



## **PE scheme of work (from Sep 2022)**

**Christian values underpinning learning:** *Together we love and respect. We are creative, we are determined, we are confident, we are kind.*

### **Intent**

The National Curriculum (2014) and OFSTED PE report – A Level Playing Field (2022) forms the basis for all subject teaching ensuring continuity and progression in an age related curriculum.

Our PE curriculum has been developed because we believe that children should be given the opportunities and support to:

- Enjoy sport and physical activity
- Remaining physically active for sustained periods of time and understanding the importance of promoting long-term health and well-being.
- Understand rules strategies and tactics
- Understand the need for a healthy lifestyle. Children need to understand of the terms aerobic and anaerobic exercise.
- Show a willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams and to apply these skills in chosen activities to achieve exceptionally high levels of performance.
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, and evaluating what needs to be done to improve, and motivating and instilling excellent sporting attitudes in others.
- Show good levels of originality, imagination and creativity in their techniques, tactics and choreography, knowledge of how to improve their own and others' performance and the ability to work independently for extended periods of time without the need of guidance or support.
- Ensure that all pupils have the opportunity to compete at a variety of levels in a number of sports
- Swim at least 25 metres before the end of Year 6 and knowledge of how to remain safe in and around water.



## **Implementation**

All pupils will be active for 30 minutes of the school day for example:

- Active learning – super movers, active maths, active SPAG and Phonics, Cosmic Kids Yoga
- Daily run/walk – varying distances

All pupils will receive 2 hours of PE – 80% of which will active

During Lunch and breaktimes a wide range of equipment and resources will be available. Children will be encouraged to raise their activity levels.

In the Reception Class, opportunities will be provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity will be for at least 2 hours each week.

Pupils in both KS1 and KS2 will engage in lessons of high quality PE for 2 hours each week. In KS1 the curriculum focuses on fundamental movement skills to develop agility, balance and co-ordination. Curriculum content includes ball skills and team games, gymnastic and dance activities.

At KS2 pupils will continue to apply and develop a range of skills and units of work which include a range of invasion, net/wall, and fielding and striking games, gymnastics, dance, athletics and swimming.

Pupils will receive a combination of teaching from Elite Sports and class teachers and teaching assistants. Support is given by the Vale.

In addition we take part in workshops to inspire pupils to remain active at home these include skateboarding, scooters and skipping. We work with a range of community providers to have additional workshops – Drayton Golf Club, Milton United and The Vale of White Horse Tennis Club. These sessions help to promote local sport but also provide a culture of sport beyond school.



Pupils' experiences will also be enriched through opportunities for outdoor and adventurous activities. Sessions include using our own school environment as well as day visits, overnight stays and residential weeks that combine outdoor and adventure with other curriculum areas.

### Sports leaders

We are developing the role of sports leadership amongst Y5/6 pupils. Pupils are taking an increasing responsibility for the development of activities and competitions. They are learning to demonstrate high quality participation and sportsmanship as well as learning how to organise and run events

### Swimming

Swimming lessons will be compulsory for all children from Year 3 and 4. Lessons will be provided by Local Authority employed swimming coaches at Wantage Sports Centre. From Year 5/6 those children who are confident swimmers may be taught Life-Saving skills. Any child unable to swim 25m at the end of their swimming block in Year 5/6 will be given extra lessons.

### Sports coach - Nathan - curriculum sports (weekly Thursday session)

Term 1		Term 2		Term 3a	Term 3b
Football (Prep for competitive games)	Hockey (Prep for competitive games)	Tag Rugby	Gymnastic	Athletics – including training for Quad Kids and school sports events (Sports day 3a)	Striking and field - Rounders - Cricket (festival) - Target games

- Three year rolling program supported sport – Football (FA – Milton) Cricket (Shine) and Rugby**

Class	Term 1		Term 2		Term 3	
	1A	1B	2A	2B	3A	3B
Reception	Space Agility Balance	Coordination Throwing Catching, Kicking	Agility Balance Coordination	Speed. Running.	Kicking, Striking with an implement Jumping. Develop teamwork	Introduction to the simple rules and ethics of sports. Teamwork



					Speed, power and endurance.	
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Class	Term 1	Term 2	Term 3
<b>Poplar A Y1</b>	Basic ball skills – throwing, catching, rolling and techniques for this – dodgeball and bench ball Cricket – Shine – 6 week course (Staff CPD)/ Netball	Dance – 6 weeks (simple patterns then perform) Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)	OAA Sitting volleyball and Boccia Create own games that involve attack and defence
<b>Ash Y2</b>	Basic ball skills – throwing, catching, rolling and techniques for this – dodgeball and bench ball Cricket – Shine – 6 week course (Staff CPD)/ Netball	Dance – 6 weeks (simple patterns then perform) Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)	Throwing and catching Rounders Create own games that involve attack and defence
<b>Beech A Y3</b>	OAA – Court Hill Cricket – Shine – 6 week course (Staff CPD)/ Netball	Swimming	Dance – 6 weeks - Maypole and Country Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)
<b>Beech B (Willow) Y4</b>	OAA – Court Hill and local study Cricket – Shine – 6 week course (Staff CPD)/ Netball	Swimming	Dance – 6 weeks – Maypole and Country Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)
<b>Maple A(Birch) Y5</b>	Cricket – Shine – 6 week course (Staff CPD)/ Netball	Dance – 6 weeks Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)	Rounder's - throwing and catching OAA activities – school site and climbing/ archery Swimming for some
<b>Maple B Y6</b>	Cricket – Shine – 6 week course (Staff CPD)/ Netball	Dance – 6 weeks Gym – 6 weeks (stability skills – jump/ balance/ twist/ co-ordination)	Rounder's - throwing and catching OAA – week away (those not attending have provision – day sessions) Swimming for some



**St Blaise Scheme of work –based on a 2 year rolling plan**

	Assessment statements for the lower age in mixed classes				Assessment statements for the upper age in mixed classes			
PE Opportunities	Oak – recp	Poplar – Y1	Ash – Y2	Beech Y3	Willow – Y4 Beech B	Birch – Y5 Maple A	Maple – Y6 Maple B	
	*Participate in team games, developing simple tactics for attacking and defending.  *Perform dances using simple movement patterns.  Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space.	Participate in team games, developing simple tactics for attacking and defending.  *Perform dances using simple movement patterns.	Participate in team games, developing simple tactics for attacking and defending.  *Perform dances using simple movement patterns.  *Take part in gymnastics activities	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.  *Take part in gymnastics activities.  *Take part in athletics activities.  *Perform dances.  *Swimming and water safety: instruction	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.  *Take part in gymnastics activities.  *Take part in athletics activities.  *Perform dances.  *Swimming and water safety: instruction	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.  *Take part in gymnastics activities.  *Take part in athletics activities.  *Perform dances  *Take part in OAA activities	*Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.  *Take part in gymnastics activities.  *Take part in athletics activities.  *Perform dances.  *Take part in OAA activities	



				*Take part in OAA activities	*Take part in OAA activities		
<p><b>Learning objectives</b> To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p><b>Games</b></p>	<p>* Show increasing control over an object when pushing, patting, throwing, catching or kicking. * Negotiate space successfully when playing racing and chasing games with others, adjusting speed or changing direction to avoid obstacles *Use rolling, hitting, running, jumping, catching and kicking skills in combination.</p>	<p>* Use rolling, hitting, running, jumping, catching and kicking skills in combination.  * Throw and catch with control and accuracy.  * Follow the rules of the game and play fairly.  * Pass to team mates at appropriate times.  * I can throw underarm, hit a ball with a bat, move and stop safely, I can throw and catch with both hands, I can throw and kick in different ways</p>	<p>* Use rolling, hitting, running, jumping, catching and kicking skills in combination.  * Throw and catch with control and accuracy.  * Follow the rules of the game and play fairly.  * Pass to team mates at appropriate times.  *I can use hitting, kicking and/or rolling in a game I can decide the best space to be in during a games I can use one tactic in a game I can follow rules</p>	<p>Use the terms 'opponent' and 'team-mate'.  * Throw and catch with control and accuracy.  * Strike a ball and field with control.  * Use rolling, hitting, running, jumping, catching and kicking skills in combination.  * Follow the rules of the game and play fairly.  * Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  * Pass to team mates at appropriate times.</p>	<p>Use the terms 'opponent' and 'team-mate'.  * Throw and catch with control and accuracy.  * Strike a ball and field with control.  * Use rolling, hitting, running, jumping, catching and kicking skills in combination.  * Follow the rules of the game and play fairly.  * Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  * Pass to team mates at appropriate times.</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  * Work alone, or with team mates in order to gain points or possession.  * Strike a bowled or volleyed ball with accuracy.</p> <p>I can gain possession by working a team I can pass in different ways I can use forehand and backhand with a racket I can field I can choose a tactic for defending and attacking</p>	<p>Choose and combine techniques in game situations (running, throwing, catching, passing, jumping and kicking, etc.).  * Work alone, or with team mates in order to gain points or possession.  * Strike a bowled or volleyed ball with accuracy.</p> <p>I can play to agreed rules I can explain rules I can umpire I can make a team and communicate a plan  I can lead others in a game situation</p>



				<p>I can throw and catch with control</p> <p>I am aware of space and use to to support team members and cause problems for the opposition</p> <p>I know and use rules fairly</p>	<p>I can catch with one hand</p> <p>I can throw and catch accurately</p> <p>I can hit a ball accurately with control</p> <p>I can keep possession of the ball</p> <p>I can vary tactics and adapt skills depending on what is happening in a game</p>	<p>I can use a number of techniques to pass, dribble and shoot</p>	
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p><b>Dance</b></p>	<p>* Experiment with different ways of moving.</p>	<p>* Copy and remember moves and positions.</p> <p>* Move with careful control and coordination.</p> <p>* Link two or more actions to perform a sequence.</p> <p>I can move to music</p> <p>I can copy dance moves</p>	<p>* Copy and remember moves and positions.</p> <p>* Move with careful control and coordination.</p> <p>* Link two or more actions to perform a sequence.</p> <p>I can change rhythm, speed, level and</p>	<p>Choose movements to communicate a mood, feeling or idea.</p> <p>* Plan, perform and repeat sequences.</p> <p>* Move in a clear, fluent and expressive manner.</p> <p>* Refine movements into sequences.</p>	<p>Choose movements to communicate a mood, feeling or idea.</p> <p>* Plan, perform and repeat sequences.</p> <p>* Move in a clear, fluent and expressive manner.</p> <p>* Refine movements into sequences.</p>	<p>* Compose creative and imaginative dance sequences.</p> <p>* Perform expressively and hold a precise and strong body posture.</p> <p>* Perform and create complex sequences.</p>	<p>* Compose creative and imaginative dance sequences.</p> <p>* Perform expressively and hold a precise and strong body posture.</p> <p>* Perform and create complex sequences.</p>



		<p>I can perform my own dance moves</p> <p>I can make up a short dance</p> <p>I can move safely in a space</p>	<p>direction in my dance</p> <p>I can dance with control and coordination</p> <p>I can make a sequence by linking sections together</p> <p>I can use dance to show a mood or feeling</p>	<p>* Create dances and movements that convey a definite idea.</p> <p>* Change speed and levels within a performance.</p> <p>I can improvise freely and translate ideas from a stimulus into movement</p> <p>I can share and create phrases with a partner or small group</p> <p>I can repeat, remember and perform phrases</p>	<p>* Create dances and movements that convey a definite idea.</p> <p>* Change speed and levels within a performance.</p> <p>I can take the lead when working with a partner or group</p> <p>I can use dance to communicate an idea</p>	<p>* Express an idea in original and imaginative ways.</p> <p>* Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>* Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>* Develop physical strength and suppleness by practising moves and stretching.</p> <p>I can compose my own dances in a creative e way</p>	<p>* Express an idea in original and imaginative ways.</p> <p>* Plan to perform with high energy, slow grace or other themes and maintain this throughout a piece.</p> <p>* Perform complex moves that combine strength and stamina gained through gymnastics activities (such as cartwheels or handstands).</p> <p>* Develop physical strength and suppleness by practising moves and stretching.</p> <p>I can compose my own dances in a creative e way</p>
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						<p>I can perform to an accompaniment</p> <p>My dance shows clarity, fluency, accuracy and consistently</p>	<p>I can develop sequences in a specific style</p> <p>I can choose my own music and style</p>
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p><b>Gymnastics</b></p>		<ul style="list-style-type: none"> <li>* Copy and remember actions.</li> <li>* Move with some control and awareness of space.</li> <li>* Link two or more actions to make a sequence.</li> <li>* Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>* Climb safely on equipment.</li> <li>* Jump in a variety of ways and land</li> </ul>	<ul style="list-style-type: none"> <li>* Copy and remember actions.</li> <li>* Move with some control and awareness of space.</li> <li>* Link two or more actions to make a sequence.</li> <li>* Show contrasts (such as small/tall, straight/curved and wide/narrow).</li> <li>* Climb safely on equipment.</li> <li>* Jump in a variety of ways and land</li> </ul>	<ul style="list-style-type: none"> <li>* Plan, perform and repeat sequences.</li> <li>* Move in a clear, fluent and expressive manner.</li> <li>* Refine movements into sequences.</li> <li>* Show changes of direction, speed and level during a performance.</li> <li>* Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> </ul>	<ul style="list-style-type: none"> <li>* Plan, perform and repeat sequences.</li> <li>* Move in a clear, fluent and expressive manner.</li> <li>* Refine movements into sequences.</li> <li>* Show changes of direction, speed and level during a performance.</li> <li>* Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> </ul>	<p>* Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>* travelling</li> <li>* balances</li> <li>* swinging</li> <li>* springing</li> <li>* flight</li> <li>* vaults</li> <li>* inversions</li> <li>* rotations</li> </ul>	<p>* Create complex and well-executed sequences that include a full range of movements including:</p> <ul style="list-style-type: none"> <li>* travelling</li> <li>* balances</li> <li>* swinging</li> <li>* springing</li> <li>* flight</li> <li>* vaults</li> <li>* inversions</li> <li>* rotations</li> </ul>



		<p>with increasing control and balance.</p> <p>I can make my body curled, tense, stretched and relaxed</p> <p>I can control my body when travelling and balancing</p> <p>I can copy sequences and repeat them</p> <p>I can roll, curl, travel and balance in different ways</p>	<p>with increasing control and balance.</p> <p>I can plan and perform a sequence of movements</p> <p>I can improve my sequence based on feedback</p> <p>I can think of more than one way to create a sequence which follows some 'rules'</p> <p>I can work on my own and with a partner</p>	<p>* Travel by rolling forwards, backwards and sideways.</p> <p>* Hold a position whilst balancing on different points of the body.</p> <p>* Swing and hang from equipment safely (using hands).</p> <p>I can adapt sequences to suit different types of apparatus and criteria</p> <p>I can explain how strength and suppleness affect performance</p> <p>I can compare and contrast gym sequences</p> <p>I can work in a controlled way</p>	<p>* Travel by rolling forwards, backwards and sideways.</p> <p>* Hold a position whilst balancing on different points of the body.</p> <p>* Swing and hang from equipment safely (using hands).</p> <p>I can work in a controlled way</p> <p>I can include change of speed and direction</p> <p>I can include a range of shapes</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases</p>	<p>* bending, stretching and twisting</p> <p>* gestures</p> <p>* linking skills.</p> <p>*Hold shapes that are strong, fluent and expressive.</p> <p>I can make compiles extended sequences</p> <p>I can combine action, balance and shape</p> <p>I can perform consistently to different audiences</p>	<p>* bending, stretching and twisting</p> <p>* gestures</p> <p>* linking skills.</p> <p>*Hold shapes that are strong, fluent and expressive.</p> <p>I can combine my own work with that of others</p> <p>I can link sequences to specific timings</p>
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				<p>I can include change of speed and direction</p> <p>I can include a range of shapes</p> <p>I can work with a partner to create, repeat and improve a sequence with at least three phases</p>			
<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p><b>Swimming</b></p>	NA	NA	NA	<ul style="list-style-type: none"> <li>* Swim unaided up to 25 metres then 50m then 100m</li> <li>* Use one basic stroke, breathing correctly.</li> <li>* Control leg movements.</li> <li>* Swim at the surface and below the water.</li> </ul>	<ul style="list-style-type: none"> <li>* Swim unaided up to 25 metres then 50m then 100m</li> <li>* Use one basic stroke, breathing correctly.</li> <li>* Control leg movements.</li> <li>* Swim at the surface and below the water.</li> </ul>	<ul style="list-style-type: none"> <li>* Swim over 100 metres unaided.</li> <li>* Use breaststroke, front crawl, and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>* Swim fluently with controlled strokes.</li> <li>* Turn efficiently at the end of a length.</li> </ul>	<ul style="list-style-type: none"> <li>* Swim over 100 metres unaided.</li> <li>* Use breaststroke, front crawl, and back stroke, ensuring that breathing is correct so as not to interrupt the pattern of swimming.</li> <li>* Swim fluently with controlled strokes.</li> <li>* Turn efficiently at the end of a length.</li> </ul>



<p>To develop practical skills in order to participate, compete and lead a healthy lifestyle</p> <p><b>Athletics</b></p>	<p>* Show increasing control over an object when pushing, patting, throwing, catching or kicking.</p>	<p>* Show increasing control over an object when pushing, patting, throwing, catching or kicking.</p> <p>*Athletic activities are combined with games in Years 1 and 2.</p>	<p>* Show increasing control over an object when pushing, patting, throwing, catching or kicking.</p> <p>*Athletic activities are combined with games in Years 1 and 2.</p>	<p>* Sprint over a short distance up to 60 metres.</p> <p>* Use a range of throwing techniques (such as under arm, over arm).</p> <p>* Throw with accuracy to hit a target or cover a distance.</p> <p>* Jump in a number of ways, using a run up where appropriate.</p> <p>I can run a fast, medium and slow speeds; changing speed and direction</p> <p>I can take part in a relay, remembering when to run and what to do</p>	<p>* Sprint over a short distance up to 60 metres.</p> <p>* Use a range of throwing techniques (such as under arm, over arm).</p> <p>* Throw with accuracy to hit a target or cover a distance.</p> <p>* Jump in a number of ways, using a run up where appropriate.</p> <p>I can run over a long distance</p> <p>I can sprint over a short distance</p> <p>I can throw in different ways</p> <p>I can hit a target</p>	<p>* Run over a longer distance, conserving energy in order to sustain performance.</p> <p>* Combine sprinting with low hurdles over 60 metres.</p> <p>* Choose the best place for running over a variety of distances.</p> <p>* Throw accurately and refine performance by analysing technique and body shape.</p> <p>* Show control in take-off and landings when jumping.</p> <p>* Compete with others and aim to improve personal best performances</p>	<p>* Run over a longer distance, conserving energy in order to sustain performance.</p> <p>* Combine sprinting with low hurdles over 60 metres.</p> <p>* Choose the best place for running over a variety of distances.</p> <p>* Throw accurately and refine performance by analysing technique and body shape.</p> <p>* Show control in take-off and landings when jumping.</p> <p>* Compete with others and aim to improve personal best performances</p>
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					I can jump in different ways	I am controlled when taking off and landing  I can throw with accuracy  I can combine running and jumping  I can demonstrate stamina	I am controlled when taking off and landing  I can throw with accuracy  I can combine running and jumping  I can demonstrate stamina
To develop practical skills in order to participate, compete and lead a healthy lifestyle  Outdoor adventure- <a href="https://thepehub.co.uk/lesson-category/ooaa/">https://thepehub.co.uk/lesson-category/ooaa/</a>	Linked to outdoor explores	Linked to outdoor explorer and geography curriculum	Linked to outdoor explorer and geography curriculum	<ul style="list-style-type: none"> <li>* Arrive properly equipped for outdoor and adventurous activity.</li> <li>* Understand the need to show accomplishment in managing risks.</li> <li>* Show an ability to both lead and form part of a team.</li> <li>* Support others and seek support if required when the situation dictates.</li> </ul>	<ul style="list-style-type: none"> <li>* Arrive properly equipped for outdoor and adventurous activity.</li> <li>* Understand the need to show accomplishment in managing risks.</li> <li>* Show an ability to both lead and form part of a team.</li> <li>* Support others and seek support if required when the situation dictates.</li> </ul>	<ul style="list-style-type: none"> <li>* Select appropriate equipment for outdoor and adventurous activity.</li> <li>* Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>* Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>* Empathise with others and offer</li> </ul>	<ul style="list-style-type: none"> <li>* Select appropriate equipment for outdoor and adventurous activity.</li> <li>* Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>* Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>* Empathise with others and offer</li> </ul>



				<p>* Show resilience when plans do not work and initiative to try new ways of working.</p> <p>I can follow a map in a familiar context</p> <p>I can use clues to follow a route</p> <p>I can follow a route safely</p>	<p>* Show resilience when plans do not work and initiative to try new ways of working.</p> <p>I can follow a map in a more demanding familiar context</p> <p>I can follow a route within a time limit</p>	<p>support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>* Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>* Show resilience when plans do not work and initiative to try new ways of working.</p> <p>* Use a range of devices in order to orientate them.</p> <p>* Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>	<p>support without being asked. Seek support from the team and the experts if in any doubt.</p> <p>* Remain positive even in the most challenging circumstances, rallying others if need be.</p> <p>* Show resilience when plans do not work and initiative to try new ways of working.</p> <p>* Use a range of devices in order to orientate them.</p> <p>* Quickly assess changing conditions and adapt plans to ensure safety comes first.</p>
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						<p>I can follow a map in an unknown location</p> <p>I can use clues and a compass to navigate a route</p> <p>I can change my route to overcome a problem</p> <p>I can use new information to change my route</p>	<p>I can plan a route and a series of clues for someone else</p> <p>I can plan with others, taking account of safety and danger</p>
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## **Impact**

Long term:

- Pupil’s levels of fitness improve. We measure this through our own fitness testing -
- Pupils understand what it means to be healthy
- Pupils are praised for sportsmanship and engagement
- School maintains gold Sports mark – reaches the criteria set
- School meets the aims of the annual sports funding plan
- Community engage with sport through participation at events i.e. – skipping workshop/ morning dance

Assessment in:

- Fitness data gathered three times a year
- Pupil voice – to check understanding, understanding of key techniques, progression, confidence in discussing history



- Feedback from parents and guests who attend show case events

Role of the co-ordinator:

- Celebrate successes
- Organise and ensure attendance at local, county events – link with the Abingdon Partnership and the Vale sports event
- Ensure that the pupils have a range of opportunities to try new sports often within the community
- Monitor the standards in the subject to ensure that outcomes are at expected levels
- Provide ongoing support/ signposting
- Report to governors on the implementation of the sports funding plan