

PHYSICAL EDUCATION

AT SHALFLEET AND YARMOUTH CHURCH OF ENGLAND PRIMARY SCHOOLS



OUR INTENT

By the time our children leave our school, our PE provision aims to have provided an enthusiasm, fostering a lifelong love of physical activity, creating a strong sense of self-challenge and reward. This will instil a deep embedded understanding of the values of team work.

The Federation of the Church Schools of Shalfleet and Yarmouth - Curriculum for Learning Overview

What are we trying to achieve?

- Lifelong Achievement and Wellbeing
- Curriculum Values
- Design principles to inspire & challenge

Our purpose is to educate children in an atmosphere of Christian love where all achieve the very best they can, now and throughout their lives

Conscious Community, Community Map, Cultural Capital

Relationships We have strong partnerships and positive relationships	Determination We are determined to do our very best to achieve	Respect We show respect to others and the environment	
Coherent learning links and pathways	Strong working partnerships	High quality outcomes, deep learning	Valuing all children, learning is accessible to all
Challenging, engaging and motivating	Opportunities for memorable experiences	Promotes independence and curiosity	Broad, relevant and balanced Local, Mainland, Global

How do we implement?

- Components
- Teaching for Learning
- Approaches
- EYFS/National Curriculum

The curriculum as the entire planned learning experience

Lessons	Topics	Events/Trips	Environment	Enrichment/Inspire	Partnerships							
Clear understanding of cognition and learning – Good subject knowledge – Skilful instruction, coaching and facilitating – Flexible and responsive teaching strategies – Stimulating and well organised learning environments – Effective use of assessment - High expectations and productive interactions												
Sequences of learning that link key ideas in subject domains - rich connected learning journeys – clear progression of learning – flexible inclusion strategies to tackle educational disadvantage - social, moral, spiritual, cultural education												
CLL	PSED	PD	Literacy	Maths	UW	EAD						
Eng	Ma	Sci	Comp	D&T	Hist	Geo	A&D	Music	PE	MFL	PSHE	RE
Positive relationships and interactions	Appropriate learning opportunities understood by pupils	Children understand how to be successful	Oral and written feedback that has impact	Dialogic talk and rich questioning	Developing meta-cognition	Moderation underpins standards	Effective use of assessment driving tailored learning	Target setting and review				

What is the impact?

- Successful Learning
- Our curriculum impact can be measured by...

Systematic monitoring, action and review : Do design principles translate into an inspiring and challenging curriculum for all?

Evidenced by...

High achievement and outcomes for all across the curriculum	Good behaviour, positive attitudes and high attendance	Teaching that is engaging and consistently good for all	Motivated teams & positive learning culture	Confident, kind, respectful, determined learners
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PHYSICAL EDUCATION AT THE FEDERATION OF THE CHURCH SCHOOLS OF SHALFLEET AND YARMOUTH



<p>Federation Vision for PE – Intention for Children</p> <p>By the time our children leave our school, our PE provision aims to have provided an enthusiasm, fostering a lifelong love of physical activity, creating a strong sense of self-challenge and reward. This will instil a deep embedded understanding of the values of team work.</p>	<p>Big Ideas</p> <ul style="list-style-type: none"> • ABCs (Agility, Balance, Coordination) – Developing basic form, progress to combining them, applying them to a sequence of skills. • Individual Skills – ABCs, developing into flexibility, strength, technique and control, further applying into team games. • Team Games – use of ABCs, developing tactics, combining individual skills alongside others. 	<p>Content and Sequencing (Broad, relevant and balanced)</p> <p>ABCs (Agility, Balance, Coordination) – develop ABCs (KS1), develop flexibility, strength, technique, control and balance (KS2)</p> <p>Individual Skills – Master basic movements (KS1), Use movements in isolation and combinations (KS2)</p> <p>Team Games – Participate in team games (KS1), to play competitive games (KS2)</p> <p>Tactics – Simple for attack and defence (KS1), modified for competitive games (KS2)</p> <p>Swimming – Perform a range of different strokes (Lower KS2), swim competently for 25 metres (Upper KS2) perform self rescue (Upper KS2).</p> <p>Dance – Use simple movement patterns (KS1), use a range of movement patterns (KS2)</p>
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Vision for the Federation Learning Principles in Physical Education

Coherent Learning Links and Pathways:	Strong Working Partnerships:	High Quality Outcomes/Deep Learning:	Valuing All Children/Accessible Learning:	Challenging, Engaging and Motivating:	Opportunities for Memorable Experiences:	Promotes Independence and Curiosity:	Local, Mainland and Global:
We use a strong link with PSHE to encourage the children to lead a healthy lifestyle now and in the future.	Children are able to embed strong team building skills through a range of physical activities.	Through teaching children will gain an understanding of the importance of tactical decision making.	All children in our Federation have opportunities to represent their school within a range of physical activities.	We use a variety of engaging activities to inspire and challenge the children individually and as team players.	Enabling children the opportunities to participate in activities they may not otherwise experience.	Giving children ownership to explore and express themselves within physical activity.	Using Global sports to represent the school at County and Isle of Wight based events

<p>Links with English and Maths</p> <ul style="list-style-type: none"> - Data recording (personal/team scores) - Report writing (for significant events) - Measurement (for example in athletics) - Oral instructions 	<p>Progress</p> <p>Building on ABC's throughout each year. Progressing into more complex movements both at an individual or team based level.</p> <p>Developing a tactical understanding, firstly focusing as an individual before considering the impact and influence of others within a team.</p>	<p>Support</p> <p>Everyone has access to the Physical Education National Curriculum.</p> <p>Pupils are given opportunity to further develop ABC's within focused groups.</p> <p>Activities adapted in accordance to children's needs.</p>
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PROGRESSION OF SKILLS

- Dance
- Gym
- Games
- Athletics
- Outdoor Adventurous Activities
- Swimming
- Evaluation
- Healthy Lifestyles

Physical Education	Early Years	Year 1 (KS1 skills)	Year 2 (KS1 skills)	Year 3 (Lower KS2 skills)	Year 4 (Lower KS2 skills)	Year 5 (Upper KS2 skills)	Year 6 (Upper KS2 skills)
Dance	<p>Dance and experiment with movement and ways of changing them.</p> <p>Show good control and co-ordination in large and small movements.</p>	<p>Copies and explores basic movements and body patterns</p> <p>Remembers simple movements and dance steps</p> <p>Links movements to sounds and music.</p> <p>Responds to range of stimuli.</p>	<p>Copies and explores basic movements with clear control.</p> <p>Varies levels and speed in sequence</p> <p>Can vary the size of their body shapes</p> <p>Add change of direction to a sequence</p> <p>Uses space well and negotiates space clearly.</p> <p>Can describe a short dance using appropriate vocabulary.</p> <p>Responds imaginatively to stimuli.</p>	<p>Beginning to improvise independently to create a simple dance.</p> <p>Beginning to improvise with a partner to create a simple dance.</p> <p>Translates ideas from stimuli into movement with support.</p> <p>Beginning to compare and adapt movements and motifs to create a larger sequence.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Confidently improvises with a partner or on their own.</p> <p>Beginning to create longer dance sequences in a larger group.</p> <p>Demonstrating precision and some control in response to stimuli.</p> <p>Beginning to vary dynamics and develop actions and motifs.</p> <p>Demonstrates rhythm and spatial awareness.</p> <p>Modifies parts of a sequence as a result of self-evaluation.</p> <p>Uses simple dance vocabulary to compare and improve work.</p>	<p>Beginning to exaggerate dance movements and motifs (using expression when moving)</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g. using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Uses the space provided to his maximum potential.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>	<p>Exaggerate dance movements and motifs (using expression when moving)</p> <p>Performs with confidence, using a range of movement patterns.</p> <p>Demonstrates a strong imagination when creating own dance sequences and motifs.</p> <p>Demonstrates strong movements throughout a dance sequence.</p> <p>Combines flexibility, techniques and movements to create a fluent sequence.</p> <p>Moves appropriately and with the required style in relation to the stimulus.</p> <p><i>e.g using various levels, ways of travelling and motifs.</i></p> <p>Beginning to show a change of pace and timing in their movements.</p> <p>Is able to move to the beat accurately in dance sequences.</p> <p>Improvises with confidence, still demonstrating fluency across their sequence.</p> <p>Dances with fluency, linking all movements and ensuring they flow.</p> <p>Demonstrates consistent precision when performing dance sequences.</p> <p>Modifies parts of a sequence as a result of self and peer evaluation.</p> <p>Uses more complex dance vocabulary to compare and improve work.</p>

Gym	<p>Show good control and co-ordination in large and small movements</p> <p>Show basic agility, balance and co-ordination</p> <p>Carry out gymnastic shapes on the floor</p>	<p>Copies and explores basic movements with some control and coordination.</p> <p>Can perform different body shapes</p> <p>Performs at different levels</p> <p>Can perform 2 footed jump</p> <p>Can use equipment safely</p> <p>Balances with some control</p> <p>Can link 2-3 simple movements</p>	<p>Explores and creates different pathways and patterns.</p> <p>Uses equipment in a variety of ways to create a sequence</p> <p>Link movements together to create a sequence</p>	<p>Applies compositional ideas independently and with others to create a sequence.</p> <p>Copies, explores and remembers a variety of movements and uses these to create their own sequence.</p> <p>Describes their own work using simple gym vocabulary.</p> <p>Beginning to notice similarities and differences between sequences.</p> <p>Uses turns whilst travelling in a variety of ways.</p> <p>Beginning to show flexibility in movements</p> <p>Beginning to develop good technique when travelling, balancing, using equipment etc.</p>	<p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p> <p>Beginning to use gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Creates sequences using various body shapes and equipment.</p> <p>Combines equipment with movement to create sequences.</p>	<p>Select and combine their skills, techniques and ideas.</p> <p>Apply combined skills accurately and appropriately, consistently showing precision, control and fluency.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p> <p>Links skills with control, technique, co-ordination and fluency.</p> <p>Understands composition by performing more complex sequences.</p>	<p>Plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions.</p> <p>Performs difficult actions, with an emphasis on extension, clear body shape and changes in direction.</p> <p>Adapts sequences to include a partner or a small group.</p> <p>Gradually increases the length of sequence work with a partner to make up a short sequence using the floor, mats and apparatus, showing consistency, fluency and clarity of movement.</p> <p>Draw on what they know about strategy, tactics and composition when performing and evaluating.</p> <p>Analyse and comment on skills and techniques and how these are applied in their own and others' work.</p> <p>Uses more complex gym vocabulary to describe how to improve and refine performances.</p> <p>Develops strength, technique and flexibility throughout performances.</p>
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Games	<p>Show good control and co-ordination in large and small movements</p> <p>Learn to roll/throw safely using small ball</p> <p>Learn basics of catching</p>	Can travel in a variety of ways including running and jumping.	Confident to send the ball to others in a range of ways.		Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.	Vary skills, actions and ideas and link these in ways that suit the games activity.
		Beginning to perform a range of throws.	Beginning to apply and combine a variety of skills (to a game situation)	Understands tactics and composition by starting to vary how they respond.	Shows confidence in using ball skills in various ways, and can link these together.	Shows confidence in using ball skills in various ways, and can link these together.	Shows confidence in using ball skills in various ways, and can link these together.
		Receives a ball with basic control	Develop strong spatial awareness.	Vary skills, actions and ideas and link these in ways that suit the games activity.	<i>e.g. dribbling, bouncing, kicking</i>	Uses skills with co-ordination, control and fluency.	Uses skills with co-ordination, control and fluency.
		Beginning to develop hand-eye coordination	Beginning to develop own games with peers.	Beginning to communicate with others during game situations.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.	Takes part in competitive games with a strong understanding of tactics and composition.
		Participates in simple games	Understand the importance of rules in games.	Uses skills with co-ordination and control.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skills.	Can create their own games using knowledge and skills.
		Begin to learn striking a stationary ball	Develop simple tactics and use them appropriately.	Develops own rules for new games.	Works well in a group to develop various games.	Can make suggestions as to what resources can be used to differentiate a game.	Can make suggestions as to what resources can be used to differentiate a game.
			Beginning to develop an understanding of attacking/ defending	Makes imaginative pathways using equipment.	Works well in a group to develop various games.	Apply basic skills for attacking and defending.	Apply knowledge of skills for attacking and defending.
				Works well in a group to develop various games.	Beginning to understand how to compete with each other in a controlled manner.	Uses running, jumping, throwing and catching in isolation and combination.	Uses running, jumping, throwing and catching in isolation and in combination.
			Strike a stationary ball	Beginning to understand how to compete with each other in a controlled manner.	Beginning to select resources independently to carry out different skills.		
				Strike a moving ball			
			Strike a ball as part of a game				

Athletics	<p>Show good control and co-ordination in large and small movements</p> <p>Jump from a standing position</p> <p>Run at different speeds, show good spatial awareness. Explain why it's important to be aware of others.</p>	<p>Can run at different speeds.</p> <p>Can jump from a standing position, long and vertical.</p> <p>Basics of triple jump</p> <p>Performs a variety of throws with basic control.</p>	<p>Can change speed and direction whilst running.</p> <p>Can jump from a standing position with accuracy.</p> <p>Performs a variety of throws with control and co-ordination.</p> <p><i>preparation for shot put and javelin</i></p> <p>Can use equipment safely</p>	<p>Beginning to run at speeds appropriate for the distance.</p> <p><i>e.g. sprinting and cross country</i></p> <p>Can perform a running jump with some accuracy</p> <p>Performs a variety of throws using a selection of equipment.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Demonstrates accuracy in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>	<p>Beginning to build a variety of running techniques and use with confidence.</p> <p>Can perform a running jump with more than one component.</p> <p><i>e.g. hop skip jump (triple jump)</i></p> <p>Beginning to record peer's performances, and evaluate these.</p> <p>Demonstrates accuracy and confidence in throwing and catching activities.</p> <p>Describes good athletic performance using correct vocabulary.</p> <p>Can use equipment safely and with good control.</p>
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Outdoor Adventurous Activities				<p>Develops listening skills.</p> <p>Creates simple body shapes.</p> <p>Listens to instructions from a partner/ adult.</p> <p>Beginning to think activities through and problem solve.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Uses simple maps.</p> <p>Beginning to think activities through and problem solve.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>	<p>Develops strong listening skills.</p> <p>Use s and interprets simple maps.</p> <p>Think activities through and problem solve using general knowledge.</p> <p>Choose and apply strategies to solve problems with support.</p> <p>Discuss and work with others in a group.</p> <p>Demonstrates an understanding of how to stay safe.</p>
Swimming						<p>Swims competently, confidently and proficiently over a distance of at least 25 metres</p> <p>Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.</p> <p>Performs safe self-rescue in different water-based situations.</p>	
Evaluation		<p>Can comment on own and others performance</p> <p>Can give comments on how to improve performance.</p> <p>Use appropriate vocabulary when giving feedback.</p>	<p>Watches and describes performances accurately.</p> <p>Beginning to think about how they can improve their own work.</p> <p>Work with a partner or small group to improve their skills.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>	<p>Watches and describes performances accurately.</p> <p>Learn from others how they can improve their skills.</p> <p>Comment on tactics and techniques to help improve performances.</p> <p>Make suggestions on how to improve their work, commenting on similarities and differences.</p>			
Healthy Lifestyles	<p>Know the importance for good health and physical exercise</p> <p>Know importance of healthy diet</p> <p>Talk about how to keep healthy</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>	<p>Can describe the effect exercise has on the body</p> <p>Can explain the importance of exercise and a healthy lifestyle.</p> <p>Understands the need to warm up and cool down.</p>			

OUR SPECIALIST TEAM



Liam Roberts
PE Lead



Neil Westhorpe
Sports Coach



Katy Cool
Sports Assistant



Paula Blackley
Focus on
increasing the
involvement of
girls

ACTION PLAN 2022-2023



FOSAY PE Action Plan 2022-2023

FOSAY LTP PE PLAN 2022-2023



FOSAY LTP
2022-2023

ASSESSMENT

B	C	D	E	F	G
Confidently improvises with a partner or on their own.	Beginning to create longer dance sequences in a larger group.	Demonstrating precision and some control in response to stimuli.	<i>Beginning to vary dynamics and develop actions and motifs.</i>	Demonstrates rhythm and spatial awareness.	Modifies parts of a sequence as a result of self-evaluation.

Uses skills with co-ordination, control and fluency.	Takes part in competitive games with a strong understanding of tactics and composition.	<i>Can create their own games using knowledge and skills.</i>	Can make suggestions as to what resources can be used to differentiate a game.
Yellow			Yellow
Green			Green
Yellow			Yellow
Orange			Yellow
Green			Green

Green	Green	Green	Orange	Orange	
Green	Green	Green	Green	Green	
Green	Green	Green	Green	Green	
Green	Green	Orange	Orange	Orange	
Green	Green	Green	Green	Green	
Green	Green	Green	Green	Green	

Assessment is on-going and completed live this enables class teachers, sports staff and specialist coaches to be able to assess and adapt within lessons.



PRIMARY PE AND SPORT PREMIUM

- Allocation for Shalfleet £17,641



Shalfleet
2022-2023



Yarmouth
2022-2023

- Allocation for Yarmouth £17,211

PRIMARY PE AND SPORT PREMIUM

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

ENGAGEMENT OF ALL PUPILS IN REGULAR PHYSICAL ACTIVITY



THE PROFILE OF PE AND SPORT IS RAISED ACROSS THE SCHOOL AS A TOOL FOR WHOLE-SCHOOL IMPROVEMENT



INCREASED CONFIDENCE, KNOWLEDGE AND SKILLS OF ALL STAFF IN TEACHING PE AND SPORT



**BROADER EXPERIENCE OF A RANGE OF SPORTS AND
PHYSICAL ACTIVITIES OFFERED TO ALL PUPILS**



INCREASED PARTICIPATION IN COMPETITIVE SPORT

SO FAR IN 2022-2023

Rural Football under 9 League

Tag Rugby under 11 Mixed

Under 11 indoor athletics

Rural Football under 11 League

Tag Rugby under 11 Girls

Rural Girls Football under 11 League

Rural Football under 11 Cup

Rural Danone Cup under 11



ACTIVE LEARNING WITHIN THE SCHOOL DAY

Children and young people should engage in moderate-to-vigorous intensity physical activity for an average of at least 60 minutes per day across the week. This can include all forms of activity such as physical education, active travel, after-school activities, play and sports, 'UK Chief Medical Officers' (Physical Activity Guidelines 2019).

It is recommended that 30 minutes of this time is achieved and delivered within the school day. At our schools this is achieved through structured break and lunch time activities, active lessons, active breaks throughout the school day, structured PE sessions and a structured outdoor learning session for every child.



ACTIVITY HEAT MAP

An example heat map for a class. Here we are working with our Sports organizing crews to increasing activity throughout the school day across the year.

Day	Travel to School	Lesson 1	Break	Lesson 2	Lunch	Lesson 3	Lesson 4	After School Sports Club	Travel
Monday	Green	Blue	Red	Blue	Red	Blue	Red	Yellow	Green
Tuesday	Green	Blue	Red	Blue	Red	Red	Blue	Blue	Green
Wednesday	Green	Blue	Red	Blue	Red	Blue	Blue	Yellow	Green
Thursday	Green	Blue	Red	Blue	Red	Blue	Red	Yellow	Green
Friday	Green	Blue	Red	Blue	Red	Blue	Blue	Yellow	Green

SHALFLEET CLASS TIMETABLES

	Monday		Tuesday	Wednesday	Thursday	Friday
Session 1			Year 2 - Sports Coach		Year 1 - Core	
Session 2			Year 3 - Sports Coach		Year 2 - Core	
Break						
Session 3			Year 4 - Sports Coach			EYFS - Core
Lunch						
Session 4	Year 5 - Dance	Year 4 - Core	Year 5 – Sports Coach	Year 1 - Sports Coach	Year 3 - Core	
Session 5	Year 6 - Dance		Year 6 – Sports Coach	EYFS - Sports Coach	Year 5 - Core	

YARMOUTH CLASS TIMETABLES

	Monday	Tuesday	Wednesday	Thursday	Friday
Session 1	Year 3 - Sports Coach		EYFS - Sports Coach		Year 1 - Core
Session 2	Year 2 - Sports Coach		Year 1 - Sports Coach		EYFS - Core
Break					
Session 3	Year 4 - Sports Coach				
Lunch					
Session 4	Year 5 - Sports Coach		Year 2 - Core	Year 3 - Core	Year 5 - Dance
Session 5	Year 6 - Sports Coach			Year 4 - Core	Year 6 - Dance

PHYSICAL EDUCATION OUTSIDE OF THE SCHOOL DAY



Day	Club	Year Group/Age	Time
Monday	Choir Club	Years 1 - 6	3:15-4:15pm
Monday	Rising Stars Football (maximum 16 children)	Year 1 & 2	3:15-4:15pm
Tuesday	The Science of Cooking Club (minimum 15 children – maximum 24)	Years 3 - 6	3:15-4:15pm
Wednesday	Zumba (maximum 15 children)	Years 1 - 6	3:15-4:15pm
Thursday	Sewing Club (maximum 8 children)	Years 3 – 6	3:15-4:15pm
Thursday	Boys Football	Years 3 - 6	3:15 – 4:15pm
Friday	Girls Football	Years 3 - 6	3.15-4.15pm

LINKS TO LOCAL SPORTS CLUBS



SWIMMING AT YARMOUTH & SHALFLEET

As part of National curriculum for PE children are expected to be able to achieve the following criteria before leaving the school. Results and recordings of this can be found below.

- Swims competently, confidently and proficiently over a distance of at least 25 metres
- Uses a range of strokes effectively e.g. front crawl, backstroke and breaststroke.
- Performs safe self-rescue in different water-based situations.