand how to field the ball - Stop a bouncing ball - Roll a ball with some control - Strike with technique	Cricket Skills Pupils to: - Field using long barrier technique - Stop a bouncing ball - Roll a ball accurately and with control - Strike with technique	Kwick Cricket Pupils to: - Throw under and overarm - Stop a bouncing ball - Bowl underarm - Understand the rules of a match	Kwick Cricket Pupils to: - Throw under and overarm effectively - Stop a bouncing ball - Bowl underarm - Understand and follow the rules of a match	Kwick Cricket Pupils to: - Catch balls when fielding - Attempt overarm bowling - Strike a bowled ball - Field as a team	Kwick Cricket Pupils to: - Catch balls when fielding consistently - Attempt overarm bowling - Strike a bowled ball - Field using multiple techniques
Summer 2	Athletics Pupils to: - Throw a bean bag with some technique - Throw a javelin with some technique - Work as a team	Athletics Pupils to: - Understand the difference between jogging and sprinting - Jump over a hurdle - Perform a long jump	Athletics Pupils to: - Sprint with some technique - Jump with some technique - Perform a long jump	Athletics Pupils to: - Understand how to hurdle and sprint with the correct technique - Perform a high jump	Athletics Pupils to: - Hurdle with the correct technique - Perform a high jump	Athletics Pupils to: - Perform a baton pass - Understand how to perform a triple jump - Understand the correct technique to use when running	Athletics Pupils to: - Perform an efficient baton pass - Perform a triple jump confidently - Use the correct technique when running

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PE progression map – school led	Rec	Y1	Y2	Y3
Aut1 During this term, the pupils will be preparing performances for the festival of arts and the Xmas show.	Dance Use their body to recreate and symbolise people and actions. Themes of ‘transport’ and ‘people who help us’.	Dance Respond to a range of stimuli and types of music. Explore space, direction, elevation, mirroring and partner work. Explore a narrative through a short, structured dance.	Dance Apply facial expressions to music showing emotions such as fear and anger. Begin to use spatial and dynamic choices in work. Offer feedback and respond to feedback	Dance Practise and put together a performance. Perform using facial expressions. Perform with a prop.
Aut2	Dance Count and move to beats of 8\ Work as an individual, partner and part of a group. Copy and repeat movement patterns.	Dance Able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.	Dance Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	Dance Building stylistic qualities through repetition and applying movement to own bodies. Building basic creative choreography skills in travelling, dynamics and partner work.
Spr1	Gymnastics Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus.	Gymnastics Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry apparatus.	Describe and explain how performers can transition and link elements. Perform basic actions with control at different speeds and levels.	Gymnastics Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions. Relate strength and flexibility to actions. To use basic compositional ideas.
Spr2	Gymnastics Further develop confidence in fundamental movements. Learn and refine a variety of shapes, jumps, balances and rolls.	Gymnastics To show a range of recognised point balances. To introduce turn, twist, rock, and roll and to link these. To perform unison simple canon and unison techniques.	Gymnastics Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements.	Gymnastics Identify similarities and differences in sequences. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.
Sum1	Body management Explore balance and managing own body. Able to stretch, reach, and extend in a variety of ways and positions.	Run, Jump & Throw Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.	Run, Jump & Throw Throw and handle a variety of objects. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.	Swimming
Sum2	Cooperate and problem Organise and match items, images, colours and symbols. Work with a partner to listen and share ideas & questions.	Run, Jump, Throw Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, balance, agility and coordination.	Run, Jump, Throw Improve running and jumping movements over sustained periods. Reflect on activities and make connections to healthy, active lifestyles.	Swimming

Assessment In P.E



Assessment in PE at Mulberry Wood Wharf Primary is purposeful, ongoing, and designed to provide a clear picture of pupil progress, engagement, and understanding. It supports our broader intent of encouraging children to lead active, healthy lives and develop a lifelong love of sport and movement.

Junior Jam, who deliver weekly PE sessions as part of PPA cover, assess pupils using a structured and robust approach that is both deep-dive compliant and accessible to schools. Their assessment model includes:

- **Verbal feedback during lessons**, ensuring pupils receive immediate guidance to improve technique and understanding.
- **Session Forms**, completed weekly, which indicate whether the learning objective has been achieved. These are available to school staff via the Junior Jam portal.
- **Half-termly Course Evaluations** for each class, which track class-level progress against specific course objectives aligned to national expectations.
- **Individual Pupil Reporting and Assessing**, which schools can opt into. These provide detailed grades for each child in areas such as attainment, behaviour, and progression.

This multi-layered assessment approach ensures that pupils' progress is well-documented and that any emerging needs or strengths are identified and acted upon in a timely manner.

Alongside this, during sessions delivered by our Sports Premium-funded coach using **PE Hub** resources, **teachers carry out formative assessment through observation and in-lesson discussion**. These sessions provide valuable opportunities for class teachers to deepen their understanding of each child's physical development, effort, and confidence. Observing children in this context allows teachers to build a **more holistic picture of individual progress**, particularly around:

- Motor skill development
- Teamwork and resilience
- Enthusiasm and engagement in physical activity

This dual assessment approach—combining structured external reporting with teacher-led observational insight—ensures that we have a well-rounded understanding of each child's PE journey. It allows us to identify where additional support or challenge is needed and helps us ensure that all children are progressing towards:

- A solid understanding of the importance of an active lifestyle
- The ability to perform physical and technical skills with control and accuracy across a range of sports
- The stamina to remain active for sustained periods
- A positive attitude and keen interest in physical activity and sport

Ultimately, our assessment practices support our core aim: to instil a love of sport and equip every child with the skills and mindset needed to lead an active, healthy life.

How do we adapt our Geography curriculum to include all learners?



It is our expectation that all pupils participate fully in PE lessons. We use adapted tasks to support some pupils in accessing the same learning question as their peers. A small number of pupils may be working towards adapted end points for PE or may be working at a pre-subject specific stage of development. Details of the provision for these pupils can be found in their individual learning plan