

Clockhouse Primary School

The Clockhouse Curriculum

Our Physical Education Curriculum Rationale

What do we want for our children and how will we work together to achieve this?

“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.” DFE National Curriculum for PE 2013.

At Clockhouse Primary School, we believe in the importance of providing all children with a high-quality and ambitious physical education to ensure they develop competence to excel in a broad range of physical activities, find enjoyment in sport and to lead healthy, active lifestyles. Our school aims to inspire all children to develop a love of physical activity and sport. Through good physical education, whole school values and a whole child approach, we aim to nurture confident, resilient children who will strive for their personal best.

Physical literacy is the ability, confidence and motivation to move competently and enjoy being active throughout life. At our school, we aim to develop children’s physical skills alongside their understanding of healthy lifestyles, teamwork and resilience. Through a broad and engaging PE curriculum, children build coordination, balance and strength while learning the importance of perseverance, cooperation and personal achievement. We believe that fostering positive experiences in physical activity encourages children to lead active, healthy and confident lives both now and in the future.

Our curriculum is informed by the National Curriculum and underpinned by the ‘Clockhouse Curriculum Drivers’; this has carefully been designed to cater for the needs of both our children and the community. We want to aid our children in obtaining the values and skills to celebrate and respect the success of others, as well as modestly celebrating their own successes. We aim to ensure that our delivery of physical education allows all children to have the skills and mindset to leave primary school with the capabilities to be successful in their sporting challenges and active lifestyles at secondary school and beyond.

In EYFS, the focus is very much around fundamental movement skills, negotiating space safely with and around others and how to handle and use different equipment. This prepares them for KS1 in which children are taught in line with the National Curriculum requirements in that they further develop fundamental movement skills, understanding principles of defence and attack, using simple tactics etc. By focusing on ball skills, fundamentals and sending and receiving KS1 units isolate skills to prepare children to apply these in game activities (target, net and wall, striking and fielding and invasion) which increased pressure, rules and decision making. By KS2, children further develop these skills by applying them into different situations and activities. In addition, during the Autumn 1 term, all KS2 pupils take part in daily swimming lessons using our on-site pool. This intensive programme is designed to build water confidence, develop a range of swimming strokes, and ensure pupils gain essential water safety skills, including the ability to swim at least 25 metres.

We strive to educate both our children and families to develop a greater understanding on how to live healthy lifestyles and make healthy choices. We are dedicated to ensuring how to live healthy minds, as well as bodies and will continue to support our children’s well-being. We have strong links with local clubs and partnerships within our community to ensure the children and families receive the support and knowledge they need. To give children a broad range of experiences, we alternated games activities throughout KS2 e.g. cricket in Year 3 and 4, rounders in Year 4 and 6.

We are dedicated to ensuring how to live healthy minds, as well as bodies and will continue to support our children’s well-being. We actively encourage children to work towards their personal best, challenging themselves to better their achievements, whilst celebrating and supporting each other in their learning journeys and sporting successes.

We value Physical Education and therefore endeavour to deliver an enriched curriculum and offer sporting activities through well planned lessons, extra-curricular school clubs and lunchtime experiences.

At our school, we take pride in assessing each child individually under each unit of work in our Physical Education curriculum. This approach provides a detailed understanding of every student's strengths and areas for improvement, enabling us to support their physical and personal development effectively. Through tailored assessments specific to each unit, we gain insights into their skills, fitness levels, teamwork abilities, and theoretical knowledge, which informs our teaching and helps each child reach their full potential.

At our school, we place a high value on sportsmanship and have crafted a unique initiative to inspire and motivate students. This initiative emphasises fair play, respect, and teamwork, promoting these values across all physical education units and celebrating them whenever demonstrated. We actively recognise and commend acts of good sportsmanship both within PE lessons and in broader school activities, nurturing a culture of integrity and cooperation. By integrating character-building exercises and highlighting exemplary behaviour, we help students develop essential life skills and foster a positive, inclusive community.

At Clockhouse Primary School, we are all athletes! We want our pupils to appreciate Physical Education and to have no limits on what their ambitions are. We are proud to develop in young people, an understanding of the positive impact a healthy, active lifestyle will have on their lives as they grow and develop.

What are we trying to achieve through the Clockhouse Gymnastics Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – Throughout all aspects of Physical Education children will be challenged. The challenge approach is applied to provide ongoing and increasingly complex challenge for all relevant to their starting point. This approach ensures that there is no cap on children's learning opportunities. There are things in Gymnastics that can be seen as daunting. A lot of this has to do with the fear of trying something that you have never done before. We encourage our gymnasts to express their fears to us, and we set attainable goals to work through any concerns. Children are continually challenged and are able to progress onto increasingly complex learning. This will allow children to develop strategies to overcome things that they see as impossible and encourages them to try new things both in gymnastics and in life.
- **Global Citizenship** – Children at Clockhouse understand, respect, and nurture the difference in ability levels throughout all aspects of Gymnastics. Children recognise and adapt to these differences. Children are encouraged to perform in inter and intra school competition. This should prepare them to take part at a more advanced level in the future. Through a progressive curriculum and strong links with local gymnastics clubs and partnerships, we provide the children opportunities to learn the values of discipline, respect, responsibility and friendship which teaches children the importance of caring for their community and giving back to it in any way in which they can.
- **Creativity** – We acknowledge the importance of creativity in Gymnastics. Through a broad and engaging curriculum children are given the opportunity and support to explore creative and controlled movements. Gymnastics uses unique body weight exercises to build upper body, lower body, and core strength. Children are provided with the knowledge, resources, and bespoke planning to use these strengths to create and link challenging movement patterns. The skills being developed can transfer to future learning and other areas of the P.E. Curriculum thus allowing children to reach their potential academically.
- **Aspiration** – In all areas of Physical Education at Clockhouse Primary School we strive to install the ambition of achieving something memorable. A splintered teaching approach ensures we encourage children to fearlessly strive to achieve their optimum potential irrespective of any initial boundaries. This approach to teaching Gymnastics ensure children gain confidence as they progress through these skills. With each step, they become more confident in themselves which can transfer into all aspects of their lives.

- **Well-being** – Well-being is actively promoted in the P.E. curriculum. We want all of our children to feel healthy and happy in school. At all ages, Gymnastics provides an opportunity to develop social skills. Younger children learn how to stand in line, perform safely, and be respectful when watching others perform. The older children will use what they have learnt previously to comment on performances and set a good example for others who look up to them, resulting in them becoming role models at a young age. Children are given opportunities in P.E. lessons to self-reflect and comment on the work of their peers, providing praise or even better feedback. Gymnastics enables all children to make progress from their own starting point, within each lesson and overtime. As a result, children develop confidence in their own ability and build their self-esteem as they all achieve at least a good level of progress and success from their starting point. Participating in Gymnastic lessons teaches children to enjoy physical activity. This love of movement translates into other sports as well as a lifetime of activity. The strength, flexibility and balance that you will gain from working on gymnastics skills are easily transferred to every other sport in our curriculum and any others the children may want to explore. By teaching children they can be successful at physical skills, it encourages them to be more active in other areas of life outside of the school environment.
- **Cultural Capital** – At Clockhouse Primary School respect drives the cultural element of the curriculum. This is a very important aspect of Gymnastics as children must respect school rules and additional rules for safety especially when using apparatus. These rules must be followed and this takes discipline. Children must also have the self-discipline to stay on task, working hard, even when they think no one is watching. All children receive sufficient opportunities to develop the key gymnastic skills through a range of well-planned and well-resourced (apparatus) tasks that encourages children to be creative and think outside the box. Children can explain their reasoning behind their approach and routine / performance.

How is the Clockhouse Gymnastics Curriculum delivered? (Implementation)

- The Gymnastics curriculum is mapped by the Get Set 4 PE scheme of work. Gymnastics is included in each year group to guarantee that the skills being taught are progressive allowing children to build upon prior learning ensuring this meets the requirements of the National Curriculum.
- All stakeholders are held to account with regular communication to deliver the highest standard of gymnastics.
- In Key Stage 1 and 2, gymnastics is taught in the Autumn Term as part of the provision provided. Lessons are taught on mats for safety and as children grow in confidence they will be challenged to apply skills they have learnt previously onto apparatus, creating complex routines.
- Through more complex jumps, rolls, balances, and forms of travel, whilst remembering safety is paramount, we encourage children to become more confident in these aspects to perform sequences on and off of apparatus.
- Children learn to improve their work through peer and personal assessment. Children are often challenged to try new things through a pathway that allows them to achieve those challenges in a step-by-step safe manner. This will allow children to develop strategies to overcome things that they see as impossible and encourages them to try new things both in gymnastics and in life.
- To meet the individual needs of the children and to allow for maximum progress to be made, all lesson plans are differentiated and then further annotated by the Sports Coach and/or the class teacher. These plans are monitored by the P.E. Leader and shared with any additional adults that will play an active role within lessons.
- A Sports Coach, who specialises in Gymnastics, is employed to provide expertise in the Gymnastics curriculum, ensuring it is fit for purpose. Her P.E. knowledge contributes to the depth and detail required for precision teaching, allowing progression through the year groups.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targeted through well-planned insets and continual C.P.D.
- Where possible, children are encouraged to self-challenge, self-assess, and peer assess. Where this is not possible, teachers will use their knowledge, unit overview sheets, and assessment of the children to allocate them the most appropriate challenges within the lesson.
- The apparatus is checked annually by an external company and before each lesson by the Sports Coach / class teacher to ensure apparatus is safe to use.

- Learning objectives, assessment for learning strategies, steps to success, and key vocabulary are visually implemented at the beginning, during, and end of each lesson. Over time this should maximise learning time.
- Enrichment opportunities within gymnastics are provided through funded clubs by an external expert for children from years 1 – 6. A formal school / club link is also in place to promote exercise outside of the school day.
- Photo and video evidence is taken to showcase progression and for assessment purposes.
- Regular staff and pupil voice questionnaires are given after each unit for work so that PE leader and Sports Coach can amend, support and improve the gymnastics provision at Clockhouse Primary School.
- Key vocabulary is progressive throughout each year group. These progressions are clear for both pupils and teachers via vocabulary pyramids.

What difference is the Clockhouse Gymnastics Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress with an increasing number of children making accelerated progress.
- All children will achieve their potential academically, creatively, physically and, socially. With sticky knowledge of a skills based approach embedded for future learning.
- The children will speak highly of their experiences within Gymnastics, and will therefore engage with the subject as they continue their educational journeys.
- Children will have the confidence and resilience especially in their own abilities to persevere when faced with a challenge and as a result will achieve greater success.
- Key vocabulary will be used confidently and in the correct context.
- Children will be able to apply prior knowledge of skills and vocabulary through a progressive curriculum.
- Pupils will be ready for the next stage in their learning and life in modern Britain.
- Children will understand the respect and discipline needed in order to perform and create movements within gymnastics.

What are we trying to achieve through the Clockhouse Dance Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our ‘Key Curriculum Drivers’. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – Throughout all aspects of Physical Education children will be challenged. The challenge approach is applied to provide ongoing and increasingly complex challenge for all that is relevant to their starting point. This approach ensures that there is no cap on children’s learning opportunities. There are things in Dance that can be seen as daunting. A lot of this has to do with the fear of trying something that you have never done before. We encourage our dancers to express their fears to us, and we set attainable goals to work through any concerns. Children challenge both their minds and bodies to develop a greater range of movement, whilst developing the ability to work within different spaces. Co-ordination is put to the test and children are challenged on how to multitask successfully. Dance and movement patterns also challenge the brain and improve and develop kinaesthetic memory.
- **Global Citizenship** – Children at Clockhouse understand, respect, and nurture the difference in ability levels throughout all aspects of Dance. Children recognise and adapt to these differences. Dance plays a key part in contemporary citizenship. It can be a moving image and/or architectural in its design, portraying physical discipline and musical expression; it can be lyrical, narrative, dramatic and poetic; it makes connections across art forms, cultures, ages and other boundaries. Dance provides a means of expressing identity and of understanding other identities. Children are encouraged to perform to others in school and as part of the wider community. This should prepare and inspire them to take part at a more advanced level in the future.
- **Creativity** – We acknowledge the importance of expression through creativity in Dance. Through a broad and engaging curriculum, children are given the opportunity and support to explore creative routines through a range of different dances. Dance is a creative activity that uses the kinaesthetic mode of bodily movements with imagination in its creating, performing and watching. It complements other forms of intelligence and provides a vehicle for young people to physically express and communicate their ideas.

Whilst dance is a good source of fun exercise for young children, it is also a creative outlet. Our curriculum gives the children the opportunity to release creativity and dive into their imagination to create movement.

- **Aspiration** – In all areas of Physical Education at Clockhouse Primary School we strive to install the ambition of achieving something memorable. A splintered teaching approach ensures we encourage children to fearlessly strive to achieve their optimum potential irrespective of any initial boundaries. This approach to teaching dance ensure children gain confidence as they progress through these skills. With each step, they become more confident in themselves which can transfer into all aspects of their lives. At Clockhouse, we aim to show the children that learning dance can be fun and engaging for all, which will inspire children to want to approach secondary school and continue their dance journey with both anticipation and enthusiasm. We hope to encourage future performers and provide an inclusive curriculum that encourages children who show shyness or low self-esteem to show an interest in performing that perhaps once was not there. A love and appreciation of dance can inspire children to find an interest in Performing Arts both on and off stage.
- **Well-being** – Well-being is actively promoted in the P.E. curriculum. We want all of our children to feel healthy and happy in school. At all ages, Dance provides an outlet to enhance social skills. Young people enjoy dance. They value Dance as an expressive art form and as social recreation, and they value the instrumental benefits it brings. The ability to express emotion comfortably in front of others, develops mental maturity and learning to do so through movement and dance provides a safe gateway for yourn children to explore. Children are given opportunities in P.E. lessons to self-reflect and comment on the work of their peers, providing praise or even better ifs. Dance enables all children to make progress from their starting point both within each lesson and overtime. As a result, children develop confidence in their own ability and build their self-esteem as they all achieve at least a good level of progress and success from their starting point. Participating in Dance lessons, teaches children to enjoy physical activity. This love of movement translates into other sports as well as a lifetime of activity. Finally, dancing can make a person feel physically refreshed and improve their mood. It is a good tool to release daily stress, a distraction from everyday worries and an outlet for imagination and emotions.

Cultural Capital – At Clockhouse Primary School, respect drives the cultural element of the curriculum. This is a very important aspect of dance as children must respect the different cultures that they are interpreting dance from. These different genres link where possible to classroom-based learning and the school's Golden Threads. Children must also have the self-discipline to stay on task, working hard, even when they think no one is watching. All children receive sufficient opportunities to develop the key dance skills through a range of well-planned tasks. A variety of types of dance are interpreted through different beats, tempos, and other resources, encouraging children to be creative and think outside the box. Children can explain their reasoning behind their approach and routine / performance. Dance allows an appreciation of different identities and cultures to flourish; children understand about themselves, others and the society in which they live. Participation in Dance can break down social and cultural barriers. Dance brings together children from a variety of backgrounds and personalities; creating an environment outside of the habitat a child is accustomed to. Children are forced to learn to adapt and communicate in new ways. By navigating this new environment through creativity, children learn to build trust and effective relationships.

How is the Clockhouse Dance Curriculum delivered? (Implementation)

- The Dance curriculum is mapped by the Get Set 4 PE scheme of work. Dance is included in each year group to guarantee that the skills being taught are progressive allowing children to build upon prior learning ensuring this meets the requirements of the National Curriculum
- The dance curriculum is mapped out by the P.E. Leader. Dance is included in each year group to guarantee that the skills being taught are progressive allowing children to build upon prior learning ensuring this meets the requirements of the National Curriculum.
- All stakeholders are held to account with regular communication to deliver the highest standard of dance.
- In Key Stage 1 and 2, dance is taught in the Autumn and Spring Terms as part of the provision provided. Learning through spatial, kinaesthetic, visual and verbal modes allows the children opportunities for observation, analysis and developing strategies to improve their own performance.
- Children develop skills in physical interaction, team work, problem solving, observing, evaluating, verbal and non-verbal communication of ideas and emotions, and in making connections through the rhythm of music.

- Children are often challenged to try new things through a pathway that allows them to achieve those challenges in a step-by-step manner. This will allow children to develop strategies to overcome things that they see as impossible and encourages them to try new things both in a dance environment and in life.
- To meet the individual needs of the children and to allow for maximum progress to be made, all lesson plans are differentiated and then further annotated by the Sports Coach and/or the class teacher. These plans are monitored by the P.E. Leader and shared with any additional adults that will play an active role within lessons.
- Through precision teaching, children enhance their co-ordination, control, posture, strength, stamina, flexibility and mobility, which can be applied when dancing in a small group in canon or unison or in a solo performance.
- A Sports Coach is employed to provide expertise in the Dance curriculum, ensuring it is fit for purpose. Her P.E. knowledge contributes to the depth and detail required for precision teaching, allowing progression through the year groups.
- Through monitoring and evaluation, gaps in teaching and learning are identified and targeted through well-planned insets and continual C.P.D.
- Where possible, children are encouraged to self-challenge, self-assess, and peer assess. Where this is not possible, teachers will use their knowledge, topic overview sheets, and assessment of the children to allocate them to the most appropriate challenges within the lesson.
- Dance promotes an enhanced memory through physical patterning and repetition. Children can explore and experiment through focused movements to music.
- Learning objectives, assessment for learning strategies, steps to success, and key vocabulary are visually implemented at the beginning, during, and end of each lesson. Over time this should maximise learning time.
- The P.E. Leader actively seeks enrichment opportunities within Dance. Children represent the school in dance events organised by The Havering Sports Collective and local secondary school Bower Park Academy.
Photo and video evidence is taken to showcase progression and for assessment purposes.
- Regular staff and pupil voice questionnaires are given after each unit for work so that PE leader and Sports Coach can amend, support and improve the gymnastics provision at Clockhouse Primary School.
- Key vocabulary is progressive throughout each year group. These progressions are clear for both pupils and teachers via vocabulary pyramids.

What difference is the Clockhouse Dance Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress with an increasing number of children will make accelerated progress.
- All children will achieve their potential academically, creatively, physically and, socially. With sticky knowledge of a skills based approach embedded for future learning.
- Children will express enjoyment, motivation, inspiration, aspiration and celebrate their achievements.
- The children will speak highly of their experiences within Dance, and will therefore engage with the subject as they continue their educational journeys.
- Children will have the confidence and resilience especially in their own abilities to persevere when faced with a challenge and as a result will achieve greater success.
- Key vocabulary will be used confidently and in the correct context.
- Pupils will be ready for the next stage in their learning and life in modern Britain.

What are we trying to achieve through the Clockhouse Games Curriculum? (*Intent*)

At Clockhouse Primary School all we do is underpinned by our values. These values support our 'Key Curriculum Drivers'. Our drivers are used to ensure all stakeholders know what we want for our children – our intent:

- **Challenge** – Throughout all aspects of Physical Education children will be challenged. Personal challenge is something we drive. Opportunities to attempt to improve performance are encouraged both at school and beyond the school day. Children should make choices around challenge that are personal to them and give them the opportunity to succeed. Throughout games, children are given opportunities to apply their taught skills from their basic fundamentals to a variety of sports. They are given the

opportunity to play and explore movement, improve technique and work as a united team. Children are continually challenged and are able to progress onto increasingly complex learning including strategies and tactics to succeed individually or as part of a team. This will allow children to develop strategies to overcome things that they see as impossible and encourages them to try new things both in Games and in life.

- **Global Citizenship** – Children at Clockhouse understand, respect, and nurture the difference in ability levels throughout all aspects of Games. Differences within people and within the learning of Games, highlights different requirements needed to be successful and make progress. Identifying these groups and fostering inclusion allows focused development in specific areas within Games. Sport and recreational games are not about winning, it's about building stronger, healthier, happier, and safer communities. Children are encouraged to perform in inter and intra school competition. This should prepare them to take part at a more advanced level in the future. Children will learn rules that can be applied to all games they participate in in the future. By playing a range of games, children will learn about the popularity of each game in different cultures; learning that what we deem as popular here, may not be in another country.
- **Creativity** – Children have an excitement to participate in Games. Creativity in Games highlights a child's ability to produce original ideas and/or actions with flexibility and fluency. Children are provided with the knowledge, resources, and planning to use these strengths to create and link skills with tactics to perform to the best of their ability. Children will be encouraged to take lead roles in warm ups, creating conditions for games, and officiating to broaden their creative side. The skills being developed can transfer to future learning and other areas of the P.E. Curriculum thus allowing children to reach their full potential academically.
- **Aspiration** – In all areas of Physical Education at Clockhouse Primary School, we strive to install the ambition of achieving something memorable. A splintered teaching approach ensures we encourage children to strive to achieve their optimum potential irrespective of any initial boundaries. This approach to teaching Games ensure children gain confidence as they progress through these skills. With each step, they become more confident in themselves which can transfer into all aspects of their lives. Sports participation teaches children the value of hard work, builds character, and develops future leaders. Through specialist visitors children have the opportunity to work with someone successful whilst sharing their own stories of success as they aspire to feel motivated to accomplish a life goal. We are all athletes at Clockhouse and we hope to inspire children to want to remain active and find entertainment and motivation in learning about the sporting world around them.
- **Well-being** – Well-being is actively promoted in the P.E. curriculum. Playing Games has huge benefits in terms of improved concentration and focus both in and out of the classroom. Games has a positive impact on physical and emotional well-being at Clockhouse. We want all of our children to feel healthy and happy in school. At all ages, Games provide an opportunity to develop social skills that can be used in real-life situations. These skills are celebrated by our staff because their importance is recognised as being a vital element of a good learning environment. Children are given opportunities in P.E. lessons to self-reflect and comment on the work of their peers, providing praise or even better if's. Games enables all children to make progress from their starting point within each lesson and overtime. As a result, children develop confidence in their own ability and build their self-esteem as they all achieve at least a good level of progress and success from their starting point. Participating in Games lessons teaches children to enjoy physical activity. This love of exercise translates into other sports as well as a lifetime of activity. By teaching children they can be successful at physical skills, it encourages them to be more active in other areas of life outside of the school environment and in sports clubs. We provide vast opportunities to work as part of a team and meet people outside of their usual social circles. It can help children and young people develop social skills, self-esteem and positive-social behaviours.
- **Cultural Capital** – At Clockhouse Primary school respect drives the cultural element of the curriculum. This is a very important aspect of Games as children must respect school rules and the additional rules of the games they are participating in. These rules must be followed and this takes discipline. Children must also have the self-discipline to stay on task, working hard, even when they think no one is watching. Children are tenacious and resilient and stay humble both in victory and defeat. All children receive sufficient opportunities to develop key transferable skills through a range of well-planned and well-resourced tasks that encourages children to think outside the box. Children can explain their reasoning behind their tactical approach and how this can effect performance. In order to progress, participants in

Games must be open to suggestions and criticism from peers and teachers. Instead of children coming up with excuses or reacting negatively, we provide our children with the incentive to become successful participants, taking ownership of his or her actions and learning from them.

How is the Clockhouse Games Curriculum delivered? (*Implementation*)

- The Games curriculum is mapped by the Get Set 4 PE scheme of work. Games is included in each year group to guarantee that the skills being taught are progressive allowing children to build upon prior learning ensuring this meets the requirements of the National Curriculum
 - The Games curriculum is mapped out by the P.E. Leader. A variety of invasion, net and wall, and striking and fielding games are included in each year group to guarantee that the skills being taught are progressive allowing children to build upon prior learning ensuring this meets the requirements of the National Curriculum.
 - EYFS and KS1 isolate transferable skills that can be used in a variety of games. Rather than focusing on the sport, the required skills are developed and improved.
 - All stakeholders are held to account with regular communication to deliver the highest standard of games.
 - Lessons are taught safety with a progressive challenge based approach. As children grow in confidence they will be challenged to apply skills they have learnt previously into different conditioned activities and games drawing on any tactical knowledge they possess.
 - Children learn to improve their work through peer and personal assessment. Children are often challenged to try new things through a pathway that allows them to achieve those challenges in a step-by-step manner. This will allow children to develop strategies to overcome things that they see as impossible and encourages them to try new things both in games and in life.
 - To meet the individual needs of the children and to allow for maximum progress to be made, all lesson plans are differentiated and then further annotated by the Sports Coach and/or the class teacher. These plans are monitored by the P.E. Leader and shared with any additional adults that will play an active role within lessons.
 - The Sports Coach is employed to provide expertise in the Games curriculum, ensuring it is fit for purpose. Her P.E. knowledge contributes to the depth and detail required for precision teaching, allowing progression through the year groups.
 - Where possible, the Games curriculum links to the school's Golden Threads and S.M.S.C. which allows children to make links in their learning whilst respecting other participants, being humble in victory and gracious in defeat.
 - Children will learn movement skills and how to apply these skills to make tactical decisions. Children will understand the purpose of the skill and when to use the skill within a game and how skills transfer to other aspects of life.
 - Through monitoring and evaluation, gaps in teaching and learning are identified and targeted through well-planned insets and continual C.P.D.
 - Where possible, children are encouraged to self-challenge, self-assess, and peer assess. Where this is not possible, teachers will use their knowledge, topic overview sheets, and assessment of the children to allocate them to the most appropriate challenges within the lesson.
 - Learning objectives, assessment for learning strategies, steps to success, and key vocabulary are visually implemented at the beginning, during, and end of each lesson. Over time, this should maximise learning time.
 - Enrichment opportunities within Games are provided through extra-curricular clubs run by volunteers of the parent community and by external experts. A variety of formal school / club link are also in place to promote exercise outside of the school day. The P.E. Leader looks to broaden enrichment opportunities within games by working closely with The Havering Sports Collective and local secondary school Bower Park Academy.
 - The school welcomes visitors from a variety of sports based backgrounds to inspire our learners.
 - The P.E. Leader actively seeks enrichment opportunities within Dance. Children represent the school in dance events organised by The Havering Sports Collective and local secondary school Bower Park Academy.
- Photo and video evidence is taken to showcase progression and for assessment purposes.

- Regular staff and pupil voice questionnaires are given after each unit for work so that PE leader and Sports Coach can amend, support and improve the gymnastics provision at Clockhouse Primary School.
- Key vocabulary is progressive throughout each year group. These progressions are clear for both pupils and teachers via vocabulary pyramids.
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What difference is the Clockhouse Games Curriculum making? (*Impact*)

- From their different starting points, all children will make at least good progress with an increasing number of children will make accelerated progress.
- All children will achieve their potential academically, creatively, physically and, socially. With sticky knowledge of a skills based approach embedded for future learning.
- Children will have a greater ability to use transferable skills in addition to working better in a team environment.
- Children will express enjoyment, motivation, inspiration, aspiration and celebrate their achievements.
- The children will speak highly of their experiences within Games and will therefore engage with the subject as they continue their educational journeys.
- Children will have the confidence and resilience especially in their own abilities to persevere when faced with a challenge and as a result will achieve greater success.
- Key vocabulary will be used confidently and in the correct context.
- Pupils will be ready for the next stage in their learning and life in modern Britain.