

# Physical Education & School Sport Policy

## Policy review

This policy has been adopted by the governors and is approved annually by the full governing body at its first routine meeting of each academic year (usually in September). In the meantime, it is reviewed as necessary by the owner of the policy and the head teacher, and any resultant changes other than minor clarifications or those of a typographical nature are brought to the attention of the governing body. The policies master record index (MRI) is updated to reflect the dates of the last and next review.

**Reviewed Approved and Adopted as detailed in the current MRI.**



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## 1. VISION

At Mudeford Community Infant School the children will experience a fun, engaging and varied PE curriculum. The children will have opportunities to become physically confident in a way which supports their health and fitness. They will be encouraged to compete in sport and other activities to build character and help to embed values such as fairness and respect. The children will take part in a range of sports and activities (both against self and against others) that offer sufficient challenge and learn progressive skills to promote self-belief.

The children will gain an awareness of staying fit and having a healthy lifestyle but also grow an understanding of how to work with others (social skills) and to development compassion, creativity, resilience and empathy.

They will be able to recognise and describe how their bodies feel during and after physical activity and to develop an appreciation for health and fitness and the benefits of an active life style. This will support them to make informed choices to lead healthy, active lives.

Our ambition is that all pupils leave Mudeford Infants School physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport. PE and sport can have a positive impact on readiness for learning, cognitive performance, confidence, life skills, wellbeing and physical literacy. As a school, we have been actively involved in the development of the Christchurch School Sport Partnership and we now work closely with Partnership Manager, Daniel Moody. All of the infant, junior and primary schools in the Christchurch Learning Partnership have collaborated to form this partnership.

## 2. THE CURRICULUM

*A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect. (PE National Curriculum)*

We provide a broad and engaging PE curriculum from foundation stage to year 2. We also provide many opportunities for children to engage in enrichment opportunities through competitive sports events and festivals.

### 2.1 CURRICULUM INTENT

#### Foundation and Key stage 1

Our curriculum intent is that children:

- Develop a range of basic fundamental movement skills, actions and ideas, such as travelling, running, jumping and turning, rolling, balancing, throwing, catching or kicking a ball.



- Become increasingly competent and confident through watching, listening and experimenting with movement and ideas so they can extend their agility and other forms of locomotion, balance and stability, object control and coordination individually and with others.
- Learn to practise by repeating what they have done in ways that make it better, such as making movements more controlled, effective or expressive.
- Watch, copy and describe what they and others have practised, to build their awareness of how to improve the way they move and play.
- Grow understanding of how to work with others (social skills) and to development compassion, creativity, resilience and empathy.
- Recognise and describe how their bodies feel during and after physical activity and to develop an appreciation for health and fitness and the benefits of an active life style.
- Learn to use space safely when they work alone and with others, showing increasing control over their movements.
- Engage in and enjoy competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- Enjoy expressing and testing themselves in a variety of situations.

## 2.2 CURRICULUM IMPLEMENTATION

- Raise the quality of learning and teaching in PE and school sport by providing support to deliver broad, balanced and inclusive high quality PE lessons and school sport provision (within and beyond the curriculum) to raise pupils' attainment.
- Improve the understanding of how high quality PE and school sport can be used as a tool for whole school improvement – particularly in terms of behaviour management, attendance and attainment.
- Improve the understanding of how high quality PE and school sport can be used to support healthy active lifestyles and physical activity.
- Use PE and school sport to support wider personal development including creativity, aspirations, resilience, empathy, and establish a generation of children with greater emotional wellbeing.
- Provide the opportunity for children to become physically literate through the multi-skills approach (appendix 1) and the development of fundamental movement skills and, in doing so, create the bedrock for them to participate in lifelong physical activity and sport.
- Encourage more innovative interpretation of the PE programme of study to better meet the needs of all pupils to enhance achievement.
- Use quality assured resources to support consistency of high quality teaching and learning.
- Opportunities for more children to take part in a wide range of competitions, festivals and events.
- Enhance cross-phase continuity to improve pupils' progress.
- Provide opportunities to take part in a diverse range of school sport.



- Provide opportunities for young people to challenge themselves through both intra and inter school events.
- Develop leadership skills through the Christchurch Primary Leadership Academy.
- Raise awareness of the best places to take part in sport and physical activity outside of school.

(Definition of a **high quality PE lesson** – clear age appropriate learning objectives with informed and highly motivated staff, accessible and up to date resources, good pace of lesson and a high percentage of the lesson being active, safe and positive environment, differentiated tasks supporting all learners, encouraging a sense of wellbeing, pride and enjoyment in taking part in physical activity)

Mudford Infants School publishes a curriculum map and progression of skills, which can be seen on the school website and in appendix 2.

## 2.3 CURRICULUM IMPACT

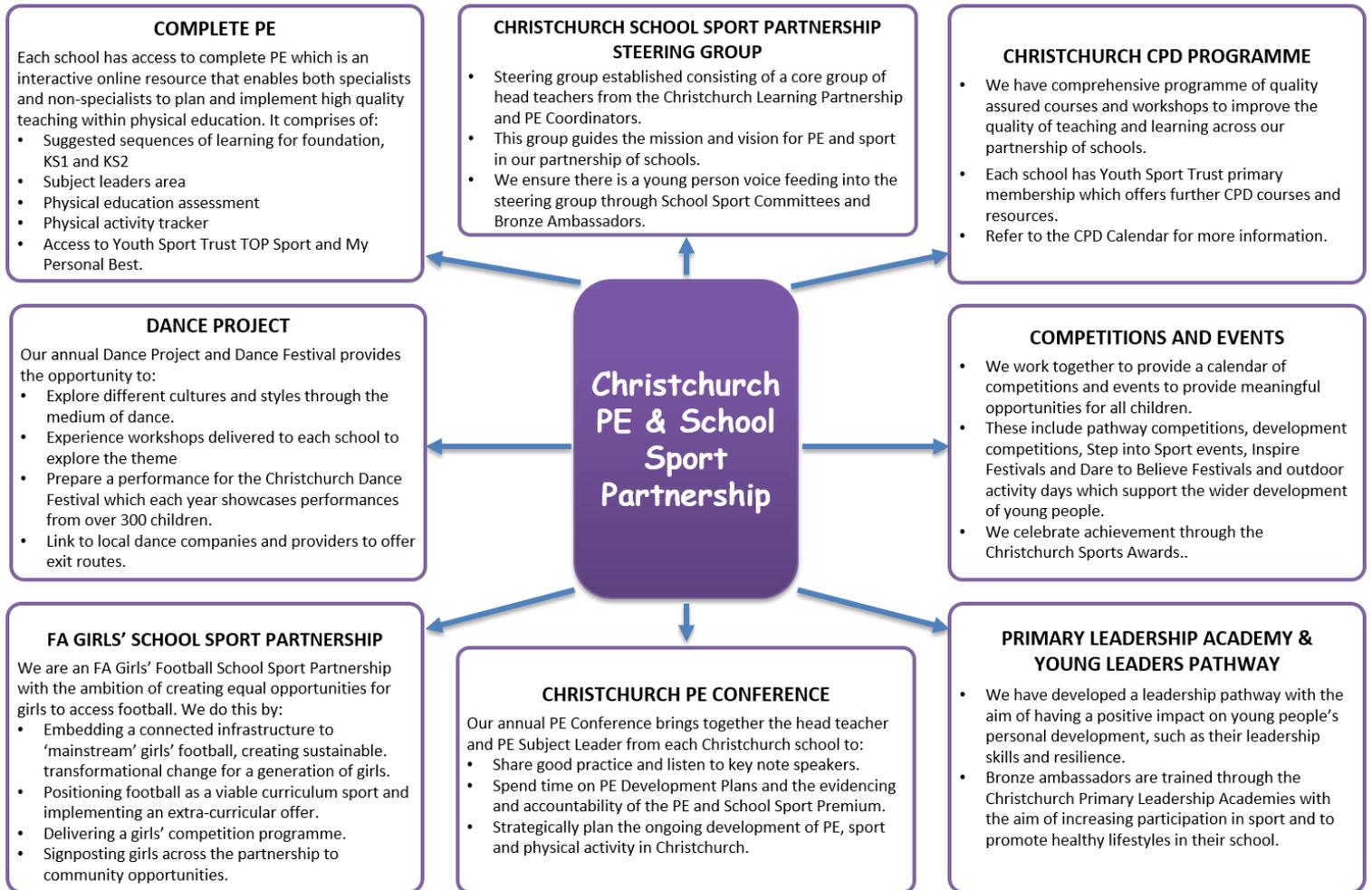
The impact we intend to achieve is seen by how children approach a wide variety of challenges every day. By the end of each school year, we strive to ensure that our learners apply and understand the matters, skills and processes specified in the relevant programme of study and achieve their age-related expectations. We will evidence impact through assessment in lessons, observations of the children’s daily interaction with all members of our school and wider community in classrooms, the playground and in the roles the children undertake. We will also use video evidence and surveys such as the Active Lives Children and Young People survey.

Each part of the PE curriculum is reviewed on a termly basis by the PE subject leader. Our focus on the personal development of every child including co-operation, responsibility, compassion, creativity, resilience and empathy enables children to become fantastic role models and the very best version of themselves. Through our broad, balanced and inclusive PE and school sport provision we intend that the impact is for children to be academically, physically and emotionally prepared for the next phase of their education and life beyond primary school. The impact is that children are motivated to utilise the skills and knowledge they have gained to live healthy and happy lives. Children should have the confidence to seek additional extra-curricular activities both in school and in external community sports club.



### 3. CHRISTCHURCH PE & SCHOOL SPORT PARTNERSHIP

Mudeford Infants School is a member of the Christchurch School Sport Partnership. We access all of the elements in the overview below and contribute to the development of the partnership.



The following documents related to this overview can be found in the appendices:

Appendix 3 – Christchurch competitions and events calendar

Appendix 4 – Christchurch PE and School Sport CPD Programme

Appendix 5 – Christchurch Dance Festival



The Christchurch School Sport Partnership has been highlighted as an example of best practice by the Youth Sport Trust. We have presented at various national and regional conferences including the Youth Sport Trust conference on the Christchurch model. We have also been presented with several awards over the past few years including:

- YST Lead School Conference – ‘Empowering Activism’ – 2018-2019
- School Games Regional Innovation Award 2016-2017
- YST Lead School Conference National Award ‘Advisor/Enabler of Others’ – 2016-2017
- School Games National Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games Regional Award for ‘providing competitive opportunities for all young people including the least active’ – 2016
- School Games Regional Award for ‘providing competitive opportunities for all young people including the least active’ – 2015
- YST Lead School Conference National Award ‘Advocate for Change across a county’ – 2015-2016

#### **4. PRIMARY PE AND SCHOOL SPORT PREMIUM**

Mudford Infants School shares the government’s vision for the Primary PE and Sport Premium.

The PE and sport premium provides primary schools with £320m of government funding to make additional and sustainable improvements to the quality of the PE, physical activity and sport offered through their core budgets. It is allocated directly to schools so they have the flexibility to use it in the way that works best for their pupils.

Schools must use the funding to make additional and sustainable improvements to the quality of the physical education (PE), physical activity and sport they provide.

The PE and sport premium is used to:

- develop or add to the PE, physical activity and sport that your school provides
- build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

The PE and sport premium is provided to secure improvements in the following 5 key indicators:

- Engagement of all pupils in regular physical activity
- Profile of PE and sport is raised across the school as a tool for whole-school improvement, for example by:



- Increased confidence, knowledge and skills of all staff in teaching PE and sport, for example by:
- Broader experience of a range of sports and activities offered to all pupils, for example by:
- Increased participation in competitive sport, for example by:

## 5. ASSESSMENT IN PE

Effective assessment in physical education engages supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities.

Approaches to assessment must be meaningful and embedded throughout a high quality physical education curriculum; which enables learners to make progress and improve their attainment. Although locally determined and child-centred, physical education must be situated within a whole school approach to assessment and support a child's development across the whole curriculum (DfE, 2014).

Assessment for learning at Mundeford Infants School is made through observations of children's work, through discussions with the children and through their own self-assessment. Effective assessment in physical education engages, supports and motivates pupils to become competent, confident, creative and reflective movers. It can support and encourage young people to work together in order to excel in physically demanding and competitive activities.

## 6. THE ROLE OF THE PE COORDINATOR

- To be enthusiastic about P.E. and demonstrate good practice at all times.
- To keep under review, the PE and school sport policy and update as appropriate.
- Encourage and support staff in the implementation of the agreed procedures, and closely monitor the progression of activities and consistency of approach across year groups.
- Maintain and organise PE resources, ensuring they are readily available and well maintained.
- Monitor short-term planning for each year group.
- Support and guide staff, encourage the sharing of ideas and best practice.
- Liaise closely with staff running extra-curricular sporting activities and support as appropriate.
- Liaise with the school sport partnership manager and attend half termly PE coordinator meetings.
- Be aware of national and local developments in PE through reading relevant materials and attending courses.



- Submit an annual written report each Summer Term, which informs the Governing Body of progress in P.E. towards targets in the Development Plan, also of issues arising as a result of Coordinator monitoring visits.
- Work to achieve equality of opportunity throughout the school.

Mudford Infants School's PE Development Plan can be found in appendix 7

## **7. SAFE PRACTICE IN PHYSICAL EDUCATION, SCHOOL SPORT AND PHYSICAL ACTIVITY (PESSPA)**

Safe practice standards, consistently applied by staff, students and other visitors across all aspects of the school's PESSPA programme, are important. The purpose of documented safe-practice standards in PESSPA is to:

- offer PESSPA within a well-managed, safe and educational context.
- set out the responsibilities for health and safety in PESSPA at all levels.
- establish common codes of practice for staff and students.
- provide common administrative procedures.
- ensure statutory and local requirements are followed, and other national guidelines, such as codes of practice, are considered.
- ensure school health and safety policies and procedures adequately address the PE and School Sport (PES) context of working on and off site and outside normal lesson times.
- aid the recording and reporting of accidents and incidents.
- audit and achieve consistent safety standards.

The outcomes of establishing and applying safe-practice standards in physical education are to:

- enable students to participate in PES that provides appropriate challenge with acceptable risk.
- educate students about risk management, and their responsibility in this, in order for them to participate independently in physical activity later in life.
- fulfil the provision of a broad, balanced and relevant curriculum for physical education through:
  - an environment that is safe for the activity.
  - adequately supervised activities.
  - the use of regular and approved practice.
  - taking students through progressive stages of learning and challenge.
  - building a system of advice and the practice of warning.
  - using equipment for the purpose it was intended for.
  - providing basic care in the event of an accident.
  - the use of forethought and sound preparation.
  - involving students in the process of risk management.
  - ensure clear management responsibilities and organisation provide for safe systems of work.



- identify and provide for any professional learning needs the staff are likely to encounter in their work.

We believe that physical education, experienced in a safe and supportive environment, is vital and unique in its contribution to a pupil's physical and emotional development and health. Our school has the up to date version of the AfPE Safe Practice in PE book which contains extensive information about what is considered best practice and provides the basis for our health and safety policy. (AfPE Safe Practice: in Physical Education, School Sport and Physical Activity)

## 8. RISK ASSESSMENTS

Risk assessments are provided for PE lessons, extra-curricular activities and travel to competitions and events. The competition organiser should provide risk assessments for the competition/event. Specific risk assessments can be found in appendix 8.

## 9. INCLUSION IN PE & SCHOOL SPORT

All areas of physical education and school sport aim to promote equal opportunities in accordance with the 'Single Equality Act'. At Mudeford Infants School we aim to create an environment in which all children learn to respect and value each other and each other's interests regardless of gender, race, disability or learning difficulty. Where pupils have specific disabilities and/or health conditions, the school will ensure that they can take an active part in all physical activity opportunities offered both within school time and as extra-curricular sport and physical activities. Teachers modify activities, encourage participation in a different way, and play adapted versions of games, which can be played by all.

### 9.1. DIFFERENTIATION

Planning for differentiation should be based on the S.T.E.P. principle i.e. making changes to SPACE, TASK/TIME, EQUIPMENT and PEOPLE taking account of:

- The size of the area in which a pupil works, smaller spaces until pupils develop spatial awareness and control over themselves and equipment, larger spaces to challenge more able pupils.
- Pupil activity, e.g. different task, different roles and responsibilities.
- Different allocations of time and variations of pace within the lesson to meet needs of different levels of ability.
- Resources, e.g. different equipment for different levels of ability across the key stages.
- Pupil groupings, e.g. ability or mixed ability groups; or group, paired or individual activities, the opportunity to work with adult support where needed
- Other opportunities, e.g. extracurricular activities, club links and interest groups, for the development of excellence.



- Differentiation by task may be achieved when the children who are pursuing the same part of the programme of study are given a range of different but related tasks according to their levels of ability.
- Differentiation by outcome may be achieved by setting tasks, which are suitable, and appropriate for all the children's starting level and which allow the more able children to be challenged.
- Differentiation by support may be achieved when children of low ability are given constant reassurance to help improve their confidence.

## 10. SOCIAL, MORAL, SPIRITUAL & CULTURAL

Where possible and appropriate, PE should provide an appreciation of cultural diversity. Stereotypical beliefs and values relating to sport and physical activity will be challenged. PE and school sport also offers opportunities to support the social development of our children. Groupings allow children to work together, and give them the chance to discuss their ideas and performance. Their work in general enables them to develop a respect for other children's levels of ability, and encourages them to cooperate across a range of activities and experiences. Children learn to respect and work with each other, and develop a better understanding of themselves and of each other. Children are expected to exercise self-discipline and act in a safe and sensible manner. Children should abide by the rules of sport and accept that the referee's decision is final, without question.

## 11. CHRISTCHURCH SCHOOL SPORT CODE OF CONDUCT

School Pupils will .....

- Encourage and value the efforts of all team mates.
- Learn and accept the agreed rules.
- Never cheat.
- Treat everyone with courtesy and respect.
- Always behave well and be reliable, trustworthy and honest.
- Appreciate the honour of representing the school.
- Always listen and accept the official's instructions and decisions.
- Be sporting and considerate in winning.
- Be sporting and considerate in defeat.
- Always thank the officials, teachers and adult helpers.

Parents/Supporters will .....

- Recognise and encourage good sporting behaviour of all children.
- Act as a good role model for the children to copy.
- Actively discourage unsporting behaviour.
- Offer praise and encouragement rather than criticism during the activity.
- Applaud the effort of all teams.



- Discourage other supporters from using inappropriate spectator language or interfering in coaching decisions made during the activity.
- Support the teacher's match and kit arrangements.
- Encourage the children to respect the decisions of the officials.
- Be aware that shouting can intimidate children.
- Ensure our participating children are presentable and sport ready (correct kit, no jewellery, hair up) to set a good example and to ensure the safety of all participants.

School Staff will .....

- Ensure the safety of all participants during the event
- Set the example for all players, parents/guardians and spectators, set a good example at all times.
- Ensure that each player is appropriately dressed with the school kit (sports or P.E.).
- Promote the positive aspects of the sport (E.g. fair play).
- Display consistently high standards of behaviour and appearance.
- Never condone rule violations and inappropriately aggressive play.
- Display appropriate behaviour towards other teachers, officials, and volunteers.
- Read the rules of the game and assist players in their understanding of them, supporting where necessary.
- Promote the School Games Values of honesty, respect, self-belief, determination, passion and teamwork.

## 12. SWIMMING

All schools must provide swimming instruction either in key stage 1 or key stage 2. Our aim is that all children leaving Mundeford Infants School are able to meet the national curriculum minimum standard of capability and confidence in swimming and safe self-rescue.

In particular, pupils should be taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- perform safe self-rescue in different water-based situations.

Here at Mundeford Community Infants School, we do not provide swimming instruction.



## 13. SCHOOL GAMES



<b>Umbrella Statement</b>	<b>The School Games inspires young people to be physically active for life through positive experiences of daily activity and competition.</b>		
<b>Key Messages</b>	The School Games delivers physical activity via a <b>local network supported nationally.</b>	The School Games creates opportunities and experiences that <b>young people will enjoy.</b>	The School Games supports the <b>wider development</b> of young people.
	<b>What</b>	<b>How</b>	<b>Why</b>
<b>Proof Points</b>	<p>The School Games provides a national network of over <b>450 School Games Organisers and over 40 Active Partnerships</b> who work together locally.</p> <p>The School Games delivers positive experiences for young people from <b>over 40 different sports</b> and activities.</p> <p>The School Games <b>equip schools and parents</b> to support young people to be active for at least 60 minutes a day.</p> <p>The School Games provides opportunities both <b>virtually and face-to-face</b> to maximise the support offered to schools and young people.</p>	<p>The School Games <b>listens</b> to young people to understand their motivations and create opportunities that meet their needs; whether that is creating friendships, building confidence or learning new skills.</p> <p>The School Games removes barriers and improves access for those young people <b>facing inequalities and in greatest need.</b></p> <p>The School Games inspires young people to be <b>active for life</b> by providing a pathway to community groups and organisations.</p> <p>The School Games encourages young people to <b>achieve their personal best.</b></p>	<p><b>Physical Development</b> Being active for at least 60 minutes a day supports young people to have immediate and long-term health benefits.</p> <p><b>Personal Development</b> the School Games has a positive impact on young peoples' personal development, such as developing their leadership skills and resilience.</p> <p><b>Emotional Development</b> the School Games improves young people's self-esteem, reduces stress, supports their mental wellbeing and builds their resilience.</p> <p><b>Social Development</b> The School Games provides a sense of belonging, enabling young people to develop their teamwork, communication, empathy and respect for others.</p> <p>Instilling <b>the School Games' values</b> of passion, self-belief, respect, honesty, determination, and teamwork supports schools to achieve their broader whole school objectives.</p>

## 14. COACHES AND OUTSIDE PROVIDERS



Coaches and outside providers help to provide a broader range of sport and activities at Mudeford Infants School. They also help to raise participation levels and opportunities for competitive sport through teams. Coaches and outside providers are deployed effectively for team teaching and staff training to increase teacher's subject knowledge, competence and confidence. The school's strategic use of coaches ensures children are inspired to participate in new or enhanced activity that is inclusive, differentiated and age/stage appropriate; they develop their fundamental movement and activity skills and are consulted on which new activities should be offered.

Coaches should:

- meet the minimum standards required for coaches in a school environment.
- be level 2 qualified (or equivalent) in a specific sport or number of sports.
- provide evidence of safeguarding training.
- provide proof of public liability insurance.
- provide risk assessments for the sessions they lead.
- provide details of their safeguarding lead.

## **15. GOVERNORS**

Governors will play a key role in the monitoring and evaluating of policy and the implementation of PE across the whole school. The Senior Leadership Team and the PE co-ordinator will provide updates to governors about the PE and School Sport offer and the use of the primary sport premium.

## **16. HELPING ALL CHILDREN TO ENJOY AN HOUR OF PHYSICAL ACTIVITY EVERY DAY**

There is strong evidence that regular physical activity is associated with numerous health benefits for children. The UK chief medical officers recommend that all children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes a day on average per week. We are committed to providing opportunities for children to achieve at least 30 minutes of physical activity in school time every day through active break times, PE, extra-curricular clubs, active lessons, or other sport and physical activity events, with the remaining 30 minutes supported by parents and carers outside of school time.

## **17. CLUBS AND EXTRA-CURRICULAR DATA**

At Mudeford Infants School we keep a record of the children who attend clubs and other extra-curricular activities such as sports competitions/festivals. This helps us to identify children who have not accessed these opportunities. Data can be found in appendix 12.



# APPENDICES

1. Multi-skill approach
2. Curriculum map
3. Christchurch competitions and events calendar
4. Christchurch PE and School Sport CPD Programme
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9. Clubs and extra-curricular activity data
10. Physical Activity Tracker



# Appendix 1

Multi-skill approach



# A 'True' Multi-skill Approach

**Position Specific Skills**  
Attacking/ defensive shots/ positions

Writing for a purpose, e.g. narratives, instructional, persuasive

**Activity/ Sport Specific Skills**  
Forehand/ backhand drive, Forehand/ backhand volley, Overarm serve

Writing paragraphs around a theme

**Fundamental Sports Skills**  
Throwing/rolling/ striking/ kicking/ catching/ receiving/ running/ jumping

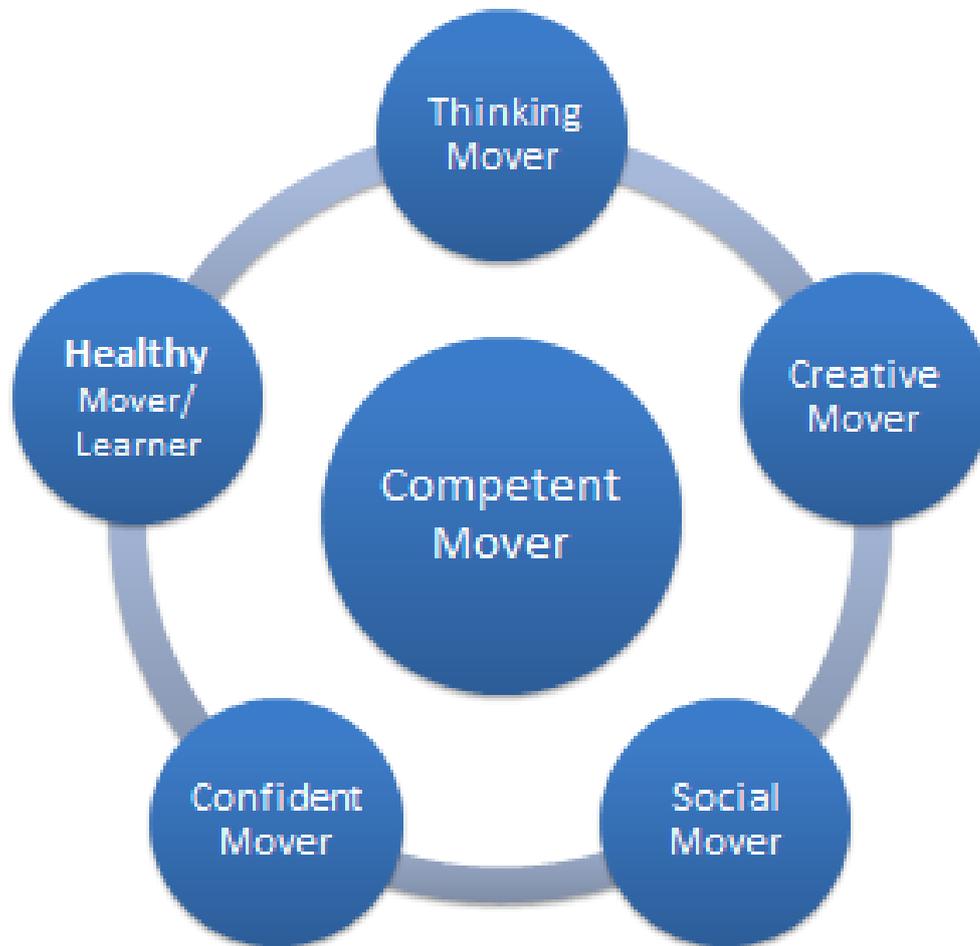
Joining words into sentences, begin to add punctuation

**Fundamental Movement Skills**  
Locomotion/ stability/ object control

Recognising letters and sounds, making words



A **competent mover** will be skilful and physically capable of participating in a range of activities over a sustained period of time.



***Thinking movers*** - learn new skills quickly and transfer these across activities, whilst being able to plan and review their performance effectively.

***Social movers*** - communicate effectively and work well with others in a range of roles and responsibilities

***Creative movers*** - respond to challenges in original ways and are motivated to create productive and fluent outcomes

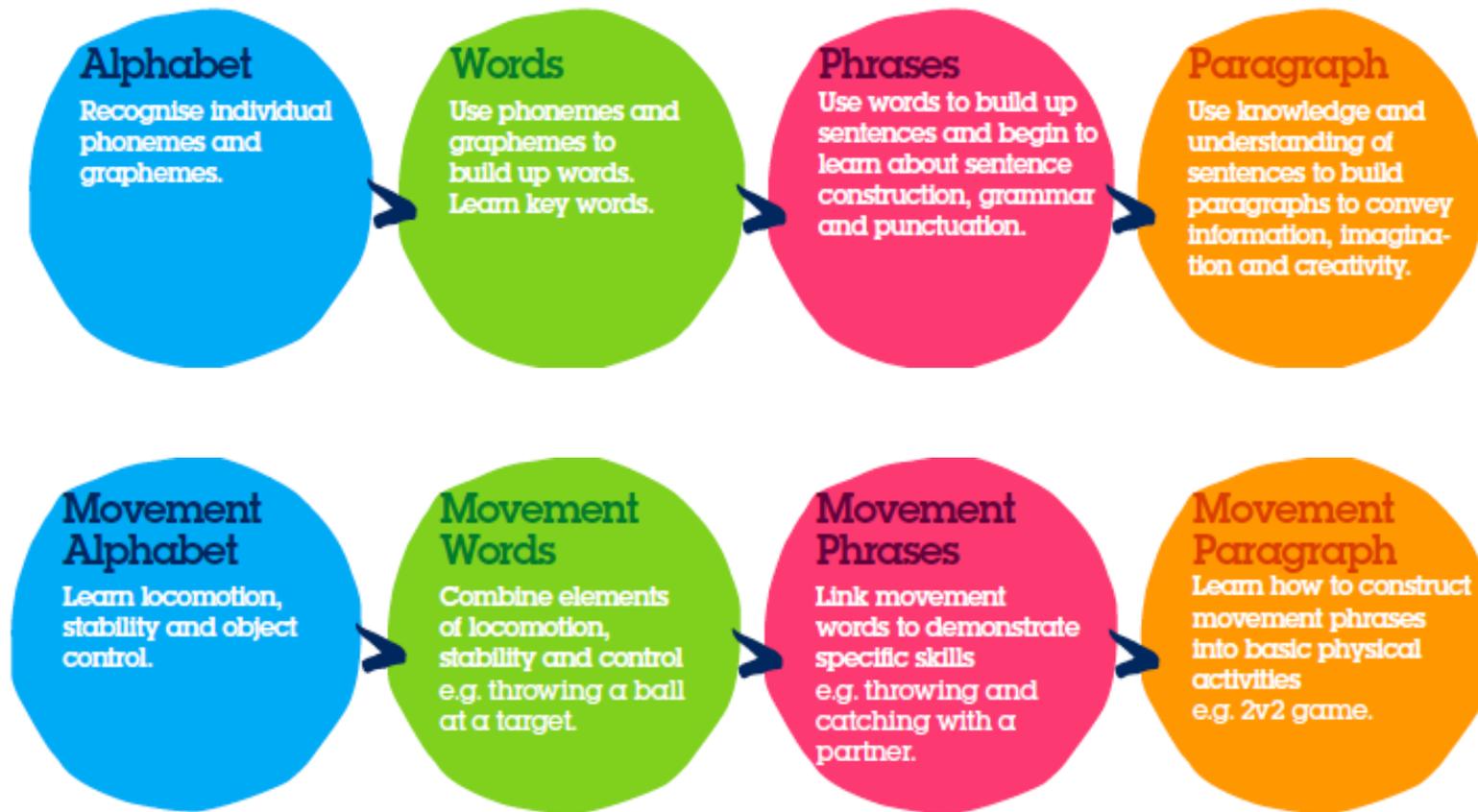
***Confident movers*** - believe in their own ability and can express themselves with flair and commitment

***Healthy movers*** - understand the role of movement in the development of their own fitness and well-being



# As easy as A B C

## Literacy journey



## The building blocks of a basic movement vocabulary

### Locomotion

crawling  
rolling  
stepping  
walking  
jogging  
running  
jumping  
climbing  
hopping  
galloping  
leaping  
skipping  
rolling  
swimming

### Stability

standing  
lying  
sitting  
stopping  
landing  
static balance  
dynamic balance  
pivoting  
twisting  
lunging  
bending  
stretching  
turning  
inversion

### Object Control

reaching, grasping  
gripping, receiving  
lifting  
carrying  
placing  
passing from hand to hand  
sending  
receiving  
rolling  
bouncing  
striking  
stopping  
trapping



## The STEP Framework - Differentiation in Physical Education

A simple format to follow when adapting lessons to cater for varying abilities is the STEP Framework.  
Think about how you can change....

<b>Space</b>	<b>Where?</b>		
	<ul style="list-style-type: none"> <li>• Static in personal space</li> <li>• Moving in general space</li> <li>• Distance between or to something</li> <li>• Size of target, goals and distance to them</li> <li>• Levels</li> <li>• Use of zoned area to create safe areas in catch or tag type games</li> <li>• Adaption of playing area – more space gives more reaction time, less space demands higher mobility skill level, dodging, marking.</li> </ul>		
<b>Task</b>	<b>What?</b>		
	<p>The action itself:</p> <ul style="list-style-type: none"> <li>• Running or jumping, throwing under or over arm, a volley or backhand, combined actions etc.</li> </ul> <p>How it is performed:</p> <ul style="list-style-type: none"> <li>• Fast or slow, timed or at leisure, co-operatively or competitively</li> <li>• Different ways of playing, e.g. seated, standing, lying</li> </ul>		
<b>Equipment</b>	<b>By type:</b>		<b>By varying:</b>
With what?	<ul style="list-style-type: none"> <li>• Balls</li> <li>• Bats</li> <li>• Mats</li> <li>• Hands</li> <li>• Bells</li> <li>• Scarves</li> </ul>	<ul style="list-style-type: none"> <li>• Balloons</li> <li>• Feet</li> <li>• Cones</li> <li>• Markers</li> <li>• Hoops</li> </ul>	<ul style="list-style-type: none"> <li>• Size</li> <li>• Shape</li> <li>• Colour</li> <li>• Texture</li> <li>• Weight</li> <li>• Sound made</li> </ul>



How does it change the activity?		
<b>Balls</b> Lighter Larger Softer / slightly deflated Different colours With bell inside	Travel more slowly in the air, more time to make decisions Easier to see, hit or catch Travel slower on the floor Children with visual impairments may prefer one colour Can be heard when moving	
<b>Bats</b> Larger Lighter Glove or attached bat	Easier to hit a ball (large surface area) Easier to manipulate Enable player with poor or absent grip to participate	
<b>People</b>	<b>By type:</b>	<b>People with:</b>
<b>With whom?</b>	Independently In groups In pairs In teams With friends In unequal teams	Different / same roles Different / same ability Different / same size

## References

Safe Practice in Physical Education and Sport (2012 Edition) - Peter Whitlam

Developing Physical Literacy—Bupa Start to Move

Physical Literacy—A Developing Concept—Margaret Whitehead PhD (2005)

Youth Sport Trust Sporting Promise (2015)

Youth Sport Trust Start to Move (2016)



# Appendix 2

## Curriculum Map and Progressions of Skills

Curriculum Map			
Foundation Stage			
Multi-ability Cog Focus & Learning Journeys	Weeks	Fundamental Movement Skill Focus	Theme
<p>◆ Exceeding ■ Expected ▲ Working towards</p>			
<b>Unit 1</b>  <ul style="list-style-type: none"> <li>● I can follow instructions, practise safely and work on simple tasks by myself ◆</li> <li>● I enjoy working on simple tasks with help ■</li> </ul>	1-3 4-6	Coordination: Footwork (FUNS Station 10)  Static Balance: One Leg (FUNS Station 1)	 The Birthday Bike Surprise   Firste Franks!
<b>Unit 2</b>  <ul style="list-style-type: none"> <li>● I can work sensibly with others, taking turns and sharing ◆</li> <li>● I can play with others and take turns and share with help ■</li> </ul>	7-9 10-12	Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)  Static Balance: Seated (FUNS Station 2)	 Journey to the Blue Planet   Monkey Business!
<b>Unit 3</b>  <ul style="list-style-type: none"> <li>● I can understand and follow simple rules and can name some things I am good at ◆</li> <li>● I can follow simple instructions ■</li> </ul>	13-15 16-18	Dynamic Balance: On a Line (FUNS Station 5)  Static Balance: Stance (FUNS Station 4)	 Tilly the Train's Big Day   Thambi Walks the Tightrope
<b>Unit 4</b>  <ul style="list-style-type: none"> <li>● I can explore and describe different movements ◆</li> <li>● I can observe and copy others ■</li> </ul>	19-21 22-24	Coordination: Ball Skills (FUNS Station 9)  Counter Balance: With a Partner (FUNS Station 7)	 Clowning Around!   Wendy's Water-ski Challenge
<b>Unit 5</b>  <ul style="list-style-type: none"> <li>● I can perform a single skill or movement with some control, I can perform a small range of skills and link two movements together ◆</li> <li>● I can move confidently in different ways ■</li> </ul>	25-27 28-30	Coordination: Sending and Receiving (FUNS Station 8)  Agility: Reaction/Response (FUNS Station 12)	 John and Jasmine Learn to Juggle   Kingo to the Rescue
<b>Unit 6</b>  <ul style="list-style-type: none"> <li>● I am aware of why exercise is important for good health ◆</li> <li>● I am aware of the changes to the way I feel when I exercise ■</li> </ul>	31-33 34-36	Agility: Ball Chasing (FUNS Station 11)  Static Balance: Floor Work (FUNS Station 3)	 Sammy Squirrel and his Rolling Nuts   Caspar the Very Clever Cat

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# Curriculum Map



## Year 1

### Multi-ability Cog Focus & Learning Journeys

◆ Exceeding  
 ■ Expected  
 ▲ Working towards

Unit	Cognitive Focus	Learning Journeys	Weeks	Fundamental Movement Skill Focus	Theme
Unit 1	Personal	<ul style="list-style-type: none"> <li>I try several times if at first I don't succeed and I ask for help when appropriate <span style="color: green;">◆</span></li> <li>I can follow instructions, practise safely and work on simple tasks by myself <span style="color: red;">■</span></li> <li>I enjoy working on simple tasks with help <span style="color: purple;">▲</span></li> </ul>	1-3	Coordination: Footwork (FUNS Station 10)	The Birthday Bike Surprise
Unit 2	Social	<ul style="list-style-type: none"> <li>I can help praise and encourage others in their learning <span style="color: green;">◆</span></li> <li>I can work sensibly with others, taking turns and sharing <span style="color: red;">■</span></li> <li>I can play with others and take turns and share with help <span style="color: purple;">▲</span></li> </ul>	4-6	Static Balance: One Leg (FUNS Station 1)	Pirate Prank!
Unit 3	Cognitive	<ul style="list-style-type: none"> <li>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well <span style="color: green;">◆</span></li> <li>I can understand and follow simple rules and can name some things I am good at <span style="color: red;">■</span></li> <li>I can follow simple instructions <span style="color: purple;">▲</span></li> </ul>	7-9	Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)	Journey to the Blue Planet
Unit 4	Creative	<ul style="list-style-type: none"> <li>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme <span style="color: green;">◆</span></li> <li>I can explore and describe different movements <span style="color: red;">■</span></li> <li>I can observe and copy others <span style="color: purple;">▲</span></li> </ul>	10-12	Static Balance: Seated (FUNS Station 2)	Monkey Business!
Unit 5	Applying Physical	<ul style="list-style-type: none"> <li>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed <span style="color: green;">◆</span></li> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together <span style="color: red;">■</span></li> <li>I can move confidently in different ways <span style="color: purple;">▲</span></li> </ul>	13-15	Dynamic Balance: On a Line (FUNS Station 5)	Tilly the Train's Big Day
Unit 6	Health and Fitness	<ul style="list-style-type: none"> <li>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely <span style="color: green;">◆</span></li> <li>I am aware of why exercise is important for good health <span style="color: red;">■</span></li> <li>I am aware of the changes to the way I feel when I exercise <span style="color: purple;">▲</span></li> </ul>	16-18	Static Balance: Stance (FUNS Station 4)	Thambi Walks the Tightrope
			19-21	Coordination: Ball Skills (FUNS Station 9)	Clowning Around!
			22-24	Counter Balance: With a Partner (FUNS Station 7)	Wendy's Water-ski Challenge
			25-27	Coordination: Sending and Receiving (FUNS Station 8)	John and Jasmine Learn to Juggle
			28-30	Agility: Reaction/Response (FUNS Station 12)	Rings to the Rescue
			31-33	Agility: Ball Chasing (FUNS Station 11)	Sammy Squirrel and his Rolling Nuts
			34-36	Static Balance: Floor Work (FUNS Station 3)	Casper the Very Clever Cat

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# Curriculum Map



## Year 2

### Multi-ability Cog Focus & Learning Journeys

◆ Exceeding  
 ■ Expected  
 ▲ Working towards

Unit	Cognitive Focus	Learning Objectives	Weeks	Fundamental Movement Skill Focus
Unit 1	Personal	<ul style="list-style-type: none"> <li>I know where I am with my learning and I have begun to challenge myself <span style="color: green;">◆</span></li> <li>I try several times if at first I don't succeed and I ask for help when appropriate <span style="color: blue;">■</span></li> <li>I can follow instructions, practice safely and work on simple tasks by myself <span style="color: red;">▲</span></li> </ul>	1-3	Coordination: Footwork (FUNS Station 10)
		4-6	Static Balance: One Leg (FUNS Station 1)	
Unit 2	Social	<ul style="list-style-type: none"> <li>I show patience and support others, listening well to them about our work. I am happy to show and tell them about my ideas <span style="color: green;">◆</span></li> <li>I can help praise and encourage others in their learning <span style="color: blue;">■</span></li> <li>I can work sensibly with others, taking turns and sharing <span style="color: red;">▲</span></li> </ul>	7-9	Dynamic Balance to Agility: Jumping and Landing (FUNS Station 6)
		10-12	Static Balance: Seated (FUNS Station 2)	
Unit 3	Cognitive	<ul style="list-style-type: none"> <li>I can understand the simple tactics of attacking and defending. I can explain what I am doing well, and I have begun to identify areas for improvement <span style="color: green;">◆</span></li> <li>I can begin to order instructions, movements and skills. With help I can recognise similarities and differences in performance and I can explain why someone is working or performing well <span style="color: blue;">■</span></li> <li>I can understand and follow simple rules and can name some things I am good at <span style="color: red;">▲</span></li> </ul>	13-15	Dynamic Balance: On a Line (FUNS Station 5)
		16-18	Static Balance: Stance (FUNS Station 4)	
Unit 4	Creative	<ul style="list-style-type: none"> <li>I can make up my own rules and versions of activities. I can respond differently to a variety of tasks or music and I can recognise similarities and differences in movements and expression <span style="color: green;">◆</span></li> <li>I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme <span style="color: blue;">■</span></li> <li>I can explore and describe different movements <span style="color: red;">▲</span></li> </ul>	19-21	Coordination: Ball Skills (FUNS Station 9)
		22-24	Counter Balance: With a Partner (FUNS Station 7)	
Unit 5	Applying Physical	<ul style="list-style-type: none"> <li>I can perform and repeat longer sequence with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency <span style="color: green;">◆</span></li> <li>I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed <span style="color: blue;">■</span></li> <li>I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together <span style="color: red;">▲</span></li> </ul>	25-27	Coordination: Sending and Receiving (FUNS Station 8)
		28-30	Agility: Reaction/Response (FUNS Station 12)	
Unit 6	Health and Fitness	<ul style="list-style-type: none"> <li>I can describe how and why my body feels during and after exercise. I can explain why we need to warm up and cool down <span style="color: green;">◆</span></li> <li>I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely <span style="color: blue;">■</span></li> <li>I am aware of why exercise is important for good health <span style="color: red;">▲</span></li> </ul>	31-33	Agility: Ball Chasing (FUNS Station 11)
		34-36	Static Balance: Floor Work (FUNS Station 3)	

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**Lead Specialism Partner School**  
 Leadership, Coaching and Volunteering



# Progression of Skills



## Expected - End of Key Stage 1



### KEEP TRYING

I try several times if at first I don't succeed and I ask for help when appropriate.

### HELP AND ENCOURAGE

I can help, praise and encourage others in their learning.

### PERFORM SIMPLE SEQUENCES

I can perform a range of skills with some control and consistency. I can perform a sequence of movements with some changes in level, direction or speed.



### STAY ON TASK

I can follow instructions, practise safely and work on simple tasks by myself.

### UNDERSTAND OTHERS

I can work sensibly with others, taking turns and sharing.

### PERFORM SINGLE SKILLS

I can perform a single skill or movement with some control. I can perform a small range of skills and link two movements together.



### STAY ON TASK WITH HELP

I enjoy working on simple tasks with help.

### PLAY WITH OTHERS WITH HELP

I can play with others and take turns and share with help.

### TRAVEL IN DIFFERENT WAYS

I can move confidently in different ways.



## Expected - End of Key Stage 1



### RECOGNISE AND ORDER

I can begin to order instructions, movements and skills. With help, I can recognise similarities and differences in performance and explain why someone is working or performing well.



### OBSERVE AND DESCRIBE

I can understand and follow simple rules.  
I can name some things I am good at.



### FOLLOW INSTRUCTIONS

I can follow simple instructions.

### COMPARE AND DEVELOP

I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme.

### EXPLORE AND DESCRIBE

I can explore and describe different movements.

### OBSERVE AND COPY

I can observe and copy others.

### PRACTISE SAFELY

I can say how my body feels before, during and after exercise. I use equipment appropriately and move and land safely.

### EXPLAIN BENEFITS OF EXERCISE

I am aware of why exercise is important for good health.

### DESCRIBE SIMPLE CHANGES

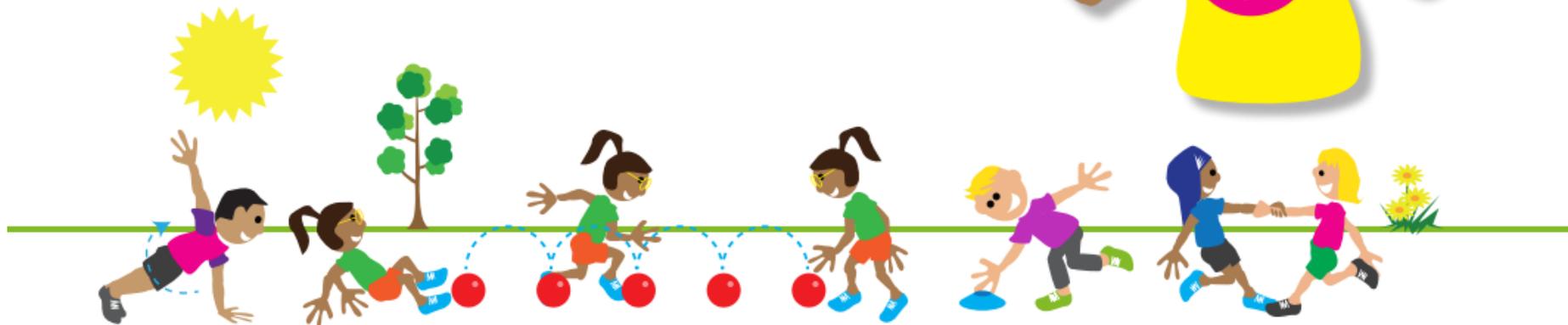
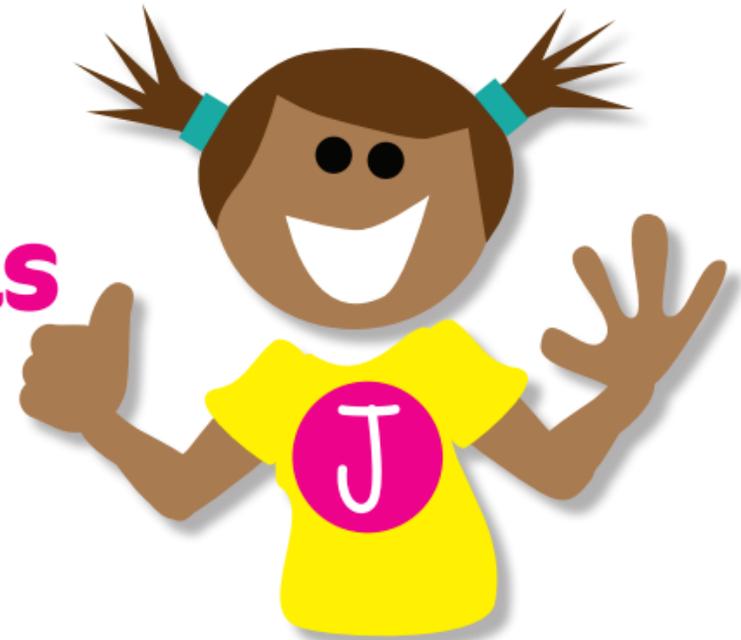
I am aware of the changes to the way I feel when I exercise.



# FUNS

(Fundamental Movement Skills)

## Progression of Skills



## Expected - End of Key Stage 1

### On both legs:

1. Stand still for 30 seconds.
2. Complete 5 mini-squats.

1. Pick up a cone from one side, swap hands and place it on the other side.
2. Return the cone to the opposite side.

1. Place cone on back and take it off with other hand in mini-front support.
2. Hold mini-back support position.
3. Place cone on tummy and take it off with other hand in mini-back support.

1. Stand on low beam with good stance for 10 seconds.

### On both legs:

1. Stand still for 10 seconds.

1. Balance with both hands/ feet down.
2. Balance with 1 hand/ 2 feet down.
3. Balance with 2 hands/ 1 foot down.
4. Balance with 1 hand/ 1 foot down.
5. Balance with 1 hand or 1 foot down.
6. Balance with no hands or feet down.

1. Hold mini-front support position.
2. Reach round and point to ceiling with either hand in mini-front support.

1. Stand on line with good stance for 10 seconds.

## Expected - End of Key Stage 1

1. Walk fluidly, lifting knees to 90°.
2. Walk fluidly, lifting heels to bottom.

1. Jump from 2 feet to 2 feet with quarter turn in both directions.
2. Stand on a line and jump from 2 feet to 1 foot and freeze on landing (on either foot).

1. Hold on and, with a long base, lean back, hold balance and then move back together.
2. Hold on with 1 hand and, with a long base, lean back, hold balance and then move back together.

1. Throw tennis ball, catch rebound with same hand after 1 bounce.
2. Throw tennis ball, catch rebound with same hand without a bounce.
3. Throw tennis ball, catch rebound with other hand after 1 bounce.
4. Throw tennis ball, catch rebound with other hand without a bounce.
5. Strike large, soft ball along ground with hand 5 times in a rally.

1. Walk forwards with fluidity and minimum wobble.
2. Walk backwards with fluidity and minimum wobble.

1. Jump from 2 feet to 2 feet forwards, backwards and side-to-side.

1. Sit holding hands with toes touching, lean in together then apart.
2. Sit holding 1 hand with toes touching, lean in together then apart.
3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.

1. Roll large ball and collect the rebound.
2. Roll small ball and collect the rebound.
3. Throw large ball and catch the rebound with 2 hands.

## Expected - End of Key Stage 1

1. Sit and roll a ball up and down legs and round upper body using 1 hand.
2. Stand and roll a ball up and down legs and round upper body using 1 hand.

1. Combine side-steps with 180° front pivots off either foot.
2. Combine side-steps with 180° reverse pivots off either foot.
3. Skip with knee and opposite elbow at 90° angle.
4. Hopscotch forwards and backwards, hopping on the same leg (right and left).

1. Start in seated/lying position, throw a bouncing ball, chase and collect it in balanced position facing opposite direction.
2. Start in seated/lying position, chase a bouncing ball fed by a partner and collect it in balanced position facing opposite direction.

- From 1, 2 and 3 metres:**
1. React and catch tennis ball dropped from shoulder height after 1 bounce.

1. Sit and roll a ball along the floor around body using 2 hands.
2. Sit and roll a ball along the floor around body using 1 hand (right and left).
3. Sit and roll a ball down legs and around upper body using 2 hands.
4. Stand and roll a ball up and down legs and round upper body using 2 hands.

1. Side-step in both directions.
2. Gallop, leading with either foot.
3. Hop on either foot.
4. Skip.

1. Roll a ball, chase and collect it in balanced position facing opposite direction.
2. Chase a ball rolled by a partner and collect it in balanced position facing opposite direction.

- From 1, 2 and 3 metres:**
1. React and catch large ball dropped from shoulder height after 2 bounces.
  2. React and catch large ball dropped from shoulder height after 1 bounce.

# Appendix 3

Christchurch Competitions and Events Calendar

TBC for 2021/2022



Issue date – 9<sup>th</sup> July 2020

SPORT	DATE	VENUE	AGE GROUP	TEAM INFO	ADDITIONAL INFORMATION	APPROX TIMES
FOOTBALL (GIRLS)	7 <sup>TH</sup> OCTOBER 2020	LITTLEDOWN CENTRE	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	DEVELOPMENT TOURNAMENT	3.30PM - 5.15PM
NETBALL	14 <sup>TH</sup> OCTOBER 2020	TWYNHAM PRIMARY	YR 5&6	SQUAD OF 7, 8 OR 9	DEVELOPMENT TOURNAMENT - BEE NETBALL RULES	3.30PM - 5.15PM
FOOTBALL (GIRLS)	21 <sup>ST</sup> OCTOBER 2020	MUDEFORD JUNIOR	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	COUNTY FINAL – TBC	3.30PM - 5.15PM
FOOTBALL	4 <sup>TH</sup> NOVEMBER 2020	LITTLEDOWN CENTRE	YR 5&6	7-A-SIDE (SQUAD OF 12)	DEVELOPMENT TOURNAMENT	3.30PM – 5.15PM
FOOTBALL	11 <sup>TH</sup> NOVEMBER 2020	LITTLEDOWN CENTRE	YR 5&6	7-A-SIDE (SQUAD OF 12), B TEAMS ALSO WELCOME	COUNTY FINAL – TBC	2.30PM – 4.45PM
INDOOR ATHLETICS –	18 <sup>TH</sup> NOVEMBER 2020	THE GRANGE	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	TOP TEAM GOES FORWARD TO NEXT ROUND	3.30PM - 5PM
INDOOR ATHLETICS –	25 <sup>TH</sup> NOVEMBER 2020	THE GRANGE	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	TOP TEAM GOES FORWARD TO NEXT ROUND	3.30PM - 5PM
BOCCIA	TBC	QE SCHOOL	YR 4-11	TEAMS OF 3	OPEN ENTRY – MIXED OR SINGLE SEX	10AM - 2PM
GYMNASTICS FESTIVAL	27 <sup>TH</sup> NOVEMBER 2020	TWYNHAM PRIMARY	YR 1&2	TEAM OF 4 (SUGGESTED 2 BOYS/2 GIRLS)		9.30AM – 11.30AM
HANDBALL	2 <sup>ND</sup> DECEMBER 2020	THE GRANGE	YR 5&6	5-A-SIDE (SQUADS OF 10 MIXED)	DEVELOPMENT TOURNAMENT	3.30PM - 5PM
GIRLS ACTIVE DAY - STEPPING UP FOR CHANGE	TBC	THE GRANGE	PRIMARY & SECONDARY			9:30AM - 3PM
DARE TO BELIEVE FESTIVAL	13 <sup>TH</sup> JANUARY 2021	THE GRANGE	YR 1&2	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
FOOTBALL	20 <sup>TH</sup> JANUARY 2021	LITTLEDOWN CENTRE	YR 5&6	7-A-SIDE (SQUAD OF 12), INCLUDE B TEAMS	DEVELOPMENT TOURNAMENT	2.30PM – 4.45PM
CHRISTCHURCH PRIMARY LEADERSHIP ACADEMY	25 <sup>TH</sup> JANUARY 2021	THE GRANGE	YR 5&6	MAXIMUM OF 10 SPORTS LEADERS FROM YEAR 5/6		10AM - 2.30PM
BISI FESTIVAL	26 <sup>TH</sup> JANUARY 2021	TWYNHAM SCHOOL	YR 3	12 PER SCHOOL (POSSIBLY MORE DEPENDING ON HOW MANY SCHOOLS ATTENDING)		3PM - 4.30PM
DARE TO BELIEVE FESTIVAL	27 <sup>TH</sup> JANUARY 2021	THE GRANGE	YR 3&4	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
INDOOR ATHLETICS – PLAYOFF	3 <sup>RD</sup> FEBRUARY 2021	THE PURBECK SCHOOL	YR 5&6	MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS	COACH PROVIDED FOR CHRISTCHURCH SCHOOLS TOP 2 TEAMS GO TO SG FINAL	2.30PM - 4.30PM
DARE TO BELIEVE FESTIVAL	10 <sup>TH</sup> FEBRUARY 2021	THE GRANGE	YR 5&6	TEAM OF 10 (5 BOYS & 5 GIRLS)		3.30PM - 5PM
SWIMMING	TBC	TWO RIVERSMEET	YR 5&6	SEE EVENT LIST ON LETTER FROM SEAGULLS		1.15PM - 2.30PM
NETBALL	24 <sup>TH</sup> FEBRUARY 2021	TWYNHAM PRIMARY	YR 5&6	SQUAD OF 7, 8 OR 9	DEVELOPMENT TOURNAMENT - BEE NETBALL RULES	3.30PM - 5PM
MULTI-SKILLS	TBC	HIGHCLIFFE	YR 1&2	TEAM OF 4 FROM EACH YEAR GROUP (2GIRLS / 2 BOYS)		9AM - 11AM
OUTDOOR ACTIVITIES DAY	1 <sup>ST</sup> MARCH 2021	MOORS VALLEY	YR 2,3,4	6 PUPILS FROM EACH SCHOOL		9AM - 2.45PM
NETBALL	3 <sup>RD</sup> MARCH 2021	TWYNHAM PRIMARY	YR 5&6	SQUAD OF 7, 8 OR 9	BEE NETBALL RULES, B TEAMS ALSO WELCOME	2.30PM - 5PM
<b>INDOOR ATHLETICS FINAL</b>	<b>10<sup>TH</sup> MARCH 2021</b>	<b>PURBECK SCHOOL</b>	<b>YR 5&amp;6</b>	<b>MIN 9 BOYS / 9 GIRLS, MAX 15 BOYS / 15 GIRLS</b>	<b>DORSET COUNTY FINAL</b>	<b>1.30PM - 3.30PM</b>
OUTDOOR ACTIVITIES DAY	15 <sup>TH</sup> MARCH 2021	MOORS VALLEY	YR 5&6	8 PUPILS FROM EACH SCHOOL		9AM - 2.45PM
FAIR PLAY TAG RUGBY FESTIVAL	TBC	CHAPEL GATE	YR 5&6			10AM - 4PM
FOOTBALL	17 <sup>TH</sup> MARCH 2021	CHRISTCHURCH JUNIOR	YR 4	6-A-SIDE (SQUAD OF 12, MUST HAVE 2 GIRLS ON PITCH AT ANY ONE TIME)		3.30PM - 5PM
SCHOOL GAMES FINAL	TBC	ST MARY'S SCHOOL, SHAFESBURY	VARIOUS		SCHOOL GAMES COUNTY FINAL – MULTI-SPORT FESTIVAL (YR 3&4), NETBALL (YR 5&6)	9AM - 3PM

FOOTBALL FESTIVAL	TBC	HIGHCLIFFE	YR 2	TEAMS OF 6 WITH MINIMUM OF 2 GIRLS		9AM - 11AM
HANDBALL	29 <sup>TH</sup> MARCH 2021	THE GRANGE	YR 5&6	5-A-SIDE (SQUADS OF 7 MIXED)	COUNTY SCHOOL GAMES QUALIFIER	3.30PM – 5.15PM
<b>SCHOOL GAMES FINAL</b>	<b>TBC</b>	<b>BRYANSTON SCHOOL</b>	<b>VARIOUS</b>		<b>SCHOOL GAMES COUNTY FINAL – MULTI-SPORT FESTIVAL (YR 5&amp;6)</b>	<b>10AM - 3PM</b>
FOOTBALL (GIRLS)	1 <sup>ST</sup> APRIL 2021	MUDEFORD JUNIOR	YR 5&6 GIRLS	7-A-SIDE (SQUAD OF 12)	DEVELOPMENT TOURNAMENT	3.30PM - 5.15PM
FAIR PLAY TAG RUGBY FESTIVAL	TBC	CHAPEL GATE	YR 3&4			10AM - 4PM
MULTI-SPORTS MORNING	30 <sup>TH</sup> APRIL 2021	THE GRANGE	YR 1&2	FOR EACH SCHOOL TO DECIDE		9.30AM - 11.30AM
STEP INTO SPORT FESTIVAL	TBC	VICTORIA SCHOOL	YR 5&6	INDIVIDUAL OR TEAM ENTRY FOR CHILDREN WITH A PHYSICAL, SENSORY OR LEARNING DISABILITY.		10AM - 12PM
TENNIS	12 <sup>TH</sup> MAY 2021	CHRISTCHURCH TENNIS FACILITY	YR 3&4	2 GIRLS + 2 BOYS PER TEAM	MINI RED FORMAT	1PM - 3.30PM
SWIMMING	TBC	TWO RIVERSMEET LC	YR 4	SEE EVENT LIST ON LETTER	WITH B'MOUTH SCHOOLS	12.30PM - 3PM
DORSET ORIENTEERING CHAMPIONSHIP	TBC	AVON HEATH COUNTRY PARK	YR 5&6	LETTER TO BE RECEIVED WITH MORE DETAILS		2PM – 5PM
QUADKIDS	18 <sup>TH</sup> MAY 2021	TWYNHAM SCHOOL	YR 3&4/5&6	SQUADS OF UP TO 6 BOYS + 6 GIRLS	TOP YR 5&6 TEAM THROUGH TO THE SG FINAL	3PM - 5PM
CHRISTCHURCH PE CONFERENCE	27 <sup>TH</sup> MAY 2021	THE VILLAGE	N/A	N/A		9.30AM - 2.30PM
TRI GOLF – THE BIG SWING	9 <sup>TH</sup> JUNE 2021	THE GRANGE	YR 3&4	TEAMS OF 10 FOR EACH YEAR GROUP		10AM - 11.30AM
TOWN SPORTS	TBC	KINGS PARK ATHLETICS STADIUM	YR 4,5,6	ONE ENTRANT PER RACE PER SCHOOL, TOP 3 ATHLETES QUALIFY & 1 RELAY TEAM FOR COUNTY (CHILDREN CAN DO 1 EVENT & RELAY)		11AM - 4PM
KWIK CRICKET	TBC	WAYFARERS CC, FERNDOWN	YR 6	8-A-SIDE (SQUAD OF 10)	RESERVE DATE – 15 <sup>TH</sup> JUNE 2020 YR 6 COUNTY FINAL – TBC	10AM – 3PM
'CAN DO' WATERSPORTS	TBC	POOLE PARK	YR 4-6	MAXIMUM OF 8 INDIVIDUALS	SCHOOL GAMES COUNTY WIDE EVENT	9.30AM - 3PM
'CAN DO' WATERSPORTS	TBC	POOLE PARK	YR 4-6	MAXIMUM OF 8 INDIVIDUALS	SCHOOL GAMES COUNTY WIDE EVENT	9.30AM - 3PM
KWIK CRICKET	TBC	WAYFARERS CC, FERNDOWN	YR 5 & YR 6 GIRLS	8-A-SIDE (SQUAD OF 10)	RESERVE DATE – 16 <sup>TH</sup> JUNE 2020 YR 5 COUNTY FINAL – YR 6 GIRLS COUNTY FINAL –	10AM – 3PM
SWIMMING FINAL	TBC	LITLEDOWN	YR 5&6	BY QUALIFICATION	COUNTY FINAL	5PM - 8PM
DORSET SCHOOL GAMES SUMMER FINALS	TBC	BRYANSTON SCHOOL	VARIOUS		SCHOOL GAMES COUNTY FINAL	9AM - 3PM
PRIMARY SAILING REGATTA	TBC	POOLE PARK	YR 4/5/6	MAXIMUM OF 12 INDIVIDUALS	SCHOOL GAMES COUNTY WIDE EVENT	9.30AM - 4PM
SWIMMING FINAL	TBC	DORCHESTER SPORTS CENTRE	YR 4	SEE EVENT LIST ON LETTER	COUNTY FINAL	12.45PM - 2.30PM
PRIMARY WATERSPORTS	TBC	OTC WEYMOUTH	YR 5&6	OPEN ENTRY	SCHOOL GAMES COUNTY WIDE EVENT	9.30AM - 4PM
BRITISH CYCLING EVENT	TBC	SOMERFORD PRIMARY	YR 5&6	TEAMS OF 8 (4 BOYS & 4 GIRLS)		2PM - 4:30PM
CHRISTCHURCH DANCE FESTIVAL	23 <sup>RD</sup> JUNE 2021	THE REGENT CENTRE	ANY	SCHOOL CLASS	THEME – TOKYO OLYMPICS 2020	10AM - 11.30AM
CHRISTCHURCH SPORTS AWARDS	28 <sup>TH</sup> JUNE 2021	THE GRANGE	SELECT	3 PUPILS SELECTED FROM EACH SCHOOL	NAMES BY 22 <sup>ND</sup> MAY / WRITE-UPS BY 19 <sup>TH</sup> JUNE	6PM - 7.30PM
MINI OLYMPICS	7 <sup>TH</sup> JULY 2021	THE GRANGE	YR 1/2/3	TEAMS OF 8 FROM EACH YEAR GROUP (4 BOYS & 4 GIRLS IN EACH TEAM)		1PM - 2.30PM



HANDBALL TRANSITION EVENT	14 <sup>TH</sup> JULY 2021	THE GRANGE	YR 6			3.30PM - 5PM	
DORSET SCHOOL GAMES CYCLING CHAMPIONSHIP	TBC	SLADES FARM	YR 5&6	TEAMS OF 8 (4 BOYS & 4 GIRLS)	SCHOOL GAMES COUNTY WIDE EVENT	TBC	
<b>SCHOOL GAMES QUALIFIERS</b>		<b>SCHOOL GAMES LEVEL 3 FINALS</b>		<b>COUNTY COMPETITIONS</b>		<b>CHRISTCHURCH ONLY EVENTS</b>	



# Appendix 4

Christchurch CPD Programme

TBC for 2021/2022



Date	Course	Target audience	Venue	Times	Tutor(s)
<b>SUMMER TERM 2021</b>					
<b>Tuesday 27<sup>th</sup> April 2021</b>	TOP Start – Teaching PE in KS1	KS1 Teachers & Support Staff	Virtual	3.30pm - 5.30pm	Youth Sport Trust National Faculty Tutor
<b>Thursday 29<sup>th</sup> April 2021</b>	Reviewing your PE curriculum: Ofsted Deep Dive in PE	PE Coordinators	Virtual	3.45pm - 4.45pm	Youth Sport Trust National Faculty Tutor
<b>Thursday 20<sup>th</sup> May 2021</b>	PE Coordinator Meeting	PE Coordinators	Face to Face if possible	3.45pm - 4.45pm	N/A
<b>Tuesday 25<sup>th</sup> May 2021</b>	MY Personal Best – follow up support session	PE Coordinators & SLT	Virtual	3.30pm - 5.30pm	Youth Sport Trust National Faculty Tutor
<b>Monday 5<sup>th</sup> July 2021</b>	Primary HLTA / TA Training Day - Supporting Primary PE, School Sport & Physical Activity in Key Stages 1 & 2	HLTAs & TAs	The Grange School, Christchurch	9.30am - 3pm	Annie Hargreaves (Active Dorset - Primary Sport Premium Lead)
<b>Tuesday 6<sup>th</sup> July 2021</b>	PE and Sport Primary Evidencing & Accountability	PE Coordinators & SLT	The Grange School, Christchurch	3.30pm – 4.30pm	Dan Moody & Annie Hargreaves
<b>Thursday 8<sup>th</sup> July 2021</b>	PE and Sport Primary Evidencing & Accountability	PE Coordinators & SLT	The Grange School, Christchurch	3.30pm - 4.30pm	Dan Moody & Annie Hargreaves



<b>Monday 12<sup>th</sup> July 2021</b>	Youth Sport Trust Healthy Movers for EYFS	EYFS Teachers	The Grange School, Christchurch	9.30pm - 3.30pm	Youth Sport Trust National Faculty Tutor
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# Appendix 5

## Christchurch Dance Project

TBC



# Appendix 6

PE and Sport Premium Evidencing and Accountability



# Appendix 7

PE Development Plan (Current PE and Sport Premium Report)



# Appendix 8

Risk Assessments

Available on request



# Appendix 9

Clubs and Extra-curricular Activity Data

Available on request

