

St Laurence in Thanet CE Junior Academy

Curriculum Overview Physical Education



Version record



Believe, Achieve, Aspire!

'Through God all things are possible' (Matthew 19:26)

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1. Physical Education Statement of Intent

The aim of our PE curriculum is designed to enrich children with a range sporting concepts, that will provide them with the knowledge and skills that can be applied to different sporting and non-sporting contexts. Children will also experience 'competition' and learn how to apply themselves when competing against others, as part of a team or individually. Taking part in physical activity and learning about its benefits, provides children with the knowledge to make good choices about their health and lifestyle.

Physical Education- Children are encouraged to understand that PE is more than just playing games and exercising. Through the basic understanding of the AfPE's 'Head, Heart and Hands' model, children learn about how they can use their physical beings to 'think', 'behave' and 'do'.

St Laurence children will have a good understanding of:



THE THINKING PHYSICAL BEING (HEAD)

This means

- Learning how to use a broad range of skills in different ways and to link them to make actions and sequences of movement
- Developing an understanding of how to improve in different physical activities and sports
- Learning how to evaluate and recognise their own success

THE BEHAVIOURAL CHANGE PHYSICAL BEING (HEART)

This means

- Enjoying communicating, collaborating and competing with each other
- Participating in activities and clubs both in school and in the wider community

THE DOING PHYSICAL BEING (HANDS)

This means

- Continuing to apply and develop a broader range of skills
- Developing flexibility, strength, technique, control and balance
- To get a broad understanding of physical education every year group, Year 3 to 6, will explore physical education through 7 fundamental concepts, plus swimming.



The fundamental areas include:

- Athletics
- Invasion games
- Striking & fielding games
- Net & wall games
- OAA
- Dance
- Gymnastics

Through carefully planned lessons, as supported by The PE Hub, children will gain knowledge of key terms and vocabulary that will help them make links and apply their skills to different sporting and non-sporting situations.

Children who leave St. Laurence will leave with

- an awareness of the physical, tactical, technical and social skills within sporting situations
- an understanding of how skills can be transferred to other sports and activities
- some understanding of being able to lead others and provide feedback on tactics, physical skills and performances
- knowledge of rules in some sports
- understanding of why we warm up and cool down and how we do these safely
- competitive experiences, learning to cope with pressure, winning and losing – both in school and representing the school against other schools

“Sports have the power to change the world. It has the power to inspire, the power to unite people in a way that little else does. It speaks to youth in a language they understand.” Nelson Mandela

St Laurence Physical Education Aims

Children at St Laurence benefit from a PE curriculum designed to support their physical, cognitive and socio-emotional development.

Physical Development:

Children develop the confidence and competence to take part in physical activity and sport. They understand the importance and correlation between physical activity and mental health.

Cognitive Development:

Children learn to think in different ways and apply their thinking in a variety of contexts. They develop the ability to make decisions and to evaluate and improve their practice and understanding how the technical skills they develop in PE can support them throughout the curriculum.

Socio-Emotional:

Children develop social skills that enable them to work collaboratively with others on a range of tasks. In doing so, they learn to support and encourage others, managing their own emotions and understanding how they can help others to do the same.

The PE curriculum complements the wider curriculum at St Laurence, supporting the development of key personal attributes and school and British values, such as perseverance, tolerance, and respect.

2.Spiritual, Moral, Social and Cultural Aspects of PE

Spiritual Development in Physical Education

During the range of lessons, clubs and competition our students participate in, our pupils develop a sense of enjoyment and intrigue about themselves and the world around them. Students at St Laurence are consistently encouraged to use imagination and creativity in their learning, whilst being questioned and challenged in order to reflect the experiences of themselves and others.

Examples of Spiritual lessons in Physical Education:

- Explore, creativity through producing routines and displays.
- Creating and developing strategies for success within games.
- Reflecting on the impact of their and their teammates roles.
- Displaying emotions.
- Questioning students and one another.

Moral Development in Physical Education

Physical Education teaches pupils about sportsmanship. Pupils at St Laurence are exposed to sporting etiquette and the impact sport has on the individual. Students are taught to abide by the rules and regulations, understanding the consequences of their actions in game situations and their consequences on the individual and the team.

Examples of Moral lessons in Physical Education:

- Promote fair play and teamwork in lessons.
- Encourage good sportsmanship throughout.
- Respect the equipment used at all times.
- Following instructions and decisions made by officials/umpires/referees.
- Respecting the school environment.
- Listening to teacher and peer feedback on particular sporting skills.
- Promote trust with peers through team building activities.
- Using students as sports leaders/ambassadors.
- Sports Relief.

Social Development in Physical Education

Pupils at St Laurence use of a range of social skills in different contexts, including working and socialising with students from different socio-economic backgrounds and levels of SEN. Pupils show a willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively. Students can develop their friendship and social mixing through involvement in inter, intra school competition and extra-curricular clubs.

Examples of Social lessons in Physical Education:

- Developing community within clubs.
- Interact with the community and primary schools through inter school competitions.
- Encourage students to recognise and respect social differences and similarities.
- Celebrate sporting success both in and out of school.
- Use of sports leaders running clubs and activities.
- Encouraging the attendance to extracurricular activities.
- Promoting a collaborative ethos.

Cultural Development in Physical Education

At St Laurence we encourage pupils to develop positive attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

Examples of Cultural lessons in Physical Education:

- Learning about the developments of sports in different countries.
- Learning where different sports originate and what national sports are.
- World Cups and Olympic games.
- Exploring and respect a variety of different cultural dances.
- Use of international examples of different athletes and their achievements.
- Considering the cultural significance of sport across the world.



3.Pedagogical Approach

Metacognition

Adapted from: EEF METACOGNITION AND SELF-REGULATED LEARNING—Guidance Report EEF_Metacognition_and_self-regulated_learning.pdf
(d2tic4wvo1iusb.cloudfront.net)

Teaching Process

In terms of developing self-regulated learning and metacognition, this means we need to make sure that we don't give too much information at the same time (when delivering explicit instruction), and do not expect the learner to take on too much challenge when doing guided practice and independent work. The use of structured planning templates, teacher modelling, worked examples, and breaking down activities into steps can help achieve this.

Self-regulation and metacognition strategies work through learners monitoring and evaluating their own learning strategies.

- Explicit teaching
- Teachers modelling
- Opportunities for pupils to reflect on and monitor their strengths and areas of improvement, and plan how to overcome current difficulties.
- Providing enough challenge for learners to develop effective strategies, but not so difficult that they struggle to apply a strategy.

Self-regulated learning can be broken into three essential components that teachers need to know about to help their pupils to develop into successful learners:

Cognition is the mental process involved in knowing, understanding, and learning. By cognitive strategies, we mean skills like memorisation techniques or subject-specific strategies like making different marks with a brush. This is the bread and butter of good teaching; cognitive strategies are fundamental to acquiring knowledge and completing learning tasks.

Metacognition is about the ways learners monitor and purposefully direct their learning. For example, having decided that a particular cognitive strategy for creating is likely to be successful, a pupil then monitors whether it has indeed been successful and then deliberately changes (or not) their method based on that evidence. By metacognitive strategies, we mean the strategies we use to monitor or control our cognition, such as checking that our technique was accurate or selecting the most appropriate cognitive strategy for the task we are undertaking.

Motivation is about our willingness to engage our metacognitive and cognitive skills and apply them to learning. Motivational strategies will include convincing oneself to undertake a tricky task now—affecting our current well-being—as a way of improving our future well-being in the task tomorrow. Cognition, metacognition, and motivation all interact in complex ways during the learning process. It is impossible to be metacognitive without having different cognitive strategies to hand and possessing the motivation and perseverance to tackle problems and apply these strategies.



Pedagogical Approach

Cognitive Load Theory

Cognitive Load Theory — aim = to develop instructional techniques that fit within the characteristics of working memory in order to maximise learning.

Based on two principles:

1. There is a limit to how much new information the brain can hold. (Working memory—processing new information results in ‘cognitive load’ which can affect outcomes.)
2. There is no known limit to how much stored information that can be processed at one time. (Long term memory—stores information as schemas.)

Explicit instruction involves teachers clearly showing children what to do, rather than have them construct or discover it for themselves. To lessen cognitive load on working memory. This can be used for new information and learning. Independent learning also needs to be incorporated but with cognitive load managed through guidance, prior information, scaffolds and assistance if needed.

Long term memory relies on the formation of schemas where information can be processed automatically with minimal conscious effort. Automaticity happens after extensive practice. Thus reducing working memory load. If working memory is overloaded, there is greater risk that the content will not be understood, be confused and not stored into the long term memory. Ultimately, learning will be slowed down. Automation of schemas reduces the burden on working memory because when information can be accessed automatically, the working memory is freed up to process new information.

There are 3 types of Cognitive load—Intrinsic, Extraneous and Germane

Intrinsic —difficulty of subject matter being learnt, it depends on the complexity of the material and the prior learning—i.e. different people will have different levels of cognitive load depending on their experiences and knowledge.

Extraneous — how the subject matter is taught—we need to minimise extraneous cognitive load to free up working memory.

Germane—the load imposed on the working memory by the process of learning i.e. by transferring information into long-term memory through schema construction.

Pedagogical Approach

Types of Knowledge

Adapted from Ofsted: Research and Review Series: PE

‘In PE, pupils learn increasingly intelligent movement and important knowledge that can reduce barriers to participation and inform their own healthy, active lifestyle choices. PE provides a gateway into the world of sport and participation.’

Knowledge in PE can be split into two sections, declarative knowledge (knowing what) and procedural knowledge (knowing how). Both forms of knowledge, declarative and procedural, are vitally important in ensuring pupils are physically educated. Pupils need to be taught what the links are between declarative and procedural knowledge and apply to both their learning and participation in activities. Without the declarative knowledge of movement, rules, strategies, tactics and healthy participation pupils may not be able to fully engage critically in physical activity and instead just perform physically, therefore not enriching their experiences.

Declarative Knowledge* - Declarative knowledge in PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. It is important for the declarative knowledge to be linked to the content that is being taught in the lessons because it is not enough to physically educate pupils on its own. Declarative knowledge can be communicated though verbal or written means either as question and answers or as an observation of an activity. When pupils have a strong foundation of declarative knowledge, they can better verbalise their strengths and limitations as well as communicating their ideas, decisions and choices during an activity or an observation of one.

Procedural Knowledge** - Procedural knowledge is knowing how to apply declarative knowledge. Procedural knowledge is applying the declarative knowledge into practice during participation in physical education lessons. Procedural knowledge is best gained through practice through physical demonstration or physical participation.

**Declarative Knowledge is placed under ‘Substantive Knowledge’ in the plans.*

***Procedural Knowledge is placed under ‘Disciplinary Knowledge’ in the plans.*

4. Physical Education development & National Curriculum

Purpose of study A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils 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. Aims The national curriculum for physical education aims to ensure that all pupils:

- Develop competence to excel in a broad range of physical activities
- Are physically active for sustained periods of time
- Engage in competitive sports and activities
- Lead healthy, active lives.

Attainment targets By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study **KS1 included to inform of prior learning**

KS1	Pupils should develop fundamental movement skills, become 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. Pupils should be taught 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 team games, developing simple tactics for attacking and defending. • Perform dances using simple movement patterns.
KS2	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. Pupils should be taught to: • 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.
Swimming and Water Safety	All schools must provide swimming instruction either in key stage 1 or key stage 2. In particular, pupils should be taught to: • Swim competently, confidently and proficiently over a distance of at least 25 metres. • Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. • Perform safe self-rescue in different water-based situations.

5. Subject Leader Action Plan

What needs to be address? Actions? Improvements?	How will this be achieved? What will be done?	By Whom?	When will this happen? Term achieved?	Success criteria / Outcomes	Time? Financial implication?	Monitoring When? How? Who?
Sports Premium 2023-24 outlined and money allocation	Effectiveness of 2022/2023 to be reviewed and plans for 2023/2024 outlined prior to submission to SG	BW (working alongside SLT / School improvement plan)	Term 1 initially through to End of Term 6	Funding has a positive impact on the improved quality of PESSPA in the school	Money to be allocated and spent in line with the SP document	End of term 1 DONE
PE						
Review sport-based curriculum and source skills-based curriculum	-Source other providers and deliberate what we need to achieve academic standards pupils need and supports the delivery of high quality PE and help develop the PE curriculum / assessment [CompletePE, iPEP etc]	BW	Term 3	Curriculum ideas will shape a more inclusive provision and improve quality of PE delivery and outcomes -Tool will enable PE lead and staff teach PE effectively, monitor and track progress	Sport Premium spend allocation	End of term 6
Evidencing PESSPA	-Keep Sports board up to date -PESSPA big book / photos -Investigate, plan and design Unit booklets for children to keep record of achievements	BW	Term 1-6	Evidence in PESSPA will be to a good level so PE lead can demonstrate effectiveness of the subject	Release time / printing booklets	End of term 6
Observe PE lessons to ensure content is being delivered at high quality	-Observe PE lessons across all year group (2x per year)	BW, SG	Term 2, Term 6	Resulting from observations, PE lead can draw up what is working well and what to improve	Release from class to observe other teachers	Twice before end of term 6
Monitor subject using pupil voice and teacher feedback	-Speak to children (2 per class) twice in the year to monitor progress and understanding	BW	Term 2, Term 5	Children and teachers will provide vital feedback to set new targets and where to	Release time term 2	E



				support need - use YST monitoring tool		
Review swimming provision and assessment	-With support of Thanet SGO and Thanet Swim club, establish assessment criteria for children in StLJA that	BW, LB & SGO	Term 2	School will have an identifiable assessment tool for swimming to support swimming tracking	Cost of swimming assessment cards	End of term 3
Audit PE equipment and source new / replenish stock	-Create a list of equipment used for high quality PE and identify new equipment needed	BW	Term 2, term 4 and term 6	Sports equipment will be kept up to date to allow high quality PE lessons to take place	Sport Premium spend allocation	End of term 6
PE curriculum document	-Complete the PE curriculum document	BW	Term 2	Document will be completed and usable	Release time, allocated time	End of term 2/3
YST Quality mark	-Using YST Quality mark tool aim for at least Silver standard	BW	Ongoing	School will achieve YST Quality Mark status	Release time term 2 - begin	End of term 6
CPD for teaching staff	-Identify CPD needs for this year -Book in tennis (and gym if possible) CPD	BW	Term 3	Staff will be better equipped to teach tennis and other related sports	Release time / PDM time	End of term 6
School Sport						
Assess Thanet PASSPORT buy-in and identify events to take part in	-Affiliation to Thanet Passport will allow StLJA pupils to take part in inter-school competitive events	BW	Term 1	Target 50%+ of StLJA children to represent the school and have a competitive experience	Sport Premium spend allocation	End of term 6
Set up and organise 3 inter-house events (plus Sports Day)	-Interhouse events will raise profile of intra-school competitive activities and sports	BW	Term 2 and term 5	Children will become more competitive and develop a healthy approach to competition and skills required	Release time term 2/3	End of term 6
Record and monitor the children taking part in school sport [focus on SEND, FSM]	-Using the Excel tracking grid will enable tracking of activities by all children	BW	Term 1-6	The data will show the percentage of children taking part in sport in and out of school	Termly tracking	End of term 6

Identify G&T children in sport and develop pathways through club-links	-Through teacher consultations, parent / pupil feedback to establish children who participate at a high level	BW, TSC	Term 3	Development of children with higher skill levels to have a pathway out of school	Release time	Termly and update as necessary
Physical Activity						
Develop StLJA Active 60 provision through OPAL play and extra-curricular activities	-Daily Mile in the mornings -Skip2Bfit challenges -OPAL play activities e.g. sports, digging, tyres etc -After-school non-competitive activities e.g. fitness club	BW Other teaching staff TSC	Ongoing Consult in term 2 Review term 3 and term 6	Increase number of children taking part in physical activity to at least 70%	Release time	End of term 6
Identify less active pupils and develop opportunities for them to engage in physical activity	-Through playtime monitoring and teacher consultations, identify children who are least active and provide active activities for them to engage with (e.g. Get Set Road to Paris)	BW, SM	Term 2 and term 4	Have a list of children to target and encourage more physical activity - see these children actively engaging in physical activity	Release time	End of Term 2/3
Other						
Source new kit for range of sports	-Use of Ambition Sports / other providers to establish a suitable kit design (tops only)	BW	Term 2	Kit to reflect ambition of school to raise profile and prestige of participating for the school	Release time	End of term 2
Develop leadership opportunities	-Appoint PLAY MAKERS and OPAL LEADERS to support sports events and playtimes	BW	Term 1/2	All children to be able to exercise their leadership skills, but focus on year 5/6 with their leadership skills	Release time Sport premium spend allocation	End of term 6
Development of personal best culture to help inspire children to achieve self-set goals	Using the YST Personal best tools and resources, help create a culture where children want to set personal bests and want to improve	BW	Term 2	StL children will be greater inspire to want to achieve their own goals, gaining greater resilience in improving physical and mental self	Release time term 2 Sport premium spend allocation	Term 3 and term 6

Milestones

End of Term 1	End of Term 2	End of Term 3	End of Term 4	End of Term 5	End of Term 6
Risk Assessments to be updated and complete - BW & JG Complete Sports Premium Spend document 2023-24 Identify club lists for the year and relate to Thanet PASSPORT events and activities related to pupil voice PE participation and attainment data reviewed Identify and set up inter-house activities including XC / SHA in term 1	Update the PESSPA notice board with relevant information Drop-in observation of PE lessons Pupil and staff voice Identify possible curriculum sport provider support Identify and set up Opal Play Team & Play Maker leaders + Set up a Sports Crew (staff and children) Begin YST Quality Mark in PE PE participation and attainment data reviewed	Identify G&T children and look into pathways in out of school sport (local sports clubs) Begin to develop a Personal Best culture (through Skip2Bfit) PE participation and attainment data reviewed	Check and audit PE equipment Review impact of personal bests and see progress in attitude and approach to competitiveness PE participation and attainment data reviewed	PE participation and attainment data reviewed Sports Day planning and delivery Begin review of Action plan and write impact report	Drop-in observation of PE lessons Check and audit PE equipment PE participation and attainment data reviewed

6.Sports Premium at St Laurence Junior Academy



It is important that your grant is used effectively and based on school need. The [Education Inspection Framework](#) makes clear there will be a focus on 'whether leaders and those responsible for governors all understand their respective roles and perform these in a way that enhances the effectiveness of the school'.

Under the [Quality of Education](#) Ofsted inspectors consider:

Intent - Curriculum design, coverage and appropriateness

Implementation - Curriculum delivery, Teaching (pedagogy) and Assessment

Impact - Attainment and progress

To assist schools with common transferable language this template has been developed to utilise the same three headings which should make your plans easily transferable between working documents.

Schools must use the funding to make **additional and sustainable** improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) they offer. This means that you should use the Primary PE and sport premium to:

- Develop or add to the PESSPA activities that your school already offer
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years
- The Primary PE and sport premium should not be used to fund capital spend projects; the school's budget should fund these.

Please visit [gov.uk](https://www.gov.uk) for the revised DfE guidance including the 5 key indicators across which schools should demonstrate an improvement. This document will help you to review your provision and to report your spend. DfE encourages schools to use this template as an effective way of meeting the reporting requirements of the Primary PE and sport premium.

We recommend you start by reflecting on the impact of current provision and reviewing the previous spend.

Schools are required to [publish details](#) of how they spend this funding, including any under-spend from 2019/2020, as well as on the impact it has on pupils' PE and sport participation and attainment. **All funding must be spent by 31st July 2022.**

We recommend regularly updating the table and publishing it on your website throughout the year. This evidences your ongoing self-evaluation of how you are using the funding to secure maximum, sustainable impact. Final copy must be posted on your website by the end of the academic year and no later than the 31st July 2021. To see an example of how to complete the table please click [HERE](#).

Created by:

Supported by:



In God's eyes we believe, achieve and aspire!
St Laurence-in-Thamet
Church of England
Junior Academy
Joy • Hope • Forgiveness • Love • Resilience

PRIMARY SCHOOL PE & SPORT PREMIUM FUNDING: PLAN 2022-23

Academic Year: 2022-23	Total fund allocated: £18,070 (based on funding staying the same as 2021/22)	Date Updated: July 2023 (Checked and revised 31.07.23)
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Note: Certain amendments have been made since the original plan in September 2022 due to change of need and reallocation of funding.

Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				£8500 – 52%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
Daily Mile to be made available to all every morning to help children engage with physical activity and help them prepare for their school day	-Set up and relaunch the courses – - Markings to be established -Provide children with incentives to take apart -Encourage class teachers to try to do the Daily Mile during the school day for 15mins through EK challenge	£100	Money spent on printing and creating tokens and cone resources to help engage children. We have a large number of children taking part in the Daily Mile in the morning before school which has helped children prepare for early morning work.	The Daily Mile will continue in the mornings with a great emphasis on being active and moving the body to help stimulate learning, rather than any competitive element. The EK challenge wasn't sustainable and hard to keep track of. Going forward to ensure DM has a focus and children understand it's purpose e.g. set challenges, personal goals
Active Play times to be structured to enable children to engage in physical activity through a wide range of choice of activities	-Design the playground with appropriate zones which can be identified by the children and staff -Ensure all zones have sufficient equipment and guidance on how to use it -Train staff and children to run and engage in 'proper play' activities and to be creative in their play	£400	Active play model has been replaced by Opal Play and money has been spent on Opal Play and resourcing active play resources and materials, rather than zoning the playground and standard play resources.	OPAL Play will be embedded in school culture to help with pupil development physically and mentally – which will contribute to their 60mins per day physical activity. Continue to develop the range of play and physical activity opportunities.

Development of pupil play leaders to help build their confidence in leading activities to help provide activities at play times	-Sign up to Sports Leaders Primary package and purchase resource cards -Identify children to take part in the Sports Leaders Play Maker programme trial	£300	Children who took part in the Play Maker programme developed their leadership skills and built confidence in delivering activities. By having the Play Makers in place, more opportunities for children to take part in 'active' play increased.	Children will continue to learn about leadership skills using the resources provided. Delivery of Play Maker training to be confirmed by PE Lead Play Maker to remain a part of child development for children in year 6 and possibly start in year 5.
Take Virtual Mini London Marathon	-Plan VLM and print off race numbers for all children -Set up a route for children / classes to follow -Launch Get Set activities when they become available	£100	Children will have the experience of taking part in a virtual running event. This gave them a wider understanding of personal physical challenge and raising awareness of charity work and fundraising.	This is an event the school can take part in annually and can be embedded in the school culture going forward. Extend the event to the wider school community and maybe raise money for a good cause. This will give the event more purpose.
ACTIVE 60 - Source ways to engage children in physical activity at home as well as at school to help meet their 60mins a day	-Through SGO guidance and YTS initiatives encourage children and families to be active for 60mins a day -List activities that can be carried out during the school day (break/lunch) and identify which ones would be possible to carry out in our active play spaces -Purchase necessary equipment including a outdoor table tennis table -Monitor through questionnaires.	£200 £1000	Active 60 has been promoted through playtimes and after school sport club provision. Many children have taken part in lunchtime activities and after school clubs which have a PESSPA focus. The table tennis table has been well used and children enjoy playing on it.	Children will continue to be more active through OPAL play and by providing a wider range of opportunities by introducing new games, activities and sports activities e.g. lacrosse Plan and provide activities that pupils, parents and staff can get involved with – both at home and at school – to ensure Active 60 is a lifestyle choice for ALL in the school community.

Specialist coach support to raise interest in PESSPA	Contact Total Sports Coaching (TSC) and arrange provision as required for the next coming year. Provision to support lunchtime activity, after school clubs and events where possible.	£3000 £6600	TSC coach provision has run activities at lunchtimes and after school and has helped raise the enjoyment and engagement in PESSPA involvement.	Play Makers and staff members to use some of the knowledge into their own activities. Use of coach provision to be reviewed and used more specifically to target groups of children and at events / competitions to help build the Sports Coach involvement into the wider culture of the school.
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Key indicator 2: The profile of PESSPA being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				£2050 – 12%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
Raise awareness the importance of PESSPA with staff and children so children are aware of the benefits to their health and well-being	-Use Daily Mile, Active Play and Active 60 initiative to promote physical activity -Make resources to promote these area	£100	Children and families have become more aware of the benefits of Active 60 and the importance the role of PE, school sport and physical activity has on the physical and mental	We will continue to promote PESSPA in school as a key part of child development and physical and mental well-being. To offer families the opportunity to learn about and take part in physical activities and challenges at home (like during Covid19 lockdown)
Provide physical challenges to allow children to develop the desire for personal bests – both through inter and intra opportunities	-3 x intra competitions throughout the year -Raise profile of PE and School sport through raising standards of teaching and school representation rewards -Opportunities for children to reflect on their achievements and understanding	£0	Activities were sourced by not finalised and to be put into place in 2023-24	Introduction to activities lead by external providers provide an extra excitement and engagement into old and new activities. Children may be inspired to take up the activities going forward. Activities in place to confirm in term 1 and put into the plan for the year.

Using active learning in cross-curricular activities including forest school	-Ensure as many opportunities as possible to take part in 'active learning' throughout all subjects -Enrich Learning and forest school opportunities to develop 'hands-on' practical experiences	£2400 £750	Enrich Education has been introduced to the school – staff trained and children actively involved learning through the activities provided Forest School has enabled children to develop problem solving and creativity skills.	Forest school link will continue with the aim of developing forest school type activities in school. Develop the forest school area to enable FS activities to take place and to continue to build physical activity into lesson and learning where possible.
Maintaining or improving sports equipment to enable provision to take place	-Check and update gym equipment so that gym can be delivered successfully	£1200	Equipment has been improved and checked to ensure that gymnastics units can take place safely	Gymnastic units are to continue to be delivered in the PE curriculum for all year groups. Look to having a gym related club for children to practise their skills safely.

Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				£805 – 6%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
Upskill staff in the delivery of Gymnastics and Tennis	-Source and book Gym related CPD -Book Infinity tennis to deliver CPD and use £250 voucher for sessions and equipment	£300 free course £250 voucher to be used	Planned for term 6 delivery alongside teachers as part of team-teaching to upskill teachers in delivering tennis.	Unfortunately, this did not happen due to unforeseen circumstances so will be planned for term 1 or 2 in 2023-24. Tennis knowledge and activities can be used and adapted into other areas of the PE curriculum and in the wider curriculum.
Provide staff with opportunities to deliver wet weather lessons and warm up activities related to the unit of work	-Source as many wet weather 'indoor active lessons' (classroom and hall) to enable children to remain active as an alternative lesson	£100 £0	Activities have been sourced to help support staff with wet weather ideas e.g. GoNoodle, Supermovers, wet weather games and activities online	Staff will continue to have access to the activities available and learn to create their own. Ensure the ideas are built upon and knowledge and practises are shared

				between staff.
Train support staff so they have the confidence to deliver sports and playtime activities	-Provide support staff and Play Makers with the necessary skills to deliver play time activities [using TOPS cards and other sources etc]	£100	Training provided by TSC and printed resources for support staff to help deliver possible games. In moving to OPAL play the need for staff lead activities has been reduced but support staff have access to the resources they need.	Staff to have access to all resources at all times to enable to deliver the activities they'd like. To ensure that some sport-related provision (other than football) is provided at lunchtimes and to help with informal development through enjoyment and play.
Renew ThePEHub subscription and Invest in peplanning.org.uk to help planning and deliver HQ PE -Renew YST and AfPE memberships to enable support for PE lead and staff and to identify further needs	-Subscribe to The PE Hub -Subscribe to PEPlanning -Renew AfPE -Renew YTS	£230 £165 £100 £210	These providers have enabled the PE Lead to gain knowledge and understanding of any updates and courses available and provide staff with the adequate knowledge to deliver PE lessons.	The knowledge gained will help update or alter the PE curriculum and make any necessary improvements or adjustments to PESSPA within school. New staff to be given access to sites and remind current staff how to use the sites. Review current need of these subscriptions at the start of 2023-24.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				£1250 – 8%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
Source two activities to introduce to the children either through play or taster sessions	-Look into skipping taster (Skip2bFit, Dantheskippingman) to engage children -Alternative sport? To book and deliver taster session	£500 £0 £500 £0	Activities were sourced by not finalised and to be put into place in 2023-24	Introduction to activities lead by external providers provide an extra excitement and engagement into old and new activities. Children may be inspired to take up the activities going forward. Activities in place to confirm in term 1 and put into the plan for the year.

Lacrosse set to play in after school club and potentially in curriculum time	-Purchase a lacrosse set and run an after school club using	£450	Equipment has arrived but club has yet to run. By having the equipment this can be planned for in the 2023-24 club list.	Lacrosse to become another sport that children can experience, practise and enjoy as part of their physical development. Put into extra-curricular provision and consider its involvement in the PE curriculum going forward.
Revolution Skate Park opportunities for identified groups of children with behavioural needs	-Identify focus children from Bromcom to target and use as an incentive for those children with behavioural needs	£300 £0	This didn't happen due to issues with being able to get the children to the skatepark. To look into again next year.	The opportunity is available as an ongoing opportunity. Identify children in term1 who would benefit from this opportunity and plan a visit accordingly.
Deliver new sports related clubs after school – table tennis club, paralympic events club and archery club	-Purchase table tennis table tops, kurling stones and archery set to support the delivery of clubs and have the equipment necessary for future use	£800	-Run the clubs mentioned successfully with different children attending these clubs. Club registers will show	Will continue to run a Paralympic club, as well as run Paralympic style events as we build to Olympic and Paralympic games in Paris Identify children that can take part in these clubs – as well as any new club that will be introduced next year.

Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				£3620 – 22%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps :
Using Thanet PASSPORT events and inter-school events to work toward 50% of children to represent the school in competitive environment – children to experience competitive sport	-Identify competitions to enter -Select specific children related to need and who attends after school clubs -Raise the profile of 'trials' to encourage trying their best	£600 £750	This membership has allowed us to invite as many children as we can to take part in inter-school events and competitions in a variety of sports	Children to continue to take part in competitive situations outside of school using the PASSSPORT events and staff to ensure children can take part in these events. Go through Thanet PASSPORT calendar and identify events to take part in and which children to target.

Develop Personal Best competitions during playtimes and class challenges to encourage children to develop a mind-set to improve their own performance	-Purchase SHA equipment and develop a intra school programme -Raise children's competitive self and the desire to improve against their own level through personal best challenges at lunchtime	£300 £2400	PE lessons and in-school virtual competition results. This to be in place for 2023-24 in full. This year equipment was used as part of athletics PE lessons and sports day.	-To include this in term 1 PE curriculum to help develop key skills and develop a more 'personal best' culture. - Ensure that SHA becomes an integral part of children development in fundamental skills – running, throwing and jumping
School representative football kit, t-shirts and warm top – all branded with new logo which is to be designed with school identify in mind -School representation rewards for those competing for the school	-Design a new logo and have printed on new sports clothing such as football kits and sports tops -Invest in sport related prizes and representative wear for achievement	£300 £470	This has created excitement throughout the school and children want to wear it.	- Children will continue to represent the school and inspire other children to want to participate and represent the school. - Raise the profile of representing the school in a sports event by introducing more incentives and a 'take away' opportunity.

Summary:

Key achievement Objectives (until July 2023)	Areas for further improvement and baseline evidence of need 2022-23
-Development of OAA equipment and opportunities – supported by Enrich -Continued improvement in range of sporting opportunities covered -Purchase of more equipment to continue to improve PE and extra-curricular activities -Opportunities to take part in inter competitive sport – with a goal for 50% of the school children taking part (48.6%) -Continued to develop school-club links – Thanet Wanderers, Clintonville HC -Sports leader programme introduced - Play Makers -New school representative kit -Sports Day 2023 took place in term 5 which was successful	-CPD in dance / gymnastics and PE lead to identify further development need -Tennis CPD to happen next academic year -Use of external coaches to deliver quality extra-curricular sport (including focus groups such as girls sport, disadvantaged and G&T) -Increased number of children taking part in competitive activities -Development of intra competitive sport through end of unit competitions and personal bests -Embed Play Makers into extra-curricular activities -To develop a healthy competitive culture through personal bests

Total amount from this academic year 2022-23: £16,225

Spend allocated so far: £16,225 To allocate: £1,845

Signed off by	
Head teacher:	S Graham
Date:	September 2023
Governor:	R Gregory
Date:	September 2023

7. Enrichment Opportunities

i) Out of school sports festivals and competitions

The Thanet PASSPORT Competition Calendar

At St Laurence Junior Academy, part of our Sports Premium Budget is used to build relationships with external providers and other local schools to enable our children to take part in inter-school competitions, tournaments and festivals. Through Thanet PASSPORT, we are able to provide our children with the opportunity to compete alongside and against local schools. This give the children valuable life skills when in preparing themselves, managing emotions and learning to win and lose. Below is the Thanet PASSPORT calendar which outlines the fixtures in the events we are able to take part in. We have been through this calendar and identified the events we aim to take part in and link to our after-school sports provision.

Competition Overview

Proposed events to take part in in 2023/24

Thanet Passport DRAFT calendar - 2023/24						
Day	Date	Time	Event	Venue	Age	Organised by
TERM 1						
Friday	15 September 2023	4.00pm	Football Festivals	Various	yr 5/6	Gary Rees - TPSFA
Wednesday	20 September 2023	4.00pm	Thanet Schools Netball Festival	St George's	yr 5/6	Lesley Wright
Friday	22 September 2023	4.00pm	John Curran Cup 1st round	Various	yr 5/6	Gary Rees - TPSFA
Wednesday	27 September 2023	4.00pm	DW Cup 1st round - Girls Football (World Cup Celebration)	Various	yr 5/6	Gary Rees - TPSFA
Friday	29 September 2023	4.00pm	Football Festivals & John Curran Cup Final	Various/Margate FC	yr 5/6	Gary Rees - TPSFA
Wednesday	04 October 2023	4.00pm	DW Cup & TPSFA Cup Finals	Ramsgate FC	yr 5/6	Gary Rees - TPSFA
Thursday	05 October 2023	4.00pm	Multi Sport Festival	Ramsgate LC	yr 1/2	Steve Holmes
Friday	06 October 2023	4.00pm	Basketball Taster	Ursuline	yr 5/6	Gary Rees/Tony Bailey
Friday	07 October 2023	10.00am	Quex Park	Quex Park	yr 3-6	Gary Rees/EKC
Wednesday	11 October 2023	4.00pm	Football Festival	Margate FC	yr 1/2	Gary Rees - TPSFA
Friday	13 October 2023	1.00pm	PE Network Meeting	TBC	STAFF	Gary Rees/SGO
Saturday	14 October 2023	9.00am	Football Super Saturday Tournament	Baypoint	yr 5/6	Gary Rees - TPSFA
TERM 2						
Thursday	9 November 2023	4.00pm	Sports Stacking Competition	Broadstairs College	yr 3-6	Gary Rees
Friday	10 November 2023	4.00pm	Basketball Play Off 1	Ursuline	yr 5/6	Gary Rees/Tony Bailey
Saturday	11 November 2023	9.30am	Passport Netball Tournament	St George's Primary	yr 5/6	Gary Rees/Lesley Wright
Wednesday	15 November 2023	4.00pm	Football Festival	Margate FC	yr 3/4	Gary Rees/Broadstairs College
Thursday	16 November 2023	4.00pm	Dodgeball Tournament	Ramsgate LC	yr 1/2	Steve Holmes
Friday	17 November 2023	4.00pm	Basketball Play Off 2	Ursuline	yr 5/6	Gary Rees/Tony Bailey
Wednesday	22 November 2023	4.00pm	Dodgeball Festival	King Ethelbert's	yr 5/6	Gary Rees/King Ethelbert School
Thursday	23 November 2023	4.00pm	Sports Stacking Competition	Priory Infants	yr 1/2	Steve Holmes
Friday	24 November 2023	4.00pm	Basketball Tournament Finals	Ursuline	yr 5/6	Gary Rees/Tony Bailey
TERM 3						
Thursday	11 January 2024	4.00pm	Table Tennis Tournament	Dane Court	yr 5/6	Gary Rees
Tuesday	16 January 2024	4.00pm	Badminton Festival	Ursuline	yr 5/6	SGO
Tuesday	16 January 2024	9.15am	Gymnastic Festival	Callis Grange	yr 2	Jack Kirby / Thanet Gym Club
Friday	19 January 2024	4.00pm	Handball Tournament	King Ethelbert School	yr 5/6	Gary Rees/King Ethelbert School
Tuesday	23 January 2024	1.00pm	Rapid Fire Cricket Festival	Ursuline	yr 1/2	SGO/Gary Rees
Thursday	25 January 2024	4.00pm	Bowling	Bugsys	yr 1-6	SGO/Lisa Sparkes
Tuesday	30 January 2024	4.00pm	Athletics Taster	Ursuline	yr 1/2	SGO
Friday	02 February 2024	9.30am	Archery Competition	Upton	yr 3/4	Upton Sports Team
Friday	02 February 2024	1.00pm	Archery Competition	Upton	yr 5/6	Upton Sports Team
Tuesday	06 February 2024	1.00pm	Climbing Festival	Clip n Climb	yr 3/4	SGO/Tom Hickman
Thursday	08 February 2024	4.00pm	Change 4 Life Festival	Garlinge	yr 3/4	Jade Bailey
TERM 4						
Friday	23 February 2024	1.00pm	PE Network Meeting	TBC	STAFF	Gary Rees
Tuesday	27 February 2024	1.00pm	Climbing Festival	Clip n Climb	yr 1/2	SGO/Tom Hickman
Friday	01 March 2024	4.00pm	Rugby Festivals	Various	yr 5/6	Gary Rees/TPSFA
Saturday	02 March 2024	10.00am	Cross Country	Quex Park	yr 3-6	Gary Rees/EKC
Tuesday	05 March 2024	4.00pm	Netball Festival	St George's Secondary	yr 5/6	SGO
Thursday	07 March 2024	4.00pm	Cool-a-to-Hoola Festival	Priory Infant School	yr 1/2	Steve Holmes
Friday	8 March 2024	1.00pm	#LetGirlsPlay Football Festival	Ramsgate FC	yr 4-6	SGO
Wednesday	13 March 2024	1.00pm	Tri Golf Skills Festival	Ursuline	yr 3/4	SGO
Friday	15 March 2024	1.00pm	Multi Fit Festival	Ramsgate LC	yr 1-6	Gary Rees/T Bailey/S Tift/S Holmes
Saturday	16 March 2024	9.00am	6 Nations Rugby Tournament	Thanet Wanderers	yr 5/6	Gary Rees - TPSFA
Wednesday	20 March 2024	4.00pm	Mini Squash Tournament	Thanet Squash Club	yr 1/2	SGO/Scott Titt - TSC
Thursday	21 March 2024	9.30am	Mini Squash Tournament	Thanet Squash Club	yr 3/4	SGO/Scott Titt - TSC
Thursday	21 March 2024	1.30pm	Mini Squash Tournament	Thanet Squash Club	yr 5/6	SGO/Scott Titt - TSC
Saturday	23 March 2024	9.00am	Football Super Saturday Tournament	Upton	yr 3/4	Callum Noble/Gary Rees - TPSFA

TERM 5						
Thursday	18 April 2024	4.00pm	Quicksticks Hockey Tournament	St Lawrence College	yr 3/4	Gary Rees
Friday	19 April 2024	4.00pm	Quicksticks Hockey Tournament	St Lawrence College	yr 5/6	Gary Rees
Monday	22 April 2024	4.00pm	Football Festival	Minster	yr 1	TSC
Tuesday	23 April 2024	4.00pm	Rugby League Tournament	Minster	yr 3/4	Gary Rees/Minster CEP School
Wednesday	24 April 2024	9.30am	Infant Agility	Ursuline	yr 1/2	SGO
Saturday	27 April 2024	9.00am	Rugby Festival	Thanet Wanderers	yr 5/6	Gary Rees - TPSFA
Wednesday	01 May 2024	4.00pm	Football Festival	Baypoint	yr 4/5	Gary Rees - TPSFA
Thursday	02 May 2024	4.00pm	Football Festival	Margate FC	yr 1/2	Gary Rees - TPSFA
Friday	03 May 2024	4.00pm	Kwik Cricket Taster	Westgate CC	yr 3/4 & yr 5/6	Gary Rees/Scott Titt
Wednesday	08 May 2024	12.30pm	Orienteering Competition	Beltshanger Park	yr 5/6	SGO
Thursday	09 May 2024	4.00pm	Dodgeball Tournament	Ramsgate LC	yr 1/2	Steve Holmes
Friday	10 May 2024	9.15am	Kwik Cricket Tournament	Broadstairs CC	yr 3/4	Gary Rees
Friday	10 May 2024	1.00pm	Kwik Cricket Tournament (Girls)	Broadstairs CC	yr 5/6	Gary Rees
Friday	17 May 2024	1.00pm	PE Network Meeting	TBC	STAFF	Gary Rees
Saturday	18 May 2024	9.00am	Netball Tournament	St Lawrence College	yr 5/6	Thanet Netball League
Tuesday	21 May 2024	4.00pm	Orienteering Competition	Ursuline	yr 3/4	SGO
Thursday	23 May 2024	4.00pm	Tennis Masterclass	Margate Tennis Club	yr 3-6	David Vickers

TERM 6						
Friday	7 June 2024	1.00pm	Kwik Cricket Tournament (Mixed)	Broadstairs CC	yr 5/6	Gary Rees
Wednesday	12 June 2024	4.00pm	Football Festival	Margate FC	yr 1/2	Gary Rees - TPSFA
Friday	14 June 2024	4.00pm	Mini Tennis Tournament	Margate Tennis Club	yr 3/4	David Vickers/SGO
Saturday	15 June 2024	10.00am	Waterloo Relays	Upton	yr 3-6	Upton Sports Team
Wednesday	19 June 2024	1.00pm	Rapid Fire Cricket Tournament	St George's	yr 1/2	Gary Rees/Lesley Wright
Friday	21 June 2024	4.00pm	Mini Tennis Tournament	Margate Tennis Club	yr 5/6	David Vickers/SGO
Saturday	22 June 2024	9.00am	Cross Country	Upton	yr 3-6	Upton Sports Team
Tuesday	25 June 2024	10.00am	Boccia Festival	Garlinge	yr 1-6	Jade Bailey
Friday	28 June 2024	1.30pm	Football Passport Girls Cup Tournament	Margate FC	yr 4-6	Gary Rees - TPSFA
Wednesday	03 July 2024	4.00pm	Rounders Festival	Upton	yr 3-6	Gary Rees/Upton Sports Team
Monday	8 July 2024	10.00am	Infant Games	Baypoint	yr 1/2	SGO
Tuesday	9 July 2024	10.00am	Multi Sport Festival	Baypoint	yr 3/4	SGO
Wednesday	10 July 2024	10.00am	Climbing Festival	Clip n Climb	yr 1/2	SGO
Wednesday	10 July 2024	10.30am	Cycling & Archery	Beltshanger Park	yr 5/6	SGO
Thursday	11 July 2024	TBC	Swimming	Hartsdown LC	yr 3/4	SGO
Thursday	11 July 2024	TBC	Triathlon	Hartsdown LC	yr 5/6	SGO
Friday	12 July 2024	TBC	Quad Kids Athletics	Royal Harbour Academy	yr 1/2	SGO
Friday	12 July 2024	TBC	Athletics	Royal Harbour Academy	yr 3-6	SGO
Wednesday	17 July 2024	4.00pm	Cricket Super 8's Festival	Broadstairs CC	yr 5/6	Gary Rees

Children selected to take part in the District and Kent sides. We have had several children take part in these trials and become part of the team.

ii) After School Sports Clubs

As part of our whole school vision to promote health and well-being of all children in the school, after-school sports clubs are open to ALL pupils. Clubs are mainly provided to encourage children to socialise, build relationships, promote taking part and trying new things, as well as provide some competition and challenge. Many of the proposed clubs are linked to PASSPORT events and children who take part in the club are often put forward for these events. On occasions, children may be invited to some of these clubs or clubs maybe invite only to target specific groups of children e.g. Girls Only Football Club linked to 'Let Girls Play Football Event'.

Sports, Physical Activity & Games Clubs 2023-24 – Termly Breakdown proposal of activity

Term	Club	Children?	Staff?	PASSPORT event link
1	Boys Football + squad	All boys + squad	Mr Wells	Various football events
	Fun Running & Fitness club	All	Sports Coach	Cross-country T1 [7/10]
	Basketball	All	Sports Coach	Basketball T2 [10/11]
	Dodgeball	All	Sports Coach	Dodgeball T2 [22/11]
2	Table tennis	All	Mr Wells	Table tennis T3 [11/1]
	Archery	Invite	Sports Coach	Archery T3 [2/2]
	Handball	All	Sports Coach	Handball T3 [19/1]
	Sport Stacking	All	Sports Coach	Sport stacking T2 [9/11]
3	Cross-country	All	Mr Wells	Cross-country T4 [2/3]
	Rugby	All	Sports Coach	Various rugby events
	Girls Football	All girls	Sports Coach	Let Girls Play T4 [8/3]
	Tri Golf	Yr3/4	Sports Coach	Tri Golf T4 [13/3]
4	Netball	All	Mr Calcutt	Netball T5 [18/5]
	Hockey US	Yr5/6	Sports Coach	Quicksticks T5 [19/4]
	Hockey LS	Yr3/4	Sports Coach	Quicksticks T5 [18/4]
	Multi-skills	All	Sports Coach	Boccia T6 [25/6]
5	Lacrosse	All	Mr Wells	New sport 2024
	Cricket	All	Sports Coach	Various cricket events
	Running relays	All	Sports Coach	Relays + Cross country T6
	Tennis	All	Sports Coach	Tennis T6 [14/6 + 21/6]
6	Football Pre-Squad 2024-25	Yr4 & 5	Mr Bottle	-
	Athletics	All	Sports Coach	Athletics T6 [12/7]
	Badminton	All	Sports Coach	-
	Rounders	All	Sports Coach	Rounders T6 [3/7]

iii) Taster days

Through the Sports Premium spend, St Laurence provides opportunities for children to take part in sports / physical activities that they do not get through the curriculum or they have not been previously exposed to. These activities are considered carefully by the PE Lead to help raise the profile of different sports and to promote using the physical bodies and minds in a different way. For example, in recent years we invited Kent Surf School in to teach children surfing skills. These taster sessions often have a follow up club or challenge attached to them e.g. Skip2Bfit challenge.

iv) Forest school

During their time at St Laurence, all children have the opportunity to take part in Forest School, which supports the children's development in fundamental hand-eye and co-ordination skills, as well as teamwork and problem solving. These skills transfer to our OAA (Outdoor Adventure Activities) PE units and have a positive impact on personal development of children

v) Sports Day

All children have the opportunity to take part in races and sports activities on Sports Day. Here they have an opportunity to compete with others and represent their 'House'. Sports Day is also an opportunity for parents and carers to share in the success and personal achievement of their children and it brings the whole school community together.

8. Celebrating success and achievement in PESSPA

At St Laurence we value all children's efforts and attainment in PE, School Sport & Physical Activity and look to share in their efforts and achievements. With this in mind, we actively celebrate all the children do in the following ways.

1. PE, School Sport and Physical Activity display board.

Located in the main hall, children and visitors can see what has been happening throughout the school from PE lessons to sports events to physical activity awareness, promotions and challenges. This board is updated regularly with updated information, school sports reports and phonographs.

2. Photos and reports shared on Class Dojo

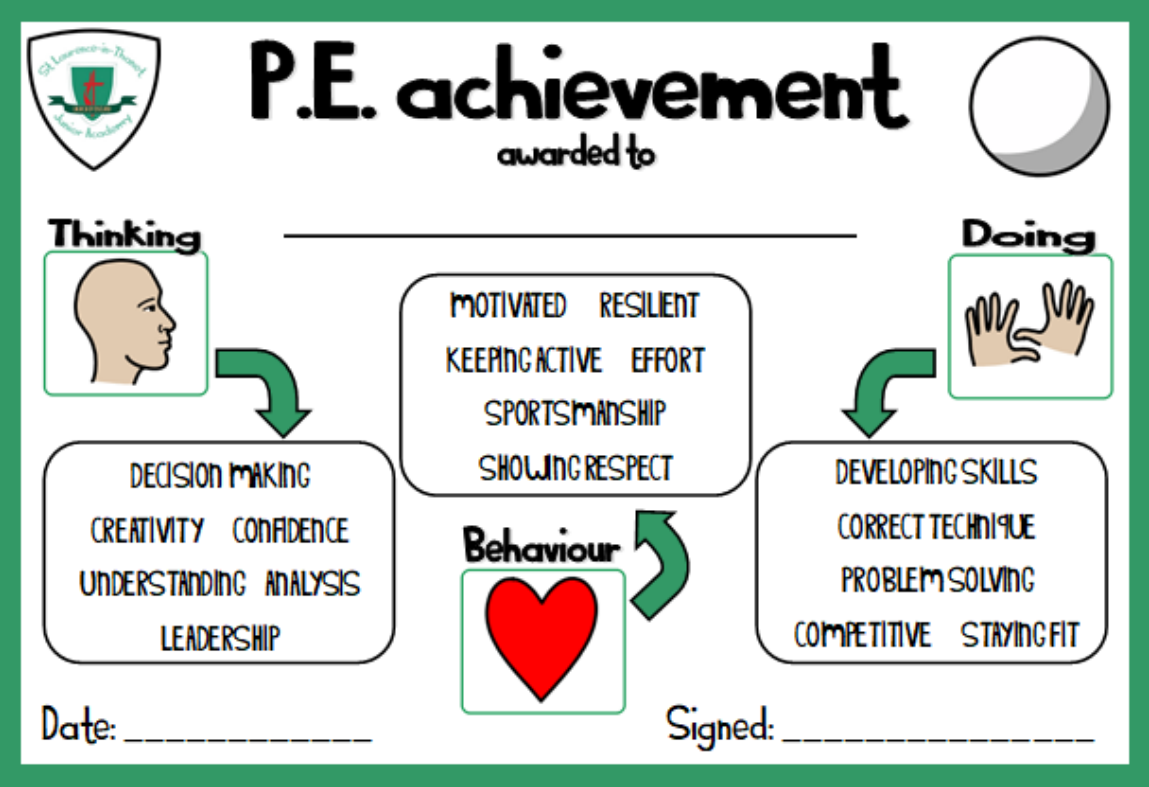
Whether it be PE lessons shared by class teachers on class pages or match reports and images from sports events on the main school page, we share what the children have achieved with parents and carers on a regular basis.

3. End of term PE Awards

At the end of each term, each year group award a child with a PE and Sport specific award for an 'above and beyond' their capability or achieve a particular high standard in an event or PE lessons. Children are photographed with their award and this is placed on the 'Award winners' board' in the corridor as you come through reception of the school.

4. PE certificates

To recognise the achievements through the week and during individual PE lessons, children can be given a small certificate of 'PE Achievement' linked to our concept of Head, Heart and Hands. Children can be awarded for demonstrating one or more of the skills outlined in the HHH bank of skills. Teachers circle or tick the skills achieved and the certificate is handed out at the end of the lesson and reasons given for the award. This is sent home and shared with parents and carers.



The certificate is titled 'P.E. achievement awarded to' and features a school crest in the top left. It is divided into three main sections: 'Thinking' (represented by a head icon), 'Doing' (represented by hands icon), and 'Behaviour' (represented by a heart icon). Each section contains a list of skills. Green arrows indicate a flow from 'Thinking' to 'Behaviour' and from 'Behaviour' to 'Doing'. A central box lists skills that span all three categories. At the bottom, there are fields for 'Date' and 'Signed'.

P.E. achievement
awarded to _____

Thinking (Head icon)

- DECISION MAKING
- CREATIVITY
- CONFIDENCE
- UNDERSTANDING
- ANALYSIS
- LEADERSHIP

Doing (Hands icon)

- DEVELOPING SKILLS
- CORRECT TECHNIQUE
- PROBLEM SOLVING
- COMPETITIVE
- STAYING FIT

Behaviour (Heart icon)

- MOTIVATED
- RESILIENT
- KEEPING ACTIVE
- EFFORT
- SPORTSMANSHIP
- SHOWING RESPECT

Date: _____ Signed: _____

9. Inclusion in Physical Education

Teacher responsibilities as laid out in the SEND Code of Practice:

“6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.”

Learn About PE	Quality first teaching, using St Laurence’s planning through The PE Hub. Communication tools – PECS, braille, Now/Next boards, storyboards, Word Wizard, digital communication, Language through colour Knowledge Rich Curriculum—substantive and disciplinary Wider picture offered to show how the learning fits into our world VAK – a mixed approach for all learning styles Adapt where needed, use targeted teaching— i.e. recognising that learning takes time. Ensure pupils have enough time to revisit and develop their knowledge within a context before moving too quickly onto a new sport or physical activity. Pupils have opportunities to learn component knowledge. Teachers will move onto more complex knowledge once pupils have secured important foundational knowledge.
Learn about sports people and significant sports people journeys in reaching their goals.	Diverse selection of sports people studied throughout Visiting artists, crafts people and designers – to represent our school community and the wider community Different ways of thinking offered through diversity being celebrated Encourage families to know where to go to see sporting activities and encourage interests to be developed beyond the class Avoidance of stereotyping – show a global picture of sports and encourage a fusion of influences Cognitive load—if needed, isolate important aspects
Technical Knowledge	Barriers to learning techniques are identified and removed so every child has access to equal opportunities. Substantive knowledge - clear and progressive across the school Disciplinary knowledge – supports children to become successful in the key skills Build confidence & interest - we are all seen as sports people
Engaging in sporting activities	Voice for Choices –Resilience, independence, perseverance Work collaboratively – peer to peer, child and adult Active learning – practical Provide opportunities beyond PE lessons to develop motor and social knowledge that pupils need to purposefully engage in PE with enjoyment. Extra-curricular activities available for all pupils, offering opportunities to build, develop and refine knowledge. Communication – self-express own ideas through pupil voice Consider the space/area of the class that the child works in Modified equipment—talk to the PE leader if we need to purchase or adapt equipment TA and Adult support— speak to Sam Browning (ASD & ELSA), Elaine Fox (SRP), Fran Bishop (VI), Fiona Cunningham (SENCO), Liz Ross (STLS Cognition and Learning) Well-being Team support

Assessment of skills	St Laurence's Progression in PE – offers clear progressive steps so all children can be identified as making progress Self-confidence built by children being able to discuss their sporting journey because the learning has been a progressive process Critical and reflective Feedback for pupils focuses on helping pupils to improve their skills.
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How this subject can support a pupil with a specific SEND – with reference to the Kent Mainstream Core Standards (Blue text example is PE Specific or generic)

Communication and Interaction (ASD, Articulation, fluency, willingness to communicate, vocabulary, understanding and language structure. Additional languages spoken, social skills and interaction)

Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome A multisensory approach	Strategies to overcome potential barriers arising from this subject "Now (you are doing this) and Next (you are going to be doing that)" boards and sequence strips Communication support software such as Communicate in Print or Widgit Use the learner's name to gain their attention before giving instructions Keep instructions simple Awareness of own tone of voice (calm and not too loud) Encourage 'thinking time'.
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Cognition & Learning (Dyslexia, approaches and attitudes to learning, reasoning, organisational skills, problem solving skills and independent learning)

Subject specific Support for this aspect of SEND Reduced memory load	Strategies to overcome potential barriers arising from this subject Brain Breaks Visuals to support instructions and concepts (e.g. real objects, photos, pictures, symbols, sign and gesture) Task management boards Visual support/reminders – multisensory approach. Check suitability of placement in the room. Chunk instructions
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Social Emotional and Mental Health (ADHD, ADD, Self-image, confidence, anxiety, motivational factors, engagement with learning, classroom / playground behaviour)

Subject specific Support for this aspect of SEND Opportunities for success / raised self-esteem through creativity	Strategies to overcome potential barriers arising from this subject Help / exit cards Positive relationships / support co-regulation Evidenced ad specific praise Peer grouping / support Plan opportunities for success and celebrate those successes Focus on reducing anxiety and thereby behaviours Flexible and creative use of rewards and consequences. e.g. 'catch them being good'
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Physical and Sensory (motor skills, coordination, hearing or visual difficulties, daily living skills and self-help)

Subject specific Support for this aspect of SEND Minimal language load involved in achieving a successful outcome Visual representation of intended outcome Multi-sensory learning opportunities	Strategies to overcome potential barriers arising from this subject Increased ventilation to support hypersensitivity to smells from resources Ear defenders to support hyper sensitivity to noise Ensure that learners have easy access to the equipment they require. Allow for differing stamina levels / tiredness Staff have an awareness of background noise levels and reduce this wherever possible (HI)
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10. Early Years impact & understanding

At St Laurence, we are aware that children's knowledge and understanding of Physical Education may differ between children due to having a number of feeder schools who may teach PE differently and provide varying extra-curricular experiences. Where possible, we link with these feeder schools to share good practice and try to find common ground with regards to resources used and the curriculum taught.

At the start of each year, in term 1, children carry out a range of Sports Hall Athletics activities and disciplines to reassess the children's ability to run, jump and throw, as well as other fundamental skills.

11. Long Term/Yearly Overview – PE at St Laurence Junior Academy

St Laurence Junior Academy PE Curriculum Whole School Map (Yr3 to Yr6)

IV = Invasion game NW = Net & Wall SF = Striking & Fielding A = Athletics D = Dance G = Gymnastics O = OAA S = Swimming

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Yr3	OAA O	Dance D	Gym1 G	Dance D	Gym2 G	Tennis NW
	SHA - ABC Fundamentals	Football IV	Handball IV	Netball O	Athletics A	Cricket SF
Yr4	OAA O	Dance D	Gym1 G	Dance D	Gym2 G	Tennis NW
	SHA - ABC Fundamentals	Handball IV	Netball IV	Hockey IV	Athletics A	Cricket SF
Yr5	OAA O	Dance D	Gym1 G	Dance D	Gym2 G	Badminton NW
	SHA - ABC Fundamentals	Football IV	Tag Rugby IV	Basketball IV	Athletics A	Rounders SF
Yr6	OAA O	Dance D	Gym1 G	Dance D	Gym2 G	Badminton NW
	Swimming S/ SHA - ABC Fundamentals	Swimming S/ SHA - ABC Fundamentals	Hockey IV	Tag Rugby IV	Athletics A	Rounders SF

12. Knowledge Progression (Disciplinary and Substantive)

At St Laurence, we use The PE Hub to help support our planning and assessment needs in PE. After researching and trialling a range of supportive frameworks and PE curriculum aids, we felt The PE Hub offered everything we needed to support our children. With an extensive range of plans, resources, videos, teaching guides, knowledge organisers and knowledge cards, we felt this helps us best in delivering a PE curriculum that outlines the objectives set out by the National Curriculum.

Skills and Knowledge Progression - PE



National Curriculum Aims and Purpose	Intent
Purpose of study - A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically demanding activities. It should provide opportunities for pupils to become physically confident in a way that 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. Aims - The national curriculum for Physical Education aims to ensure that all pupils: • develop competence to excel in a broad range of physical activities • are physically active for sustained periods • engage in competitive sports and activities • lead healthy, busy lives Attainment targets - By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.	Physical Education is a beautiful opportunity to develop the whole child. Children are entitled to a rich, broad and balanced PE curriculum. Through PE, children should develop behaviour and attitudes that will benefit them throughout school life and beyond. Children should • experience a broad range of activities through curriculum PE time, including gymnastics, dance, games, outdoor education, athletics, and swimming. • Know how to stay fit, healthy, and active and enjoy doing so, choosing to engage in physical activity and sport in their own time. • Learn to win and lose, support others and be supported, showing sportsmanship and good character. • Work as part of a team towards a common goal as well as individually improving their performance. • Be allowed to be creative in a range of activities. • Play competitively, respecting officials and other players. • Develop spiritually, morally and culturally through diverse activities and opportunities. Quality physical education can develop the whole child: • Strengthening thinking and decision-making skills • Building and increasing confidence and self-esteem • Developing character and resilience • Enhancing their commitment and desire to improve • Allowing opportunities for enjoyment, fun and free-spiritedness • Fostering feelings of safety and security



Links to learning in EYFS	Cross-curricular Links
Personal, social and emotional development - Show resilience and perseverance. Think about the perspective of others. Know and talk about the aspects that affect their overall health, such as regular exercise and healthy eating. Physical development - Revise and refine fundamental movement skills such as rolling and jumping. Develop overall agility, balance, coordination and strength. Develop small motor skills. Use their core muscle strength. Combine different movements with ease and fluency. Confidently and safely use small and large apparatus. Develop ball skills such as throwing for accuracy. Understanding the world - Draw information from a simple map. Describe what they see, hear and feel outside. Expressive arts and design - Listen attentively, move and talk about music. Watch and talk about dance. Develop storylines.	Maths - Using numbers, arithmetic, collecting, recording, and interpreting data. Measuring, estimating, averaging, counting, using a clock and digital readout. Literacy - Developing a broad vocabulary and using in the correct context. Developing speaking and listening skills. Describing, arguing, interpreting, and explaining. Music - Moving in response to music, recognising themes, genres, culture and stories linked to music through dance.

Below is an example of a progression map of the activity and skills covered when teaching the PE areas of athletics, dance, gymnastics, invasion games, striking & fielding, net and wall and OAA. These can be found on www.thepehub.co.uk.



Progression – Athletic Activity

Overview Year 1	Overview Year 2	Overview Year 3	Overview Year 4	Overview Year 5	Overview Year 6
- Pupils will begin to link running and jumping. - To learn and refine a range of running which includes varying pathways and speeds. - Develop throwing techniques to send objects over long distances. - Increase stamina and core strength needed to undertake athletics activities. - Take part in a broad range of opportunities to extend strength, balance, agility and coordination. - Cooperate with others to carry out more complex tasks.	- Develop power, agility, coordination and balance over a variety of activities. - Can throw and handle a variety of objects including quoits, beanbags, balls, hoops. - Can negotiate obstacles showing increased control of body and limbs. - Improve running and jumping movements, work for sustained periods of time. - Reflect on activities and make connections between a healthy active lifestyle. - Experience and improve on jumping for distance and height.	- Control movements and body actions in response to specific instructions. - Demonstrate agility and speed. - Jump for height and distance with control and balance. - Throw with speed and power and apply appropriate force.	- Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. - Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.	- Sustain pace over short and longer distances such as running 100m and running for 2 minutes. - Able to run as part of a relay team working at their maximum speed. - Perform a range of jumps and throws demonstrating increasing power and accuracy.	- Become confident and expert in a range of techniques and recognise their success. - Apply strength and flexibility to a broad range of throwing, running and jumping activities. - Work in collaboration and demonstrate improvement when working with self and others. - Accurately and confidently measure and time keep for both track and field events.

Skills covered

Skills - Year 1	Skills - Year 2	Skills - Year 3	Skills - Year 4	Skills - Year 5	Skills - Year 6
Starting and stopping at speed. Show power in run, use arms. Take off on two feet. Use leading arm to throw. Compete in relay teams. Perform agile movements. Work for sustained periods of time. Negotiate obstacles. Jumping and bounding. Run from different starting positions.	Aware of others when running in space. Create more power with legs and apply to agility test. Select best throw for conditioned games. Perform some static and dynamic balances. Explore their emotions around different challenges. Attempt more accuracy in throws. Perform under pressure. Explore breathing techniques.	Combination jumps. Recognising and performing different paced runs. Approaching hurdles. Pull action when throwing. Skipping technique. Recording scores accurately.	Aiming at targets. Accelerating over short distances. Taking off from run with one foot to increase distance. Sling action when throwing. Perform baton exchanges.	Prepare to run an individual leg. Develop further the principles of pace. Steeplechase and jump for distance. Push action when throwing. Baton exchange within restricted area. Run up for long jump	Sprint start techniques. Developing the phases of triple jump to jump for distance. Use the heave throw technique. Assess own ability in running tasks. Scissor jump preparation for high jump. Quad track and field competition.

The PE Hub - We are learning to be able... (Disciplinary knowledge)



Taken from ThePEHub website. This information is used to help guide and inform teaching and learning. Staff can see what children should have learnt previously and what they will be learning going forward. This provides opportunity for staff to adapt learning to support less able and to challenge the more gifted.

Athletics - We Are Learning...			
LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. Jumping and hopping in sequence 2. To run at different speeds 3. To approach and jump hurdles 4. To throw a javelin using the pull throw technique 5. A variety of skipping techniques 6. To keep score accurately over a range of events	1. To challenge ourselves in running, jumping and throwing tasks 2. To accelerate over short distances 3. To run and jump using a one-footed-take-off 4. To use a sling action to throw a discus 5. To run on a curve and exchange a baton in our team 6. To apply the skills we have developed in a competitive way	1. To run for speed and distance on our own and as part of a team 2. Pacing, to run over longer distances 3. Different jumping styles and exploring which ones we can jump further with 4. To use the push throw technique 5. To exchange a baton within a restricted area 6. To design a running, jumping or throwing activity for others using the STEP principle	1. Sprint start technique to increase our running speed 2. The three phases of triple jump 3. The heave throw technique and what it is used for 4. To assess our own ability to play our role in paralauff running 5. The scissor jump technique and when it would be used in athletics 6. To record and relay results over a range of track and field events

Badminton - We Are Learning...			
LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use hard and soft hits 2. That different types of needed to reach different areas of the court 3. To move to return the shuttle from different areas of the court 4. To rally with a partner over a net 5. To serve forehand 6. To play within the boundaries of the court	1. To use an underarm forehand shot 2. To hit an overhead clear shot 3. To hit a backhand shot with control and accuracy 4. Trick shots and interesting ways to hit the shuttle 5. To work collaboratively to score points in different scenarios 6. To use forehand and backhand shots in a singles game	1. To make it difficult for our opponent to score points 2. To apply basic court positions in singles play 3. To accurately hit both long and short serves 4. Close control, including net shots 5. To use footwork to recover after lunging and moving after shots 6. To apply a range of movements and shots in a competition	1. The smash shot technique and when it is used 2. To use the smash shot in a doubles game 3. To hit a drop shot using the correct technique to outwit an opponent 4. To develop reaction time to hit shots when close to the net 5. To communicate with a partner in doubles matches to make sure court positioning is correct 6. To use defensive formations in a doubles game to prevent opponents from scoring points

Basketball - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To keep the ball under control when dribbling 2. To work as a pair to move forward and attack 3. To use a defensive body position 4. To perform a two-handed shot to score baskets 5. To use a jump ball to restart a game 6. When to move to space to receive the ball	1. To apply pressure on an attacker to force a mistake 2. To change direction quickly using a crossover dribble 3. To use man-to-man marking to stop the ball handler 4. To perform a bounce pass to outwit an opponent 5. To perform a jump shot 6. To perform a jump stop and triple-threat position	1. To use blocking to prevent an opponent from shooting 2. The front pivot and trying to use it in a game 3. To use a forward pass and wing play to build an attack as a team 4. To perform a one-handed push pass under pressure 5. To create space using the box-out technique to recover rebounds 6. To catch the ball under pressure into the triple-threat position	1. How to counterattack using the fast break 2. To retreat dribble to maintain possession 3. To perform a free throw with consistency 4. To use speed and agility to perform a v-cut to get free from a defender 5. To drive to the basket using strength and co-ordination 6. The 3-point shot and how different points are awarded

Cricket - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To hit a stationary ball into space using the straight drive 2. To bowl underarm to a batter with some consistency 3. To use the correct footwork to strike a bowled ball 4. To stop a moving ball using the long barrier technique 5. To throw longer distances overarm 6. To perform as a wicketkeeper	1. To use a batting stance and hit the ball in different directions 2. To anticipate when to run to score singles 3. To intercept a moving ball with one hand 4. To bowl overarm 5. The pull shot and attempting it in a game 6. To field a bouncing ball effectively	1. To work with a partner to score runs 2. To throw accurately over short distances to get batters out 3. To follow the path of the ball to catch as a wicketkeeper 4. To overarm bowl with accuracy using the correct grip 5. To play a forward defensive shot 6. To field in the mid-off and mid-on positions	1. To create pressure on a batter by setting a ring field 2. To track and catch a high ball consistently 3. To perform a short-pitched bowl to get a batter to hit the ball in the air 4. To work in a pair to restrict run scoring when fielding 5. To play an on-drive 6. To set an attacking field

Football - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the inside of the foot to pass the ball 2. To trap a ball with control that is moving along the ground 3. To pass the ball accurately into space over short distances 4. To identify and move into space to receive the ball 5. To use the outside of the foot to control the ball and dribble 6. To cushion the ball when receiving it	1. To run onto the ball to receive it 2. To explore front and goal-side marking techniques 3. To perform a standing tackle to dispossess an attacker 4. To dribble showing good control to progress forward 5. To pass and receive the ball over longer distances 6. To perform passing and moving with a teammate	1. To turn with the ball 2. To travel quickly and effectively when running with the ball 3. To combine running with ball and sending it into space 4. To maintain their position when attacking to create space 5. To perform a step over to beat a defender 6. To control a bouncing ball, keeping it close to the body	1. To set up a shooting opportunity for a teammate 2. To restrict an opponent's space by defending with a partner 3. To perform a penalty kick with power and accuracy 4. To attack and shoot as a pair 5. To perform the role of a cover defender to stop the opposition attack 6. To use close control to keep possession of the ball under pressure

Handball - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the ready position to catch effectively 2. To perform accurate passes in different situations 3. To move with the ball using the 3-step rule 4. To prevent the ball being passed by blocking and intercepting 5. To use quick, effective passes to attack as a team 6. To develop accurate passing and move into space in a game	1. To protect the ball from our opponent after catching it 2. Basic overarm shooting technique 3. To build an attack in a team using the 3-man weave 4. To perform turns on the move to get back and defend 5. To perform a 7-metre throw with power and accuracy 6. To use a throw off to restart a game	1. The jump shot 2. To goal keep by closing the angles attackers can shoot from 3. The double fault rule and how it applies to dribbling 4. To perform a pivot to create space to pass or shoot 5. To the role of set plays to create opportunities to score 6. To select and apply new skills in a competition situation	1. To play in a game abiding by the double dribble rule 2. The concept of screening and attempting it in a game 3. Patience around the D to find the best position to shoot 4. To show control of the ball when dribbling under pressure 5. To counterattack into space with speed 6. To develop decision-making skills in game situations

Hockey - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To keep close control of the ball using the flat side of the stick 2. To control a ball and pass it into space 3. To use a defensive body position 4. To consistently stop a moving ball ready to pass or shoot 5. To improve our agility and apply it in a game situation 6. To avoid our feet contacting the ball and apply basic rules to the game	1. To perform a push pass with accuracy 2. To perform a straight dribble to maintain possession 3. To use reverse-stick to control a ball on the far-side of our body 4. To use a slap pass to send the ball over longer distances 5. To turn keeping the ball under control and move into space 6. To develop new skills in competitive situations and look to improve	1. To perform a block tackle to dispossess an attacker 2. To use fast, accurate passes into the D to create scoring opportunities 3. To mark an attacker closely to stop them receiving the ball 4. To perform a sweep hit to send the ball 'first time' 5. To move the ball quickly from left to right to outwit a defender 6. To use a variety to keep possession in a game	1. To shoot under pressure from close range 2. To perform long corner routines as part of a team 3. To use goal-side marking to prevent an attacker getting close to goal 4. To use a banana run to force an oncoming attacker out wide 5. To use a hit out to successfully to restart a game 6. Indian dribble and to play competitively using new skills

Netball - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To perform quick, accurate chest passes 2. To use dodging to get free from our opponent 3. To catch a netball 4. To use a bounce pass to feed the goal shooter 5. To throw for distance using a shoulder pass 6. To collect a loose ball	1. To protect the ball once we have caught it 2. To use basic shooting techniques in a game 3. One-to-one marking 4. To pivot once we have caught the ball 5. To use quick feet 6. To use preliminary moves	1. To choose the appropriate pass for different scenarios 2. To find space to receive in a game 3. To use different dodging techniques to outwit a defender and get free 4. To practice and perform pivoting and quick turns 5. To get into closer shooting positions 6. To react and move quickly in isolation and in games	1. Ways to improve our coordination 2. To mark the pass or the shot 3. Organisation in and around the semi-circle 4. To compete to win the rebounding ball 5. To stay active to intercept a pass 6. To stay onside in games depending on the position being played

OAA – We Are Learning...			
LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use clear communication, strength and flexibility to complete a task 2. To work with others to complete map-reading tasks 3. To draw and create a clear route on a map for others to follow 4. With others to identify what went well and what we could do to improve 5. To identify and explain what is required to complete a variety of challenges 6. To safely take part in trust-based activities	1. To work collaboratively to complete a problem-solving task 2. To work collaboratively to create shapes whilst blindfolded 3. To name and recognise the cardinal points of the compass 4. To complete an orienteering task calmly under time pressure 5. To work with a partner to use a map to follow a course 6. To recognise and recall common map symbols from a key	1. To explore different ways of communicating with a blindfolded partner 2. To follow a designated route at maximum speed and complete a task safely 3. To use memory methods to recall different objects whilst navigating 4. To use clear communication to recreate shapes from memory 5. To use imagination and creative thinking to create the tallest marshmallow tower 6. To send and interpret messages using Morse Code	1. To work with a partner to successfully orient and follow a map 2. To identify objects for a scavenger hunt quickly from a written description 3. To safely perform a pyramid balance in a small group 4. To work efficiently as part of a team to complete a range of tasks 5. To create a fun and challenging game for others to complete 6. To listen to others to refine and adapt ideas to complete a complex task

Rounders – We Are Learning...			
LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To get into the best body position to field a ball 2. To bowl with some consistency in a game 3. To hit a moving ball with one hand 4. To stop a moving ball using the long barrier technique 5. To throw longer distances using overarm technique 6. To select and apply new skills in a competition	1. To hit the ball in different directions 2. To run between the posts and avoid getting stumped out 3. To intercept the ball using one hand 4. To underarm bowl abiding by the rules of bowling 5. To play the role of backstop and use in a small game 6. The rounders scoring system and using it in a game	1. To judge how far you can run based on the distance of a hit 2. To throw over short distances with power and accuracy to get batters out 3. To follow the path of a moving ball to make sure it is fielded consistently 4. The backwards hit rule and using it tactically as the backstop 5. To hit the ball into gaps to maximise the chance of scoring 6. To set a field in a game to limit the scoring of a batter	1. Attacking tactical bowling to make it more difficult for the batter to hit 2. To track and catch a high ball 3. To use fast bowling to deceive your opponent 4. To work in a pair in the field to restrict scoring 5. To apply tactics when running around bases to avoid overtakes 6. To apply attacking and defensive tactics in a competitive situation

Tag Rugby - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use speed to run past defenders 2. A range of ball handling skills 3. To use agility to evade being tagged 4. To understand and apply the tag protocol in game situations 5. To close down an attacker's space as a defender 6. To perform a backwards pass to continue an attack	1. To use accurate passes to create an attack as a team 2. To pick the ball up from the floor and run with it to start an attack 3. To keep possession of the ball and build an attack 4. To evade being tagged by using changes of speed, agility and passing the ball 5. To use changes of speed to create gaps to run into 6. To create attacking opportunities in competitive games	1. To use defensive positions to mark and tag an attacker 2. To pass a ball accurately and consistently while on the move 3. To defend as part of a team to deny space to the attacking team 4. To use a pop pass over short distances to create an explosive run 5. To move the ball quickly when under pressure using the 'magic diamond' formation 6. To use the 3 step and pass rule with some confidence	1. To create attacking continuity by supporting the player with the ball 2. To use set plays in attack to create space for the ball carrier 3. To develop further the 3 step rule comparing and contrasting to the 3-second option 4. To attack the space as a ball carrier to create scoring opportunities 5. To change from an attacking to defensive formation when your team loses possession of the ball 6. To observe and analyse our classmates performance

Tennis - We Are Learning...

LO Year 3	LO Year 4	LO Year 5	LO Year 6
1. To use the ready position to return a ball 2. To hit the ball to different parts of the court using a forehand hit 3. To perform an underarm serve to start a rally 4. To move towards a ball to return it over the net 5. To play cooperatively with a partner to keep the ball moving over the net 6. To perform forehand hits to score points in a competition	1. To return to the middle of the court after playing a shot 2. To accurately use the forehand in game situations to score points 3. To play a backhand shot with some control 4. To combine ready position and court movements to consistently return the serve 5. To work with a partner to score points in a game 6. To use forehand and backhand shots to score points in a competitive situation	1. To recap and perform a range of different shots with accuracy and control 2. To move quickly to the ball to perform a volley 3. To play an overhead shot and know when you might use this 4. To use different court formations during doubles play 5. To refine court movement to hit the ball before the second bounce 6. To perform a diagonal, serve to begin a game in competitive situations	1. To communicate clearly with a partner to score points in doubles play 2. To attempt a two-handed backhand shot with control 3. To perform a lob shot to hit the ball over our opponent's head 4. To apply the correct rules and scoring system in games 5. Play different doubles formations and work with our partner to improve 6. To discuss and apply a range of tactics in doubles play to achieve success

Dance – We are learning...			
LO Year 3		LO Year 4	
Unit 1	Unit 2	Unit 1	Unit 2
1. To perform a jazz square and use it in a dance 2. To perform a dance showing two contrasting characters 3. To develop movements using improvisation 4. To use props in our dance sequence 5. To use facial expressions to bring life and emotion to our dance 6. To take on the role of a director to help others improve their dance	1. To perform a dance phrase inspired by the ocean's depths 2. To use improvisation to create a longer movement phrase 3. To use dynamics in a short group dance to show travelling on the ocean 4. To perform as a class to show the damage that can be caused to the ocean 5. To work as a group to develop a dance representing the ocean 6. to prepare our group dance for a final performance	1. To use freeze frame in our dances 2. To perform a slide and roll confidently 3. To use a variety of formations when performing 4. To extend our 'mission dance' phrases using canon 5. To sequence our dance actions to show good flow 6. To create a 5 action dance routine showing good 'stage' entry	1. To communicate the theme of a snake through our dance actions 2. To use dynamics and formations in our dance to tell a story 3. To use space, travel and floor patterns to enhance the dance 4. To develop our choreography skills 5. To work in a small group to create contact movements 6. To use peer evaluation to improve each other's work

Dance – We are learning...			
LO Year 5		LO Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
1. What non-locomotor movement is and using it in our dance 2. To perform both non-locomotor and locomotor movements together 3. To create new and exciting group patterns 4. A simple Line Dance routine 5. To create our own line dance with a partner 6. To work collaboratively within our group to improve our performance	1. To communicate the theme of heroes through our dance 2. To manipulate and develop actions using a range of devices 3. To create interesting and varied dance actions as a group using levels 4. To use jumps to bring power and energy to our dance phrases 5. To show the theme of an attack, performing at a low level 6. Work effectively with others to improve movement quality and performance	1. The technique of stag leap and rebound jump 2. To explore relationships through dance and perform partner lifts 3. To compose a dance phrase based on the Hakka 4. Choose and use suitable dynamics for the Hakka 5. To link freeze frames in a street dance style to create a short movement phrase 6. To perform a Top Rock and Slide Step and perform confidently with a partner	1. To portray the theme of gangs through our movements and gestures 2. To use devices such as contrast and variation in a group dance 3. To use formations to demonstrate tension in relationships between performers 4. To use claps, stamps and slaps to perform a live aural setting 5. To perform as opposing gangs attacking each other 6. To show performance qualities in sections of our gang dance and evaluate our work

Gymnastics – We are learning...			
LO Year 3		LO Year 4	
Unit 1	Unit 2	Unit 1	Unit 2
1. To show full extension during a balance 2. To move in and out of contrasting shapes with fluency 3. To perform a sequence using different types of rolls 4. To perform powerful jumps from low apparatus 5. To perform in unison with a partner 6. To create a group performance using contrasting actions	1. To perform a japana 2. To use bounces and broad jumps in a sequence 3. To attempt a half lever 4. To transition from a japana to another shape with control 5. Stretches while moving and when we are still to increase our flexibility 6. To show strength, flexibility and control in our sequence	1. To perform a 6-element sequence that uses changes in speed and direction 2. To use the STEP principle to create and perform a partner sequence 3. To take weight-on-hands showing control 4. To develop a sequence using compositional ideas 5. To co-operate as a group to refine a short sequence 6. To compare and judge performances	1. To perform a weighted bunny hop showing control and balance 2. An arabesque balance and over-the-shoulder roll 3. To identify and engage core muscles for stability 4. To smoothly transition from front support to side support 5. To perform a shoulder stand with control 6. To combine all elements of this unit into one sequence showing smooth transitions

Gymnastics – We are learning...			
LO Year 5		LO Year 6	
Unit 1	Unit 2	Unit 1	Unit 2
1. The key steps to performing a round-off 2. To create and perform a partner sequence using symmetry 3. To create and perform a partner sequence using asymmetry 4. To perform counter-balances with a partner 5. To perform smooth transitions between counter balances using different levels 6. To evaluate each other's work and suggest improvements	1. To use space creatively along an L-shaped pathway 2. To refine our round-off technique 3. To refine over-the-shoulder roll and attempt a handstand finish 4. To smoothly link 2 cartwheels to perform a double cartwheel 5. To transition into a bridge with control 6. To develop a 6-element partner sequence incorporating asymmetry	1. To use controlled flight on to high apparatus 2. To dismount safely from high apparatus 3. To develop a short sequence using flight in canon formation 4. To incorporate equipment such as hoops and balls into a group sequence 5. To create a paired flight sequence using both canon and unison 6. To create and perform a 6-element group sequence to music	1. To perform a 10-element group sequence using both floor and apparatus 2. To perform with equipment and respond creatively to music 3. To create judging criteria and then assess performances against it 4. To create and perform interesting patterns as part of a group 5. To select and apply the appropriate walk and presentation to start a sequence 6. to perform a 10-element sequence within a 1-minute time limit

The PE Hub – We know... (Substantive knowledge)

Substantive knowledge can be found using the 'knowledge cards' which contain key assessment questions, sticky knowledge (substantive knowledge), what/why/how, cross-skill links to other PE topics and how the skills relate to the Head, Heart and Hand concept (outlined by AfPE).

Below is an example of a 'knowledge card' and a breakdown of the substantive knowledge gained for each unit of work covered at St Laurence.

Substantive knowledge

Year 4 Gymnastics Unit 2

Big Questions

- Why is a weighted bunny hop a good way to build up your strength?
- Why does an over-the-shoulder roll bring interest to your routine?
- Why are strong core muscles essential to sustain a side support shape?
- Why is strength required for smooth transitions?
- What are the key steps to bearing weight on your shoulders/upper back?
- How can you identify actions that require more strength than others?

Sticky Knowledge

- Know the key steps to a weighted bunny hop.
- Know how to perform an over-the-shoulder roll safely.
- Know the muscles of the core.
- Know why strength is a key component of fitness for gymnastics.
- Know how to bear weight on their shoulders and upper back safely.
- Know key aspects of gymnastics that specifically require strength to perform well.

What	Why	How
Weighted bunny hop – A good movement for developing strength.	Adding a hold to your bunny hop increases the time your weight is being held on your hands, and bringing your hips higher over the shoulders also adds weight to the balance, repetition of this movement develops strength and balance.	- Start in a standing position, lower into a crouch. - Place your hands flat on the floor in front of you. - Jump feet off the floor, taking weight on hands. - Keep legs tucked. - Aim to lift hips over shoulders. - Return to standing.
Over-the-shoulder roll – A step before a full backwards roll.	Learning this basic movement can provide a solid foundation for more advanced skills that involve rolling and rotation, such as forward rolls, backward rolls, or somersaults. It helps pupils develop body awareness and control, which are essential for mastering more complex skills while still bringing interest and increased skill to a sequence.	- Lie on your back, knees brought together, and into the chest and rock back and forth, chin should be tucked into the chest. - Weight should be taken on the shoulders, not the neck or head. - Practise hand placement in preparation for roll. - When confident, rock full over, bringing knees up and over one shoulder.

KS2

What	Why	How
Core muscles for side support – Many muscles are used in a side support.	It is beneficial for pupils to learn some of the key muscles of the body and associate them with particular skills. The side support requires good strength to perform well and for at least 3 seconds.	Obliques: The oblique muscles are the primary muscles responsible for side support balances. These muscles contract to lift and stabilise the body in a side-lying position.
Strength for smooth transitions – Transitions require control and control requires strength.	Having greater strength means pupils are better equipped to handle the physical demands of transitions within their sequences. Strength provides stability, control, and endurance, ultimately contributing to cleaner, more precise, and safer transitions. This not only improves the overall quality of the routine but also enhances the gymnast's ability to perform at a high level and with confidence.	Take pupils through the movement standards for the push-up, air squat and dead bugs. It is vital that they are familiar with them before attempting to perform them at speed in the Tabata.
Bearing weight on shoulders/upper back – A balance.	The shoulder stand is an interesting and varied balance to learn. It requires strength, control and confidence to perform. Children enjoy learning this skill and using it in sequences.	Tabata = Short periods of high-intensity exercise with recovery periods.
What actions require strength – Pupil's identifying when they use more or less strength.	Helping children understand their strength and when it is needed in gymnastics fosters safety, confidence, goal-setting, and overall physical well-being. This knowledge equips them to make informed choices about their participation in gymnastics and what actions they will use in sequence development. It also encourages a healthy and active lifestyle.	- Rock backwards onto shoulders. - Arms 1. extended on the floor above the head or 2. placed on the lower back to give additional support. - Legs straight. - Toes pointed and extended to the ceiling.

Year 4 Gymnastics Unit 2 - Crossover skills and knowledge

Gymnastics is a discipline that uses strength, balance, flexibility, agility, coordination and endurance. Gymnastics comprises 5 main action categories, including 1) flight 2) balance 3) travel 4) hanging/swinging and 5) taking weight on hands.

Other activities that use some of the same knowledge and skills include:

- Dance
- Fitness
- Yoga/pilates
- Parkour

Head				
Identify 'core muscles' and use them to improve the quality of shapes and actions		Using knowledge of core muscles explain the importance of 'engaging the core'		
Fitness KS2, Gym Years 2,5,6		Fitness KS2 Gym years 5,6		

Hand				
Challenge self to more complex versions of a skill/ action	Show smooth transitions and flow in sequences	Develop an increased range of body actions and shapes to use in longer, more complex sequences	Remember and perform all parts of a sequence	Show good body tension throughout a sequence
All KS2 units	Gym Years 2,5,6	Gym Years 5,6 Dance Years 4,5,6	Gym Years 5,6 Dance Years 4,5,6	Gym Years 2,5,6

Heart	
At key points, compare their performances to previous ones	Show maturity when watching others' sequences
All KS2 units	Gym Years 5,6 Dance Years 3,4,5,6

Year 3

<u>Subject</u>	<u>Substantive</u>	<u>Subject</u>	<u>Substantive</u>
Athletics	Know what a good approach and taking off for a jump is. Know the importance of changing pace when running. Know key techniques to hurdle obstacles while maintaining pace. Know how to use the pull-throw technique in javelin. Know links between athletics and real-life skills (javelin/hunting). Know different skipping techniques. Know how to compete in athletic activities.	Cricket	Know how to hit a straight drive that travels along the floor. Know how to bowl accurately underarm. Know how to move towards a delivered ball to hit it consistently. Know when to use a long barrier to stop a moving ball. Know when to use an overarm throw. Know how the wicketkeeper supports the fielding team.
Football	Know when to send the ball with the inside of the foot. Know when you would use the trap to stop a ball. Know why ball possession is essential in a game. Know why players move into space to receive a pass. Know how to dribble a football using the outside of the foot. Know the key steps to cushioning a ball when receiving a pass.	Gymnastics 1	Know what contrast means in a gymnastics context. Know what it means to show extension in a shape. Know ways to move in and out of shapes with fluency. Know how to use rolls effectively in a sequence. Know how to exert power in a jump. Know how to use unison effectively with a partner and group
Handball	Know how to protect the ball after it is caught. Know how to shoot using the overarm technique. Know that a three-man weave is used in other sports. Know what to do when your team loses possession of the ball. Know what a 7m throw is and when it is awarded. Know the rules of the throw-off to restart a game.	Gymnastics 2	Know what a japana is. Know how to define what a bounce is. Know what a half lever is and why it is a pike-shape. Know why body tension improves as we get stronger. Know what box splits are. Know what static stretching means.
Netball	Know when to use a chest pass. Know dodging can be used in netball and other invasion games. Know how to show that you are ready to catch the ball. Know when to use a bounce pass. Know the role of the goal shooter. Know when to use a shoulder pass.	Dance 1	Know an example of a four-step dance style. Know what contrast means in the context of dance. Know what improvisation means in a dance context. Know what a prop is and why it would be used. Know the importance of facial expression. Know the role of a director.
OAA	Know ways to communicate clearly to complete a task. Know why it is important to recognise symbols on a map key. Know why accuracy is vital in different tasks, including when drawing a map. Know the importance of analysing a performance after a task. Know how to explain a task to others in a group. Know why trust is important in completing tasks with others.	Dance 2	Know what inspiration means in the context of dance. Know how improvisation can be extended using stimuli. Know what opposing dynamics are. Know how to use formations effectively to tell a story. Know how to work as a group to create a longer sequence. Know why having a structure to your dance is important.

Tennis	Know how to keep score in a game of tennis. Know how to describe different styles of shots in tennis. Know what the Ready Position is in tennis. Know how to play over a net. Know how to start a point in tennis. Know what court boundaries are.		
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Year 4

<u>Subject</u>	<u>Substantive</u>	<u>Subject</u>	<u>Substantive</u>
Athletics	Know how to select the most appropriate technique for the best performance when running, jumping or throwing. Know how to use a run-up to increase the distance. Know what a sling throw is used for. Know how to measure a throw accurately. Know when and how to perform a relay baton exchange. Know how to measure and track scores in competitive running, throwing and jumping events.	Cricket	Know how to score single runs. Know where the crease is and its purpose in a game. Know how to deliver an overarm bowl. Know when to play a pull shot when batting. Know how to stop a bouncing ball when fielding. Know how to set up a game of French cricket independently.
Handball	Know how to protect the ball after it is caught. Know how to shoot using the overarm technique. Know that a three-man weave is used in other sports. Know what to do when your team loses possession of the ball. Know what a 7m throw is and when it is awarded. Know the rules of the throw-off to restart a game.	Gymnastics 1	Know what the word composition means in relation to gymnastics. Know what the STEP principle is. Know several actions that require gymnasts to take their weight on their hands. Know 5 compositional ideas. Know what cooperation is in a PE context. Know how to judge a basic gymnastic sequence
Netball	Know why you bring the ball to your chest to protect it. Know where you are allowed to go on the court. Know the footwork rule. Know some simple high-five rules. Know why good marking is essential. Know some preliminary moves.	Gymnastics 2	Know the key steps to a weighted bunny hop. Know how to perform an over-the-shoulder roll safely. Know the muscles of the core. Know why strength is a key component of fitness for gymnastics. Know how to bear weight on their shoulders and upper back safely. Know key aspects of gymnastics that specifically require strength to perform well
Hockey	Know how to perform a push pass. Know why players use a straight dribble. Know the benefits of using reverse stick.	Dance 1	Know what a freeze frame is in the context of dance. Know why certain types of actions suit particular dance genres. Know which formations are effective and why.

	Know why a slap pass is used in hockey. Know how to turn with the ball. Know why playing with rules is important.		Know how to build on their understanding of canon to create independent ideas. Know what flow means in a dance context. Know what stage entry is
OAA	Know how to listen and suggest ideas when working as a team. Know how to talk to teammates to help complete a task. Know how to include all teammates to complete a task. Know the cardinal points of a compass. Know what orienteering is. Know how to use a map to plot a route. Recognise and recall common map symbols.	Dance 2	Know what is referred to by professional dance. Know and apply knowledge of dynamics to a specific scenario. Know what battement is. Know what simple devices are. Know what contact means in a dance context. Know the steps to undertake effective peer evaluation.
Tennis	Know where the middle of the court is. Know how to play a backhand shot. Know how to force an opponent to make a mistake. Know some differences between singles and doubles court markings. Know two ways of positioning yourself in doubles play.		

Year 5

<u>Subject</u>	<u>Substantive</u>	<u>Subject</u>	<u>Substantive</u>
Athletics	Know what a leg of a relay race is. Know how to pace a run over longer distances. Know how to mark out a run-up for the long jump. Know which event(s) a push throw is used in. Know where to perform a baton exchange in a relay race. Know how to use the STEP principle to adapt a task.	Rounders	Know and list the rules of rounders learned so far. Know how to maximise the chance of scoring as a batter. Know what a backward hit is. Know how to be effective as a fielder to reduce scoring opportunities. Know how to work with other fielders to restrict run-scoring. Know what it means to set a field.
Football	Know how to turn and change direction with the ball. Know the tactical benefits of running quickly with the ball. Know the benefits to the team of a player being able to pass on the move. Know why creating space is a crucial part of attacking. Know how to perform a stepover to beat a defender. Know a range of ways to stop a bouncing ball.	Gymnastics 1	Know why a round-off is a more complex skill to perform. Know a range of ways to bring symmetry to partner work. Know a range of ways to bring asymmetry to individual work. Know what counterbalance means in the context of gymnastics Know how to use existing knowledge of compositional ideas with balance work. Know how to give thoughtful and constructive feedback

Tag Rugby	Know what a defensive line is. Know how accurate passing is important in invasion games and give examples. Know when you would use a pop pass. Know what a formation is in invasion games. Know how the magic diamond formation works	Gymnastics 2	Know what a pathway is in a gymnastics context. Know what refining a skill means and be able to give examples. Know why progressions are necessary in gymnastics. Know the key steps to link two cartwheels together. Know why strength and flexibility are essential to perform a bridge. Know how to select and apply skills for the best performance
Basketball	Know why blocking is used in a game. Know what the term 'ball carrier' means. Know what the 'wing' refers to on a basketball court. Know what it means to be under pressure in a game. Know the importance of winning the rebounding ball. Know some basic rules of the game	Dance 1	Know what non-locomotor means in a dance context. Know what makes Bollywood dance famous. Know the reasons you would use floor patterns. Know what line dancing is and its origins. Know the names of some of the steps in line dancing. Know what a wall pattern is
OAA	Know some different forms of communication. Know how to quickly and safely collect control points. Know the importance of remembering and recalling locations. Know how to communicate with a group when leading them in a task. Know how to think creatively when building marshmallow towers. Know how to decipher simple Morse Code	Dance 2	Know how to relay a theme through actions. Know what it means to manipulate an action. Know a range of ways to change action levels. Know what a villain is. Know how to show contrast in heroes and villains. Know what performance qualities are
Badminton	Know how to make it difficult for your opponent to score points. Know the basic boundaries of a singles court. Know how to select different service shots to start a point. Know how quick reactions can benefit your gameplay. Know what is meant by footwork and its importance in play. Know how and why having an umpire improves a game		

Year 6

<u>Subject</u>	<u>Substantive</u>	<u>Subject</u>	<u>Substantive</u>
Athletics	Know why a crouch start to a sprint creates power. Know how to combine the phases correctly for a triple jump. Know when you would use a heave throw. Know what a parlauff is. Know which throwing event they perform best at. Know why being active for a sustained period improves fitness.	Rounders	Know and apply modified rules of rounders. Know tactics for batting and fielding. Know how to work together when fielding. Know tactics for attacking and defensive batting. Know how to avoid getting run out by your teammate. Know how to field a long ball
Hockey	Know how to shoot from close range. Know where to play a long corner from.	Gymnastics 1	Know real-life scenarios in which they can use their jumping skills. Know what the word dismount means in a gymnastics context

	Know what the benefits of goal side marking are and in what other sports it's used. Know how to perform a banana run to force the attacker wide. Know when a hit-out should be awarded. Know when you would use an Indian dribble		Know how to adapt knowledge and understanding of canon to a more complex flight sequence Know the equipment types used in rhythmic gymnastics Know how to identify better work and use this knowledge to improve Know how to confidently select and apply their strongest skills for the best performance
Tag Rugby	Know how to support a ball carrier to create continuity. Know some set plays and how they benefit the attacking team. Explain why taking the distance, not the time, is best once tagged. Know what it means to attack 'spaces, not faces'. Know how to transition quickly from attack to defence. Know what it means to transition from attack to defence and vice versa	Gymnastics 2	Know how to perform a complex sequence Know what percussion means Know the main concepts of judging criteria Know how to use compositional ideas in a group context Know the difference between a male and female performance entrance Know how to adapt a sequence to criteria such as time limits
OAA	Know how to orient a map. Know the difference between a scavenger hunt and orienteering. Know how to perform group balances using a range of techniques safely. Know the steps to tie a reef knot. Know what the key features of a game are. Know the importance of trial and error when problem-solving.	Dance 1	Know what a stag leap and rebound jumps are. Know what a lift is and how it shows relationships. Know the origins of the Haka dance. Know what it means to face/dance off against your opposition. Know how to replicate freeze frame images. Know the names of some street dance steps
Badminton	Know when to use a smash shot. Know simple doubles rule. Know how and when to play a drop shot. Know why successful net play improves you as a player. Know why communication is essential between doubles partners. Know and use different defensive formations in a doubles game	Dance 2	Know how to use action to portray the theme of gangs. Know what a group device is. Know what tension is in a dance context. Know what an aural setting is. Know how to work with a partner to create a sequence. Know how to apply performance qualities from an individual to a group setting

Swimming – the coaches at the swimming pool deliver this curriculum. Depending on the needs of the children and the year group that attends (we aim to deliver to year 4 and year 6, but this depends on pool availability).

13. Assessment Rubric

Sig BLW	BLW	WT	EXS	GDS
Needs support to access the different sports and may use only the most basic disciplinary knowledge.	Attempts new skills with support and has a basic grasp of related disciplinary knowledge.	Attempts new skills with a degree of independence, starting to use related disciplinary knowledge.	Attempts new skills with confidence and independence, making links to related disciplinary knowledge.	Confidently utilises new skills, making innovative connections to related disciplinary knowledge.
Makes little or no reference to prior learning.	Refers to prior learning without reflection.	Reviews prior learning with some depth and makes some connections to life events and the wider world.	Reviews prior learning in depth and demonstrates clear links to life events, educational ideas and the wider world.	Reviews prior learning in significant depth demonstrating clear perspectives linking educational ideas and the wider world, which provide the foundation for knowledge, growth and maturity.
Makes little or no reference to the learning experience.	Makes vague links to previous learning but does not make reference to substantive or disciplinary knowledge to show progression.	Makes links to prior learning and attempts to apply substantive and disciplinary knowledge to demonstrate some progression.	Makes links to prior learning and applies substantive and disciplinary knowledge to demonstrate comprehension, progress and understanding of processes.	Makes explicit reference to previous learning and applies it in an innovative way to clearly demonstrate comprehension, progress and thorough understanding of processes.

14. Knowledge organisers and Knowledge cards

Knowledge organisers are provided for each unit of work. Here is an example of Year 3 Tennis. These provide a 'snapshot' of the unit of work for teachers and children to build learning and reflect on previous learning.

 **Year 3 - Tennis**

Knowledge Organiser

Prior Learning They are able to make it difficult for their opponent to score a point. Begun to choose specific tactics. Transferred net/wall skills. Improved agility and coordination and use in a game.

15. Evidencing PESSPA

PE is evidenced by using assessment grids with colour coding whether children have met criteria using red (BEL), yellow (WTS), green (EXS) or blue (GDS). Photos and videos are taken during PE lessons of children carrying out skills and these are uploaded to Class Dojo. In the future we are looking to use Padlet to store photos and gather evidence.

16. PE Policy & Risk Assessments

The school has a PE Policy, which outlines expectations of the delivery of PE and PE kit guidance etc. This is updated regularly to ensure current practice and guidance are in place.

Risk assessments of the playing areas for PE are assessed yearly and when required for special events, extra risk assessments are carried out e.g. Sports Day.