# PE Policy

## September 2026

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1. **Curriculum Statement**

**INTENT**

William Patten Primary School recognises the value of Physical Education (PE). We fully adhere to the aims of the national curriculum for physical education 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

**IMPLEMENTATION**

PE is taught at William Patten Primary School as an area of learning in its own right, as well as being integrated where possible with other curriculum areas. It is taught at a minimum of one PE session a week, and two sessions per week wherever possible. The key knowledge and skills of each topic are mapped across each year group. This ensures that children develop their knowledge of games, dance and gymnastics and (from KS2) athletics and outdoor and adventurous activity progressively. The skills in these areas are also therefore developed systematically, with the programme of study for each year group building on previous learning and preparing for subsequent years. Knowledge and skills are informed and linked to enable achievement of key stage end points, as informed by the 2014 National Curriculum.

We teach lessons so that children:

- 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.
- engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.
- apply and develop a broad range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- enjoy communicating, collaborating and competing with each other.
- develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Each new unit of work begins with a recap of the previous related knowledge from previous years. This helps children to retrieve what they have learnt in the earlier sequence of the programme of study, and ensures that new knowledge is taught in the context of previous learning to promote a shift in long term memory. Key vocabulary for the new topic is also introduced as part of this 'unit introduction' and children are shown the 'Topic Vocabulary (TV) Mat. This provides definitions and accompanying visuals for each word to ensure accessibility to all. This approach also means that children are able to understand the new vocabulary when it is used in teaching and learning activities and apply it themselves within the context of physical activity.

The KWL process is used throughout each unit of work. Once children know the new vocabulary for the unit and how it relates to previous learning, the children are asked what they already know specifically about the new topic. This provides the teacher with an insight into the children's 'starting points' for the topic, to enable the use of assessment to inform planning. The children are then also asked what they would like to know and class responses are collated and used to inform the programme of study to ensure an aspect of 'focussed interest planning'. A record of this process, including photographs of the children demonstrating key skills, kept in children's PE floor books. At the end of the topic, children take part in a review of what they now know and can do. The teacher is then able

consolidate any of the key knowledge which is identified at this part of the process as not yet being secure.

Lessons are planned to utilise cross curricular links, as well as the context of the school (including school and local grounds and access to facilities and community role models, such as sports coaches, with specialist skills). The varied curriculum is designed to enable all children to enjoy physical activity and to experience success in sport. An extensive extra-curricular provision also provides further challenge and access to a range of physical activity. All children have the opportunity to participate in PE at their own level of development, with teachers ensuring that lessons cater for individual needs. As well as securing and building on a range of skills, children develop knowledge of the basic rules of a range of games and activities. They experience positive competition and a strong focus is placed on developing good sporting attitudes. Children learn in a safe environment and have a foundation for lifelong physical activity, leaving primary school as physically active.

**IMPACT**
The children complete each key stage with a high proficiency in each aspect of PE. Children are aware of the link between physical activity and good mental health and understand its significance as part of a healthy lifestyle. The school achieves well in a number of sporting activities and achieved School Games Award (a Government-led award scheme launched in 2012, facilitated by the Youth Sport Trust to reward schools for their commitment to the development of competition across their school and into the community) at silver level at the end of the 2025/6 academic year, in recognition of its PE provision and children's access to competitive sports, which the school has maintained. Regular gymnastics and fencing performances showcase the considerable achievement that children make in this area, in each year group and the impact of the school's work with external agencies also demonstrates the positive impact of the PE curriculum: GALLERY: William Patten 'Dancers in Residence'… | New Adventures

## 2. Teaching and Learning

The curriculum is mapped to ensure that children participate in a range of activities and evaluate their own performance. Through planning, with year group partners, ensures time is effectively managed to ensure that lessons and activities are well organised and resourced. Pupils experience a range of opportunities to work individually, in pairs or in groups over time.

The half termly 'Topic Vocabulary Mat' is a graphic organiser which familiarises children with key information and vocabulary in preparation for learning. This is displayed in the class floor book, with supporting evidence of the learning journey.

Typical Lesson Structure:

- Lessons begin with an explanation of what the children will be doing and what they will be learning how to do. Teacher demonstrations involving children where appropriate ensure that children know how they can be successful with each activity within the lesson.
- If it is the first lesson of a topic, children are introduced to specialist vocabulary by making reference to the Topic Vocabulary Mat (TV Mat) displayed on the interactive whiteboard. This helps the children to link new learning to previous and to convey how skills they have already learnt will be developed further. Children will also find out about the 'key' knowledge of their current PE topic and find out about a diverse range of role models who have excelled in the discipline they are studying.
- TV mats are also referred to before lessons.

- There may be a ‘hook’ drawing children into the lesson and to engage and excite them. Lessons then commence with an introduction/warm up to prepare pupils physically for exercise.
- Direct teaching of knowledge and skills precedes subsequent skills practice by the pupils, under the supervision of the teacher.
- The main activity provides an opportunity for children to independently and cooperatively practice the skill(s), in context (such as a game or another related area of PE).
- There may then be a celebration and sharing of individual achievements and a concluding / ‘cool down’ activity’ to prepare pupils to return to a normal-state both physically and mentally.
- After the main task, children evaluate their progress and learning according to the stated learning intention and aims of the lesson.
- Wherever possible, children are given opportunities in the lesson to perform to each other and evaluate their own and each other’s work.
- Finally, children participate in a cool down activity to support their recovery from physical exercise.

These lesson features are conveyed to children in ‘Features of a PE Lesson’ visual, which is enlarged and displayed in each class’s PE floor book. It is also used a point of reference by teachers to ensure consistency across the school in the way that PE is taught.

# Features of a Physical Education (PE) Lesson

## Topic Introduction

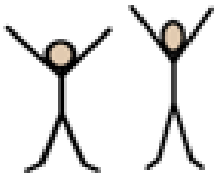
- At the beginning of each PE topic, we find out about the knowledge and skills we will be developing and how these link to what we have already done.



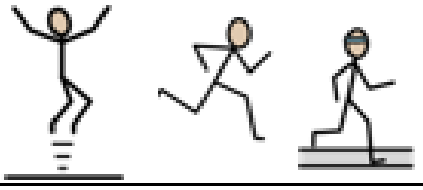
## 1. WARM UP

The warm up is appropriate to the main physical task, this includes -

- Stretches prior to gymnastic and dance activities



- Activities that raise the heartrate prior to games, sports and athletic activities.



Often our warm up includes both of these components.

## 2. LEARNING INTENTION

- Our teacher shares the LI for the lesson and we find out what we will be working on and towards in the lesson.



## 3. DEMONSTRATION AND EXPLANATOION OF NEW LEARNING

My teacher models key skills for the lesson, so I can see <u>how</u> to perform a technique successfully.







- Demonstrations and explanations can also involve individual and groups of children.
- Further demonstrations and explanations might also come later in the lesson.

## 4. INDEPENDENT/GROUP WORK

This will include -

### KS1

*Gymnastic Movements*



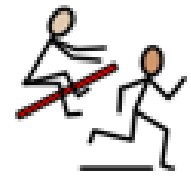
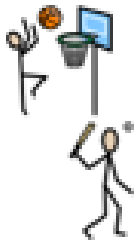
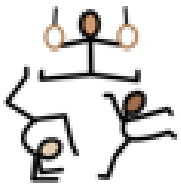
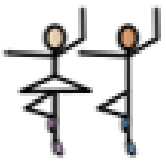
Basic Movements and Team games



Dance



### KS2

| Athletics | Competitive Games | Gymnastics | Dance | Outdoor and Adventurous Activity |
|---|---|---|---|---|
|   |  • Including tactics, teamwork and the rules of a game. |   |   |  • This might include navigating a course in the playground, hall or a less familiar outdoor area. |

Evaluation

## 5. COOL DOWN

- A slower paced activity with less intensity that helps us to recover after exercise.

3. **Assessment**

Assessment of PE is an ongoing process. As each lesson progresses, the teacher carefully observes and assesses, intervening as necessary, to ensure that each child makes the full progress of which they are capable. Lessons are planned to ensure that lessons are fully inclusive and take account of children's differing needs and physical ability. The assessment of PE at William Patten is in accordance with the Early Years and Foundation Stage Framework and the National Curriculum 2014 attainment target for each key stage. Individual lessons and units of work are planned to align directly and enable progress to these:

| **EYFS Framework** |
|---|
| **Personal, Social and Emotional Development**<br>**ELG: Managing Self**<br>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge<br>Explain the reasons for rules, know right from wrong and try to behave accordingly<br>**ELG: Building Relationships**<br>Work and play cooperatively and take turns with others<br>**Physical Development**<br>**ELG: Gross Motor Skills**<br>Negotiate space and obstacles safely, with consideration for themselves and others;<br>Demonstrate strength, balance and coordination when playing;<br>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.<br>**Expressive Arts and Design**<br>**ELG: Being Imaginative and Expressive**<br>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. |

KS1

| Gymnastic Movements | Basic movements and team games | Dance |
|---|---|---|
| Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. | Participate in team games, developing simple tactics for attacking and defending. | Perform dances using simple movement patterns. |

KS2

| Athletics | Competitive Games | Gymnastics | Dance | Outdoor and Adventurous Activity | Evaluate |
|---|---|---|---|---|---|
| Use running, jumping, throwing and catching in isolation and in combination. | Play competitive games (invasion and striking and fielding) 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 | 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. |

Topic Vocabulary mats will also be displayed in classrooms and used in topic introductions as a reference point with the class. To support overview of subject coverage across the school and to maintain a high profile for PE, the subject lead will encourage class teachers to submit photos and short blurbs showcasing key learning activities and outcomes, for community sharing through the school newsletter and Instagram. They will be copied into this correspondence.

## 4. Planning and Resources

P.E. equipment is stored safely in the P.E. cupboard on the blue stairwell. The PE cupboard is locked and only members of staff have access. The cupboard is regularly checked by the PE Coordinator to check its tidiness and organisation. Staff are advised to inform the PE Coordinator of broken, damaged or lost equipment so that replacements can be ordered.

The key knowledge and skills for each unit are mapped on the whole school progression Map. This also indicates how cross curricular links are being utilised and how resources and local resources will be used. Knowledge and skills in PE is also informed by the Primacy Schools Sports Initiative Planning, and 'Move It' scheme, which teachers use to inform their lessons.

The school makes use of local amenities, including use of Clissold Leisure Centre for swimming lessons and Clissold Park for larger scale events, such as the KS1 and KS2 sports days.

A collaborative and evolving bank of resources is maintained on the school's shared drive, providing teachers with support, inspiration, and ensuring consistency across the curriculum.

### Primary Sports Funding

The School work as a collaborative unit in terms of taking all decisions; this will include decisions on funding, resourcing and time tabling. Ultimately, decisions on funding will rest with the Head teacher.

The 'PE and Sport Premium' is designed to help primary schools improve the quality of the PE and sport activities they offer their pupils. Schools receive PE and Sport Premium funding based on the number of pupils in years 1 to 6. Information about the school's funding allocation and how it is spent each year is published on the William Patten Primary School website under 'PE and Sport Premium', along with an impact statement.

## 5. Organisation

Under the 2014 PE Curriculum, PE is a statutory subject to be taught, although there is no statutory requirement for time spent engaging in PE lessons. William Patten Primary School does however; acknowledge the DfE recommendation of 2 hours per week. Therefore, pupils have access to a minimum of one P.E. lesson a week. This is often supplemented through additional physical activities and projects, including (for example) those involving school partners such as Matthew Bourne's New Adventures.

At William Patten Primary School, children attend swimming lessons at Clissold Leisure Centre in Year 4. Each class participates in 3 half- terms of weekly lessons. Lessons are taught by specialist swimming instructors who assess the children at the start and end of the swimming course.

Many of our children will access further extra-curricular activities to enhance the work that goes on in curriculum time. As a result of the unique and specialised learning environment here at the School, we work with a range of outside professionals to ensure our children have access to further opportunities for quality Physical Education provision. These include, a KS2 girls and KS2 boys football club, a KS1 football club, a cricket club, a tennis club, a dance club, and a gymnastics club with a specialist gymnastics coach. 'Junior Adventures Group' run our general after-school provision.

6. **EYFS**

We recognise the importance of Physical development in the Early Years Foundation Stage as a key area of learning. Physical Education in the EYFS is informed by and aligned to the early learning goals (see page 5), and the EYFS curriculum is sequenced to ensure progression to KS1.

| **Topic** | **Gymnastics Spring 1 & 2** | **'I can/we will…' and 'I know…' Statements** |
|---|---|---|
| **Key Knowledge** | • To know how to correct stretch muscles in the warm up.<br>• To know how to safely land and finish skills.<br>• To know all basic gymnastics shapes.<br>• To understand that it is important for us to warm up before we start gymnastics.<br>• To know that we only jump once on a springboard<br>• to know how long balances are held for (3 seconds)<br>• To know how to hold their body shape correctly - long neck, straight back.<br>• To understand why we have landing shapes.<br>To know the names of all the gymnastics equipment used in the sessions. | **Linking to KS1 (Games):**<br>• I can play with balls, hoops, balancing and climbing equipment in the outdoor area.<br>• In PE sessions, we will play throwing and catching games, exploring ways of moving encouraging children to get out of breath several times a day.<br>• I can develop basic ball, balance and team skills.<br>• I can develop kicking, throwing and catching skills. |
| **Cross Curricular Links** | Expressive arts<br>PSE development | **Linking to KS1 (Games, Dance and Gymnastics):**<br>• I can explore different ways of moving; climbing, jumping, skipping, running and hopping.<br>• I can negotiate space and obstacles safely, with consideration for themselves and others. |
| **Key Skills** | **Floor**<br>• Bunny Hops<br>• Landing Shapes<br>• Gymnastics Shapes<br>• Jumps<br>• Rock to stand<br>**Bench:**<br>• Walking variations<br>• bunny hop on the bench | |

| | | |
|---|---|---|
| | • body slides and pulls<br>• Trestle table runs<br><br>**<u>Vault</u>**:<br>• Squat and Straddle on box top with dismount jumps.<br><br>**<u>Balances</u>**:<br>• Individual balances<br><br>**<u>Rebound</u>**:<br>• Jumps using trampette<br>• Jumps off the trestle table<br>• Jumps off the springboard | • I can demonstrate strength, balance and coordination when playing. |
| **School Context** | • Vaulting skills equipment - Box Top, springboard<br>• Rebound Equipment : Trampette and Springboard<br>• Floor Equipment: Mats, Incline Wedge, Box Top<br>• Balance Equipment: Benches, Trestle Table runs with benches<br><br>During the second half of the term the gymnasts will learn and perform a routine using a combination of skills from previous lessons. This routine will be performed in the form of a show towards the end of the second term. | • We will discuss the importance of eating healthy food and taking part in physical exercises in order to remain healthy.<br>• I Know and can talk about some of the different factors that support my overall health and wellbeing. |

Children in the EYFS access time and space to enjoy energetic play daily, using large portable equipment. Furthermore, specific Physical Development lessons give children the opportunity to practise movement skills through games with beanbags, cones, balls and hoops. Children participate in activities where they can practise moving in different ways and at different speeds, balancing, target throwing, rolling, kicking and catching. Children in the EYFS also work with a specialist gymnastics instructor to support their coordination.
The above skills and acquired knowledge are then be built on when children enter Key Stage 1.

7. **<u>KS1 and KS2</u>**

**Key stage 1:**

Children 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.

Children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

**Key stage 2:**

Children 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.

Children are taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton,
- basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Stage 2 pupils are explicitly taught the value of communication and teamwork through structured lessons that emphasise collaboration, shared goals, and reflective discussions on effective group dynamics.

Participation in competitive, organised sports provides regular opportunities for children to apply and develop these skills in real-game situations, learning to listen, support peers, and strategise as a team.

Children are encouraged and given the opportunity to complete the recommend daily exercise target. Initiatives such as the daily mile which occurs every Thursday before school help foster good exercise habits.

**Swimming and water safety**

Pupils are taught to:

- swim competently, confidently and proficiently over a distance of at least 25 metres
- use a range of strokes effectively
- perform safe self-rescue in different water-based situations.

## 8. Equal Opportunities

At the School we are committed to promoting equal opportunities irrespective of socio-economic background, gender, disability and ethnicity in all areas of the curriculum. We

believe that children should have equal access to and participation in a range of physical education activities. Teachers plan their lessons and make necessary adaptations to ensure appropriate challenge and accessibility for all learners.

The school works closely and successfully with families to promote the inclusion of all in the swimming provision. For example, an outline of swimming arrangements are included in the Meet the Teacher meetings at the beginning of the school year. Children's swimming competence is assessed in the first swimming session, and the children are grouped accordingly to ensure each achieve their potential towards the swimming skills stated in the National Curriculum 2014.

## 9. **Inclusion**

At the School we are committed to ensuring that all children participate in PE and physical activity irrespective of any special educational need(s) or physical disability they may have. We believe that children should have equal access to and participation in a range of physical education activities in order to reach their own potential. Research has shown that children ALL participating in PE together proves better outcomes for ALL. The Youth Sports Trust is also regularly signposted to staff - https://www.youthsporttrust.org/resources/inclusion - to inform inclusion in line with best practice in their PE lessons.

Targeting

At William Patten, competitive sporting events via providers such as Young Hackney are released every half term. The PE Coordinator will liaise with staff to ensure that a range of children are selected for events, and that we target PPG children whenever possible. For other events, we target SEN children or those with a recognised talent, pupils where appropriate. The PE Coordinator will also liaise and organise intra school competitions.

## 10. **Role of the Subject Leader**

Lessons and outcomes for each unit of work will be monitored by the subject leader and communicated to the SLT. This will inform any necessary follow-up action and support, to ensure that school systems are consistent across year groups, age phases across the school throughout the curriculum. This is part of the school's commitment to ensuring a high quality, broad and stimulating curriculum.

Further responsibilities of the subject leader include:

- To provide support and training for staff in-house, including the planning, teaching, assessing, and evaluating of the P.E. curriculum.
- To provide up-to-date information for teachers on (online) resources in PE and new initiatives/schemes.
- To seek further training and support from specialist teachers and coaches, Young Hackney Sports Development, and via the SGO (School Games Organiser).
- To ensure all teachers can observe/team teach with specialist teachers, in order to make their contribution sustainable.

Curriculum

- To oversee, with support from the curriculum lead, the teaching and learning in PE in line with the Curriculum Map.
- To timetable specialist teachers and coaches (liaising with Head Teacher).
- To ensure the PE curriculum resources available to teachers are of a good standard and a quantity.

- To promote PE and Sport across the school, encouraging children's participation and celebrating both involvement and success.

Organisation

- To register the school for various borough sporting events (via YHSD and SGO).
- To report on school swimming attainment annually and record this online.
- To complete Risk Assessments for sporting events.
- To organise Sports Day(s) annually.
- To report to the Curriculum leader, Head Teacher and Governors on PE.

Budgeting

- To complete the 'Evidencing the Impact of the Primary PE and Sport Premium' document annually (liaising with the Head Teacher).

The subject leader will contribute to the completion of the annual sports premium funding evaluation report. This will outline the ways in which the funding has made additional and sustained improvements in accordance with the 5 key indicators outlined by the DfE –

1. Increased confidence, knowledge and skills of all staff in teaching PE and sport.
2. Engagement of all pupils in regular physical activity.
3. The profile of PE and sport is raised across the school as a tool for whole school improvement.
4. Broader experience of a range of sports and activities offered to all pupils.
5. Increased participation in competitive sport.

## 11. **Parents**

Parents are encouraged to inform William Patten if they a certain expertise in a particular sporting area. In this instance, we can involve a parent in delivery of lessons/clubs or events. Parents are encouraged to attend Sports day to celebrate and promote physical activity, as well as support groups to travel to sporting events as support.
In terms of reporting on progress, annual reports are written about each child for parents/carers and PE is listed as a foundation subject in all reports.

## 12. **Health and Safety**

Health and good safe practice is always emphasised in each environment, including the handling of equipment. Large equipment is inspected annually. Appropriate clothing is essential and children's attire is checked by teachers prior to undertaking PE activities.

### a) PE Kit

Children are encouraged to wear appropriate PE clothing. Shorts/jogging bottoms, t-shirts and sensible footwear for outdoor activities are recommended. Pupils are encouraged and regularly reminded to bring P.E kits. In Early Years and Key Stage 1, children may wear all or part of their PE kit to school on PE days to make getting changed for PE easier. In KS2, children are encouraged to change into PE kit on PE days. Children's wash rooms are available to use for this purpose.

If a child's clothing is deemed unsuitable for participation in a PE lesson, to the extent that taking part would be unsafe (for example, causing a restriction of movement in gymnastics), a polite reminder in the form of a text message can be sent to parent and carers to minimise the number of non-participators. The following test can be used:

- Dear parent/carer, with regret, your child was unable to participate in PE today because they did not have suitable clothing to participate safely. We request that children have access to, or come to school in, a t-shirt, shorts/jogging bottoms and trainers/plimsolls in school on their PE day. Many thanks.

When changing onto swimming kit, a male member of school staff will accompany the children using the male changing room and a female member of school staff will accompany the children using the female changing room.

Children are bare-footed for gymnastics lessons, though they must bring their shoes to the lesson and leave them at the side in case of a fire emergency.

**b) Jewellery and Hair**

Wearing jewellery is not allowed at William Patten Primary School, with the exception of small earrings and jewellery worn for religious observance. Pupils with medium/long hair are reminded to tie it up securely.

**c) Weather**

It is encouraged that outdoor PE lessons take place in all seasons and in as many weather conditions as feasible. Classes are timetabled to have an hour in the hall each week, so if the weather is bad, the PE lesson can still go ahead. Children are encouraged to wear clothing in line with the season and weather conditions, maximising access to all lessons.

**d) Hygiene**

Pupils are taught about the body changes that occur when they exercise along with recognition of the short and long term effects of exercise on the body. Aspects of hygiene are addressed in upper KS2.

**e) Staff dress**

It is important that staff should consider their own and their pupils' safety with regard to their own personal clothing, footwear and jewellery when involved in the teaching of any PE activity.

**This policy will be reviewed annually by the Governing body.**

**Policy Agreed:** **September 2026**
**Policy Review Date:** **September 2027**

| William Patten PE Topic Overview | | | | | | |
|---|---|---|---|---|---|---|
| | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reception** | Movement skills | Movement skills | Gymnastics | Gymnastics | Movement skills | Movement skills |
| **Year 1** | Gymnastics | Gymnastics | Dance | Dance | Games | Games |
| **Year 2** | Dance | Dance | Games | Games | Gymnastics | Gymnastics |
| **Year 3** | Invasion Games: Hockey | Dance | Dance | Orienteering | Athletics | Athletics |
| **Year 3** | Gymnastics/ Invasion games | Invasion games/ Gymnastics | Gymnastics | Gymnastics | Outdoor & Adventurous Activity | Athletics |
| **Year 4** | First Y4 Class: Gymnastics | Second Y4 Class: Gymnastics | Dance (second Y4 class) | Dance (first Y4 class) | Athletics | Invasion Games |
| | Second Y4 Class: Outdoor & Adventurous Activity | First Y4 Class: Outdoor & Adventurous Activity | Swimming (first class) | Swimming (second class) | | |
| **Year 5** | Games | Dance | Gymnastics | Gymnastics | Outdoor & Adventure | Athletics |
| **Year 6** | Athletics (Outdoor and adventure at Kench Hill) | Dance | Striking and fielding games | Striking and fielding games | Gymnastics | Sports Day Skills Practice and Performance Skills |