

PE at Meadows First School (Vision and Ethos)

The 5 principles of our curriculum are: **Unique Child, Positive Relationships, Key Knowledge & Skills, Love of Learning, Global Citizens** We embed these 5 principles within our **PE Curriculum** as follows:

We equip children with the PE **skills, vocabulary and knowledge** necessary for the next stage of their learning journey. Knowledge and skills are sequential and built upon to develop progress in PE across the school. Vocabulary development plays a vital role in this We want children to be able to use PE as a physical means for communication and to use language skillfully. For example, in gymnastics children can talk about different sorts of jumps accurately, using language such as tuck, star, half turn, from Key Stage 1.

Our **theme-based, literature rich** curriculum embeds deep learning, ignites curiosity and broadens our children's awareness of cultural capital in PE. We use significant sporting events to inspire and enrich our PE curriculum for example the Olympics which makes their learning relevant and interesting. We want children to develop a thirst for learning by using memorable and purposeful learning experiences. We make sure that our staff have top quality CPD by employing coaches to deliver specialist training to our staff where appropriate.

We want our children to use the vibrancy of our great country, to learn from other cultures, respect diversity, and appreciate what they have. We achieve this by providing a strong SMSC curriculum, with British Values and our core values placed at the heart of everything we do. This feeds into the PE curriculum- eg. We invite coaches in from local sports clubs to inspire the children to take up new sport eg. Year 4 are coached by Worcester Warriors and Year 2 by Kidderminster Harriers. We want children to feel empowered to make a difference and affect changes as **global citizens** to their community and the world in which they live.

The PE curriculum at Meadows supports the development of positive, respectful relationships. We encourage children to work together in PE, supporting and encouraging each other, as well as reflecting on and critically evaluating each other's work. We enable parents to support their children by involving them in their education and inviting them into school: eg: during Healthy School week parents are invited to join us for our annual Sports Day. There are other opportunities for parental involvement such as when Reception invite parents into school to participate in the Sports Relief Mile. Life in 21st Century Britain can be busy and stressful and by allowing children time to be immersed in physical activity and explore the richness of the world around them can aid wellbeing and reduce stress. **We engage in afternoons such as Well being Wednesday /Feelgood Friday when activities such as short yoga sessions are delivered inside classrooms. We also use the 5 a day tv to promote physical activity in a fun way within the classroom.** We know how to keep ourselves safe in PE, using equipment carefully and safely. We are proud of what we can achieve!

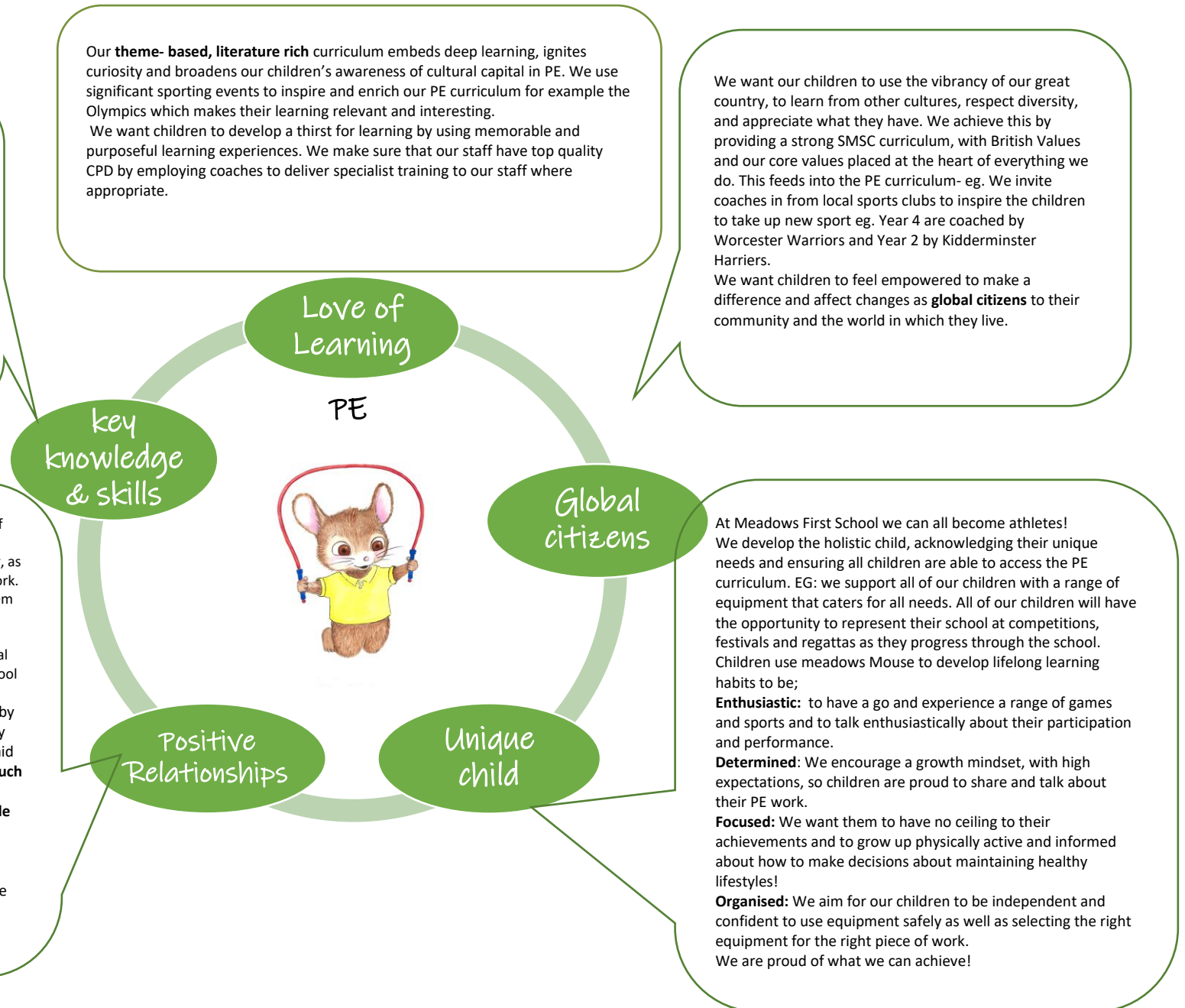
At Meadows First School we can all become athletes! We develop the holistic child, acknowledging their unique needs and ensuring all children are able to access the PE curriculum. EG: we support all of our children with a range of equipment that caters for all needs. All of our children will have the opportunity to represent their school at competitions, festivals and regattas as they progress through the school. Children use meadows Mouse to develop lifelong learning habits to be;

Enthusiastic: to have a go and experience a range of games and sports and to talk enthusiastically about their participation and performance.

Determined: We encourage a growth mindset, with high expectations, so children are proud to share and talk about their PE work.

Focused: We want them to have no ceiling to their achievements and to grow up physically active and informed about how to make decisions about maintaining healthy lifestyles!

Organised: We aim for our children to be independent and confident to use equipment safely as well as selecting the right equipment for the right piece of work. We are proud of what we can achieve!



MEADOWS FIRST SCHOOL LONG TERM PLAN -PE

Intent: With a focus on Meadows curriculum; Unique child, Positive relationships, Key knowledge and skills, Love of Learning, Global Citizens – children will learn : that Physical Education plays a vital role in their lives. It provides them with skills that they need in order to maintain healthy lifestyles as well as important life skills, such as respect and fairness. They will learn to do their best and challenge themselves physically.

		Autumn Term		Spring Term		Summer Term	
Implementation		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rights Respecting		<i>I have the right to Friends. Article 15</i>	<i>I have the right to be safe. Article 19.</i>	<i>I have the right to be listened to. Article 12:</i>	<i>I have the right to play and rest. Article 31</i>	<i>I have the right to water/ food. Article 24</i>	<i>The right to a good quality education. Article 28</i>
Year N	Theme	Marvellous Me	Let's Celebrate	Machines	My Wonderful World - people	My Wonderful World - Nature	Fantasy Fun
	Focus-skills/knowledge	<i>Can kick a large ball. Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles</i>					
	Activity	<i>In Nursery PE is delivered through Continuous Provision.</i>					
Year R	Theme	Marvellous Me Where the Wild Things Are	Marvellous Me	Around the world & beyond (part 1)	Around the world & beyond (part 2)	Once upon a tale	All creatures great & small
	Focus-skills/knowledge	<i>Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it</i>				<i>Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.</i>	
	Activity	<i>Dance</i>	<i>Multi-skills</i>	<i>Ball skills</i>	<i>Yoga</i>	<i>Bromsgrove Gymnastics Club</i>	<i>Athletics/Games</i>
	Theme	Making SENSE of our world (Our Senses	Memory box (Toys including materials)	Our Town, Bromsgrove	Animal Allsorts	Let's Explore Africa	Famous For More than Five Minute
	Activity Dragonflies a	<i>Bromsgrove Gymnastics Club</i>	<i>Dance – The Magic Toy Shop</i>	<i>Games – net and wall - Andy</i>	<i>Yoga – Salute to the Sun</i>	<i>Dance Dance – Val Sabin- Handa's Surprise</i>	<i>Games - Twinkl Throwing and Catching</i>

Year 1	National Curriculum	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	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	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	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	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	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	
	Focus Skills	Travel in different ways, changing direction and speed. Recognise and copy contrasting actions (small/tall, narrow/wide). Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment Begin to move with control and care	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance	Practise basic striking, sending and receiving Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game Practise accurate throwing and consistent catching. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways	stretch their body up smoothly move smoothly between poses while maintaining balance repeat the yoga sequence use a full range of movements adapt yoga poses to their own needs balance on one leg for short periods of time develop sequences of yoga poses demonstrate a yoga pose to the class breathe smoothly while in poses.	Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance	Practise basic striking, sending and receiving Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game Practise accurate throwing and consistent catching. Pass the ball to another player in a game. Use different ways of travelling in different directions or pathways.	
	Activity Dragonflies	Games – Twinkl – Invasion Games	Gymnastics -Val Sabin Unit E Points and Patches	multiskills	Dance Val Sabin Jack and the Beanstalk	Athletics		
	National Curriculum	Master basic movements including running, jumping, throwing and catching, as well as developing balance,	Master basic movements including running, jumping, throwing and catching, as well as developing	Master basic movements including running, jumping, throwing and catching, as well as developing	Master basic movements including running, jumping, throwing and catching, as well as developing balance,	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		

		<p>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</p>	<p>balance, agility and co-ordination, and begin to apply these in a range of activities</p>	<p>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</p>	<p>agility and co-ordination, and begin to apply these in a range of activities</p>	
	<p>Focus Skills</p>	<p>Practise basic striking, sending and receiving</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game</p> <p>Practise accurate throwing and consistent catching.</p> <p>Practise basic striking, sending and receiving</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p> <p>Pass the ball to another player in a game.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds</p> <p>Begin to use space in a game</p>	<p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>Vary their pace and speed when running</p> <p>Run with a basic technique over different distances.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot.</p> <p>Jump as high as possible and as far as possible</p> <p>Land safely and with control</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance</p>	<p>Jog in a straight line</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Improve the distance they can throw by using more power.</p> <p>Jump as high as possible and as far as possible</p>

				Improve the distance they can throw by using more power.			
Activity Caterpillars a	Gymnastics -Val Sabin Unit E Points and Patches	Bromsgrove Gymnastics Club	Yoga – Salute to the Sun	Games – net and wall - Andy	Dance – Val Sabin-Handa’s Surprise	Games - Twinkl Throwing and Catching	
National Curriculum	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	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	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	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	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	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	
Focus Skills	<p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p>	<p>Travel in different ways, changing direction and speed.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>stretch their body up smoothly</p> <p>move smoothly between poses while maintaining balance</p> <p>repeat the yoga sequence</p> <p>use a full range of movements</p> <p>adapt yoga poses to their own needs</p> <p>balance on one leg for short periods of time</p> <p>develop sequences of yoga poses</p> <p>demonstrate a yoga pose to the class</p> <p>breathe smoothly while in poses.</p>	<p>Practise basic striking, sending and receiving</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game</p> <p>Practise accurate throwing and consistent catching.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance</p>	<p>Practise basic striking, sending and receiving</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game</p> <p>Practise accurate throwing and consistent catching.</p> <p>Pass the ball to another player in a game.</p> <p>Use different ways of travelling in different directions or pathways.</p>	

	<p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>					
Activity Caterpillars	<p>Games – Twinkl – Invasion Games</p>	<p>Dance – The Magic Toy Shop</p>	<p>multiskills</p>	<p>Dance Val Sabin Jack and the Beanstalk</p>	<p>Athletics</p>	
National Curriculum	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>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</p>	
Focus Skills	<p>Practise basic striking, sending and receiving</p> <p>Throw underarm and overarm.</p> <p>Catch and bounce a ball.</p> <p>Use rolling skills in a game</p> <p>Practise accurate throwing and consistent catching.</p> <p>Practise basic striking, sending and receiving</p> <p>Travel with a ball in different directions (side to side, forwards and backwards) with control and fluency</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance</p>	<p>Vary their pace and speed when running</p> <p>Run with a basic technique over different distances.</p> <p>Jog and sprint in a straight line.</p> <p>Change direction when jogging and sprinting</p> <p>Maintain control as they change direction when jogging or sprinting.</p> <p>Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot</p>	<p>Copy and repeat actions.</p> <p>Put a sequence of actions together to create a motif.</p> <p>Vary the speed of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring.</p> <p>Begin to improvise independently to create a simple dance</p>	<p>Jog in a straight line</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Improve the distance they can throw by using more power.</p> <p>Jump as high as possible and as far as possible</p>	

		<p>Pass the ball to another player in a game.</p> <p>Pass the ball to another player in a game.</p> <p>Use kicking skills in a game</p> <p>Use different ways of travelling in different directions or pathways.</p> <p>Run at different speeds</p> <p>Begin to use space in a game</p>		<p>or one foot to opposite foot.</p> <p>Jump as high as possible and as far as possible</p> <p>Land safely and with control</p> <p>Throw underarm and overarm.</p> <p>Throw a ball towards a target with increasing accuracy</p> <p>Improve the distance they can throw by using more power.</p>			
Year 2	Theme	Oh I do like to be Beside the Seaside	Keeping Healthy	Chocolate - That's Not Fair	Knights and Castles	Plants and Animals	Pirates
	Activity	Games – net and wall	Yoga	Bromsgrove Gymnastics Club	Games – Football – Kidderminster Harriers	Dance – Twinkl – Plants Unit	Games – Val Sabin – Unit 1 Throwing and Catching
	National Curriculum	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	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	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	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	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	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
	Focus Skills	Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball.	stretch their body up smoothly move smoothly between poses while maintaining balance repeat the yoga sequence	Create and perform a movement sequence Copy actions and movement sequences with a beginning, middle and end.	Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running.	Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions.	Use different ways of travelling at different speeds and following different pathways, directions or courses.

	<p>Throw different types of equipment in different ways, for accuracy and distance</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Vary types of throw used.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>use a full range of movements</p> <p>adapt yoga poses to their own needs</p> <p>balance on one leg for increasing periods of time</p> <p>develop sequences of yoga poses</p> <p>demonstrate a yoga pose to the class</p> <p>breathe smoothly while in poses.</p>	<p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Use different transitions within a dance motif</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>
Activity <i>Owls b</i>	Circuit Training -Twinkl Unit	Gymnastics Val Sabin Unit J Spinning, Twisting, Turning	Dance (County Dance – set steps)	Gymnastics – Val Sabin Unit I Pathways	Athletics	
National Curriculum	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	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	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	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	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	
Focus Skills	Use a pivot movement to change direction. Identify which activities they need to improve.	Create and perform a movement sequence Copy actions and movement sequences	Copy, remember and repeat actions. Change the speed and level of their actions.	Create and perform a movement sequence Copy actions and movement sequences		

		<p>Perform different types of jumps with control and use more than one type of jump in an activity.</p> <p>Explain how they feel after exercise.</p> <p>Show some control and accuracy when rolling a ball and aiming for a target.</p> <p>Identify similarities and differences between their own performance and that of someone else.</p> <p>Combine skills within an activity.</p> <p>Identify which skills are needed for a particular activity.</p> <p>Complete activities independently and record their scores.</p> <p>Suggest some ways that a partner can improve their performance.</p> <p>Identify improvements shown on their scorecard.</p>	<p>with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>		
	Activity Hedgehogs a	Circuit Training -Twinkl Unit	Games – net and wall	Gymnastics – Val Sabin Unit I Pathways	Games – Football – Kidderminster Harriers	Dance – Twinkl – Plants Unit	Games – Val Sabin – Unit 1 Throwing and Catching
	National Curriculum	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	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	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	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	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	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

		<i>simple tactics for attacking and defending</i>	<i>simple tactics for attacking and defending</i>		<i>simple tactics for attacking and defending</i>		<i>games, developing simple tactics for attacking and defending</i>
	<i>Focus Skills</i>	<p>Use a pivot movement to change direction.</p> <p>Identify which activities they need to improve.</p> <p>Perform different types of jumps with control and use more than one type of jump in an activity.</p> <p>Explain how they feel after exercise.</p> <p>Show some control and accuracy when rolling a ball and aiming for a target.</p> <p>Identify similarities and differences between their own performance and that of someone else.</p> <p>Combine skills within an activity.</p> <p>Identify which skills are needed for a particular activity.</p> <p>Complete activities independently and record their scores.</p> <p>Suggest some ways that a partner can improve their performance.</p> <p>Identify improvements shown on their scorecard.</p>	<p>Strike or hit a ball with increasing control.</p> <p>Learn skills for playing striking and fielding games.</p> <p>Position the body to strike a ball.</p> <p>Throw different types of equipment in different ways, for accuracy and distance</p> <p>Use throwing and catching skills in a game.</p> <p>Throw a ball for distance.</p> <p>Vary types of throw used.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others</p>	<p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>Learn skills for playing striking and fielding games.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>	<p>Copy, remember and repeat actions.</p> <p>Create a short motif inspired by a stimulus.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Use different transitions within a dance motif</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Learn skills for playing striking and fielding games.</p> <p>Use kicking skills in a game.</p> <p>Use dribbling skills in a game.</p> <p>Know how to pass the ball in different ways.</p> <p>Use different ways of travelling at different speeds and following different pathways, directions or courses.</p> <p>Change speed and direction whilst running.</p> <p>Begin to choose and use the best space in a game.</p> <p>Begin to use and understand the terms attacking and defending.</p> <p>Use at least one technique to attack or defend to play a game successfully.</p> <p>Understand the importance of rules in games.</p> <p>Perform learnt skills with increasing control.</p> <p>Compete against self and others.</p>

	Activity Hedgehogsb	Yoga	Gymnastics Val Sabin Unit J Spinning, Twisting, Turning	Dance (County Dance – set steps)	Bromsgrove Gymnastics Club	Athletics
	National Curriculum	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	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	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	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	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
	Focus Skills	<p>stretch their body up smoothly</p> <p>move smoothly between poses while maintaining balance</p> <p>repeat the yoga sequence</p> <p>use a full range of movements</p> <p>adapt yoga poses to their own needs</p> <p>balance on one leg for increasing periods of time</p> <p>develop sequences of yoga poses</p> <p>demonstrate a yoga pose to the class</p> <p>breathe smoothly while in poses.</p>	<p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	<p>Copy, remember and repeat actions.</p> <p>Change the speed and level of their actions.</p> <p>Use simple choreographic devices such as unison, canon and mirroring</p> <p>Move in time to music.</p> <p>Improve the timing of their actions.</p>	<p>Create and perform a movement sequence</p> <p>Copy actions and movement sequences with a beginning, middle and end.</p> <p>Link two actions to make a sequence.</p> <p>Recognise and copy contrasting actions (small/tall, narrow/wide).</p> <p>Travel in different ways, changing direction and speed.</p> <p>Hold still shapes and simple balances.</p> <p>Carry out simple stretches</p> <p>Carry out a range of simple jumps, landing safely.</p> <p>Move around, under, over, and through different objects and equipment</p> <p>Begin to move with control and care</p>	

Year 3	Theme	The First Britons (Stone Age - Iron Age)	I Can run Faster Than USAIN BOLT (Human body)	FORCES + MAGNETS	The Earth Beneath us (Rocks and Soils)	Rotten Romans	Blue planet (Water and our world)
	<i>Activity Sharks a</i>	Gymnastics- Val Sabin - stretching, curling and arching	Games – Invasion Games – end zone games	Gymnastics _ Val Sabin - Pathways	OAA	Striking and fielding (Tri-golf and rounders)	Games – tennis
	<i>National Curriculum</i>	Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use running, jumping, 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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	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. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
<i>Focus Skills</i>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p>	<p>Know how to keep and win back possession of the ball in a team game</p> <p>Use simple attacking and defending skills in a game</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly</p> <p>Understand and begin to apply the basic</p>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key</p> <p>Begin to choose equipment that is appropriate for an activity.</p>	<p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Strike the ball for distance</p> <p>Throw and catch with greater control and accuracy</p> <p>Practise the correct technique for catching a ball and use it in a game</p>	<p>Develop a range of skills in striking</p> <p>Strike the ball for distance</p> <p>Throw and catch with greater control and accuracy</p> <p>Practise the correct technique for catching a ball and use it in a game</p> <p>Move with the ball in a variety of ways with some control</p>	

	<p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p> <p>Compete against self and others in a controlled manner</p>	<p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Communicate with others.</p> <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control.</p>	
<i>Activity Sharks b</i>	Dance- Stone Age	<i>Bromsgrove Gymnastics Club</i>	Dance (link to performance – set steps)	Yoga	Athletics	
<i>National Curriculum</i>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns</p>	<p>Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</p>	<p>Develop flexibility, strength, technique, control and balance.</p> <p>Perform dances using a range of movement patterns</p>	<p>Develop flexibility, strength, technique, control and balance.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	
<i>Focus skills</i>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and</p>	<p>Identify and repeat the movement patterns and actions of a chosen dance style</p> <p>Compose a dance that reflects the chosen dance style.</p> <p>Confidently improvise with a partner or on their own.</p>	<p>Continue to develop a range of yoga poses and transitions</p> <p>Build strength and co-ordination</p> <p>use a full range of movements with increasing poise and skill</p> <p>adapt yoga poses to their own needs and requirements</p>	<p>Identify and demonstrate how different techniques can affect their performance.</p> <p>Focus on their arm and leg action to improve their sprinting technique.</p> <p>Begin to combine running with jumping over hurdles.</p> <p>Understand the importance of adjusting running pace to suit the distance being run</p> <p>Use one and two feet to take off and to land with.</p> <p>Land safely and with control.</p>	

		<p>Compose longer dance sequences in a small group</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p>	<p>level during a performance.</p> <p>Travel in different ways, including using flight</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Compose longer dance sequences in a small group</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation</p> <p>Use simple dance vocabulary when comparing and improving work.</p>	<p>balance in an increasing number of yoga poses for developing periods of time.</p> <p>develop and memorise sequences of yoga poses with increasing complexity</p> <p>demonstrate a yoga poses and sequences to the class</p> <p>Evaluate their own yoga skills</p> <p>breathe smoothly while in poses.</p>	<p>Throw with greater control and accuracy.</p> <p>Perform a push throw.</p> <p>Continue to develop techniques to throw for increased distance.</p>	
	Dolphins a	Bromsgrove Gymnastics Club	Games – Invasion Games end zone games	OAA	Yoga	Striking and fielding (Tri-golf and rounders)	Games – tennis
	National Curriculum	Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate [for example, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement 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. Compare their performances with previous ones and demonstrate improvement to	Develop flexibility, strength, technique, control and balance.	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. Compare their performances with previous ones and demonstrate improvement to	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

			<i>achieve their personal best.</i>	<i>achieve their personal best.</i>		<i>achieve their personal best.</i>	
	<i>Focus Skills</i>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Know how to keep and win back possession of the ball in a team game</p> <p>Use simple attacking and defending skills in a game</p> <p>Use fielding skills to stop a ball from travelling past them.</p> <p>Apply and follow rules fairly</p> <p>Understand and begin to apply the basic principles of invasion games.</p> <p>Know how to play a striking and fielding game fairly.</p> <p>Compete against self and others in a controlled manner</p>	<p>Orientate themselves with increasing confidence and accuracy around a short trail.</p> <p>Identify and use effective communication to begin to work as a team.</p> <p>Identify symbols used on a key</p> <p>Begin to choose equipment that is appropriate for an activity.</p> <p>Communicate with others.</p> <p>Begin to complete activities in a set period of time.</p> <p>Begin to offer an evaluation of personal performances and activities.</p>	<p>Continue to develop a range of yoga poses and transitions</p> <p>Build strength and co-ordination</p> <p>use a full range of movements with increasing poise and skill</p> <p>adapt yoga poses to their own needs and requirements</p> <p>balance in an increasing number of yoga poses for developing periods of time.</p> <p>develop and memorise sequences of yoga poses with increasing complexity</p> <p>demonstrate a yoga poses and sequences to the class</p> <p>Evaluate their own yoga skills</p> <p>breathe smoothly while in poses.</p>	<p>Develop a range of skills in striking (and fielding where appropriate)</p> <p>Strike the ball for distance</p> <p>Throw and catch with greater control and accuracy</p> <p>Practise the correct technique for catching a ball and use it in a game</p> <p>Develop a safe and effective overarm bowl.</p> <p>Move with the ball in a variety of ways with some control</p>	<p>Develop a range of skills in striking</p> <p>Strike the ball for distance</p> <p>Throw and catch with greater control and accuracy</p> <p>Practise the correct technique for catching a ball and use it in a game</p> <p>Move with the ball in a variety of ways with some control</p>
	<i>Dolphins b</i>	Dance- Stone Age	Gymnastics-stretching, curling and arching	Dance (link to performance – set steps)	Gymnastics - Val Sabin - Pathways	Athletics	
	<i>National Curriculum</i>	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns	Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns	Use running, jumping, in isolation and in combination. Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	

			<i>improvement to achieve their personal best</i>		<i>improvement to achieve their personal best</i>	
	<i>Focus skills</i>	<p><i>Identify and repeat the movement patterns and actions of a chosen dance style</i></p> <p><i>Compose a dance that reflects the chosen dance style.</i></p> <p><i>Confidently improvise with a partner or on their own.</i></p> <p><i>Compose longer dance sequences in a small group</i></p> <p><i>Demonstrate precision and some control in response to stimuli.</i></p> <p><i>Begin to vary dynamics and develop actions and motifs in response to stimuli.</i></p> <p><i>Demonstrate rhythm and spatial awareness.</i></p>	<p><i>Create a sequence of actions that fit a theme</i></p> <p><i>Use an increasing range of actions, directions and levels in their sequences</i></p> <p><i>Move with clarity, fluency and expression.</i></p> <p><i>Show changes of direction, speed and level during a performance.</i></p> <p><i>Travel in different ways, including using flight</i></p> <p><i>Improve the placement and alignment of body parts in balances.</i></p> <p><i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p><i>Develop strength, technique and flexibility throughout performances</i></p>	<p><i>Identify and repeat the movement patterns and actions of a chosen dance style</i></p> <p><i>Compose a dance that reflects the chosen dance style.</i></p> <p><i>Confidently improvise with a partner or on their own.</i></p> <p><i>Compose longer dance sequences in a small group</i></p> <p><i>Demonstrate precision and some control in response to stimuli.</i></p> <p><i>Begin to vary dynamics and develop actions and motifs in response to stimuli.</i></p> <p><i>Use simple dance vocabulary when comparing and improving work.</i></p>	<p><i>Create a sequence of actions that fit a theme</i></p> <p><i>Use an increasing range of actions, directions and levels in their sequences</i></p> <p><i>Move with clarity, fluency and expression.</i></p> <p><i>Show changes of direction, speed and level during a performance.</i></p> <p><i>Travel in different ways, including using flight</i></p> <p><i>Improve the placement and alignment of body parts in balances.</i></p> <p><i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p><i>Develop strength, technique and flexibility throughout performances</i></p>	<p><i>Identify and demonstrate how different techniques can affect their performance.</i></p> <p><i>Focus on their arm and leg action to improve their sprinting technique.</i></p> <p><i>Begin to combine running with jumping over hurdles.</i></p> <p><i>Understand the importance of adjusting running pace to suit the distance being run</i></p> <p><i>Use one and two feet to take off and to land with.</i></p> <p><i>Land safely and with control.</i></p> <p><i>Throw with greater control and accuracy.</i></p> <p><i>Perform a push throw.</i></p> <p><i>Continue to develop techniques to throw for increased distance.</i></p>
	Theme	Were the Dark Ages really Dark?	Switch it off! Sound and Electricity	The Amazing Amazon	Beautiful Bromsgrove/Habitats	The Good, the Bad, The Ugly Where does my food go?
	<i>Tigers</i>	OAA	Gymnastics- Val Sabin – Unit 5 Rolling	Tag rugby- Worcester Warriors	Bromsgrove Gymnastics Club	Athletics

Year 4-	National Curriculum	Take part in outdoor and adventurous activity challenges both individually and within a team	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
	Focus skills	<p>Orientate themselves with accuracy around a short trail.</p> <p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course</p> <p>Communicate clearly with other people in a team, and with other teams.</p> <p>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</p> <p>Associate the meaning of a key in the context of the environment.</p> <p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity.</p> <p>Work as part of a team.</p>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Develop different ways of throwing and catching</p> <p>Move with the ball using a range of techniques showing control and fluency</p> <p>Pass the ball with increasing speed, accuracy and success in a game situation.</p> <p>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</p> <p>Use a range of attacking and defending skills and techniques in a game.</p> <p>Vary the tactics they use in a game.</p> <p>Adapt rules to alter games</p> <p>Perform and apply skills and techniques with control and accuracy.</p> <p>Take part in a range of competitive games and activities.</p>	<p>Create a sequence of actions that fit a theme</p> <p>Use an increasing range of actions, directions and levels in their sequences</p> <p>Move with clarity, fluency and expression.</p> <p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Confidently demonstrate an improved technique for sprinting</p> <p>Perform a relay, focusing on the baton changeover technique.</p> <p>Speed up and slow down smoothly</p> <p>Learn how to combine a hop, step and jump to perform the standing triple jump.</p> <p>Land safely and with control</p> <p>Begin to measure the distance jumped.</p> <p>Perform a pull throw.</p> <p>Measure the distance of their throws</p> <p>Continue to develop techniques to throw for increased distance.</p>

	<p><i>Begin to use a map to complete an orienteering course.</i></p> <p><i>Complete an orienteering course more than once and begin to identify ways of improving completion time.</i></p> <p><i>Offer an evaluation of both personal performances and activities.</i></p> <p><i>Start to improve trails to increase the challenge of the course.</i></p>					
<i>Tigers (b)</i>	<i>Gymnastics Val Sabin Unit L – Stretching, curling and arching</i>	<i>Dance – Carnival of the Animals</i>	<i>Swimming</i>		<i>Games striking and fielding - rounders</i>	<i>Games Tennis</i>
<i>National Curriculum</i>	<p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><i>Develop flexibility, strength, technique, control and balance.</i></p> <p><i>Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best</i></p>	<p><i>swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <ul style="list-style-type: none"> <i>use a range of strokes effectively</i> <i>perform safe self-rescue in different water-based situations</i> 		<i>Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</i>	<i>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>
<i>Focus skills</i>	<p><i>Create a sequence of actions that fit a theme</i></p> <p><i>Use an increasing range of actions, directions and levels in their sequences</i></p> <p><i>Move with clarity, fluency and expression.</i></p>	<p><i>Identify and repeat the movement patterns and actions of a chosen dance style</i></p> <p><i>Compose a dance that reflects the chosen dance style.</i></p>	<p><i>swim competently, confidently and proficiently over a distance of at least 25 metres</i></p> <p><i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i></p> <p><i>perform safe self-rescue in different water-based situations.</i></p>		<i>Use a bat to hit a ball with accuracy and control Accurately serve underarm. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways</i>	<i>Use a bat, racquet to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm.</i>

		<p>Show changes of direction, speed and level during a performance.</p> <p>Travel in different ways, including using flight</p> <p>Improve the placement and alignment of body parts in balances.</p> <p>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</p> <p>Begin to develop good technique when travelling, balancing and using equipment.</p> <p>Develop strength, technique and flexibility throughout performances</p>	<p>Confidently improvise with a partner or on their own.</p> <p>Compose longer dance sequences in a small group</p> <p>Demonstrate precision and some control in response to stimuli.</p> <p>Begin to vary dynamics and develop actions and motifs in response to stimuli.</p> <p>Demonstrate rhythm and spatial awareness.</p> <p>Change parts of a dance as a result of self-evaluation</p> <p>Use simple dance vocabulary when comparing and improving work.</p>			<p>of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy.</p>	<p>Build a rally with a partner.</p> <p>Use at least two different shots in a game situation.</p> <p>Use hand-eye coordination to strike a moving and a stationary ball.</p> <p>Vary the tactics they use in a game.</p> <p>Perform and apply skills and techniques with control and accuracy.</p>
Year 4	Jaguars (a)	Gymnastics Val Sabin Unit L – Stretching, curling and arching	OAA	Tag rugby- Worcester Warriors	Dance – Carnival of the Animals	Athletics	
	National Curriculum	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Take part in outdoor and adventurous activity challenges both individually and within a team	Use throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Develop flexibility, strength, technique, control and balance. Perform dances using a range of movement patterns. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Use running, jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	Focus skills	Create a sequence of actions that fit a theme Use an increasing range of actions, directions and levels in their sequences	Orientate themselves with accuracy around a short trail.	Develop different ways of throwing and catching Move with the ball using a range of	Identify and repeat the movement patterns and actions of a chosen dance style	Confidently demonstrate an improved technique for sprinting Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly	

		<p><i>Move with clarity, fluency and expression.</i></p> <p><i>Show changes of direction, speed and level during a performance.</i></p> <p><i>Travel in different ways, including using flight</i></p> <p><i>Improve the placement and alignment of body parts in balances.</i></p> <p><i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p><i>Develop strength, technique and flexibility throughout performances</i></p>	<p><i>Create a short trail for others with a physical challenge.</i></p> <p><i>Start to recognise features of an orienteering course</i></p> <p><i>Communicate clearly with other people in a team, and with other teams.</i></p> <p><i>Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each.</i></p> <p><i>Associate the meaning of a key in the context of the environment.</i></p> <p><i>Try a range of equipment for creating and completing an activity.</i></p> <p><i>Make an informed decision on the best equipment to use for an activity.</i></p> <p><i>Work as part of a team.</i></p> <p><i>Begin to use a map to complete an orienteering course.</i></p> <p><i>Complete an orienteering course more than once and begin to identify ways of improving completion time.</i></p> <p><i>Offer an evaluation of both personal performances and activities.</i></p>	<p><i>techniques showing control and fluency</i></p> <p><i>Pass the ball with increasing speed, accuracy and success in a game situation.</i></p> <p><i>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game</i></p> <p><i>Use a range of attacking and defending skills and techniques in a game.</i></p> <p><i>Vary the tactics they use in a game.</i></p> <p><i>Adapt rules to alter games</i></p> <p><i>Perform and apply skills and techniques with control and accuracy.</i></p> <p><i>Take part in a range of competitive games and activities.</i></p>	<p><i>Compose a dance that reflects the chosen dance style.</i></p> <p><i>Confidently improvise with a partner or on their own.</i></p> <p><i>Compose longer dance sequences in a small group</i></p> <p><i>Demonstrate precision and some control in response to stimuli.</i></p> <p><i>Begin to vary dynamics and develop actions and motifs in response to stimuli.</i></p> <p><i>Demonstrate rhythm and spatial awareness.</i></p> <p><i>Change parts of a dance as a result of self-evaluation</i></p> <p><i>Use simple dance vocabulary when comparing and improving work.</i></p>	<p><i>Learn how to combine a hop, step and jump to perform the standing triple jump.</i></p> <p><i>Land safely and with control</i></p> <p><i>Begin to measure the distance jumped.</i></p> <p><i>Perform a pull throw.</i></p> <p><i>Measure the distance of their throws</i></p> <p><i>Continue to develop techniques to throw for increased distance.</i></p>
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			<i>Start to improve trails to increase the challenge of the course.</i>				
	Jaguars (b)	Swimming	Bromsgrove Gymnastics Club	Gymnastics- Val Sabin – Unit 5 Rolling	Games striking and fielding - rounders	Games – tennis	
	National Curriculum	swim competently, confidently and proficiently over a distance of at least 25 metres <ul style="list-style-type: none"> use a range of strokes effectively perform safe self-rescue in different water-based situations 	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending. Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	
	Focus skills	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.	Create a sequence of actions that fit a theme Use an increasing range of actions, directions and levels in their sequences Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight Improve the placement and alignment of body parts in balances.	Create a sequence of actions that fit a theme Use an increasing range of actions, directions and levels in their sequences Move with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight Improve the placement and alignment of body parts in balances. Carry out balances, recognising the position of their centre of gravity	Use a bat to hit a ball with accuracy and control Accurately serve underarm. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Vary the tactics they use in a game. Adapt rules to alter games. Perform	Use a bat, racquet to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Vary the tactics they use in a game.	

			<p><i>Carry out balances, recognising the position of their centre of gravity and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p><i>Develop strength, technique and flexibility throughout performances</i></p>	<p><i>and how this affects the balance.</i></p> <p><i>Begin to develop good technique when travelling, balancing and using equipment.</i></p> <p><i>Develop strength, technique and flexibility throughout performances</i></p>	<p><i>and apply skills and techniques with control and accuracy.</i></p>	<p><i>Perform and apply skills and techniques with control and accuracy.</i></p>
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PE Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4
		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. 		<p>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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ☑ 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. 	
Gymnastics	Create a short sequence of movements. Roll in different ways with control. Travel in different ways. Stretch in	Create and perform a movement sequence. Copy actions and movement sequences with a beginning,	Create and perform a movement sequence. Copy actions and movement sequences with a beginning,	Choose ideas to compose a movement sequence independently and with others. Link combinations of actions	Create a sequence of actions that fit a theme. Use an increasing range of actions, directions and levels in their sequences. Move

	<i>different ways. Jump in a range of ways from one space to another with control. Begin to balance with control. Move around, under, over, and through different objects and equipment.</i>	<i>middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care</i>	<i>middle and end. Link two actions to make a sequence. Recognise and copy contrasting actions (small/tall, narrow/wide). Travel in different ways, changing direction and speed. Hold still shapes and simple balances. Carry out simple stretches. Carry out a range of simple jumps, landing safely. Move around, under, over, and through different objects and equipment. Begin to move with control and care</i>	<i>with increasing confidence, including changes of direction, speed or level. Develop the quality of their actions, shapes and balances. Move with coordination, control and care. Use turns whilst travelling in a variety of ways. Use a range of jumps in their sequences. Begin to use equipment to vault. Create interesting body shapes while holding balances with control and confidence. Begin to show flexibility in movements</i>	<i>with clarity, fluency and expression. Show changes of direction, speed and level during a performance. Travel in different ways, including using flight. Improve the placement and alignment of body parts in balances. Use equipment to vault in a variety of ways. Carry out balances, recognising the position of their centre of gravity and how this affects the balance. Begin to develop good technique when travelling, balancing and using equipment. Develop strength, technique and flexibility throughout performances</i>
Dance	<i>Join a range of different movements together. Change the speed of their actions. Change the style of their movements. Create a short movement phrase which demonstrates their own ideas</i>	<i>Copy and repeat actions. Put a sequence of actions together to create a motif. Vary the speed of their actions. Use simple choreographic devices such as unison, canon and mirroring. Begin to improvise independently to create a simple dance</i>	<i>Copy, remember and repeat actions. Create a short motif inspired by a stimulus. Change the speed and level of their actions. Use simple choreographic devices such as unison, canon and mirroring. Use different transitions within a dance motif. Move in time to music. Improve the timing of their actions.</i>	<i>Begin to improvise with a partner to create a simple dance. Create motifs from different stimuli. Begin to compare and adapt movements and motifs to create a larger sequence. Use simple dance vocabulary to compare and improve work. Perform with some awareness of rhythm and expression.</i>	<i>Identify and repeat the movement patterns and actions of a chosen dance style. Compose a dance that reflects the chosen dance style. Confidently improvise with a partner or on their own. Compose longer dance sequences in a small group. Demonstrate precision and some control in response to stimuli. Begin to vary dynamics and develop actions and motifs in response to stimuli. Demonstrate rhythm and spatial awareness. Change parts of a dance as a result of self-evaluation. Use simple dance vocabulary when comparing and improving work.</i>
Games	<i>Hit a ball with a bat or racquet. Roll equipment in different ways. Throw underarm. Throw an object at a target. Catch equipment using two hands. Move a ball in different ways, including bouncing and kicking. Use equipment to control a ball. Move safely around the space and equipment. Travel in</i>	<i>Use hitting skills in a game. Practise basic striking, sending and receiving. Throw underarm and overarm. Catch and bounce a ball. Use rolling skills in a game. Practise accurate throwing and consistent catching. Travel with a ball in different ways. Travel with a ball in</i>	<i>Strike or hit a ball with increasing control. Learn skills for playing striking and fielding games. Position the body to strike a ball. Throw different types of equipment in different ways, for accuracy and distance. Throw, catch and bounce a ball with a partner. Use throwing and catching skills in a game.</i>	<i>Demonstrate successful hitting and striking skills. Develop a range of skills in striking (and fielding where appropriate). Practise the correct batting technique and use it in a game. Strike the ball for distance. Throw and catch with greater control and accuracy. Practise the correct technique for catching a ball and use it in a</i>	<i>Use a bat, racquet or stick (hockey) to hit a ball or shuttlecock with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Move</i>

	<p><i>different ways, including sideways and backwards</i></p>	<p><i>different directions (side to side, forwards and backwards) with control and fluency.</i> <i>Pass the ball to another player in a game. Use kicking skills in a game</i> <i>Use different ways of travelling in different directions or pathways. Run at different speeds. Begin to use space in a game.</i></p>	<p><i>Throw a ball for distance. Use hand-eye coordination to control a ball. Vary types of throw used. Bounce and kick a ball whilst moving. Use kicking skills in a game. Use dribbling skills in a game. Know how to pass the ball in different ways. Use different ways of travelling at different speeds and following different pathways, directions or courses. Change speed and direction whilst running. Begin to choose and use the best space in a game. Begin to use and understand the terms attacking and defending. Use at least one technique to attack or defend to play a game successfully. Understand the importance of rules in games. Perform learnt skills with increasing control. Compete against self and others.</i></p>	<p><i>game. Perform a range of catching and gathering skills with control. Catch with increasing control and accuracy. Throw a ball in different ways (e.g. high, low, fast or slow). Develop a safe and effective overarm bowl. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Move with the ball in a variety of ways with some control. Use two different ways of moving with a ball in a game. Know how to keep and win back possession of the ball in a team game. Find a useful space and get into it to support teammates. Use simple attacking and defending skills in a game. Use fielding skills to stop a ball from travelling past them. Apply and follow rules fairly. Understand and begin to apply the basic principles of invasion games. Know how to play a striking and fielding game fairly. Develop the quality of the actions in their performances. Perform learnt skills and techniques with control and confidence. Compete against self and others in a controlled manner.</i></p>	<p><i>with the ball using a range of techniques showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use fielding skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. Perform and apply skills and techniques with control and accuracy. Take part in a range of competitive games and activities.</i></p>
<p>Athletics</p>	<p><i>Run in different ways for a variety of purposes. Jump in a range of ways, landing safely. Roll equipment in different ways. Throw underarm. Throw an object at a target.</i></p>	<p><i>Vary their pace and speed when running. Run with a basic technique over different distances. Jog in a straight line. Change direction when jogging. Sprint in a straight line. Change direction when sprinting. Maintain control as they change direction</i></p>	<p><i>Run at different paces, describing the different paces. Use a variety of different stride lengths. Travel at different speeds. Begin to select the most suitable pace and speed for distance. Complete an obstacle course. Vary the speed and direction in which they are travelling.</i></p>	<p><i>Identify and demonstrate how different techniques can affect their performance. Focus on their arm and leg action to improve their sprinting technique. Begin to combine running with jumping over hurdles. Focus on trail leg and lead leg action when running over hurdles. Understand the</i></p>	<p><i>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control.</i></p>

		<p>when jogging or sprinting. Perform different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Jump as high as possible and as far as possible. Land safely and with control. Throw underarm and overarm. Throw a ball towards a target with increasing accuracy. Improve the distance they can throw by using more power.</p>	<p>Run with basic techniques following a curved line. Be able to maintain and control a run over different distances. Perform and compare different types of jumps: for example, two feet to two feet, two feet to one foot, one foot to same foot or one foot to opposite foot. Combine different jumps together with some fluency and control. Jump for distance from a standing position with accuracy and control. Investigate the best jumps to cover different distances. Choose the most appropriate jumps to cover different distances. Know that the leg muscles are used when performing a jumping action. Throw different types of equipment in different ways, for accuracy and distance. Throw with accuracy at targets of different heights. Investigate ways to alter their throwing technique to achieve greater distance.</p>	<p>importance of adjusting running pace to suit the distance being run. Use one and two feet to take off and to land with. Develop an effective take-off for the standing long jump. Develop an effective flight phase for the standing long jump. Land safely and with control. Throw with greater control and accuracy. Show increasing control in their overarm throw. Perform a push throw. Continue to develop techniques to throw for increased distance.</p>	<p>Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance.</p>
OAA				<p>Orientate themselves with increasing confidence and accuracy around a short trail. Identify and use effective communication to begin to work as a team. Identify symbols used on a key. Begin to choose equipment that is appropriate for an activity. Communicate with others. Begin to complete activities in a set period of time. Begin to offer an evaluation of personal performances and</p>	<p>Orientate themselves with accuracy around a short trail. Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. Communicate clearly with other people in a team, and with other teams. Have experience of a range of roles within a team and begin to identify the key skills required to succeed at each. Associate the meaning of a key in the context of the environment.</p>

				activities.	<p>Try a range of equipment for creating and completing an activity.</p> <p>Make an informed decision on the best equipment to use for an activity. Plan and organise a trail that others can follow.</p> <p>Communicate clearly with others. Work as part of a team.</p> <p>Begin to use a map to complete an orienteering course.</p> <p>Complete an orienteering course more than once and begin to identify ways of improving completion time.</p> <p>Offer an evaluation of both personal performances and activities. Start to improve trails to increase the challenge of the course.</p>
Swimming					<p>swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>perform safe self-rescue in different water-based situations.</p>
Evaluate	Talk about what they have done. Talk about what others have done.	Watch and describe performances. Begin to say how they could improve	Watch and describe performances, and use what they see to improve their own performance. Talk about the differences between their work and that of others.	Watch, describe and evaluate the effectiveness of a performance. Describe how their performance has improved over time.	Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements. Modify their use of skills or techniques to achieve a better result.

Physical Education (PE)

We place a high priority on Physical Education at Meadows First School. It is important to children's health, well-being, confidence and self-esteem. PE teaches children how to be self-controlled, how to work together and to aspire. At Meadows First School, we provide a balanced curriculum to all children, regardless of gender, through games, gymnastics, dance, athletics and outdoor activities.

The National Curriculum states that PE should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

At Meadows First School we know that PE is a vital part of the curriculum and provide high quality PE lessons that the children think are fun and which meet the aims of the National Curriculum which are 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

We regularly employ specialist coaches to deliver PE alongside our teaching staff which enables us to help provide a very rich and varied curriculum, with an emphasis on fun and skills and which gives children the desire to seek physical activity outside the curriculum. We believe that PE should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

We believe in competitive sport and children in Key Stage 2 are offered numerous opportunities to compete against nearby schools in a range of sporting events. Children in Key Stages 1 and 2 have 2 hours of Physical Education per week. These sessions may take place either indoors or outdoors. In addition physical activities are further developed via opportunities such as Forest School and out of school clubs.

In Year 4 children have swimming lessons at the nearby Dolphin Centre.

