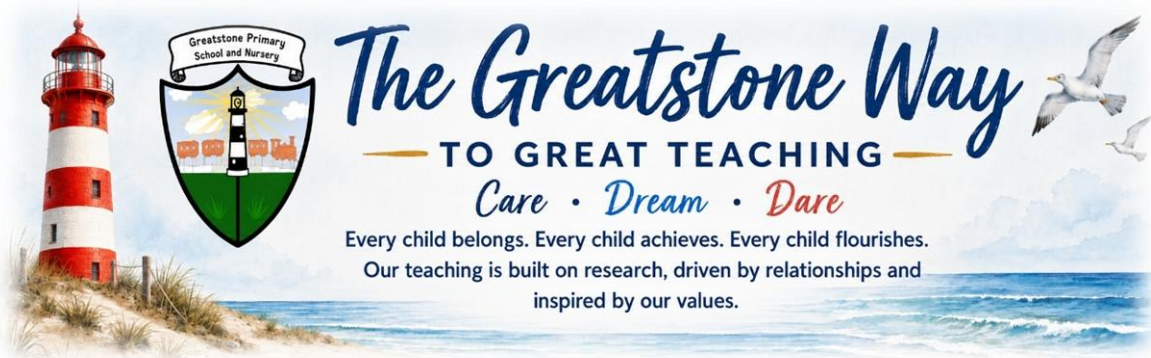




Physical Education: The Greatstone Way Curriculum

Curriculum Intent

At Greatstone Primary School, Physical Education is a fundamental part of our curriculum and reflects our vision to enable every child to **Care, Dream and Dare**. We believe every child should develop the confidence, competence and motivation to enjoy being physically active throughout their lives. Our PE curriculum, built around the **Primary PE Planning** scheme, provides a carefully sequenced progression of knowledge, skills and understanding from Nursery to Year 6. It enables pupils to develop physical competence, tactical awareness, resilience, teamwork, leadership and healthy lifestyles through a broad range of sporting experiences.

Physical Education at Greatstone goes beyond learning sports. It develops confident, resilient learners who challenge themselves, work collaboratively, solve problems and understand the importance of physical and mental wellbeing. Through high-quality teaching and inclusive opportunities, every child is encouraged to achieve personal success regardless of their starting point.

Our curriculum is rooted within **The Greatstone Way**, ensuring that children experience physical education through our shared learning principles of:

Belonging → High Expectations → Adaptive Teaching → Inclusion → Community → Relationships

These principles underpin every PE lesson. Children learn to encourage one another, celebrate improvement, show respect, demonstrate sportsmanship and understand that success comes through perseverance, practice and teamwork.

Alongside the National Curriculum, our curriculum is organised around the **three pillars of progression** developed by Primary PE Planning:

Motor Competence

Children progressively develop fundamental movement skills before refining and applying them confidently across increasingly complex sporting contexts. Running, jumping, throwing, catching, balancing, agility and coordination become the building blocks for lifelong physical competence.

Rules, Strategies and Tactics

Children develop an understanding of rules, fair play, attacking and defending, decision making and tactical awareness. As they move through school they become increasingly able to analyse performance, solve problems collaboratively and apply strategies across different sports and activities.

Healthy Participation

Children develop an understanding of physical and mental wellbeing, fitness, healthy lifestyles and the positive impact of regular exercise. They learn how their bodies respond to activity, why warming up and cooling down are important and how physical activity contributes to lifelong health and wellbeing. Throughout the curriculum, pupils revisit and build upon prior learning so that skills become increasingly secure, transferable and automatic. By the end of Year 6, pupils leave Greatstone as physically literate young people who can participate confidently, think tactically, compete respectfully and make informed choices about healthy, active lifestyles.

The Greatstone Way in Physical Education

Each half term our PE curriculum is connected to one of our Greatstone Way themes.

Half Term	Greatstone Way Theme	Learning Principle	PE Focus
Autumn 1	ROOTS	Belonging	Developing confidence, teamwork and fundamental movement skills
Autumn 2	SURVIVORS	High Expectations	Building resilience, improving performance and persevering through challenge
Spring 1	EXPLORERS	Adaptive Teaching	Applying skills creatively across different activities and sports
Spring 2	INVENTORS	Inclusion	Solving tactical problems, adapting strategies and ensuring everyone participates
Summer 1	PROTECTORS	Community	Fair play, leadership, cooperation and representing the school community
Summer 2	LEGACY	Relationships	Reflection, personal bests, sportsmanship and lifelong participation

OPAL, Beach School and Outdoor Learning

At Greatstone Primary School, physical activity extends far beyond timetabled PE lessons. Through our commitment to **OPAL (Outdoor Play and Learning)** and our unique coastal location, children experience regular opportunities to develop physical competence, resilience, creativity and wellbeing through purposeful outdoor play and exploration.

OPAL (Outdoor Play and Learning)

Our OPAL approach recognises that high-quality play is fundamental to children's physical, social and emotional development. Every child has daily opportunities to be active through imaginative, child-led play that encourages movement, challenge, cooperation and problem solving.

OPAL complements our PE curriculum by enabling pupils to:

- practise and refine fundamental movement skills in authentic contexts;
- develop balance, coordination, agility and spatial awareness through adventurous play;
- build resilience, confidence and risk-management skills;
- collaborate, negotiate and solve problems with others;
- apply teamwork, leadership and communication skills naturally;
- increase daily physical activity and enjoyment of movement;
- develop lifelong positive attitudes towards active, healthy lifestyles.

The skills developed through OPAL directly support the progression of Motor Competence, Rules, Strategies and Tactics, and Healthy Participation that underpin our PE curriculum.

Beach School and Outdoor Learning

Greatstone's unique coastal environment provides exceptional opportunities for active learning beyond the school grounds. Every class accesses regular Beach School sessions, allowing children to apply physical skills within meaningful real-world contexts.

Beach School enhances Physical Education through opportunities to:

- develop balance, coordination and agility across varied natural terrain;
- build strength, stamina and cardiovascular fitness through active exploration;
- develop teamwork and communication through collaborative challenges;
- participate in outdoor adventurous activities, problem solving and navigation;
- understand personal safety, risk assessment and responsibility in outdoor environments;
- strengthen resilience, independence and perseverance;
- develop an appreciation of the local coastline and natural environment whilst being physically active.

Outdoor learning provides meaningful opportunities for pupils to transfer the movement, teamwork and decision-making skills developed in PE lessons into authentic contexts, helping them become confident, capable and physically literate learners.

Together, PE lessons, OPAL and Beach School ensure that every child experiences regular, purposeful physical activity throughout the school day, reinforcing our vision of enabling children to **Care, Dream and Dare** while developing the confidence and motivation to lead healthy, active lives.

Learning Beyond the Curriculum

Physical Education is enriched through a wide range of opportunities that promote participation, challenge and enjoyment beyond weekly PE lessons. These include:

- Daily active play through OPAL
- Regular Beach School and outdoor learning
- Sports festivals and inter-school competitions
- Sports Day and Personal Best challenges
- Outdoor Adventurous Activities (OAA)
- Leadership opportunities, including Sports Leaders and Play Leaders
- Lunchtime and after-school sports clubs
- Swimming provision
- Community sports partnerships and local clubs
- Inclusive physical activity opportunities for every child

These experiences provide authentic opportunities for pupils to apply their physical skills, demonstrate leadership, work collaboratively and develop positive attitudes towards lifelong participation in physical activity. Through PE, OPAL and Beach School, children experience movement every day as an enjoyable, meaningful and valued part of life at Greatstone.

Greatstone Primary PE Curriculum Overview (Whole School)

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Fundamental Movement & Games	Dance & Movement	Gymnastics	Ball Skills	Athletics	Outdoor Play & Adventure
Reception	Fundamental Movement Skills	Gymnastics	Dance	Ball Skills	Athletics	Outdoor Adventure
Year 1	Invasion Games & Ball Skills	Gymnastics & Ball Games	Dance & Fitness	Invasion Games & Multi-skills	Athletics & Social Dodgeball	Sports Day Preparation & Outdoor Adventure
Year 2	Invasion Games & Ball Skills	Gymnastics & Rugby Fundamentals	Dance & Indoor Athletics	Invasion Games & Social Dodgeball	Athletics & Tennis	Sports Day Preparation & Kwik Cricket
Year 3	Invasion Games & Quicksticks	Gymnastics & Handball	Dance & Tri-Golf / Fitness	Invasion Games & Netball	Athletics & Outdoor Adventurous Activities	Sports Day Preparation & Kwik Cricket
Year 4	Invasion Games & Football	Gymnastics & Dodgeball	Dance & Tri-Golf / Fitness	Invasion Games & Tag Rugby	Athletics & Tennis	Sports Day Preparation & Rounders
Year 5	Invasion Games & Quicksticks	Gymnastics & Handball	Dance & Tri-Golf / Fitness	Invasion Games & Basketball	Athletics & Outdoor Adventurous Activities	Sports Day Preparation & Kwik Cricket
Year 6	Invasion Games & Football	Gymnastics & Dodgeball	Dance & Tri-Golf / Fitness	Invasion Games & Netball	Athletics & Tennis	Sports Day Preparation & Rounders

Motor Competence

KS2 (YR 5 & 6)

In Year 5 & 6 children should have near mastered the key **FMS**. Children will take part in more context specific practices e.g. dodging around a player in netball, basketball, handball, tag rugby or football and then using these in a game situation.

These skills will involve different types of equipment, however they will hold the same principles- which allows them to be easily transferred into different activities and games.

Following this pathway and developing **FMS**, by the end of KS2 children should be motor competent and confident in P.E. This helps ensure that they are ready KS3 in secondary P.E.

KS2 (YR 3 & 4)

In Year 3 & 4 children will continue to master the **FMS** and practice them in isolation e.g. passing a ball (throwing, kicking or rolling). These skills can then be used in combination (more than one movement added together) e.g. passing a ball could then become running and passing the ball. Gymnastics could be a further example - Straight jump progressing to 1/2 or full turn. More complex situations are now added to these skills e.g. When to pass? What type of pass to use? Who to pass to? Where to move next? This is why it is key to master the **FMS** as there will be less time with the brain focusing on how to execute the skill and more time on effectively and efficiently performing the skill - (autonomy of the skill).

KS1

Children will continue to refine and practice their **FMS**. In the units they will practice these in isolation e.g. skipping, hopping, jumping and running. They can then transfer these skills into more complex movements with efficiency e.g. a tag game where children are running at different speeds, changing direction and stopping. The repetition of the **FMS** will lay the next building block in order to link more context specific practice in KS2.

By revisiting and recapping these **FMS** children are developing their motor competence.

Early Years

We develop **Fundamental Movements Skills** (**FMS**) through gross and fine motor skills within all the PPP units for Early Years

Fundamental movement skills (**FMS**) such as running, jumping, throwing, catching, hopping, skipping and climbing are vitally important to form the building blocks for more complex movement skills as children move through the key stages. An example would be how to jump and land safely, this is vital in Early Years - this will then help children progress onto jumping in various sports and off apparatus competently, confidently and most of all safely!

Rules, Strategies and tactics (RST)

KS2 (YR 5 & 6)

Children will now have a key understanding of rules and know that there are differences and variations between each type of game. They will also build on sport specific vocabulary. Understand that Scoring across various sports is named differently e.g. points, tries, goals, baskets etc and they will learn which games they apply to. In year 5 & 6 we encourage communicating and collaborating as a team and developing strategies across a variety of games based activities.

RST also apply to other activities e.g. Orienteering- they will need to work as a team to have the best strategies to complete a course/challenge. Dance- How timing and space (of body and area of performance and how they can be used to create their dance.

Ensuring they have a key understanding of RST within various sports helps support children in the curriculum school games- competitions, and community sports.

KS2 (YR 3 & 4)

Children will further develop their tactics and begin to use them in a variety of game situations e.g. how to move, when to move and where to move to on the pitch/court. This is why becoming motor competent in KS2 is so important as children will need to be able to perform the movement to achieve the tactic e.g. dodge to receive a pass, timing of movement into a space and where to move positionally on the pitch/court.

They will also begin to become familiar with key terms and vocabulary related to **RST**.

KS1

In Key Stage 1 children will participate in adapted team games and begin to learn key skills for attacking and defending. They will develop their knowledge of attacking and defending and this will then help them to transfer this knowledge into the different units as they move up into KS2.

This knowledge will help the children when they begin to introduce some basic tactics into games.

Children will begin to learn rules of games (which may be adapted). They will begin to learn the fundamentals that rules are there to keep you safe and encourage fair play.

Early Years

In Early Years we introduce fun games through our units.

Introducing basic rules e.g. areas of play, how you become out, how you can score points.

They will start their journey on how to develop strategies (without even realising they are doing this) e.g. as pirates how can we work as a team to steal more treasure
This all becomes the initial step of introducing **RST**.

Healthy Participation

KS2 (YR 5 & 6)

Across various units children will be encouraged to lead their own warm ups (pulse raisers). They will be able to take their own pulse, knowing that warming up prepares you both mentally and physically for exercise.

Children will know some components of fitness using key vocabulary e.g. speed, agility, power, strength, co-ordination and balance. They will also gain an understanding of how they are used in various sports. (See knowledge Organisers)

Healthy Me (through fitness) largely focuses on how exercise is good for your mental health- reduces anxiety, improves self-esteem. That Serotonin is released in our brain when we exercise. That exercise helps with memory and concentration. It also tackles taboo subjects early on e.g. how exercise helps with your periods/hormones. Again ensuring children are prepared for KS3.

KS2 (YR 3 & 4)

Through our fitness unit children will begin to understand what happens to their organs when exercising e.g. what is happening to their heart and lungs? Using key words including, muscles, oxygen and carbon dioxide. When warming up they will know what a pulse raiser is and where they can feel their pulse

Healthy Me (through fitness)- also looks at how exercise makes you 'feel good' and that chemicals are released in our brain which makes you feel happy and how movement helps you to concentrate and learn better. We encourage and discuss healthy lifestyles and promote lifelong participation.

KS1

The children will begin to understand what is happening to their body when exercising. They will be encouraged to feel the effects of exercise on their body e.g. placing their hand on their chest after warming up- feeling their heart beat, and breathing is faster and their body is warmer. That our heart is important - pumping blood around the body, preparing their muscles for exercise.

Healthy Me also focuses on how being active makes us feel better, how keeping hydrated is important along with how a balance of food, exercise and sleep is important.

Early Years

Early Years it is key to develop safety e.g. negotiating space and obstacles. Climbing and jumping on/off objects- safely and controlled. These key safety skills are so important and underpin crucial sporting safety aspects of various units as they move up the key stages!

Healthy Me - We begin to introduce some basic concepts of how exercise can keep us healthy. These are incorporated through lessons e.g. Fitness, warm ups and Fun facts.

Three Pillars of Progression



NC: All schools must provide swimming instruction either in Key Stage 1 or Key Stage 2

Progression in PE

NC: take part in outdoor adventurous activity (OAA) by the end of KS2.



	FMS and Fitness	Gym/Yoga	Dance	Striking and Fielding	Invasion	Games	Target	Netwall	Athletics											
YR 6	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
YR 5	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
YR 4	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
YR 3	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
YR 2	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
YR 1	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS
EY	 MULTISKILLS	 FITNESS	 MIND BODY YOGA	 SELF DEFENCE	 YOGA	 GYMNASTICS	 DANCE	 ROUNDERS	 RUGBY CRICKET	 FOOTBALL	 TAG RUGBY	 QUIDDITCH	 TENNIS	 DODGEBALL	 SOCCER	 TABLE TENNIS	 BADMINTON	 VOLLEYBALL	 ATHLETICS	 INDOOR ATHLETICS

National Curriculum

KS1: Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-operation, and begin to apply these in a range of activities.
KS2: Can compare their performances with previous ones and demonstrate their improvement to achieve their personal best.

KS1: Master basic movements including jumping. Develop balance, agility and co-ordination.
KS2: Can use a range of skills in different ways and sequences of movement. Developed flexibility, strength, technique, control and balance.

KS1: Can perform dances using simple movement patterns.
KS2: Perform dances using a range of movement patterns.

KS1: Master basic movements such as running, jumping, throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: Can use running, jumping, throwing and catching in isolation and in combination. Play competitive/modified games, and apply basic principles suitable for attacking and defending.

KS1: Master basic movements including running, jumping and throwing, as well as developing balance, agility and co-operation, and begin to apply these in a range of activities.
KS2: Can use running, jumping, throwing and catching in isolation and in combination. Can compare their performances with previous ones and demonstrate their improvement to achieve their personal best.