

'I've failed over and over again in my life and that is why I succeed.' Michael Jordan.

Curriculum Aims and Principles

At Greet, we are driven by a collective mission of ensuring that children understand that there are **no limits to what they can achieve**. It is through this relentless ambition and high expectations that we seek to **achieve excellence** for our children, to develop their **social intelligence** and their understanding of how to live **ethical lives**. Our school mission and values form the drumbeat of day-to-day life at Greet. They are the driving forces behind our curriculum design.

Our curriculum has the children of Greet at its heart. It is rooted in our school, our families and our local community whilst ensuring learners are also taught about national and global issues. We endeavour to give our children a strong sense of their own identity and their place in the world, and to respect the same for others. They will know the story of humankind, its place in history and how they can have a positive impact on the future, so they are fully prepared for the challenges of the 21st Century.

All of our curriculum areas are carefully planned and mapped using **our core curriculum principles**. These ensure our curriculum is: **values driven**; focused on **the essentials**; **coherent, connected** and **cumulative**; incorporates **carefully selected knowledge**; **vocabulary rich**; **ambitious**; and **builds cultural capital**. Please see our 'Curriculum Aims and Principles' document for more details.

For all subject areas we have **carefully selected and sequenced the key knowledge and vocabulary** our children need to build the foundations of future academic success. Knowledge and vocabulary are **explicitly mapped on our medium term plans**. This knowledge and vocabulary is **delivered as a minimum requirement**. Content is arranged sequentially and logically with key concepts are revisited in a range of contexts within a year group, across year groups and across subjects. Our curriculum threads link key themes across the school.

PE at Greet

A high-quality PE curriculum should inspire children to actively take part and progress in a range of physical activities, embedding a desire to be active and healthy for life. At Greet we want to inspire all pupils to succeed and excel in competitive sport and other physically-demanding activities. Through our curriculum and sporting enrichment activities children have the opportunity to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Our PE curriculum **closely aligns to the National Curriculum** and provides our children with the opportunity to:

- develop competence to excel in a broad range of physical activities.
- be physically active for sustained periods of time.
- engage in competitive sports and activities.
- lead healthy, active lives.

At Greet Primary School we teach **an ambitious PE curriculum** through the use of the Merton scheme of work. This ensures that our PE curriculum content is mapped **sequentially and logically** with **key vocabulary and knowledge revisited** to support children to **know more and remember more**. Children are active throughout PE lessons using games as method for learning where possible.

EYFS

We recognize the importance of physical development in the Early Years Foundation Stage as a key area of learning. There are two strands under Physical Development: Moving and Handling and Health and Self-care.



Children in the EYFS access time and space to enjoy energetic play daily in the outdoor learning area. The children also access specific physical development through timetabled PE lessons which give the children the opportunity to learn and practice fundamental movement skills. They participate in activities where they can practice moving in different ways and at different speeds; balancing; rolling; throwing balls and bean bags; catching and kicking

Key Stage 1

Within Key Stage 1 children develop their fundamental movement skills through a range of activities and opportunities, where children work individually in pairs or in groups to develop their skills in gymnastics, dance, games and athletics.

When children leave Key Stage 1 we expect them to be able to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- participate in simple team games, developing simple tactics for attacking and defending.
- perform dances using simple movement patterns.

Lower Key Stage 2

In lower key stage 2 children continue to apply and develop a range of skills, learning how to use them in different ways and to link them to make actions and sequences of movements.

Upper Key Stage 2

In upper key stage 2 children continue to use the skills individually but also develop cooperation through games. This will include a further focus on choices and tactics within a game. Children continue to explore a wide range of sports and activities such as dance, gymnastics, athletics, O.A.A. and a range of games skills. Children also learn to swim while in Key Stage 2.

When children leave Key Stage 2 we expect them to be able to:

- use running, jumping, throwing and catching in isolation and in combination.
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- develop flexibility, strength, technique, control and balance.
- perform dances using a range of movement patterns.
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Entitlements

Through the PE curriculum every child will:

- receive an hour of PE every week taught by our specialist sports coaches.
- take part in Monday morning whole school 'Wake and Shake'.
- take part in swimming lessons in Year 3.
- have the opportunity to take part in a variety of after school sports clubs.
- take part in a dedicated sports week every year.
- attend a range of city-wide sporting events each academic year through our Sports Hub partnership.

Assessment

We assess children's learning of PE by using Merton's holistic assessment matrix tool to evaluate pupils throughout each unit of work. The assessment criteria are split into three categories (head, heart and hand) with three separate levels (bronze, silver and gold). A best fit judgment is made when determining a child's overall level for the unit.