



PE Curriculum Overview



Summerfields Primary School

Our Ultimate End Goal:

For all of our children to have a positive lifelong passion for being active and leading a healthy life as well as understanding the positive relationship between physical activity and mental health. By the end of their time at Summerfields Primary School, our Year 6 children will have developed an increasing level of fundamental skills, development and fitness. We hope they will continue to build on their past experiences and go on to incorporate new experiences, ensuring that every child is challenged to be on track to reach their full physical potential.

Adults will strive to ensure that each child can achieve and have experiences that will enable them to be the best they can be. We want our children to develop a love of PE by accessing a varied and rich diet of different activities where fundamental skills are linked throughout. We want them to succeed and excel in competitive and physically demanding activities but ensure that good sportsmanship is promoted by connecting with our school values (Achieve, Belong and Care). From a young age, children will understand the importance of health and the benefits that eating healthy foods and exercise can have on their body. By the time they leave us we aim for the children to be able to swim at least 25 metres as well as to be able to use a range of effective strokes and perform safe self – rescue in different water based situations.

Curriculum Coverage (NC)

What are the most basic requirements from the National Curriculum?

EYFS	KS1	KS2
- Experiments with different ways of moving. - Jumps off an object and lands appropriately. - Negotiates space, adjusts speed and changes direction to avoid obstacles. - Travels with confidence and skill around and under, over and through balancing and climbing equipment. - Shows increasing control over an object in pushing patting, throwing, catching or kicking it. Early Learning Goal Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Pupils should develop fundamental movement skills, becoming increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. <u>Pupils to be taught to:</u> - 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 team games, developing simple tactics for attacking and defending. - Perform dances using simple movement patterns.	Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success. <u>Pupil should be taught to:</u> - Use running, jumping, throwing and catching in isolation and in combination. - Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. - Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. - 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

Curriculum Map KS1

	TERM 1		TERM 2		TERM 3	
Reception <i>EMacArthur</i>	Fundamentals : Unit 1	Gymnastics : Unit 1	Dance : Unit 1	Ball Skills : Unit 1	Games : Unit 1	Games : Unit 2 Sports Day activities
Year 1 <i>Kg Charles</i>	Fundamentals Gymnastics	Fitness Dance	Ball Skills Yoga	Sending and Receiving Net and Wall Games	Team Building Striking and Fielding Games	Target Games Invasion Games Sports Day activities
Year 2 <i>Queen Vic</i>	Fundamentals Gymnastics	Dance Fitness	Ball Skills Yoga	Sending and Receiving Net and Wall Games	Team Building Striking and Fielding Games	Target Games Invasion Games Sports Day activities

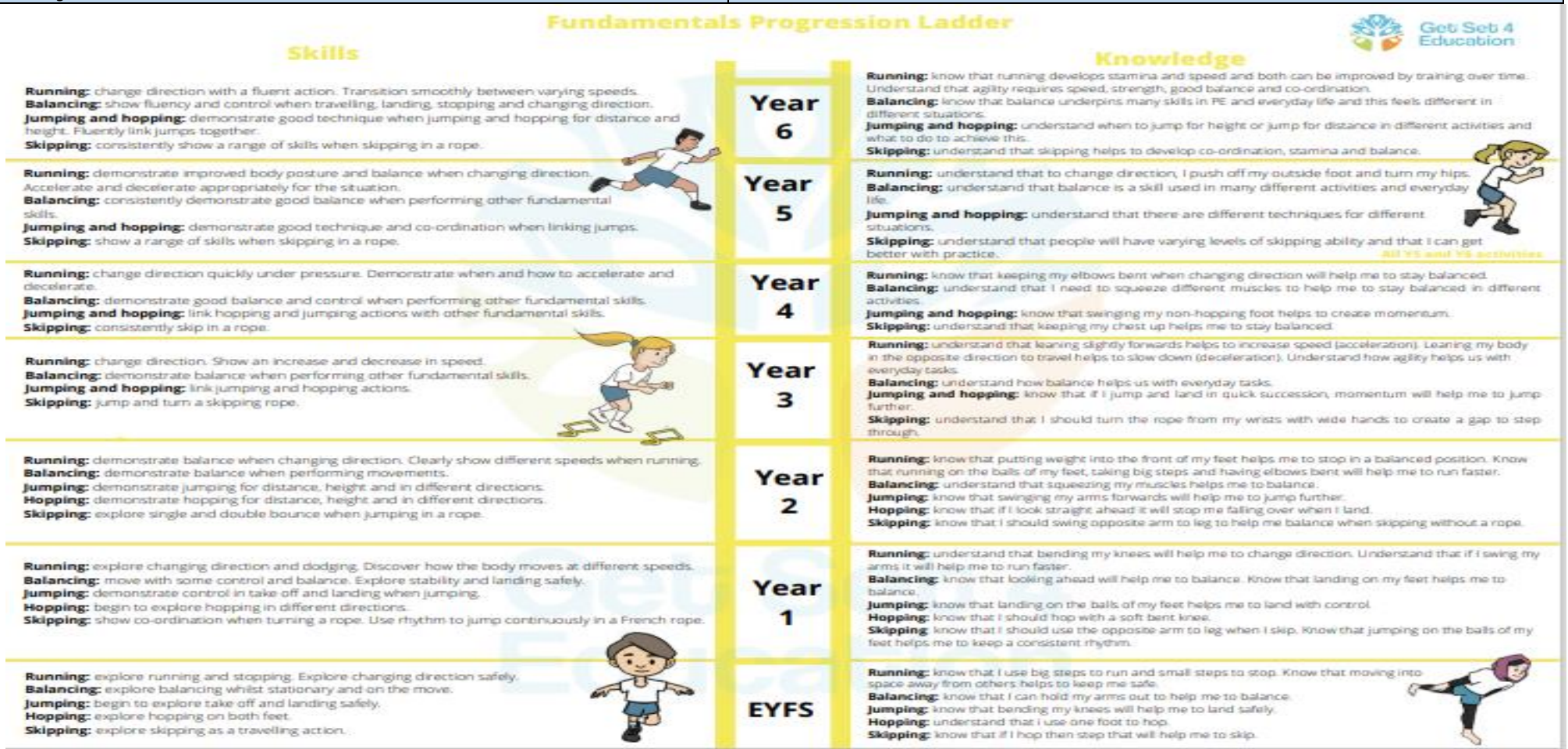
Curriculum Map KS2

Year 3 <i>Minghella</i>	Rugby	Dance	Gymnastics	Cricket	Dodgeball	OAA
	Football	Athletics	Hockey	Netball	Rounders	Fitness
						Sports Day activities
Year 4 <i>Warrior</i>	Rugby	Dance	Gymnastics	Cricket	Handball	Tennis
	Rounders	Athletics	Basketball	Netball	Ball Skills Y3/4	OAA
						Sports Day activities
Year 5 <i>Tennyson</i>	Rugby	Dance	Gymnastics	Yoga	Football	OAA
	Rounders	Athletics	Basketball	Netball	Dodgeball	Fitness
						Sports Day activities
Year 6 <i>CDickens</i>	Rugby	Dance	Gymnastics	Cricket	Handball	Swimming
	Rounders	Athletics	Basketball	Netball	Cricket	Sports Day activities
						Parkour

Procedural Knowledge – What skills do we want our pupils to have to support **FUNDAMENTALS** in YrR / Yr1 / Yr2 / Yr3 ?

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



What key vocabulary will our sportsmen need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS			Year 1		Year 2		Year 3		Year 4		Year 5	Year 6
balance	bend	crawl	dodge	jog	sprint	weight	agility		momentum	stability	---	---
direction	fast	jump	skip	swing	take off	hurdle	co-ordination	control	accelerate			
hop	land	run	rules	ready	position	speed	rhythm	technique	decelerate	react		
safely	slide	space										
slow	stop	travel										

How will these skills build on what went before and help prepare our children for what is coming next?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



Gymnastics Progression Ladder

Knowledge



Shapes: combine and perform gymnastic shapes more fluently and effectively.
Inverted movements: develop control in progressions of a cartwheel bridge and shoulder stand
Balances: explore counter balance and counter tension.
Rolls: develop fluency and consistency in the straddle, forward and backward roll.
Jumps: combine and perform a range of gymnastic jumps more fluently and effectively.

Shapes: perform shapes consistently and fluently linked with other gymnastic actions.
Inverted movements: explore progressions of a cartwheel.
Balances: explore symmetrical and asymmetrical balances.
Rolls: develop control in the straight, barrel, forward, straddle and backward roll.
Jumps: select a range of jumps to include in sequence work.

Shapes: develop the range of shapes I use in my sequences.
Inverted movements: develop strength in bridge and shoulder stand.
Balances: develop control and fluency in individual and partner balances.
Rolls: develop the straight, barrel, forward and straddle roll and perform them with increased control.
Jumps: develop control in performing and landing rotation jumps.

Shapes: explore matching and contrasting shapes.
Balances: explore point and patch balances and transition smoothly into and out of them.
Rolls: develop the straight, barrel, and forward roll.
Jumps: develop stepping into shape jumps with control.

Shapes: explore using shapes in different gymnastic balances.
Balances: remember, repeat and link combinations of gymnastic balances.
Rolls: explore barrel, straight and forward roll and put into sequence work.
Jumps: explore shape jumps and take off combinations.

Shapes: explore basic shapes straight, tuck, straddle, pike.
Balances: perform balances making my body tense, stretched and curled.
Rolls: explore barrel, straight and forward roll progressions.
Jumps: explore shape jumps including jumping off low apparatus.

Shapes: show contrast with my body including wide/narrow, straight/curved.
Balances: explore shapes in stillness using different parts of my body.
Rolls: explore rocking and rolling.
Jumps: explore jumping safely.



Year
6

Year
5

Year
4

Year
3

Year
2Year
1

EYFS

Shapes: know which shapes to use for each skill.
Inverted movements: understand that spreading my weight across a base of support will help me to balance.
Balances: know where and when to apply force to maintain control and balance.
Rolls: understand that I can use momentum to help me to roll and where that momentum comes from.
Jumps: understand that taking off from two feet will give me more height and therefore more time in the air.
Strategy: know that if I use changes in formation it will help to make my sequence look interesting.

Shapes: understand that tapes underpin all other skills.
Inverted movements: understand that sometimes I need to move slowly to gain control and other times I need to move quickly to build momentum.
Balances: understand how to use contrasting balances to make my sequences look interesting.
Rolls: understand that I need to work within my own capabilities and this may be different to others.
Jumps: understand that I can use jumps to link actions and changing the shape of these will make my sequence look interesting.
Strategy: know that if I use different pathways it will help to make my sequence look interesting.

Shapes: understand how shapes can be used to improve my sequence.
Inverted movements: know that inverted movements are actions in which my hips go above my head.
Balances: know how to keep myself and others safe when performing partner balances.
Rolls: understand that I can keep the shape of my roll using body tension.
Jumps: know that I can control my landing by landing toes first, looking forwards and bending my knees.
Strategy: know that if I use different directions it will help to make my sequence look interesting.

Shapes: understand how to use body tension to make my shapes look better.
Balances: understand that I can make my balances look interesting by using different levels.
Rolls: understand the safety considerations when performing more difficult rolls.
Jumps: understand that I can change the take off and shape of my jumps to make them look interesting.
Strategy: know that if I use different levels it will help to make my sequence look interesting.

Shapes: know that some shapes link well together.
Balances: understand that squeezing my muscles helps me to balance.
Rolls: understand that there are different teaching points for different rolls.
Jumps: understand that looking forward will help me to land with control
Strategy: know that if I use shapes that link well together it will help my sequence to flow.

Shapes: understand that I can improve my shapes by extending parts of my body.
Balances: know that balances should be held for 5 seconds.
Rolls: know that I can use different shapes to roll.
Jumps: know that landing on the balls of my feet helps me to land with control.
Strategy: know that if I use a starting and finishing position, people will know when my sequence has begun and when it has ended.

Shapes: understand that I can make different shapes with my body.
Balances: know that I should be still when holding a balance.
Rolls: know that I can change my body shape to help me to roll.
Jumps: know that bending my knees will help me to land safely.
Strategy: know that if I hold a shape and count to five people will see it clearly.



What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS				Year 1	Year 2		Year 3		Year 4		Year 5			Year 6		
around	balance	bend	hold	action	link	body tension		bridge	inverted	decide	extension	identify	Aesthetics	vault	contrasting	
copy	rock	land	over	control	pathway	contrast	extend	perform	fluidly	stable	canon	observe	quality	counter	tension	competent
jump	around	shape	roll	direction	sequence	flow	match	patch	shoulder	stand	mirroring	cartwheel	transition	progression	counter balance	
star	squeeze	through		level	straddle	take off	point	momentum	rotation	performance	asymmetrical		engage	flight	formation	structure
still	straight	travel		speed	tuck	pike		landing	position	stability	wrist	grip	synchronisation	symmetrical		refine

Procedural Knowledge – What skills do we want our pupils to have to support

DANCE in ALL year groups?

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Dance Progression Ladder

Skills

Actions: show controlled movements which express emotion and feeling.
Dynamics: explore, improvise and combine dynamics to express ideas fluently and effectively on my own, with a partner or in a small group.
Space and relationships: use a variety of compositional principles when creating my own dances.
Performance: demonstrate a clear understanding of timing in relation to the music and other dancers throughout my performance.

Actions: choreograph dances by using, adapting and developing actions and steps from different dance styles.
Dynamics: confidently use dynamics to express different dance styles.
Space: confidently use direction and patterning to express different dance styles.
Relationships: confidently use formations, canon and unison to express a dance idea.
Performance: perform dances expressively, using a range of performance skills, showing accuracy and fluency.

Actions: respond imaginatively to a range of stimuli related to character and narrative.
Dynamics: change dynamics confidently within a performance to express changes in character.
Space: confidently use changes in level, direction and pathway.
Relationships: use action and reaction to represent an idea.
Performance: perform complex dances that communicate narrative and character well, performing clearly and fluently.

Actions: create actions in response to a stimulus individually and in groups.
Dynamics: use dynamics effectively to express an idea.
Space: use direction to transition between formations.
Relationships: develop an understanding of formations.
Performance: perform short, self-choreographed phrases showing an awareness of timing.

Actions: accurately remember, repeat and link actions to express an idea.
Dynamics: develop an understanding of dynamics.
Space: develop the use of pathways and travelling actions to include levels.
Relationships: explore working with a partner using unison, matching and mirroring.
Performance: develop the use of facial expressions in my performance.

Actions: copy, remember and repeat actions to represent a theme. Create my own actions in relation to a theme.
Dynamics: explore varying speeds to represent an idea.
Space: explore pathways within my performance.
Relationships: begin to explore actions and pathways with a partner.
Performance: perform on my own and with others to an audience.

Actions: explore how my body moves. Copy basic body actions and rhythms.
Dynamics: explore actions in response to music and an idea.
Space: begin to explore pathways and the space around me and in relation to others.
Performance: perform short phrases of movement in front of others.



Knowledge



Actions: understand that actions can be improved with consideration to extension, shape and recognition of intent.
Dynamics: understand that selecting a variety of dynamics in my performance can help to take the audience on a journey through my dance idea.
Space and relationships: know that combining space and relationships with a prop can help me to express my dance idea.
Performance: understand how a leader can ensure our dance group performs together.
Strategy: know that if I keep in character throughout, it will help me to express an atmosphere or mood that can be interpreted by the audience.

Actions: understand that different dance styles utilise selected actions to develop sequences in a specific style.
Dynamics: understand that different dance styles utilise selected dynamics to express mood.
Space: understand that space relates to where my body moves both on the floor and in the air.
Relationships: understand that different dance styles utilise selected relationships to express mood.
Performance: understand what makes a performance effective and know how to apply these principles to my own and others' work.
Strategy: know that if I use dance principles it will help me to express an atmosphere or mood.

Actions: understand that some actions are better suited to a certain character, mood or idea than others.
Dynamics: understand that some dynamics are better suited to a certain character, mood or idea than others.
Space: understand that space can be used to express a certain character, mood or idea.
Relationships: understand that some relationships are better suited to a certain character, mood or idea than others.
Performance: know that being aware of other performers in my group will help us to move in time.
Strategy: know that I can select from a range of dance techniques to translate my idea.

Actions: understand that sharing ideas with others enables my group to work collaboratively and try ideas before deciding on the best actions for our dance.
Dynamics: understand that all actions can be performed differently to help to show effect.
Space: understand that I can use space to help my dance to flow.
Relationships: understand that 'formation' means the same in dance as in other activities such as football, rugby and gymnastics.
Performance: understand that I can use timing techniques such as canon and unison to create effect.
Strategy: know that if I show sensitivity to the music, my performance will look more complete.

Actions: know that sequencing actions in a particular order will help me to tell the story of my dance.
Dynamics: understand that I can change the way I perform actions to show an idea.
Space: know that I can use different directions, pathways and levels in my dance.
Relationships: know that using counts of 8 will help me to stay in time with my partner and the music.
Performance: know that using facial expressions helps to show the mood of my dance.
Strategy: know that if I practice my dance my performance will improve.

Actions: understand that actions can be sequenced to create a dance.
Dynamics: understand that I can create fast and slow actions to show an idea.
Space: understand that there are different directions and pathways within space.
Relationships: understand that when dancing with a partner it is important to be aware of each other and keep in time.
Performance: know that standing still at the start and at the end of the dance lets the audience know when I have started and when I have finished.
Strategy: know that if I use exaggerated actions it helps the audience to see them clearly.

Actions: understand that I can move my body in different ways to create interesting actions.
Dynamics: understand that I can change my action to show an idea.
Space: know that if I move into space it will help to keep me and others safe.
Performance: know that when watching others I sit quietly and clap at the end.
Strategy: know that if I use lots of space, it helps to make my dance look interesting.



What key vocabulary will our sportsmen need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
action	direction	high move	balance	copy	dynamics	matching	canon	explore	action and reaction	order	choreograph	genre	Aesthetic	freeze frame
shape	space	low travel	level	pose	perform	unison	extend	feedback	phrase	relationship	collaboratively	motif	mood	inspiration style
counts	slowly	quickly	beat	fast	expression	mirroring	formation	interact	rhythm	performance	quality	choreography	rehearse	express
finish position	start position		pathway	timing	speed	create			represent	structure	posture	transition	refine	stimulus

Propositional Knowledge – What key concepts or knowledge will we need?
What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

EYFS				Year 1		Year 2		Year 3		Year 4		Year 5	Year 6
dribbling	catch	bounce		soft	swing	collect	release	Power	possession	cushion	momentum		
hit	kick	partner		track	underarm	receive	prepare	technique	block	react			
points	ready	roll	run	control		touch		personal best	accurate	decision			
score	target		throw	ready	position					pressure			

How will these skills build on what went before and help prepare our children for what is coming next?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

What key vocabulary will our sportspeople need? <i>Vocabulary is important because it embodies and communicates concepts.</i>															
EYFS			Year 1			Year 2		Year 3		Year 4		Year 5		Year 6	
balance	bend	hold	active	brain	breathing	sprint		Agility	technique	record	accelerate	drive	consistent	analyse	engage
fast	copy	jump	calm	exercise	healthy	speed		co-ordination	control	decelerate	react	motivate	measure	calves	rhythm
run	safely	hop	heart	memory	mood	steady		progress	stamina	static	dynamic	persevere	power	abdominals	quadriceps
slow	space	still	muscles	strong	bones	time		strength				stable			
stop	squeeze	travel	quick			tired									

Procedural Knowledge – What skills do we want our pupils to have to support **Invasion Games** in YR1/2 /3/4/5/6 year groups?
How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills		Invasion Games Progression Ladder (invasion, handball, netball, basketball, football, tag rugby and hockey)		Knowledge	
					
				Get Set 4 Education	
Sending & receiving: s&r consistently using a range of techniques with increasing control under pressure. Dribbling: dribble consistently using a range of techniques with increasing control under pressure. Space: move to the correct space when transitioning from attack to defence or defence to attack and create and use space for self and others. Attacking: confidently change direction to lose an opponent Defending: use a variety of defending skills (tracking, interception, jockeying) in game situations.		Year 6		Sending & receiving: understand and make quick decisions about when, how and who to pass to. Dribbling: choose the appropriate skill for the situation under pressure e.g. a V dribble in basketball to keep the ball away from a defender. Space: understand that transitioning quickly between attack and defence will help my team to maintain or gain possession. Tactics: know how to create and apply a tactic for a specific situation or outcome. Rules: understand, apply and use rules consistently in a variety of invasion games whilst playing and officiating.	
Sending & receiving: develop control when s&r under pressure. Dribbling: dribble with some control under pressure. Space: explore moving to create space for themselves and others in their team. Attacking: use a variety of techniques to lose an opponent e.g. change of direction or speed. Defending: develop tracking and marking with increased success. Explore intercepting a ball using one and two hands.		Year 5		Sending & receiving: know that not having a defender between myself and a ball carrier enables me to s&r with better control. Dribbling: know that dribbling in different directions will help to lose a defender. Space: know that by moving to space even if not receiving the ball will create space for a teammate. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of invasion games whilst playing and officiating.	
Sending & receiving: develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success. Dribbling: link dribbling the ball with other actions and change direction whilst dribbling with some control. Space: develop moving into space to help my team. Attacking: change direction to lose an opponent with some success. Defending: develop defending one on one and begin to intercept.		Year 4		Sending & receiving: know that cushioning a ball will help me to control it when receiving it. Dribbling: know that protecting the ball as I dribble will help me to maintain possession. Space: know that moving into space will help my team keep possession and score goals. Attacking: recognise when to pass and when to shoot. Defending: know when to mark and when to attempt to win the ball. Tactics: know that applying attacking tactics will help to maintain possession and score goals. Know that applying defending tactics will help to deny space, gain possession and stop goals. Rules: know and understand the rules to be able to manage our own game.	
Sending & receiving: explore s&r abiding by the rules of the game. Dribbling: explore dribbling the ball abiding by the rules of the game under some pressure. Space: develop using space as a team. Attacking: develop movement skills to lose a defender. Explore shooting actions in a range of invasion games. Defending: develop tracking opponents to limit their scoring opportunities.		Year 3		Sending & receiving: know that pointing my hand/foot/stick to my target on release will help me to send a ball accurately. Dribbling: know that dribbling is an attacking skill which helps us to move towards a goal or away from defenders. Space: know that by spreading out as a team we move the defenders away from each other. Attacking and defending: know my role as an attacker and defender. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will each mark a player to help us to gain possession. Rules: know the rules of the game and begin to apply them.	
Sending & receiving: developing s&r with increased control. Dribbling: explore dribbling with hands and feet with increasing control on the move. Space: explore moving into space away from others. Attacking: developing moving into space away from defenders. Defending: explore staying close to other players to try and stop them getting the ball.		Year 2		Sending & receiving: know to control the ball before sending it. Dribbling: know that keeping my head up will help me to know where defenders are. Space: know that moving into space away from defenders helps me to pass and receive a ball. Attacking: know that when my team is in possession of the ball, I am an attacker and we can score. Defending: know that when my team is not in possession of the ball, I am a defender and we need to try to get the ball. Know that standing between the ball and the attacker will help me to stop them from getting the ball. Tactics: understand and apply simple tactics for attack and defence. Rules: know how to score points and follow simple rules.	
Sending & receiving: explore s&r with hands and feet to a partner. Dribbling: explore dribbling with hands and feet. Space: recognise good space when playing games. Attacking: explore changing direction to move away from a partner. Defending: explore tracking and moving to stay with a partner.		Year 1		Sending & receiving: know to look at my partner before sending the ball. Dribbling: know that moving with a ball is called dribbling. Space: understand that being in a good space helps us to pass the ball. Attacking: know that being able to move away from a partner helps my team to pass me the ball. Defending: know that staying with a partner makes it more difficult for them to receive the ball. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	
Sending & receiving: explore s&r with hands and feet using a variety of equipment. Dribbling: explore dropping and catching with two hands and moving a ball with their feet. Space: recognise their own space. Attacking & defending: explore changing direction and tagging games.		EYFS		Sending & receiving: know to look at the target when sending a ball and watch the ball to receive it. Dribbling: know that keeping the ball close will help with control. Space: know that being in a space gives me room to play. Attacking & defending: know that there are different roles in games. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	

Ball Skills Unit 1 & 2

Games Unit 1 & 2

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
space kick throw catch run stop direction path bounce dribble score points partner jump land rules aim lose win pass team safely	attacker goal mark defender dodge	goalkeeper defend possession tactic opponent send receive teammate attack shoot	accurate communicate intercept invasion offside tackle opposition pitch court receiver referee teamwork tournament control umpire onside technique	decision limit deny pressure delay gain protect obstruct option cushion opposing momentum supporting accelerate	angle close down drive situation ball carrier create sportsmanship barrier dominant maintain support rebound situation sportsmanship stance rebound stance	consecutive ball side consistently turnover dictate transition contest draw abide appropriate assess

Procedural Knowledge – What skills do we want our pupils to have to support **NET AND WALL** **GAMES in YR1/2 /4/6 year groups?**
How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?
What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills		Net and Wall Games Progression Ladder (net and wall, tennis, volleyball and badminton)		Knowledge	
					
Shots: demonstrate increased success and technique in a variety of shots. Serving: serve accurately and consistently. Rallying: successfully apply a variety of shots to keep a continuous rally. Footwork: demonstrate a variety of footwork patterns relevant to the game I am playing.				Year 6 Shots: understand the appropriate skill for the situation under pressure e.g. choosing to play the ball short over the net if I have just moved my opponent to the back of the court. Serving: begin to apply tactics when serving e.g. aiming to serve short on the first point and then long on the second point. Rallying: understand how to play different shots depending on if a rally is co-operative or competitive. Footwork: know that using the appropriate footwork will help me to react to a ball quickly and give me time to prepare to play a shot. Tactics: understand when to apply some tactics for attacking and/or defending. Rules: understand, apply and use rules consistently in a variety of net and wall games whilst playing and officiating.	
Shots: develop the range of shots used in a variety of games. Serving: develop the range of serving techniques appropriate to the game. Rallying: use a variety of shots to keep a continuous rally. Footwork: demonstrate effective footwork patterns to move around the court.				Year 5 Shots: know which skill to choose for the situation e.g. a volley if the ball is close to the net. Serving: know that serving is how to start a game or rally and use the rules applied to the activity for serving. Rallying: know that playing the appropriate shot will help to keep the rally going. Know that control is more important than power to keep a rally going. Footwork: know that using small, quick steps will allow me to adjust my stance to play a shot. Tactics: understand the need for tactics and identify when to use them in different situations. Rules: understand and apply rules in a variety of net and wall games whilst playing and officiating.	
Shots: demonstrate technique when using shots playing co-operatively and beginning to execute this competitively. Rallying: develop rallying using both forehand and backhand with increased technique. Footwork: begin to use appropriate footwork patterns to move around the court.				Year 4 Shots: understand when to play a forehand and a backhand and why. Rallying: know that moving my feet to the ball will help me to hit in a more balanced position therefore increasing the accuracy of my shot. Footwork: know that getting my feet in the right position will help me to balance before playing a shot. Tactics: know that applying attacking tactics will help me to score points and create space. Know that applying defending tactics will help me to deny space, return a ball and limit points. Rules: know and understand the rules to be able to manage our own game.	
Shots: explore returning a ball using shots such as the forehand and backhand. Rallying: explore rallying using a forehand. Footwork: consistently use and return to the ready position in between shots.				Year 3 Shots: know that pointing the racket face/my hand where I want the ball to go and turning my body will help me to hit accurately. Rallying: know that hitting towards my partner will help them to return the ball easier and keep the rally going. Footwork: know that moving to the middle of my court will enable me to cover the most space. Tactics: know that using simple tactics will help to achieve an outcome e.g. if we spread out, we can cover more space. Rules: know the rules of the game and begin to apply them.	
Hitting: develop hitting a dropped ball over a net. Feeding: accurately underarm throw over a net to a partner. Rallying: explore underarm rallying with a partner catching after one bounce. Footwork: consistently use the ready position to move towards a ball.				Year 2 Hitting: know to watch the ball as it comes towards me to help me to prepare to hit it. Feeding: know to place enough power on a ball to let it bounce once but not too much so that my partner can't return it. Rallying: know that sending the ball towards my partner will help me to keep a rally going. Footwork: know that using a ready position helps me to react quickly and return/catch a ball. Tactics: understand that applying simple tactics makes it difficult for my opponent. Rules: know how to score points and follow simple rules.	
Hitting: explore hitting a dropped ball with a racket. Feeding: throw a ball over a net to land into the court area. Rallying: explore sending a ball with hands and a racket. Footwork: use the ready position to move towards a ball.				Year 1 Hitting: know to use the centre of the racket for control. Feeding: know to use an underarm throw to feed to a partner. Rallying: know that throwing/hitting to my partner with not too much power will help them to return the ball. Footwork: know that using a ready position will help me to move in any direction. Tactics: know that tactics can help us to be successful when playing games. Rules: know that rules help us to play fairly.	
Hitting: explore hitting a ball with hands and pushing with a racket. Feeding and rallying: explore sending and tracking a ball with a partner. Footwork: explore changing direction, running and stopping.				EYFS Hitting: know to point my hand/object at my target when hitting a ball. Feeding and rallying: know to look at the target when sending a ball and watch the ball to receive it. Footwork: know to use big steps to run and small steps to stop. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	
Ball Skills Unit 1 & 2		Games Unit 1 & 2			

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

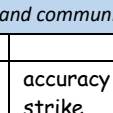
EYFS			Year 1	Year 2	Year 3		Year 4		Year 5			Year 6	
safely	catch	points	net	against	backhand	court	alternate	extend	pressure	situation	dominant option	prepare	placement
aim	lose	hit	ready position	defend	forehand	rally	continuous	swing	technique	grip	sportsmanship	recover	opposing limit
space	stop	direction	track	quickly	competition	control	contact receiver	deny	non-dominant	adjust	baseline	stance	direct
rules	win	throw	racket	receive	cooperation	tactic	co-operative	reflect	readjust	groundstroke	serve	thrust	appropriate
run		score	underarm	trap	face opponent	react	compete		release	create	cushion	service	abide
partner		target		return	opposition				communicate		consecutive	footwork	

Procedural Knowledge – What skills do we want our pupils to have to support **STRIKING AND FIELDING in YR1/2 /3 /4/5 /6 year groups?**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills		Striking and Fielding Progression Ladder (striking and fielding, cricket and rounders)		Knowledge	
					
Striking: strike a bowled ball with increasing accuracy and consistency. Fielding: use a wider range of fielding skills with increasing control under pressure. Throwing: consistently demonstrate good technique in throwing skills under pressure. Catching: consistently demonstrate good technique in catching skills under pressure.				Striking: understand that the momentum and power for striking a ball comes from legs as well as arms. Fielding: know which fielding action to apply for the situation. Throwing and catching: consistently make good decisions on who to throw to and when to throw in order to get batters out. Know that accuracy, speed and consistency of throwing and catching will help to limit a batter's score. Tactics: understand and apply some tactics in the game as a batter, bowler and fielder. Rules: understand, apply and use rules consistently in a variety of striking and fielding games whilst playing and officiating.	
Striking: explore defensive and driving hitting techniques and directional batting. Fielding: develop over and underarm bowling technique. Develop long and short barrier and two handed pick up. Throwing: demonstrate good technique when using a variety of throws under pressure. Catching: explore catching skills (close/deep and wicket keeping) and apply these with some consistency in game situations.				Striking: understand that stance is important to allow me to be balanced as I hit. Fielding: know that backing up a fielder as a ball is being thrown will help to increase the chances of fielding successfully. Throwing: understand where to throw the ball in relation to where a batter is. Tactics: understand when to use a close catch technique or deep catch technique. Rules: understand and apply rules in a variety of striking and fielding games whilst playing and officiating.	
Striking: develop batting technique with a range of equipment. Fielding: develop bowling with some consistency, abiding by the rules of the game. Throwing: use overarm and underarm throwing with increased consistency in game situations. Catching: begin to catch with one and two hands with some consistency in game situations.				Striking: know that using the centre of the bat will provide the most control and accuracy. Fielding: know that it is easier to field a ball that is coming towards me rather than away so set up accordingly. Throwing: understand that being balanced before throwing will help to improve the accuracy of the throw. Catching: know to track the ball as it is thrown to help to improve the consistency of catching. Tactics: know that applying attacking tactics will help to score points and avoid getting out. Know that applying defending tactics will help to deny space, get opponents out and limit points. Rules: know and understand the rules to be able to manage our own game.	
Striking: begin to strike a bowled ball after a bounce with different equipment. Fielding: explore bowling to a target and fielding skills to include a two-handed pick up. Throwing: use overarm and underarm throwing in game situations. Catching: catch with some consistency in game situations.				Striking: know that striking to space away from fielders will help me to score. Fielding: know to look at where a batter is before deciding what to do. Know to communicate with teammates before throwing them a ball. Throwing: know that overarm throwing is used for long distances and underarm throwing for shorter distances. Catching: know to move my feet to the ball. Tactics: know that using simple tactics will help my team to achieve an outcome e.g. we will spread out to deny space. Rules: know the rules of the game and begin to apply them.	
Striking: develop striking a ball with their hand and equipment with some consistency. Fielding: develop tracking a ball and decision making with the ball. Throwing: develop co-ordination and technique when throwing over and underarm. Catching: catch with two hands with some co-ordination and technique.				Striking: understand the role of a batter. Know that striking quickly will increase the power. Fielding: understand that there are different roles within a fielding team. Know to move towards the ball to collect it to limit a batter's points. Throwing: know that stepping with opposite foot to throwing arm will help me to balance. Catching: know to use wide fingers and pull the ball in to my chest to help me to securely catch. Tactics: understand and apply simple tactics for attack (batting) and defence (fielding). Rules: know how to score points and follow simple rules.	
Striking: explore striking a ball with their hand and equipment. Fielding: develop tracking and retrieving a ball. Throwing: explore technique when throwing over and underarm. Catching: develop co-ordination and technique when catching.				Striking: understand that the harder I strike, the further the ball will travel. Fielding: know that throwing the ball back is quicker than running with it. Throwing: know which type of throw to use to throw over longer distances. Catching: know to watch the ball as it comes towards me. Tactics: know that tactics can help us when playing games. Rules: know that rules help us to play fairly.	
Striking: explore sending a ball to a partner. Fielding: explore tracking and stopping a rolling ball. Throwing and catching: explore rolling, throwing and catching using a variety of equipment.				Striking: know to point my hand at my target when striking a ball. Fielding: know to scoop a ball with two hands. Throwing and catching: know to point my hand at my target when throwing. Know to have hands out ready to catch. Tactics: make simple decisions in response to a task. Rules: know that rules help us to stay safe.	
Games Unit 1 & 2		Ball Skills Unit 1 & 2			

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS				Year 1			Year 2			Year 3			Year 4		Year 5		Year 6	
pass	space	catch	score	batter	bowler	hit	Backstop			accuracy	grip	run out	decision	pressure	close catch	stance	abide	consecutive
jump	aim	team	throw	ready	position	batting	runs			strike		tournament	limit	cushion	long barrier		assess	appropriate
run	points	land	lose	fielder	overarm	track	collect	teammate		wicket		caught out	momentum	retrieve	deep catch		consistency	collaborate
safely	stop	direction		bowl	fielding	out	tactics			no ball		short barrier	compete		situation	backing up		
partner	rules	win		underarm			stump			technique		umpire						

Procedural Knowledge – What skills do we want our pupils to have to support **YOGA in YR R/1/2 /5 / year groups?**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Yoga Progression Ladder



Skills

Knowledge

Balance: link combinations of poses for balance with increased control in transition. Flexibility: confidently transition from one pose to another showing extension connected to breath. Strength: explore poses that challenge my strength and work to maintain increased control and strength when in and transitioning between poses. Strategy: explore methods to control how I feel with some success.	Year 6	Balance: know where and when to apply force to maintain control and balance. Flexibility: know which of my muscles require more practice to increase my flexibility. Strength: understand that I can build up my strength by practicing in my own time. Strategy: identify times in my everyday life when mindfulness activities would be helpful for my wellbeing.
Balance: use my breath to maintain balance within an individual and partner pose. Flexibility: develop flexibility by connecting movement with breath. Strength: demonstrate increased control and strength when in and transitioning between poses. Strategy: explore methods I can use to control how I feel.	Year 5	Balance: understand that I need to apply force to maintain balance in a partner pose. Flexibility: understand that I can improve my flexibility when moving with my breath. Strength: know the muscles I am using by name. Strategy: understand that there are different techniques I can use to control how I feel.
Balance: explore using my breath to maintain balance within a pose. Flexibility: demonstrate increased extension in poses. Strength: demonstrate increased control and strength when in a pose. Strategy: engage with mindfulness activities with increased focus.	Year 4	Balance: understand that if I move with my breath it will help me to balance. Flexibility: understand which body parts I am trying to extend in different poses. Strength: understand that people have different levels of strength. Strategy: understand that mindfulness is a personal journey.
Balance: demonstrate increased control when in poses. Flexibility: explore poses and movement in relation to my breath. Strength: explore arm balances with some control. Strategy: develop my ability to stay still and keep my focus.	Year 3	Balance: understand that if I use the whole of the body part in contact with the floor, it will help me to balance. Flexibility: know that if I move as I breathe out I can stretch a little bit further. Strength: understand that I need to use different muscles for different poses. Strategy: know that I can use my breath to focus.
Balance: remember, copy, and repeat sequences of linked poses. Flexibility: show increased awareness of extension in poses. Strength: demonstrate increased control in performing poses. Strategy: explore controlling my focus and sense of calm.	Year 2	Balance: understand that I can squeeze my muscles to help me to balance. Flexibility: know that flexibility helps us to stretch our muscles and increase the movement in our joints. Strength: know that strength helps us with everyday tasks such as carrying our school bag. Strategy: understand that I can use yoga to make me feel calm.
Balance: perform balances and poses making my body tense, stretched and curled. Flexibility: explore poses and movements that challenge my flexibility. Strength: explore strength whilst transitioning from one pose to another. Strategy: recognise my own feelings in response to a task or activity.	Year 1	Balance: know that if I focus on something still it will help me to balance. Flexibility: know that yoga helps to improve flexibility which we need in everyday tasks. Strength: know that I can use my strength to move slowly and with control. Strategy: understand that yoga can make me feel happy.
Balance: explore shapes in stillness using different parts of my body. Flexibility: explore shapes and actions to stretch my body. Strength: explore taking weight on different body parts. Strategy: explore my own feelings in response to an activity or task.	EYFS	Balance: know that it is easier to balance using more parts of my body than fewer parts. Flexibility: know that I can make my body longer by reaching out with my arms and legs. Strength: understand that I can hold my weight on different parts of my body. Strategy: understand how movement makes me feel.

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

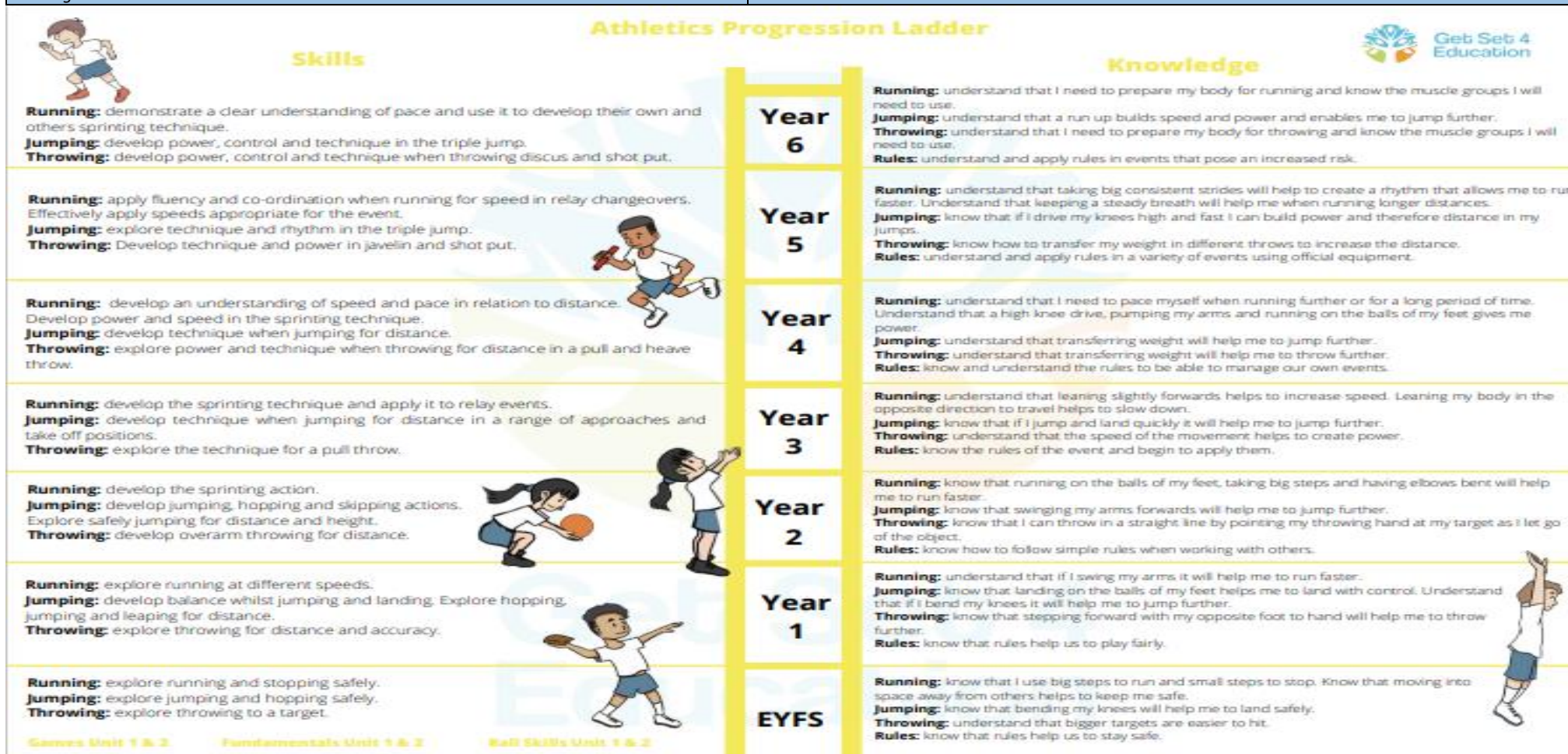
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
balance shape hold straight	copy squeeze safely fast stop space slow bend still	Feel stretch focus breath pose listen strength flow flexibility create choose perform	control mindfulness relax extend link	gratitude wellbeing notice stable lengthen	muscles inhale practice exhale quality concentrate transition	collaborate expand engage fluidity salutation

Procedural Knowledge – What skills do we want our pupils to have to support **Athletics ALL year groups?**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?



What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS				Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
Balance	fast	jog	run	walk	time	distance		personal best	relay	stamina	stride	consistent	approach	maximum	pattern
slow	target	bend	hop	quickly	leap	sprint		accuracy	technique	measure	launch	dominant	force	fling	meet
land	safe		space	underarm	overarm	height		baton	strength	officiate	heave	changeover	momentum	phase	stance
throw	direction		jump	further		landing		speed	power	transfer of weight	pace	shot put	track	rhythm	grip
rules	safely	stop		control		far aim		event		official	record	drive	field	discus	release

Procedural Knowledge – What skills do we want our pupils to have to support **OAA in YR 3/4/5 year groups?**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

Skills			OAA Progression Ladder		Knowledge		Get Set 4 Education	
Problem solving: pool ideas within a group, selecting and applying the best method to solve a problem. Navigational skills: orientate a map efficiently to navigate around a course with multiple points. Communication: inclusively communicate with others, share job roles and lead when necessary.			Year 6		Problem solving: understand that being able to solve problems is an important life skill. Navigational skills: understand why having good navigational skills are important. Communication: know that good communication skills are key to solving problems and working effectively as a team. Reflection: with increasing accuracy, reflect on when and how I am successful at solving challenges and alter my methods in order to improve. Rules: understand the rules and think creatively to solve the challenge whilst abiding by the rules.			
Problem solving: explore tactical planning within a team to overcome increasingly challenging tasks. Navigational skills: develop navigational skills and map reading in increasingly challenging tasks. Communication: explore a variety of communication methods with increasing success.			Year 5		Problem solving: recognise that there may be more than one way to solve a challenge and that trial and error may help to guide me to the best solution. Navigational skills: use a key to identify objects and locations. Communication: know to be descriptive but concise when giving instructions e.g. 'two steps to the left'. Reflection: reflect on when I am successful at solving challenges and alter my methods in order to improve. Rules: know that abiding by rules will enable my classmates to complete the course e.g. not moving controls.			
Problem solving: plan independently and in small groups, implementing a strategy with increased success. Navigational skills: identify key symbols on a map and follow a route. Communication: confidently communicate ideas and listen to others.			Year 4		Problem solving: know that discussing the advantages and disadvantages of ideas will help to guide us to a conclusion about which idea to use. Navigational skills: understand how to use a key and use the cardinal points on a map to orientate it. Communication: understand that there are different types of communication and that I can communicate without talking. Reflection: with increased accuracy, critically reflect on when and why I am successful at solving challenges. Rules: understand the importance of working with integrity.			
Problem solving: discuss how to follow trails and solve problems. Work with others to select appropriate equipment for the task. Navigational skills: identify where I am on a simple map. Use and begin to create simple maps and diagrams and follow a trail. Communication: follow and give instructions and accept other peoples' ideas.			Year 3		Problem solving: know that trying ideas before deciding on a solution will help us to come up with the best idea. Navigational skills: know to hold the map so that the items on the map match up to the items that have been placed out. Communication: know to take turns when giving ideas and not to interrupt each other. Reflection: reflect on when and why I am successful at solving challenges. Rules: know that using the rules honestly will help to keep myself and others safe.			
Problem solving: begin to plan and apply strategies to overcome a challenge. Navigational skills: follow and create a simple diagram/map. Communication: work co-operatively with a partner and a small group.			Year 2		Problem solving: know that listening to each other's ideas might give us an idea we hadn't thought of. Navigational skills: understand that the map tells us what to do. Communication: know to use encouraging words when speaking to a partner or group to help them to trust me. Reflection: verbalise when I am successful and areas that I could improve. Rules: know how to follow and apply simple rules.			
Problem solving: suggest ideas in response to a task. Navigational skills: follow a path and lead others. Communication: communicate simple instructions and listen to others.			Year 1		Problem solving: know that working collaboratively with others will help to solve challenges. Navigational skills: know that deciding which way to go before starting will help me. Communication: know that using short instructions will help my partner e.g. start/stop. Reflection: identify when I am successful and make basic observations about how to improve. Rules: know that rules help us to play fairly.			
Problem solving: explore activities where I have to make my own decisions. Navigational skills: explore moving in space and following a path. Communication: develop confidence in expressing myself.			EYFS		Problem solving: make simple decisions in response to a task. Navigational skills: know that moving into space away from others will help me to stay safe. Know to leave a gap when following a path will help me to stay safe. Communication: know that talking with a partner will help me to solve challenges e.g. 'let's go to the green hoop next'. Reflection: begin to identify when I am successful. Rules: know that rules help us to stay safe.			
Intro to PE Unit 1 & 2			Games Unit 1 & 2					

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS			Year 1		Year 2		Year 3		Year 4		Year 5		Year 6	
backwards	forwards	path	co-operate		successful		collaborate	discuss	effectively	leader	cardinal points		adhere	evaluate
safely	sideways	stop	instructions		support		interrupt	route	role	navigate	critical thinking	strategy	contribute	inclusive
direction	partner	rules	listen	challenge	communicate		tactics	teamwork	key	reflect	compromise	landmark	approach	determine
score	space	team	share	lead	map		compass	honest	orientate		verbal	concise	location	
			plan	talk	solve	include	course	symbol			negotiate	visual		

Procedural Knowledge – What skills do we want our pupils to have to support **Swimming in YR 6 year groups?**

How will these skills build on what went before and help prepare our children for what is coming next?

Propositional Knowledge – What key concepts or knowledge will we need?

What knowledge do we want to emphasise? How will knowledge be built on what went before and prepare our children for what is coming next?

 Skills	Swimming Progression Ladder	Knowledge 
Strokes: identify my personal best in a range of strokes. Successfully select and apply my fastest stroke over a distance of 25m. Breathing: demonstrate a smooth and consistent breathing technique in a range of strokes over a distance of 25m. Water safety: perform a variety of survival techniques. 	Year 6	Strokes: understand that making my body streamlined helps me to glide through the water. Breathing: understand that the more I practice my breathing in the water, the more my heart and lungs can work effectively and aid my muscles with the ability to utilise oxygen when swimming. Water safety: know which survival technique to use for the situation. Rules: understand that different environments have different rules to keep us safe around water.
Strokes: demonstrate increased technique in a range of strokes, swimming over a distance of 25m. Breathing: explore underwater breaststroke breathing technique over a distance of 25m. Water safety: explore safety techniques to include the H.E.L.P and huddle positions.	Year 5	Strokes: understand that pulling harder through the water will enable me to travel the distance in fewer strokes and travel faster. Breathing: know that breathing every three strokes helps to balance my stroke and allows me to practise breathing on both sides. Water safety: know that a group of people can huddle together to conserve body heat, support each other and provide a larger target for rescuers. Rules: understand rules in and around water.
Strokes: develop technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: demonstrate improved breathing technique in front crawl. Water safety: are comfortable with some personal survival techniques to include survival strokes such as sculling and treading water.	Year 4	Strokes: understand that keeping my legs together for crawl helps me to stay straight in the water. Breathing: know that breathing out with a slow consistent breath enables me to swim for longer before needing another breath. Water safety: know what to do if I fall in the water. Rules: understand the water safety rules. 
Strokes: explore technique for specific strokes to include head above water breaststroke, backstroke and front crawl. Breathing: begin to explore front crawl breathing technique. Water safety: explore techniques for personal survival to include survival strokes such as sculling and treading water.	Year 3	Strokes: know that lifting my hips will help me to stay afloat whilst swimming. Breathing: know that turning my head to the side to breathe will allow me to swim with good technique. Water safety: know that treading water enables me to keep upright and in the same space. Rules: know that the water should be clear of swimmers before entering.
Strokes: begin to use arms and legs together, more effectively across the water unaided. Breathing: begin to explore breathing in sync with my kicking action. Water safety: demonstrate an awareness of water safety and float on my front and on my back. 	Year 2	Strokes: understand that moving my arms quickly will help me to pass through the water. Breathing: know that when I swim, I inhale through my mouth when my face is above water and exhale through my mouth or nose when my face is underwater. Water safety: understand that floating uses less energy than swimming. Rules: know how to safely enter and exit the pool.
Strokes: can swim over a 10m distance with a buoyancy aid. Breathing: can submerge confidently in the water. Water safety: become aware of water safety and explore floating on my front and back.	Year 1	Strokes: understand that using cupped hands will help me to swim as the water cannot escape between my fingers. Breathing: know that I need to take a big breath before submerging. Water safety: understand that floating can help me to stay safe. Rules: know that walking on poolside helps to keep me safe. 

What key vocabulary will our sportspeople need? *Vocabulary is important because it embodies and communicates concepts.*

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						Propel buoyant streamline flexed afloat motion conserve

What experience do we want our students to have had? What other opportunities will our students have had in PE ?						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
As a school we will mark and acknowledge national and international sporting events e.g Olympics, Paralympics, World cup etc						
Children will be inspired by a motivated Sportsperson who will come into school and host workshops for the children to participate in						
All children will get the opportunity to take part in special event days when we focus on being active and leading a healthy life style. Eg- National Fitness Day/Skipping Day/Sports Day/ Olympics Day etc						
All children will get the opportunity to show their sporting achievements in one of our 'Special Assemblies' so that they can inspire other children.						
All children will have the opportunity to participate in small daily bursts of activity with their classmates making them fitter, healthier and more able to concentrate in class						
	All children will get the opportunity throughout the year to take part in intra-house competitions- where they compete against other houses within their own classes/year groups.					
	All children will have the opportunity to participate in one of our diverse and active afterschool clubs Eg- curling/multiskills/boccia/cycling/scootering/running/cricket etc					
Daily mile. Balance bikes/ outside gym-/hall apparatus to improve gross motor skills			Some children will get the opportunity to participate in the School Games Calendar (Inter-House) Eg- Basketball/Tag Rugby/ Athletics/Cricket/Netball etc Some children will get the opportunity to participate in Sporting festivals organised by the SGO's (Inter house) Some children will get the opportunity to participate in the Island PEACH games day. (inter house)			
						Yr 6 children will go to Medina High School for a whole Island sports fun day as part of their Transition