

# NEWTON BLUECOAT CE PRIMARY SCHOOL

## PHYSICAL EDUCATION CURRICULUM

### Whole-School Overview 2026-27

MOVE • DEVELOP • COMPETE • COOPERATE • FLOURISH

*“Shine from the inside out”*

Building physical confidence, character and a lifelong enjoyment of being active.

### Our Physical Education Vision

**At Newton Bluecoat, Physical Education enables every child to become physically confident, active and increasingly skilful.** We want pupils to experience success, challenge and enjoyment through movement while developing the teamwork, resilience, courage and responsibility that help them flourish in school and beyond.

**Our curriculum begins with fundamental movement skills and develops towards increasingly precise sport-specific skills, tactics, sequences, performance and evaluation.** Dance, gymnastics, games, athletics, outdoor and adventurous activity and swimming provide a broad range of contexts in which pupils learn to move, think, cooperate and compete.

**By the end of Year 6, our physically educated pupils will...**

- apply a broad range of movement and sport-specific skills with control, accuracy, confidence and increasing speed;
- use attacking and defending tactics thoughtfully in competitive and cooperative games;
- create, perform and refine increasingly complex sequences in gymnastics and dance;
- run, jump and throw with improving technique and apply these skills in athletics;
- navigate and solve problems in outdoor and adventurous activities, working effectively with others;
- swim competently and develop confidence and safety in water through the school swimming programme;
- observe and evaluate their own and others' performances using appropriate PE vocabulary and clear success criteria;
- demonstrate character through teamwork, honesty, trust, resilience, courage, respect, empathy, self-discipline, decision-making and responsibility;
- understand that regular physical activity contributes positively to physical health, mental wellbeing and readiness to learn.

### The PE Learning Journey

| MOVE                    | APPLY                          | CREATE                   | EVALUATE                     | CHARACTER                     |
|-------------------------|--------------------------------|--------------------------|------------------------------|-------------------------------|
| Develop physical skills | Use tactics and make decisions | Link actions and perform | Observe, reflect and improve | Cooperate, persevere and lead |

## Whole-School PE Journey

The existing Newton Bluecoat PE curriculum is retained. It provides a broad journey from EYFS fundamental movement through increasingly specialised games, dance, gymnastics, athletics, outdoor learning and swimming.

| YEAR      | CURRICULUM BREADTH                                                                                                                                                                                           |
|-----------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Nursery   | EYFS fundamental movement skills across story and theme-based contexts, including Rosie's Walk, Jack and the Beanstalk, Mini Beasts, Seaside and Transport.                                                  |
| Reception | EYFS fundamental movement skills through themes including Elmer, Rumble in the Jungle, Space, Hungry Caterpillar, Castles, Rosie's Walk, How to Catch a Star, Seaside, Transport, Mini Beasts and Superworm. |
| Year 1    | FMS baseline; overarm and underarm throwing; rolling, catching and bouncing; gymnastics; athletics; dance (Fire Fire, Robots); Tri Throlf.                                                                   |
| Year 2    | Games including Piggy in the Middle, striking/fielding and net/wall; dance (Explorers, Wind in the Willows); athletics; gymnastics; FMS; playground games; OAA; end-of-KS1 assessment.                       |
| Year 3    | Gymnastics; dance (Ironman, Superheroes); creative games; rounders; netball; handball; net/wall; athletics; OAA Trust and Trails.                                                                            |
| Year 4    | Dance (Sparks Might Fly, The Great Plague); target games including dodgeball and boccia; gymnastics; athletics; swimming; net/wall; basketball.                                                              |
| Year 5    | Gymnastics; dance (Food Glorious Food, Earthlings); rugby, netball and hockey; rounders and cricket; tennis; athletics; orienteering.                                                                        |
| Year 6    | Cricket and rounders; gymnastics; dance (Highwayman, Heroes and Villains); creative games; tennis and badminton; rugby; athletics; OAA.                                                                      |

## Character Through PE

Character is deliberately woven through the current curriculum. Units explicitly develop qualities such as resilience, concentration, creativity, cooperation, imagination, thankfulness, determination, courage, trust, curiosity, encouragement, friendship, compassion, honesty, communication, self-discipline, self-motivation, responsibility, respect, decision-making, evaluation, empathy, self-belief, problem-solving and resourcefulness.

## Progression in Physical Education

| STRAND                           | HOW LEARNING DEVELOPS                                                                                                                                                                                             |
|----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Developing Skills                | FMS in travelling, sending and receiving → mastery of fundamental skills → broader sport-specific techniques → consistent, accurate and controlled performance with increasing speed and precision.               |
| Games: Attacking & Defending     | Simple 1v1/2v2 tactics → 3v1 games → developing attacking play → defending collaboratively → applying attacking and defending strategies in modified 4v4/5v5 games.                                               |
| Gymnastics & Dance               | Link 2-3 actions and short dance phrases → 4-6 action sequences → matched/mirrored work → 6-8 action partner sequences → 8-10 action sequences with audience awareness and increasingly fluent, expressive dance. |
| Outdoor & Adventurous Activity   | Plan routes around obstacles and cooperate → orientate maps and follow simple courses → use eight compass points → follow routes on OS maps and complete timed orienteering challenges.                           |
| Evaluating Success               | Describe performance → identify a possible improvement → assess against simple criteria → identify strengths and areas for development → use appropriate terminology and criteria to justify improvements.        |
| Character & Personal Development | Teamwork and honesty → trust, courage and communication → self-discipline and motivation → respect, decision-making and responsibility → empathy, resourcefulness and resilience.                                 |

### Progression by Phase

**EYFS & KS1 foundations:** Develop physical literacy through fundamental movement: travelling, sending and receiving. Learn to control the body, link simple actions, cooperate, take part in simple competition and begin to describe performance.

**Lower KS2 development:** Master fundamental movement and apply it in sport-specific contexts. Develop tactics, sequences, dance expression, map orientation and cooperative problem-solving. Evaluate performance against simple criteria.

**Upper KS2 depth:** Perform with greater consistency, accuracy, confidence, control and speed. Apply tactics collaboratively, create longer and more sophisticated sequences, navigate more independently and evaluate performance using increasingly precise terminology.

## Physical, Cognitive, Social & Emotional Learning

| DOMAIN           | WHAT PUPILS DEVELOP                                                                                                           |
|------------------|-------------------------------------------------------------------------------------------------------------------------------|
| <b>Physical</b>  | Movement competence, coordination, balance, agility, strength, technique, control, fluency and fitness.                       |
| <b>Cognitive</b> | Tactics, decision-making, problem-solving, planning routes and sequences, observing and evaluating performance.               |
| <b>Social</b>    | Communication, cooperation, teamwork, encouragement, trust, respect, leadership and responsibility.                           |
| <b>Emotional</b> | Resilience, courage, self-belief, concentration, self-discipline, motivation, empathy and managing success or disappointment. |

### Thinking Like a Sportsperson

- What skill am I trying to perform and what does successful technique look like?
- Where is the space, and how can I use it effectively?
- When should I pass, move, attack, defend or change my tactic?
- How can my partner or team communicate and cooperate more effectively?
- What is working well in this performance and what specific change would improve it?
- How can I respond positively when something is difficult or does not work first time?
- How can I participate safely, fairly and respectfully?

### Swimming & Water Confidence

Swimming is explicitly included in the current Year 4 curriculum through four swimming units. The programme contributes to pupils' physical confidence, perseverance, communication and cooperation. Statutory swimming outcomes should continue to be monitored and reported through the school's PE and Sport Premium processes.

### Vocabulary & Retrieval

Teachers explicitly revisit movement and tactical vocabulary so pupils can describe, apply and evaluate learning. Core language includes travelling, sending, receiving, balance, coordination, sequence, rhythm, dynamics, attack, defend, possession, pass, strike, field, tactic, accuracy, control, fluency, compass, route, orientation, evaluate and improve.

## Implementation

- PE is taught through a broad and progressive programme that begins with fundamental movement skills and develops towards sport-specific skills, tactics, sequences and increasingly independent performance.
- Teachers explicitly model technique, break complex movement into manageable components and provide repeated opportunities for purposeful practice.
- Skills are applied in varied contexts including games, gymnastics, dance, athletics, OAA and swimming so that pupils learn to transfer knowledge rather than perform isolated drills.
- Competitive and cooperative activities are used appropriately, with an emphasis on fair play, participation, teamwork and learning from both success and challenge.
- Character development is made explicit within units, helping pupils connect physical learning with resilience, trust, cooperation, courage, respect, responsibility and other personal qualities.
- Pupils are taught to observe and evaluate performance, using success criteria and increasingly precise vocabulary to identify strengths and next steps.
- Lessons are inclusive and adapted so that all pupils can participate meaningfully, experience appropriate challenge and develop confidence.
- The wider school culture promotes physical activity, healthy lifestyles and participation in a broad range of sporting opportunities.

## Impact: What Will We See?

- Children are physically active, enthusiastic and increasingly confident in a broad range of activities.
- Pupils demonstrate clear progression from fundamental movement to increasingly accurate and controlled sport-specific skills.
- Children apply tactics and make decisions rather than simply reproducing isolated techniques.
- Pupils create and perform increasingly fluent, controlled and expressive sequences in gymnastics and dance.
- Children cooperate effectively, compete fairly and demonstrate positive sporting character.
- Pupils can evaluate performance and explain how specific aspects could be improved.
- Children develop resilience, self-belief and responsibility through physical challenge and teamwork.
- By the end of Year 6, pupils have the physical competence, knowledge and positive attitudes needed to participate confidently in PE and sport at Key Stage 3 and to value an active lifestyle.

## Subject Leadership & Monitoring

The PE subject leader monitors curriculum implementation and impact through planning scrutiny, lesson visits/learning walks, pupil voice, discussion with teachers and review of participation and assessment information. Monitoring considers progression in movement competence, application of tactics, performance and evaluation, inclusion, character development, swimming outcomes and the breadth of opportunities available to pupils.

**PE HELPS CHILDREN MOVE WITH CONFIDENCE, WORK WITH OTHERS, RISE TO CHALLENGE AND FLOURISH.**