

Brompton and Sawdon CP Whole School Physical Education (P.E.) Curriculum

Rationale

- It is our duty at Brompton & Sawdon CP, as a mainstream school, to provide a curriculum that is **ambitious** and **challenging** for **all** learners (where practical).
- This curriculum must fulfil the requirements set out in the **National Curriculum**. However, at Brompton, we go **beyond** these expectations, delivering a **deep**, as well as a **broad and balanced**, curriculum, which also reflect the needs, **rural context** and interests of our pupils.
- Whilst it is important that students have the opportunity to experience this depth of learning and experience their year group's curriculum and expectations, this should not be at the expense of **mastery** and **long-term retention**.
- When a student has not mastered a year group's curriculum, it is important that leaders and teachers **adapt** their curriculum, resources and practice. This may require teachers to 'secure' previous year group's expectations.
- At Brompton & Sawdon CP we firmly believe that **mixed-aged classes** are a benefit and not a necessity or hindrance; they allow students to progress at their own rate, whether that is allowing students to build on their strengths and looking at the next years' curricula or allowing students the time and support to secure understanding of previous year groups' curricula.
- We recognise, at Brompton, that students' **starting points** and previous educational experiences vary significantly. Our curriculum allows all students, especially the **disadvantaged**, to achieve their potential.

The following whole-school Physical Education (PE) curriculum reflects the above rationale. It also sets out how Brompton & Sawdon CP plan for and deliver (**and go beyond**) the National Curriculum. This is a 'working document'; teachers and leaders adapt the following based on the 'impact' on students.

This plan outlines what is taught (Intent), as well as when, where, why, how it is taught (Implementation). It breaks down the school's Physical Education (PE) curriculum into each dimension of the subject and then by year group. This allows teachers to clearly see the progression and sequence that skills need to be taught, so they can adapt their practice (if required).

IMPORTANT: The National Curriculum (2014) states that swimming need only be taught in either Key Stage 1 or Key Stage 2. However, we believe that this is an essential skill that should be taught at an early age and developed in later childhood. Students, at this school, develop water confidence from a young age and therefore more likely to be able to swim with proficiency earlier in their lives, so they can exercise in a different form and, in the unlikely event, perform a self-rescue. Therefore, this school provides swimming tuition to all pupils throughout the school. This is especially important for 'disadvantaged' learners, who may not access swimming lessons again, especially as there is no requirement for this to be taught at secondary school.

KS1 Physical Education (PE)

<p>Intent - What is taught? (Objectives) Beyond?</p>	<p>Implementation – When, How, Where and Why?</p>
<p><u>In Year 1 & 2, students are taught to:</u></p> <ul style="list-style-type: none"> • master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities • participate in team games, developing simple tactics for attacking and defending • perform dances using simple movement patterns. <p><u>Swimming and water safety</u></p> <ul style="list-style-type: none"> • 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. 	<p><u>Class 1 – Year 1</u></p> <p>Physical education units are taught in blocks across the year, allowing for skills to be developed and improved across the year throughout a range of different activities. Within the lessons, children are encouraged to notice the effects that physical education is having on their bodies, respond to their bodies and recognise when they can develop or change something. Children complete ‘active’ warm-up activities to engage their muscles and raise their heartrate. Following the lessons, children complete stretches to cool down. They are also encouraged to reflect throughout the lesson and provide positive feedback to their peers on the sports they are undertaking.</p> <p>Across the year the children are provided with the opportunity to receive specialist coaching for sports including dance, cricket, swimming, bootcamp classes and yoga.</p> <p><u>ABC - Agility, balance and coordination</u></p> <p>This is the foundation to all of our PE lessons and is built on both during stand-alone lessons, as well as throughout team games. The children participate in a wide range of carousel activities including hurdle jumping, racing and target throwing. They also work in teams to carry, throw, balance and control a selection of equipment such as bean bags, hard balls, textured balls and cones etc.</p>

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We use stand-alone lessons to watch the children and assess their form. This is the time to support children to begin developing good habits for example, extending their legs fully when sprinting, using their arms to propel themselves further or gaining confidence to keep their eyes open when throwing and catching.

Team Games

The Year 1 children have plenty of opportunity to develop their ABC within team games each week. For example, they play games such as dodgeball which encourages them to use their skills in stopping their bodies and changing direction at speed. They play modified versions of cricket, rounders, football, hockey, Hi5 netball and tennis to allow them to succeed at a game whilst using only newly developed skills. For example, we play Hi5 netball from a crawling position, which encourages the children to focus on their throwing and catching, without running around with the ball.

Dance

Year 1 children explore their bodies through movement, patterns, strength and balance classes. These include Yoga classes (sometimes taught by a Yoga specialist). The children are supported to engage in movements that extend and challenge their bodies such as rolling, holding a form and stretching.

The children are given opportunities to let their bodies respond to a music stimulus, as well as working in small groups to create a series of movements. The children will then share these movements with their peers and offer feedback to one another.

Swimming and water safety

In Year 1 & 2, students 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.

Swimming and water safety

- 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.

The Year 1 children begin their swimming education in EYFS. They receive a term of swimming lessons each year - encouraging water confidence and reinforcing any skills children gain from swimming outside of school. These sessions are assessed by a qualified instructor and children are able to move up through the swimming levels at their own pace and in line with their developing water confidence.

Class 2 - Year 2

Master basic movements

Students explore basic running, jumping, throwing and catching activities. Experiment with different ways of travelling, throwing and jumping, increasing their awareness of speed and distance.

Students are taught a set of sequential lessons that build their physical skills and confidence. Basic gymnastic lessons provide flexibility and balance with activities such as methods of roll (forward, back, side, etc.), tucked dish, front and back support exercises and shoulder flexibility.

Running

Students build from gentle walking, moving onto brisk walking, to a jog, to a run and finally onto a sprint to gradually build up their agility. This is then exercised during warm up exercises of the children acting being in a car and increasing their speed and technique as the car moves up the gears. Control, spatial awareness and respect for others space are then incorporated.

Jumping

Students build by jumping on the spot, the use of bending their knees to aid propulsion whilst maintaining balance, aiming to touch an increased

target above them, then moving onto jumping forwards and backwards to increasing targets, again maintaining balance.

Throwing and Catching

Students are taught the basics of throwing and catching under arm, working in pairs. They are taught to keep their eye on the ball, cup their hands in preparation and to follow the trajectory of the ball. Skills are improved by increasing the distance between partners.

Each of these are then developed with a range of activities that put them into practise, such as performing Jumping Jacks, Shark Attack, completing an obstacle course, walking a balance beam, Simon Says, Hot Potato, Duck Duck Goose and animal races. These are then applied in competitive school events, such as Sports Day and Cross-Country Running.

Team Games

Students are taught the basics of competitive sports games, such as working as a team, attacking principles and defending a position. These are then put into practice with the support of sport specialists who provide coaching for cricket and rugby. Students also take part in additional sports games such as football, basketball, rounders and dodgeball, where they apply the principles taught in running, jumping, throwing and catching.

Dance

A specialist dance teacher delivers a 6-week block of sessions for students, to develop their knowledge, skill and appreciate of dance.

The dance teacher develops a week-by-week routine that ensures students' progression through simple movement patterns, repetition and

understanding rhythm to produce a basic dance routine. Dance is also incorporated into school lessons involving drama routines (such as acting out dances from poetry readings) and as part of the Christmas Nativity performance. This then develops their balance, co-ordination and presentation skills.

Swimming and Water Safety

Students are taught to swim from a young age at Brompton, as mentioned in the introduction to this document.

Students are only taught strokes when they are water confident and ready, to avoid misconception that swimming is about swimming 25 metres. The school employs the services of Ryedale Swimming Pool, Pickering to deliver facilities and a swim teacher (although we also provide a Level 1 qualified swim teacher from school). The school uses the ASA Swim Framework (See Appendix 2) to teach water confidence, safety and technique.

Water safety and confidence are taught as the fundamental elements, so students are more likely to be successful when learning strokes as they become older. This because students take part in activities to develop their relaxation, breathing, ability to submerge and float in water, perhaps with, initially, a floatation device.

This means that when strokes are taught, students can confidently move their body into the correct position for each stroke and, in the unlikely event of becoming tired or disorientated, can recover to a standing or floating position, to avoid panic and demotivation.

	Students are taught the four main strokes alongside other games/activities, to ensure mastery. However, teaching is not limited to strokes and the teaching of swimming a set distance.
<u>IMPACT:</u> •	<u>FUTURE FOCI (to inform action plan or SIP):</u>

KS2 Physical Education (PE)

Intent - What is taught? (Objectives) Beyond?	Implementation – When, How, Where and Why?
<p><u>In Year 3, 4, 5 & 6, students are taught to:</u></p> <ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] • perform dances using a range of movement patterns • take part in outdoor and adventurous activity challenges both individually and within a team 	<p><i>All students in Key Stage 2 have access to a weekly Sports Club. Typically, over 70% of students access this.</i></p> <p><u>Class 2 - Year 3</u> <u>Running, jumping, throwing and catching</u></p> <p>Students develop the skills learnt in Year 2, showing more purpose in the activities. This is made with increase in competitive activity and target setting, comparing their performance against similar ability peers and achieving and beating their personal best. Running is measured against the length of a football pitch, jumping from a standing start (vertically and distance) and throwing and catching is developed with overarm throwing and one-handed catching, as well as measuring distance. Throwing and catching is also developed as part of competitive sport activities, such as cricket, rugby and Sports Day games.</p>

- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swimming and water safety

- 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.

Competitive Games

Students develop the skills learnt in Year 2 with more specific skills.

Football – passing, control of the ball, dribbling and accuracy (passing and shooting), basketball – passing, dribbling and shooting accuracy, rounders – bowling, batting, field positions and base covering (all backed up by accuracy in application), dodgeball – positioning, power, avoidance and accuracy.

Cricket and rugby are provided by sports specialist, who develops the student's skills in throwing, bowling, passing, positioning and tactics.

Flexibility, strength, technique, control and balance

Students develop body management skills with activities from Appendix 1 – Key Steps Gymnastics.

Dance

A specialist dance teacher delivers a 6-week block of sessions for students, to develop their knowledge, skill and appreciate of dance.

The teacher develops skills that are age and Key Stage appropriate, building on the activities through games and activities that build on strength, co-ordination and agility. Students develop this with more refined and controlled performance in the Christmas Nativity performance.

Swimming and water safety

As specified for Year 2, students develop their skills at their own pace and confidence levels.

In Year 3, 4, 5 & 6, students 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.

Swimming and water safety

- 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.

Class 3 - Year 4, 5 & 6

Using running jumping, throwing and catching in isolation and combination

During the teaching of games/sports, a skill-based activity is employed to develop one of the above movements/skills, where relevant.

This is typically repeated in the next session, so children can compare their performances and achieve/beat their personal best.

For example, during basketball unit, students attempt to beat their 'standing jump reach', measuring (*maths link*) their vertical jump, then attempting to beat it after: observing other students' technique; observing modelled technique; flexibility/stretching exercise.

Another example of this being employed is in running activities, where students' attempt to beat their personal best time and/or distance over long/short distance events. This is then applied in competitive inter/intra school events, such as Sports Day, Sports Hall Athletics and Cross-Country events.

Throwing and catching skills are developed in sports units, such as cricket, where students work with a partner to throw and catch a ball at varying distances, changing catching/throwing arms or size of ball.

Wheelchair adaptations: Additional/modified challenges are developed relating to the capabilities of these pupils, e.g. wheelchair push distance or speed turning, especially when class is focussing on movements that are not possible for wheelchair users (e.g. jumping).

PE is taught through sports 'units', typically last 2 weeks and, often, repeated throughout the year, especially where facilities/weather permits. The following sports/units are taught:

Badminton (alongside other net and ball sports, such as tennis and volleyball):

Badminton is the primary game for teaching net and ball sports and some transferrable skills are taught in the same session.

For example, to familiarise with returning ball/shuttlecock over a net, students take part in 'balloon volleyball', first with hands to hit balloon and then with racquet. This is then developed so that students are able to play modified versions of badminton matches/games, using racquets and shuttlecocks.

Students developing attack/defence strategies through rallying activities (sometimes with a teacher, to adjust difficulty), 'hit the target' drills and 'Round the World' team game, which also requires students to develop their service game. These activities also allow for different shot techniques to be developed, such as backhand, forehand and volley (tennis).

This learning has, in the past, been supplemented by a visit from a local badminton Olympian, Jenny Wallwork.

Wheelchair adaptations: Aide to move chair; adult rally partner; lowered/removed net.

Basketball (alongside netball):

The different elements of basketball are taught through drills, which are then applied to modified games, for example:

Passing: chest/push, bounce and long pass techniques are taught through relays and moving relays, before being added to games.

Dribbling: Double-dribbling obstacle courses are used to encourage students to develop careful ball control, to avoid 'double dribbling'

Shooting: The technique is taught alongside the different technique used in netball (which students may be familiar with) through the PIG/DONKEY drill, where students' accuracy and technique is reinforced.

Wheelchair adaptation: Lower/floor nets; adapted rules, similar to wheelchair basketball; Use of school's sports wheelchairs.

Cricket and Rounders

These striking and fielding games are taught with a specialist coach from Chance to Shine (English Cricket Board). The skills/principles are taught through the following:

Catching – mastery developed through 'clap catch' drill and through partner challenge (differentiated through distance and ball size, similar to other sports).

Throwing/bowling: Developed through dodgeball-style games. Under and overarm technique taught as appropriate, then applied in drills and modified games.

Batting & Fielding developed through activities such as 'golf cricket', where whole team participation is essential.

The above skills are applied to modified versions of cricket, such as 'Round the Clock', Kwik Cricket (for which there is local competitions); football cricket/rounders and Quad Cricket.

Principles of attack/defence is taught through other adapted versions of cricket, such as having a choice of 'bat' and having an adult feeder/bowler. Other elements of attack (and extension for older pupils) are taught through introducing adapted rules, such as 'Double Sausage' and 'Saving a Base'.

Wheelchair adaptations: Running aide/runner; adapted diamond; batting tee.

Football

Passing – taught through relays and moving relays, developing different/effective techniques for passing over different distances. This is secured through ‘Foot Golf’ activity.

Shooting – Techniques developed and adapted through ‘No Bounce Goals’ drill, where students have to select appropriate technique from a given distance, to ensure ball enters the goal without bouncing.

Dribbling and Ball Control – developed through ‘Samba’ football drill and through dribble relays.

The above, as well as principles for attack/defence, is secured through adapted football games, such as ‘Corners’, where limited number of players attack/defend against one another. This is sometimes accompanied with varied rules, depending on ability of competitors, such as adapted ball/team/pitch size.

Students have opportunities to take part in inter-school competitions in the Scarborough League, team size permitting.

Other adapted versions of the game allow for students to combine some of the skills listed above, such as ‘Table’ and ‘Walking’ football. This also allows it to be more accessible for:

Wheelchair users: Use of Sports Frame, to allow wheelchair user to walk/run as part of adapted games.

Tag Rugby

[Occasionally delivered by specialist from Scarborough Rugby Club](#)

Students develop their knowledge of attack/defence by taking part in rugby drills, where their passing, catching and running skills are combined alongside proper formation, to allow for proper phases of attack and defence.

Students also learn to assess risk in non-contact versions of the sport, using tags to 'tackle', rather than contact tackling.

Wheelchair adaptations: aide to push chair; sports chair; adapted rules used for wheelchair rugby.

Hockey

Dribbling/ball control: Push dribble taught through relays and obstacle courses. This is then developed into 'Indian Dribbling' through same activities, including moving relays, where passing is also introduced.

Passing/shooting: Push and (when safe) slap pass/shooting introduced through simple passing and shooting drills.

The above is then combined into small team games, where the principles of attack and defence are taught, such as 'Corners'.

'Corners' is also used to introduce other rules of hockey, such as 'Shadow Obstruction'.

Wheelchair adaptations: Sports Chair or aide, adapted stick.

Golf - *students have access to a weekly golf club led by a qualified/professional golf coach*

Golf is used in several of the above sports as a principle to develop control. Tri-golf equipment and drills are also used in isolation, to develop students' skill, control and knowledge of this sport.

The school also has coaching from Snainton Golf Club (Matthew Conner), where driving, pitch, chip and putt shots are taught. This is strongly reinforced at a weekly club, taking place at Snainton Golf Club.

Wheelchair adaptations – if required, adapted tee.

Accessible Sports

Accessible sports, such as Boccia and New-Age Kurling are taught to allow students with mobility difficulties to demonstrate success in a discipline they are more familiar with and, often, have more experience than their able-bodied peers. It also allows able-bodied pupils to develop an understanding of these less familiar sports and an appreciate of how disabled athletes can compete through adaptations.

Students play the above sports seated.

These sports allow students of all capabilities to develop transferrable techniques and skills, such as throwing/pushing, through games such as 'Closest to the Target'.

Students develop knowledge of attack and defence principles by selecting appropriate 'shots/pushes' at a given time or by 'protecting' teammates 'bowls' or 'stones', showing an appreciate for tactics.

Competitions are available to students. In previous years, the school has won the district competition in these sports.

Wheelchair 'skills' are developed for all students in a workshop delivered by Go-Kids-Go, again, to develop knowledge and understanding of how wheelchair users move and compete in sport.

Dance – *Students have access to a weekly dance club led by a qualified dance teacher*

A specialist dance teacher delivers a 6-week block of sessions for students, to develop their knowledge, skill and appreciate of dance.

The teacher does this through developing, week-by-week, a routine that students then share with other pupils and/or parents/carers. This is achieved by students taking part in activities/games that develop new moves, as well as flexibility and strength.

Class teachers also teach dance units through BBC School Radio units, to reinforce learning in other subjects, such as War or Ancient Greece.

Wheelchair adaptations: movements/activities are adapted so that they can be applied from a seated position, whilst also encouraging wheelchair users to move around the 'dance floor' through pushing their chair.

Lacrosse/Quidditch – *developing cultural capital*

Students are introduced to other less familiar sports and those typically taught in secondary school or in private education. These invasion sports develop students' knowledge of principles of attack and defence. They are also used to develop co-ordination.

Lacrosse – Students are introduced to lacrosse sticks and use these to take part in short passing and shooting drills. For new players, smaller 'scoops' are employed, to allow access and develop confidence. Students apply these skills in smaller games.

Quidditch – Alongside the teaching of lacrosse, students also take part in Quidditch – a fictional sport referred to in Harry Potter (a book students study in English). This 'wizarding' sport' uses some of the principles of lacrosse, alongside other tactical and physical elements seen in other

sports. For example, players have to be strategic in gaining points as achieving certain goals can mean better reward, so risks need to be calculated.

Wheelchair adaptations: aide to help push chair. Lacrosse stick is already an adequate length to make game more accessible.

Gymnastics

Students are taught by a teacher who is qualified to deliver Key Steps Gymnastics (see appendix 1). Students develop a routine using these movements, whilst also developing strength and flexibility.

Students have opportunity to take part in Key Steps local competition.

Wheelchair Adaptations: Users encouraged to take part in 'floor work' where appropriate; 1:1 adult support.

Athletics

As mentioned above: students able to track Personal Best for different activities/events. This applies to athletics events too, where students see the empirical evidence of improvement of technique through their results. Students take part and learn techniques for the following track and field events:

- Long Jump – using running track and sand pit at Brompton Hall School, to ensure maximum distance
- Standing Triple Jump – students have opportunity to compete in this event at Sportshall Athletics event
- Javelin – developing overarm throwing technique, which is transferrable to other sorts. A knowledge of air resistance is also reinforced.

- Tug o' War – working in a team, developing strength alongside technique to ensure victory.
- Various running events of differing lengths, including relay. This also includes obstacle/hurdle races, to combine running and jumping in the same event.

Students have access to a Sports Hall Athletics event against other smaller schools. Although students score points for their team, they compete individually against other competitors – one of the few events where this happens locally.

Wheelchair adaptations – adapted sports/events which are achievable in sports/all-terrain chair; aide to push chair.

Outdoor Adventurous Activities

Students take part in Forest Schools weekly throughout large periods of the year. Within these sessions, outdoor adventurous activities take place. For example, students take part in den building; orienteering and tree-climbing. Students also take part in other cross-curricular activities, such as making their own bow and arrow, which they use to take part in archery, whilst also developing an appreciate for physical exercise and the outdoors, especially if sport is not a preference.

Students take part in a residential visit towards the end of primary school at Peat Rigg Outdoor Centre.

Students take part in a multitude of outdoor adventurous activities, which develop confidence, perseverance, flexibility, strength and teamwork, as well as an appreciate for safety, such as:

- Kayaking/canoeing - developing knowledge of water safety.
- Abseiling

- Jacob's Ladder and crate climbing – working as a team to climb a series of levels of a giant ladder.
- Zip lining
- Tree Climbing
- Low ropes/obstacle course – working with a partner to reach the end of the course.

Wheelchair adaptations – additional support of ropes, to allow for activities that require legwork to be achievable; all-terrain chair available when required; 1:1 support for water-based activities.

Swimming and Water Safety

Students are taught to swim from a young age at Brompton, as mentioned in the introduction to this document.

Students are only taught strokes when they are water confident and ready, to avoid misconception that swimming is about swimming 25 metres. The school employs the services of Ryedale Swimming Pool, Pickering to deliver facilities and a swim teacher (although we also provide a Level 1 qualified swim teacher from school). The school uses the ASA Swim Framework (See Appendix 2) to teach water confidence, safety and technique.

Water safety and confidence are taught as the fundamental elements, so students are more likely to be successful when learning strokes as they become older. This because students take part in activities to develop their relaxation, breathing, ability to submerge and float in water, perhaps with, initially, a floatation device.

This means that when strokes are taught, students can confidently move their body into the correct position for each stroke and, in the unlikely

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event of becoming tired or disorientated, can recover to a standing or floating position, to avoid panic and demotivation.

Students are taught the four main strokes alongside other games/activities, to ensure mastery. However, teaching is not limited to strokes and the teaching of swimming a set distance.

For example, students taught 'sculling' and to 'tread' water, not only to move on water and to develop confidence and safety, but to develop a love for swim-based sports, such as synchronised swimming.

Students are taught self-rescue and how to rescue a 'dummy', especially when wearing light clothing.

The above practical approach to the teaching of swimming and water safety means that students leave primary school with the ability to protect themselves around water in most situations, as well as develop a love for water-based sport. Students also have the opportunity to take part in swimming galas against other schools.

Hit the Surf – Students water safety and knowledge is developed/applied on Scarborough South Bay Beach through a workshop delivered by RNLI lifeguards. Students learn water safety through presentation, team-building activities and surfing drills/games.

Wheelchair users – winch device; accessible transport to venue(s); 1:1 supervision; floatation device; adapted strokes.

Year 6 students at Greater Depth will (key stage 3):

- To be determined, once above is very secure.

Occasionally, the school hosts junior athletes, who are successful in their particular (for example, in the past, the school has produced cricketers/footballers who play at county level and tennis players who compete at a national level).



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	<p>At this stage, their ability in that particular sport is developed in other sports through developing the transferrable skills that are applicable in their given sport.</p> <p>Additionally, curriculum/timetable adaptations are made for those junior athletes, so they can attend specialist training and competitions in school time.</p>
<u>IMPACT:</u>	<u>FUTURE FOCI (to inform action plan or SIP):</u>

Appendix 1 – Key Steps Gymnastics [https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key Step Gymnastics%20Resource%20Pack 0.pdf](https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/Key%20Step%20Gymnastics%20Resource%20Pack%200.pdf)

Appendix 2 – ASA Swimming Teaching Framework