



**PE**

## **Curriculum Overview**



## Vision

At Moorside Primary School, our curriculum lies at the heart of everything we do. It reflects our Mission Statement, Aims, and our school motto: **"Learn, Achieve, Succeed, Together... for a LASTing education at Moorside!"**

We are committed to offering every child a broad, balanced, and knowledge-rich curriculum that inspires curiosity, nurtures individual strengths, and supports all learners to thrive. Whether pupils have specific talents, additional needs, or unique interests, we tailor learning experiences to ensure they are supported and challenged appropriately.

We recognise that every child is different—with their own experiences, skills, and aspirations. That's why we make it a priority to understand each pupil as an individual. By doing so, we can create meaningful learning opportunities that encourage progress, celebrate success, and promote a lifelong love of learning.

Through our inclusive and ambitious curriculum, we ensure that every child at Moorside has the opportunity to **learn, achieve, and succeed—together!**

## The School Curriculum

At Moorside Primary School, our curriculum is thoughtfully designed to ensure that all pupils access the highest quality content. This approach lays a strong foundation for future learning as children progress through school and into Key Stage 3 and beyond. Our curriculum is ambitious and exceeds the expectations set out in the national curriculum.

We place a strong emphasis on understanding the needs of our pupils, ensuring that every child is given the opportunity to achieve their full potential. While academic success is a key priority, we also place equal importance on nurturing pupils' spiritual, moral, social, and cultural development. Our goal is to ensure that every child leaves Moorside as a confident, independent, and successful lifelong learner, ready to make a positive contribution to society.

At Moorside, we've thoughtfully designed our Early Years curriculum to give children the best possible start in their learning. We follow national guidance, including *Birth to 5 Matters*, to make sure every child is well prepared for the next stage of their education, especially the important move into Year 1. Our curriculum supports all areas of development, covering both the **prime areas** (communication and language, physical development, and personal, social and emotional development) and the **specific areas** (literacy, maths, understanding the world, and expressive arts and design). Through a balance of play and more structured activities, we help children build the knowledge, skills, and attitudes they need to grow in confidence and thrive, not just in school, but in life.

In Key Stage 1 and 2, our curriculum aims to provide rich and meaningful learning experiences—both within and beyond the classroom—offering pupils opportunities they may not otherwise encounter. These wider experiences are carefully planned across each key stage.

To support the delivery of a broad and balanced curriculum, we use a range of accredited curriculums to help structure and sequence our **Core** and **Foundation subjects**. This ensures a well-organised, coherent progression of knowledge and skills from year to year, and across

subjects such as English, Reading, History, Geography, Art, Design & Technology, Science, and PSHE.

At the heart of the Moorside curriculum is knowledge. We aim to build a strong foundation of vocabulary and a deep understanding of the world. Our approach to teaching is informed by the latest research into how memory works, helping children retain knowledge over time. For us, progress means learning more and remembering more—pupils make progress as they grow their understanding of the curriculum.

To support this, we use **knowledge organisers** that clearly set out the key information children are expected to learn in each subject. These organisers are shared with families each half term, alongside guidance on the weekly knowledge pupils should commit to memory. Parents are encouraged to support learning through regular quizzing and discussion at home.

Ultimately, our curriculum is designed to help children know and remember more, build strong webs of knowledge, and develop a lasting love of learning.

## The National Curriculum

### **Purpose of study**

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

### **Aims**

The national curriculum for physical education aims 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.

### **Early Years**

Within the Early Years, geography is embedded in the *Understanding the World* area of learning as set out in the Statutory Framework. Children are encouraged to explore their immediate environment, observe the natural world, and notice similarities and differences between places, cultures, and communities. This provides the foundation for the National Curriculum's aim in geography: to inspire curiosity and fascination about the world and its people that will remain with children throughout their lives.

### **Key Stage 1**

Pupils 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.

Pupils should be 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**

Pupils 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.

Pupils should be 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**

All schools must provide swimming instruction either in key stage 1 or key stage 2.

In particular, pupils should be taught to:

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



# At Moorside, we are... **Athletes**



## **EARLY YEARS**

- Fine Motor Skills
- Fundamental Skills
- Gymnastics
- Dance
- Stability
- Object control
- Athletics
- Target Games
- Invasion Games

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## **YEAR 2**

- Fundamental Skills
- Gymnastics
- Orienteering
- Dance
- Invasion Games
- Athletics
- Target Games

**1**

**2**



## **YEAR 1**

- Invasion Games
- Gymnastics
- Dance
- Target Games
- Athletics
- Net and Wall Games



## **YEAR 4**

- Invasion Games
- Gymnastics
- Orienteering
- Dance
- Athletics
- Striking And Fielding

**3**

**4**



## **YEAR 3**

- Invasion Games
- Gymnastics
- Orienteering
- Dance
- Tri-Golf
- Athletics
- Striking And Fielding



## **YEAR 6**

- Invasion Games
- Gymnastics
- Orienteering
- Dance
- Striking And Fielding
- Athletics

**5**

**6**



## **YEAR 5**

- Invasion Games
- Gymnastics
- Orienteering
- Dance
- Throwing And Catching
- Athletics
- Striking And Fielding

## Excellence in PE and Sport



At Moorside Primary School, we are proud to have been awarded the **Gold School Games Mark** and are a committed member of the **School Sport Partnerships in Salford**. Through this partnership we have access to high-quality CPD, specialist advice, competitions, events and resources, enabling us to deliver a rich, inclusive and inspiring PE curriculum and wider sporting offer that supports the holistic development of every pupil.

We work in partnership with the Salford School Sport Partnership to:

- **Raise standards in teaching and learning** in PE by ensuring staff benefit from the training, support and innovative practice facilitated by Salford SSP.
- **Provide extensive opportunities for all pupils** to participate in competitive, non-competitive, traditional and non-traditional sports, including events open to pupils of all abilities and needs.
- **Embed sport and physical activity across and beyond the curriculum**, ensuring pupils are active, engaged and confident in a wide range of physical experiences.
- **Promote pupil leadership, confidence, teamwork and wellbeing**, using opportunities afforded by competitions, events and celebrations organised via Salford SSP.
- **Ensure excellence, continuous improvement and accountability**, underpinned by the rigorous criteria of the Gold School Games Mark, so our PE and sport offer remains responsive to national expectations, local needs and pupil voice.

As a Gold status school within the Salford School Sport Partnership, we celebrate our successes, continually reflect on our practice, and strive to broaden and deepen the impact of PE, school sport and physical activity so every pupil thrives.

## Rationale

All at Moorside Primary School are committed to the health and well-being of our pupils.

Staff understand how a broad and inclusive provision benefits individual and the school in general; our approach to Physical Education focuses very much on the holistic child. We strive for excellence in performance whilst recognising every child's achievements will be different. We also celebrate the creativity, commitment, leadership and analytical skills of our children, skills we look to develop through our curriculum and extra-curricular offer.

PE enables children to learn confidence, perseverance, team spirit and organisation. We believe that children must engage in a programme of P.E that encourages fitness, improves their strength, suppleness, stamina and teaches those rules of games and an understanding of how to perform to an audience. This allows pupils to gain a sense of achievement and develop positive attitudes towards themselves and others.

## Aims

- To be physically active and find enjoyment in physical activity.
- To acquire and develop a variety of physical skills to promote a healthy lifestyle and posture.
- To suggest how one's own performance and that of others can be improved and find a sense of achievement and fulfilment.
- To acquire knowledge and understanding of fitness and health.
- To provide opportunities for our pupils to lead through PE
- To understand the need for safe practice in physical activities for self and equipment.
- To develop spiritual, moral, social and cultural awareness through competitive and cooperative activities

## PE Kit

Children may come to school dressed in their PE kit on PE days. The kit should include black/blue shorts or jogging bottoms/leggings during the winter months, a plain white T-shirt, and their school red jumper. Black plimsolls should be worn for indoor PE and suitable trainers should be worn for PE outside. Long hair must be tied back with all jewellery removed for safety.

If a child is representing the school in a sports event, the school will provide the appropriate kit; however, children should bring suitable footwear for the activity, such as football boots, if required.

# Intent

- That all children can achieve the aims of the national curriculum through a broad, balanced and progressive curriculum
- A willingness of staff to adapt The PE Passport plans to meet the needs of individuals and groups- this might mean going back to plans programmed for younger groups to secure knowledge and skills
- A commitment from staff to develop children across different domains- physically, cognitively and socially and emotionally
- Children how to learn skills and knowledge and apply it.
- Delivery through the Principles of Assessment for Learning.
- Children experiences of traditional and 'new' sports.
- Careful monitoring of the progress of individuals, groups, classes and year groups

## **Commitment to Physical Activity**

Physical Activity School is fully committed to ensuring that children grow up with a positive attitude to exercise and therefore tries to ensure that each child in EYFS receives at least 3 hours of physical activity in school each day and each child aged 5-11 receives a minimum of 45 minutes of physical activity per day. This is on top of their regular PE lessons.

## **CPD**

We are fully committed to keeping our staff fully aware of new developments in the National Curriculum and ensuring that lessons are safe and active and that the standards of teaching and learning is always good or better. The school works effectively with the School Sport Partnership in Salford to ensure high standards across our PE/Sport offer.

As part of our SSP, the school is able to access CPD. These opportunities are highlighted to all staff and records kept of those attending and any impact as a consequence.

## **Swimming**

It is the school policy that all children should be able to swim 25m by the time they leave school as well as meet the other two requirements of the national curriculum. Therefore, swimming lessons are compulsory for all children. Children learn swimming in Year 4 with qualified swimming teachers. Where children are not allowed to take part in swimming a doctor's note must be provided. Guidelines recommend appropriate swimwear i.e. a one-piece costume for girls and trunks (not shorts) for boys.

## **Extra-Curricular programme (OSHL)**

Our extra-curricular programme complements and supplements the range of activities covered in curriculum time. The planned programme for 2025-2026 reflects a breadth and balance across the NC areas of activity. We participate in a range of inter-school fixtures, tournaments and festivals within the School Sports Partnership in Salford. At the beginning of each term, we publish a documented timetable of clubs. The extra-curricular content aims to be varied –

including competitive and non-competitive and team- and individual based clubs appropriate for all pupils.

### **Safeguarding**

All adults working with children in school are checked for appropriate DBS clearance. This includes coaches working for a term at a time as well as staff working on a one-off basis or with clubs. The responsibility for this lies with the Safeguarding lead, Suzanne Howard. Induction procedures are carried out before any activities by Caroline Stevens (School Business Manager) On PE days, children are permitted to wear their PE Kits. Where children need to change for PE/sports, children are not expected to change together but will always be under supervision.

## Oracy

**‘Oracy is the ability to speak eloquently, to articulate ideas and thoughts, to influence through talking, to collaborate with peers and to express views confidently and appropriately. Oracy refers both to the development of speaking and listening skills, and the effective use of spoken language in teaching and learning. It is to speech what literacy is to reading and writing, and numeracy is to Maths.’**

Speak for Change: Final report and recommendations from the Oracy All-Party Parliamentary Group Inquiry



### **Learning through talk**

At Moorside Primary, we know that talking is a powerful way for children to learn. By thinking aloud, asking questions, and discussing ideas together, pupils can explore their thinking and deepen their understanding.

### **Learning to talk**

Just as importantly, we support pupils to develop their oracy skills so they can communicate confidently in different situations — from classroom conversations to speaking in public, debating, or during sport and games.

**Through our PE curriculum, pupils are supported to develop their oracy skills in a variety of ways, including:**

- Using precise sporting and anatomical vocabulary to describe movements, techniques, and strategies.

- Explaining tactics, rules, and decisions during gameplay and discussions.
- Collaboratively reflecting on performance and offering constructive feedback to peers.
- Discussing and planning team strategies to solve challenges or achieve shared goals.
- Leading warm-ups or skill demonstrations to communicate clearly and confidently.
- Exploring sporting scenarios through role play and performance (e.g. officiating, coaching, or commentary).
- Presenting learning outcomes, match analyses, or fitness findings to different audiences.
- Performing chants, motivational speeches, or rhythmic routines to build confidence and teamwork.

## Implementation

### Curriculum

All pupils will be taught:

Reception, Key Stage 1 and 2

- Fundamental movement skills
- Gymnastic activities
- Games related skills including Target Games and Attacking and defending
- Dance
- Athletics

Key Stage 2

- Net/wall games
- Athletics
- Dance
- Gymnastics
- Invasion games
- Outdoor adventure activities
- Striking and Fielding
- Swimming

We aim to provide a well-balanced curriculum which covers the statutory requirements for the Early Years Foundation Stage (EYFS) and the PE National Curriculum. In Early Years (EYFS), opportunities are provided for children to be active and to develop their co-ordination, control and movement through moving and handling activities which involve the use of a range of equipment and involve different spatial experiences. Structured lessons and opportunities for outdoor physical activity amount to at least two hours each week which includes continuous provision in EYFS.

Pupils in both KS1 and KS2 engage in one hour of high-quality PE during the course of each week. In KS1 the curriculum builds on the fundamental movement skills of agility, balance and co-ordination taught in EYFS. Curriculum content includes ball skills and team games, gymnastic and dance activities. At KS2 pupils continue to apply and develop a range of skills and units of

work include a range of invasion, net / wall, and fielding and striking games, gymnastics, dance, athletics, swimming and outdoor and adventurous activities.

## Curriculum Map

The curriculum is organised around the facilities and resources we have available, to ensure progression across the curriculum and also to prepare children to participate in competitive festivals and events.

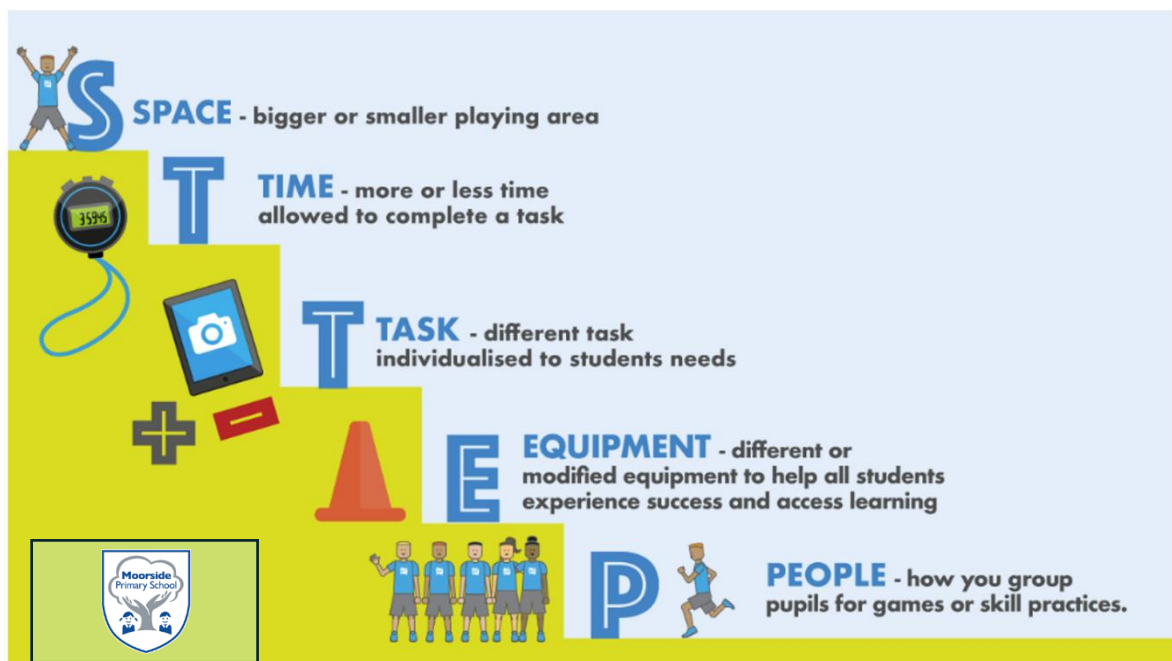
## Inclusion

School uses a scheme of work called The Primary PE Passport and the subject leader inputs a long-term plan at the beginning of each calendar year. It is expected that staff deliver a full national curriculum to the children and that they prepare for lessons thoroughly by reading the planning in The PE Passport; getting resources ready beforehand and adapting plans where necessary and for children with specific needs.

In planning and teaching P.E teachers will have due regard for the following principles:

- EYFS will follow plans on The PE Passport as well as giving children opportunities to be physically active through Development Matters.
- All children in KS1 and KS2 will have full access to the P.E national curriculum
- Lessons will be differentiated using the STTEP principles Space, Time, Task, Equipment, and People.

Our commitment in KS2 to intra school events is because we want all of our children to experience competitive sport.



# Adaptive Practise

## **SEND - Adaptive Teaching Strategies For Those Who Need Support and Scaffold**

### **1. Adjusting the Level of Challenge**

Adapt tasks so they are accessible but still stretching – e.g. provide sentence stems, scaffolds, or allow pupils to show learning in different ways such as mind maps or collaborative work.

### **2. Clarifying and Simplifying Instructions**

Break tasks down into clear, manageable steps – e.g. use numbered instructions, visual cues (pictures, symbols, diagrams), or rephrase directions.

### **3. Highlighting Essential Content**

Focus on the key ideas and concepts from the curriculum – e.g. bold or highlight essential knowledge, remove unnecessary detail to reduce overload.

### **4. Re-explaining and Reinforcing Concepts**

Give multiple opportunities to revisit and reframe new learning – e.g. explain in different ways, link to real-life contexts, or use hands-on resources.

### **5. Using Examples and Models**

Show pupils what success looks like – e.g. worked examples, sample answers, modelled writing or problem solving.

### **6. Collaborative and Peer Support**

Build in opportunities for pupils to learn with and from one another – e.g. talk partners, group roles, peer tutoring, or structured team activities.

### **7. Scaffolding with Step-by-Step Guidance**

Guide pupils through learning gradually – e.g. “I do, we do, you do”, sentence starters, checklists, or prompts for each stage of a task.

### **8. Improving Accessibility**

Make content easier to access – e.g. sit pupils close to the teacher, ensure visibility of the board, provide child-friendly texts/media, or read aloud when needed.

### **9. Allowing Additional Processing Time**

Give pupils more time to think, respond, or complete tasks – e.g. extended wait time for answers, chunked activities, or pausing to check understanding.

### **10. Teaching and Reinforcing Vocabulary**

Introduce and revisit key vocabulary explicitly – e.g. word banks, visual images, repetition, or sentence stems to practise using words correctly.

### **11. Checking Understanding and Providing Feedback**

Monitor learning regularly and provide immediate support – e.g. mini-plenaries, quick quizzes, targeted questioning, or verbal feedback.

### **12. Offering Multiple Ways to Record and Present Learning**

Encourage pupils to show understanding in varied ways – e.g. oral responses, drawings, photos, digital recordings, mind maps, or written work.

### **13. Pre-teaching Key Knowledge and Vocabulary**

Prepare pupils ahead of lessons to boost confidence – e.g. introduce new words, concepts, or background knowledge before whole-class teaching.

## **Those Who Need Further Challenge - Adaptive Teaching Strategies to Stretch and Support**

### **1. Building on Prior Knowledge**

More able pupils should be encouraged to share their existing knowledge with peers through peer modelling, presentations, or by tackling enquiry-based questions that extend their understanding.

### **2. Interest-Driven Extension**

Teachers should build on pupils' interests by providing higher-level texts, suggesting independent reading, and assigning home learning projects that deepen engagement with the subject.

### **3. Deepening Conceptual Understanding**

Pupils should be challenged to explore topics in greater depth, use more complex terminology, and make abstract connections to develop a richer understanding.

### **4. Higher-Order Questioning**

Teachers should use open-ended questions that promote critical thinking, interpretation, and inference, encouraging pupils to analyse and evaluate ideas.

### **5. Challenging Learner Roles**

More able pupils should be given roles that require leadership, debate, or tutoring, allowing them to contribute meaningfully and stretch their thinking.

### **6. Mastery and Enrichment Activities**

Teachers should provide opportunities for mastery through intensive teaching, peer-assisted learning, and analytical tasks that require deeper engagement with content.

### **7. Flexible Task Design**

Pupils should be offered a choice of tasks with varying levels of challenge, and success criteria should be adapted to stretch their capabilities.

### **8. Feedback for Growth**

Feedback should be framed to encourage pupils to take responsibility for their learning, using open-ended questions to prompt reflection and improvement.

## **Impact**

The impact of the PE curriculum at Moorside Primary School is continually monitored through a combination of formative and summative assessments. By using the Primary PE Passport, teachers are provided with clear guidance to assess pupils against specific learning objectives, physical skills, and key areas of physical development. Each unit includes opportunities for observation, skill tracking, and self-assessment, allowing teachers to measure progress and understanding over time. Pupils' ability to apply skills, work collaboratively, and reflect on their performance is also assessed as part of their ongoing development in PE.

Through our use of the Primary PE Passport, pupils leave Moorside equipped with the physical skills, knowledge, and confidence needed to lead healthy, active lifestyles and to succeed in Key Stage 3 and beyond. They develop the ability to perform with increasing control and competence, understand the importance of physical activity for health and wellbeing, and demonstrate positive attitudes towards teamwork, competition, and self-improvement. Pupils also gain an appreciation of how physical education contributes to personal development, wellbeing, and lifelong participation in sport and physical activity.

The expected impact of our PE curriculum is that pupils will:

- **Early Years Foundation Stage (EYFS):** Develop fundamental movement skills through active play, exploration, and physical challenges, building confidence in movement and coordination.
- **Fundamental Movement Skills:** Master basic skills such as running, jumping, throwing, catching, balancing, and coordination.
- **Games:** Apply skills in team and individual games, understanding tactics, rules, and fair play.
- **Gymnastics:** Develop flexibility, strength, balance, and control through movement, sequences, and apparatus work.
- **Dance:** Use movement to express ideas, rhythm, and emotion, responding creatively to music and themes.
- **Athletics:** Improve performance in running, jumping, and throwing, setting personal targets and striving for improvement.
- **Outdoor and Adventurous Activities:** Build teamwork, problem-solving, and communication skills through collaborative challenges and exploration.
- **Health and Fitness:** Understand the effects of exercise on the body and the importance of maintaining an active lifestyle.
- **Swimming and Water Safety:**
  - Swim competently, confidently, and proficiently over a distance of at least **25 metres**.
  - Use a range of strokes effectively (e.g. front crawl, backstroke, and breaststroke).
  - Perform safe self-rescue in different water-based situations.
- **Competition and Sportsmanship:** Demonstrate respect, resilience, and a positive attitude when participating in competitive and non-competitive contexts.
- **Leadership and Teamwork:** Take on different roles, such as leader or coach, to support and motivate others.
- **Statutory Outcomes:** Achieve the end-of-key-stage expectations outlined in the National Curriculum for Physical Education.

By the time pupils leave **Moorside Primary School**, they will not only have met statutory requirements but will also be physically confident, resilient, and motivated learners. They will understand the importance of physical activity for lifelong health and wellbeing and will be inspired to continue participating in physical activity and sport as part of a balanced, healthy lifestyle.

## **Assessment**

- Our assessment outcomes focus on the child's holistic development in PE and not merely on performance. It is completed through The Primary PE Passport using a combination of formative and summative assessment.
- Teacher's assessment through observation forms the basis of assessment for PE.
- Staff will use AFL to teach at the point of learning, in order to ensure that all children are making progress whilst using across a unit of work.
- Lesson evaluations are completed after each lesson through the teacher's notes section of the PE Passport to inform future teaching and assessments are carried out at the end of every unit of work. This assessment is against a set of clear objectives and outcomes linked with the national curriculum.
- The assessment outcomes are NOT incremental and are all equally weighted.
- The PE Passport recommends one assessment focus from the Performing, PHSE and Competition categories. That means teachers can hone in on particular outcomes and carry out the process thoroughly.
- We assess across a range of units to ensure across the different strands of PE e.g. dance, gymnastics, OAA etc.
- The end of unit assessments clearly identify those children who are exceeding or not meeting the lesson objectives and outcomes identified in the units of work.
- The outcomes of these assessments will be passed onto the next teacher in order to inform and adapt planning accordingly. It will be monitored by the PE leader in order to monitor standards and formulate any future actions.

## **The Role of Subject Leaders**

PE subject leaders at Moorside Primary make effective use of assessment data to monitor the quality and impact of PE across the school. Leaders have the responsibility to lead PE by producing an annual action plan; monitoring standards of teaching and learning; supporting staff with CPD needs; reporting to the SLT about standards, participation and competition and coordinating an extra- curricular programme and intra and inter school events.

Subject leaders are given dedicated time to monitor and evaluate their subject effectively. They have access to ongoing CPD to strengthen their subject knowledge and leadership skills. Each term, subject leaders produce a report that is shared with all staff, outlining the impact of the subject on pupil outcomes and identifying clear priorities for further development.

## Overview of Content

	Autumn		Spring		Summer	
N	Fine Motor Skills	Gymnastics	Dance – Copy and Explore	Stability	Athletics	Target Games
Rec	Fundamental Skills	Gymnastics	Dance – Copy and Explore	Object Control	Athletics	Invasion Games
Year 1	Invasion Games	Gymnastics/Orienteering	Dance – Mini Beasts	Target Games	Athletics	Net and Wall Games
Year 2	Fundamental Skills	Gymnastics/Orienteering	Dance – Under the Sea	Invasion Games	Athletics	Target Games
Year 3	Tag Rugby	Gymnastics/Orienteering	Dance – Around the World	Tri-Golf	Athletics	Cricket
Year 4	Hockey	Gymnastics/Orienteering	Dance – Space	Tag Rugby	Athletics	Cricket/Rounders
Year 5	Basketball	Gymnastics/Orienteering	Dance – Through the Ages	Dodgeball	Athletics	Cricket/Rounders
Year 6	Netball	Gymnastics/Orienteering	Dance – Haka	Tennis	Athletics	Cricket/Rounders