



**Roman Road Primary School Policy for Physical Education  
Reviewed January 2023  
Next Review January 2025**

# **POLICY FOR PHYSICAL EDUCATION**

## **Document Purpose**

This policy document aims to reflect the philosophy of our school in relation to the teaching and learning of high quality national curriculum P.E. It provides a basic framework through which all staff can approach P.E. and gives guidance in areas such as curriculum content, planning and assessment.

This policy is intended to be used in conjunction with the national curriculum. It identifies which areas of the curriculum are to be covered by which year group and to what extent. It is intended that this policy, in conjunction with the schemes of work and advisory documents in the areas of dance, gym, games, athletics, swimming and outdoor and adventurous activities will form the basis for the teaching and learning of high quality National Curriculum P.E.

## **Readership**

This document is intended for:

- All teaching staff, including supply teachers
- School governors
- Parents
- Inspection teams
- LEA advisors
- Nursery nurses, teaching assistants and support staff
- PE coaches

A copy of this policy is available from:

- The P.E. coaches
- Mr John Gordon
- On school website

## Subject Aim

P.E. is a foundation subject within the National Curriculum.

The aims of P.E. are:

- To develop a range of physical skills
- To develop stamina and strength
- To express ideas in dance form
- To develop an appreciation of fair play, honest competition and good sportsmanship
- To develop an appreciation of the aesthetic qualities of movement
- To learn how to cooperate with each other and work successfully in pairs, groups and teams
- To develop physical and mental coordination, self control and confidence
- To develop self-confidence through the understanding of one's own capabilities and limitations
- To provide opportunities for a wide experience of all six physical activities in the National Curriculum: Dance; gymnastics, games, athletics, swimming and outdoor and adventurous activities
- To motivate each child so that they retain a lifelong interest in all aspects of P.E. and recognise the importance of living and maintaining a healthy life

These aims are consistent with our school philosophy and take account of the National Curriculum non-statutory Guidance.

## Objectives

In P.E. our pupils work at levels appropriate to their abilities, identified in the class teacher's medium term plans and in accordance with the QCA expectations.

In our school, children will have the opportunity to achieve the following objectives:

### Objectives for End of Key Stage 1

For pupils to have had experiences to enable them:

- To perform confidently basic ways of moving from one place to another, for example running, jumping, rolling, climbing, transferring weight from one body part to another and holding the body still
- To perform contrasting movements including quick and slow, strong and light, wide and narrow and high and low
- To use apparatus to get on/off, under/over and along to absorb shock when jumping or moving from apparatus of various heights
- To appreciate and respond to contrasting sounds in music, percussion and words
- To propel a variety of objects, including balls of various sizes, quoits, beanbags, hoops and so on
- To undertake simple ball skills, for example, throw, catch, bounce, kick
- To play simple small team games with and alongside others in order to experience being a member of a team
- To become familiar with various forms of apparatus and to set it out and put it away efficiently and safely
- To explore the potential for physical activities in the immediate environment

## Objectives for End of Key Stage 2

The children should have experience to enable them to:

- Combine basic actions such as travelling and turning in the form of a sequence
- Perform sequences on the floor and apparatus on different heights
- Repeat and refine the original sequence
- Reproduce some specific movements including named skills such as forward roll and headstands
- Absorb shock and momentum on landing and travelling from different levels of apparatus
- Respond physically and aesthetically to rhythms, moods, qualities in music, words and sounds
- Develop and repeat movements in dance and practice in readiness for performance
- Strike/propel a ball with reasonable accuracy by using different parts of the body and various implements
- Invent their own games selecting appropriate equipment, size and shape of playing area and number of players
- Participate in larger team games involving various numbers of players and conform to rules
- Enter water safely by jumping or diving
- Swim 25 metres on front or back
- Perform certain water skills to include floating and treading water
- Experience outdoor and adventurous activities

## Curriculum and School Organisation

The curriculum overview (see appendix 1) covers the following activity areas set by the National Curriculum.

- Athletics
- Dance
- Games
- Gym
- Swimming

Health related fitness (linked to the Healthy Schools Initiative) is taught during all P.E. lessons and throughout the curriculum.

Children are given the opportunity to experience outdoor and adventurous activities in Year 6 at Fair Play House, rowing/sailing and paddle boating at Newham Docks.

The curriculum overview has been developed to ensure there is an even amount of gymnastics and dance being taught throughout each year, net and wall, invasion and striking and fielding games are being taught and athletics and swimming are taught where appropriate.

The curriculum overview has also been developed to run alongside competitions identified by the Langdon partnership and the school, ensuring children are having access to inter and intra school competitions and gifted and talented children are being identified.

This overview should be taught by the sports coaches and Reception teachers as outlined, however it is a flexible document and if for any particular reason the coach wants to change a unit of work then this can be arranged with the curriculum coordinator.

## Planning

P.E. is taught as a specific subject area, with each year group having access to at least two hours of high quality P.E each week. The swimming sessions for year 5 during the different terms will count as one hour of P.E (they have an additional PE lesson also).

Before a unit or work is taught, the sports coaches collates and annotates medium term plans set out by JC education (using the QCA expectations and sample core tasks) for each year group in the school. These plans provide warm ups, main activities and cool downs. It is differentiated for higher, middle and lower achievers with more challenging and easier activities provided. It also provides information on progression, regression and variation/transition.

A range of published materials can be used to support the planning of P.E. throughout both Key Stages. P.E. unit plans are kept in term files for each year group and in the P.E cupboard. TOPS gymnastics, dance and athletics cards are available from the PE coordinator upon request. This planning material when used, should be modified, annotated and differentiated (Space Task Equipment People) where necessary to ensure the P.E. lesson learning objective (identified on the front sheet) is met.

P.E. planning is monitored and lessons are observed on a regular basis across both Key Stages ensuring that there is high quality teaching and learning taking place with learning objectives, success criteria, vocabulary, questions and differentiation clearly identified.

Planning and regular immediate, medium term and long term assessment ensures continuity and progression within the subject and avoids unnecessary duplication or omission.

## Assessment

Coaches/teachers are required to assess their children throughout each PE lesson (in conjunction with the success criteria). This formative assessment will determine what is going to be taught in the following lesson (ie whether the lesson will be duplicated or a new learning objective will be taught).

At the end of a unit of work coaches/teachers are required to assess all children against the QCA expectations (using core tasks if required). These assessments are filed and used to develop a new MTP when that particular unit is taught again later in the year.

These assessments should also be passed along with the class to the next year group teacher and used to develop MTPs, thus ensuring lessons are personalised to suit the needs of the children and progression is identified. Video recording to formulate and evidence assessments is also now being introduced. This allows skills to be monitored and progress for the children monitored visually throughout their school lives.

## **Curriculum Coordinator**

The P.E. curriculum coordinator is responsible for monitoring the annotated planning in PE, ordering resources in accordance to the needs of the teachers and the budget, observing lessons and giving affective feedback, entering and organising competitions both inter and intra-school and identifying the CPD needs of the staff (organising appropriate INSETs). The Coordinator receives any information/resources which arrive in school but decisions regarding P.E. and the development of the P.E. Curriculum involve all members of the staff.

## **Clothing for P.E. Activities**

Children should where appropriate P.E. clothing to suit the unit of work being taught.

Indoor activities (dance and gymnastics): Children should wear navy shorts, a white t shirt and bare feet

Outdoor activities (games and athletics): Children should wear navy or black shorts (or jogging bottoms), a white t shirt (or jumper), P.E. pumps and in the summer months and a hat and sun cream.

Swimming: Children should wear a swimming costume or trunks, a named swimming hat and goggles.

No jewellery to be worn for any physical activity. Any children wearing earrings they can not remove themselves will be advised to mask their jewellery for the safety of others.

Coaches/Teachers are expected to wear appropriate PE clothing whilst teaching P.E.



## Extra-curricular Activities

Extra-curricular activities are an important part of a child's primary education ensuring that each child has access to at least 3 hours of high quality national curriculum P.E each week. They enable pupils to develop particular skills and further their interest in one or more sporting activities. It helps to introduce a competitive element to team games and promote cooperation and a sense of good sportsmanship.

Lunchtime sports clubs are also run every day Pupil Premium children for Key stages 1&2.

Throughout the year this may change due to funding, outside coaching opportunities, teacher's interests etc. Any teacher offering to teach an extra-curricular sports club will be greatly appreciated!

The P.E. Coordinator organizes sports day annually in the summer term. Foundation Stage has a separate sports day to Key Stages 1 and 2.

## Time Allocation

Each class receives at least two timetabled hall/pitch periods per week. This is based on the recommendations set down by National Guidelines (2 hours of P.E. per week).

Within this time, it is expected that teachers are teaching what is outlined on the curriculum overview. NB: Dance and gym should generally be taught indoors, however games and athletics should generally be taught outdoors. It is recognised that limited hall time and wet weather at times can affect P.E. However we endeavour to ensure all children have access to at least two hours of high quality national curriculum PE each week.

## Class organisation and teaching styles

Two styles of teaching P.E. are normally found in schools. They are generally known as the direct (teacher led) and indirect approach (child led).

The *direct (teacher led)* approach covers formal teaching and coaching of specific skills. Teachers must understand the progressions involved and take into account children's ability and previous experience. Pupil's learning a new skill should have the necessary strength, flexibility and body awareness and should pass through the

progressive stages leading up to that new skill. (National Curriculum area; acquiring and developing skills)

The *indirect (child led)* approach caters for the needs and abilities for all pupils and allows them to approach the exercises that have been set in their own way. When appropriate the teacher must give active encouragement and help to individual pupils. Any interesting problems and good examples should be demonstrated to the whole class. The indirect approach increases pupil's self-awareness but this must not be allowed to develop into selfishness. Pupils should be taught to be cooperative and courteous. (National Curriculum areas; selecting and applying skills and evaluating and improving performance)

## **Resources and Accommodation**

A wide variety of P.E. resources are available in school. These include resource packs, task cards, tapes and CDs, lesson plans and P.E. equipment. All resources are shared.

The majority of P.E. equipment and resource packs are kept in the P.E. cupboard in the hall. The store is only accessible to members of staff. All equipment should be returned immediately after use where possible and put in its proper place. The PE cupboard is monitored and tidied on a regular basis.

The P.E. Coordinator is responsible for maintaining P.E. resources, monitoring their use and organising the large equipment and P.E. store. Resources are replaced and purchased by the coordinator following the general school ordering procedures. Staff members are asked to submit to the P.E. Curriculum coordinator lists of any resources they require to be added to the existing stock. Staff members are also asked to inform the coordinator if any resources are damaged or need replacing through wear.

The purchase of resources is planned each year by the P.E. Coordinator based on the P.E. budget. The P.E. budget will reflect the priority which P.E. is being given in the School Development Plan for any one year. The P.E. Curriculum coordinator reviews the use of resources and their storage annually in consultation with the rest of the staff. All resources are listed in the inventory in Appendix 3.

## **INSET Provision**

INSET is organized and delivered by the P.E. coordinator and/or members of the in-service team for the borough. Staff should note that the majority of the P.E.

INSET will be of a practical nature and therefore suitable clothing and footwear should be worn.

## **Inclusion, Special Educational Needs & Provision for Children with English as an Additional Language**

All teaching and non-teaching staff are responsible for ensuring that the pupils in their care, irrespective of gender, ethnicity, EAL, disability, religious beliefs, social circumstances and ability, have equal access to the whole curriculum and equal opportunity to undertake all aspects of work in P.E. in order to make the maximum progress according to their ability.

### **We aim to do this by:**

- Taking the individual needs of children into account
- Using language which is appropriate to each child's ability
- Avoiding the negative use of written, spoken and body language
- Choosing books, worksheets, posters, tapes etc., which display positive images, which represent the different backgrounds of our pupils and which avoid gender stereotypes
- Choosing resources which are user friendly and easily accessible to all children
- Showing in our planning how tasks are differentiated and targeted for children of differing abilities and needs
- Ensuring that recording and assessment is fair, gives equal value to different activities and avoids stereotypical assumptions.

## **INCLUSION, Equal Opportunities, Differentiation and DES (Disability Equality Scheme)**

We fully endorse the above statutory inclusion statement, believing that all children at Roman Road Primary School should have equal access to PE so that they may have the opportunity to progress and demonstrate achievement irrespective of ability or special educational needs.

Where special educational needs are identified, teachers will endeavour to provide such pupils with appropriately challenging work at each key stage, in line with the requirements of the NC.

Where pupils have special educational needs which are not identified as being learning difficulties, but requires other special provision(e.g. the use of technological aids in practical and written work) then we will as a school, endeavour to make appropriate provision for such children.

It is important when planning work in PE, that the teacher pays close attention to equal opportunity in respect of gender, race and creed, English as an additional language learners, the needs of the most able children and those children with special educational needs (see the section entitled (SEN).

Points for consideration by teachers when planning PE are:-

- Am I promoting PE equally to both sexes?
- Is the material I am using attractive and accessible to all children - particular care should be taken when using illustrations in books and avoiding stereotyping
- Take care when planning work so that racial ethics, disabilities are given consideration, especially in work with the human body and food.
- Am I catering for the needs of the most able children and those with learning, physical difficulties? Will the work provided enable all children to feel that they are achieving and progressing?
- If there is evidence of underachievement by any group, positive corrective action must be initiated.
- Are the contents reflecting our multi - cultural society and relating to other countries.
- Any data collected from parents, pupils or staff will be feedback to the PE coordinator

## **Cross-curricular Skills and Themes**

A large part of any child's P.E. education will include healthy living, health related fitness and fair-play. These are themes which are regularly reinforced through the curriculum.

## Evaluation

Evaluation is carried out to enhance teaching and learning and is the responsibility of the class teacher in conjunction with the P.E. Coordinator. The class organisation and teaching style of this policy will be subject to regular review.

This evaluation will focus on:

- Content
- Pupil's progress and influencing factors
- Teaching
- Accommodation
- Resourcing
- Organisation and teaching methods
- INSET effectiveness

The methods of evaluation will include:

- Assessing pupils' achievements through teacher observation
- Reviewing the scheme coverage at the end of each unit
- Analysing coach/teacher and year group planning through regular monitoring
- Staff discussion
- Observation and feedback of P.E. lessons
- Advisory service input

Evaluation and review of the Policy for P.E. and the Scheme of Work for P.E. takes place annually. The P.E. coordinator considers any necessary changes or adaptation to

the policy. These are then discussed and agreed by the whole staff before the policy document is amended. This policy was reviewed by the P.E. Coordinator.

### Appendix 1 Curriculum Overview

	Autumn		spring		Summer	
	1	2	1	2	1	2
<b>R</b>	Space awareness / Gym (Me and myself)	Running & agility / Dance (Autumn leaves, icicles & water/the scarf)	Jumping & co-ordination / Gym	Throwing and catching / Dance (Hickory Dickory Dock, the shaking puppet)	Travelling with a ball /Gym	Ball and bat games / Dance (Wriggling William, Hungry Caterpillar)
<b>Year1</b>	Gym / Invasion	Athletics / Invasion	Striking and Fielding/ Net & Wall	Invasion / Gym	Invasion /Athletics	Net & Wall /Striking & Fielding
<b>Year2</b>	Athletics / Invasion	Gym / Invasion	Invasion / Gym	Striking and Fielding/ Net & Wall	Net & Wall /Striking & Fielding	Invasion /Athletics
<b>Year3</b>	Hockey / Basketball	Gym / Football	Tennis / Netball	Tag Rugby / Cricket	Dance/ Gym /Athletics	Athletics/ Striking & Fielding / Invasion
<b>Year4</b>	Gym / Football	Hockey / Basketball	Tag Rugby / Cricket	Tennis / Netball	Athletics/ Striking & Fielding / Invasion	Dance/ Gym /Athletics
<b>Year5</b>	Basketball / Netball	Hockey / Football	Tennis	Tag Rugby	Athletics	Rounders / Cricket
<b>Year6</b>	Gym / Football	Hockey / Basketball	Tag Rugby / Cricket	Tennis / Netball	Athletics/ Striking & Fielding / Invasion	Dance/ Gym /Athletics

### Appendix 2 Medium term planning example KS1

NB: Hard copies are larger and landscape

**Reception lesson 1- Aims and objectives:** To use space effectively. To travel with increasing control & coordination. To concentrate and play an aiming game.

	Content:	Key teaching points	Progressions / Regressions / Variations / Notes
Warm Up 10 – 15 minutes	<p>Pupils begin moving in and out of each other, making sure that they do not touch anybody or anything on their travels. When the teacher says “freeze 3, 2, 1” pupils must stop like a statue. Ask pupils to move in different ways and in different directions. i.e. – Not following their friends.</p> <p>2. Award one point for the pupil in the most space, and who makes the best statue each time the teacher says “freeze 3, 2, 1”</p> <p><b>Phase 2:</b> Ask pupils to move around the space, touching as many lines as they can with their foot or hand.</p> <p><b>Phase 3:</b> Land and sea - Ask pupils to stand behind a line / cone. Can you jump over the line without touching it? Can you jump over the line again, back to where you started? How many times can you jump back and forth without stopping?</p>	<ol style="list-style-type: none"> <li>1. Encourage pupils to keep their eyes ahead, looking for spaces so as not to bump into anybody or anything.</li> <li>2. Can you balance like a statue? How quickly can you stop on the instruction to “freeze?”</li> <li>3. Can you jump back and forth without stopping?</li> <li>4. Can you keep your feet together whilst jumping?</li> <li>5. Can you bend your knees to help you jump higher?</li> </ol>	<p><b>Extension:</b> Ask pupils if they can think of any other ways to touch the lines? Are there any other parts of their body that they can use?</p> <p><b>Progression:</b> Can you hop over the line with one leg, as opposed to two legs? How many times can you jump? Ask pupils if they find it easier or harder than with two feet. Ask pupils why it may be harder to jump off one leg.</p>
Main theme	<p>Ask pupils to stand in their given colour coded corner and use the beanbags equipment which has been laid out by the teacher.</p> <ol style="list-style-type: none"> <li>1. Can you travel with the beanbag on your head?</li> <li>2. Can you travel with the beanbag on your shoulder with your arms out for balance?</li> <li>3. Ask pupils to show different ways in which they can move with the beanbag. A. In their hands B. throwing the beanbag and chasing after it. C. Can you walk</li> </ol>	<ol style="list-style-type: none"> <li>1. Encourage pupils to move around with the beanbags.</li> <li>2. Ask pupils to keep their eyes fixed in one position to help them display good balance.</li> <li>3. Instruct pupils to bend their knees slightly whilst travelling to help their</li> </ol>	<p><b>Extension:</b> Repeat steps C – F whilst balancing the beanbag on your back.</p> <p><b>Regression / progression:</b> Ask pupils to travel slower (walking) or faster (jogging) to decrease / increase the difficulty of the activity accordingly.</p>
	<p>sideways whilst balancing your beanbag on your head? D. Can you walk backwards, whilst balancing your beanbag on your head? E. Can you move fast with your beanbag on your head? F. How slow can you travel with your beanbag? G. Repeat the previous steps C –F whilst balancing the beanbag on your shoulder.</p> <p>4. Ask pupils to throw the beanbag up in the air gently and see if they can catch it</p>	<p>balance.</p> <ol style="list-style-type: none"> <li>4. When throwing the beanbag: Straight arm with one hand (underarm throws only)</li> <li>5. Keep your arm by your side and close to your body.</li> <li>6. Release the beanbag, when it is about the height of your chin. (point to the chin to give the children a visual cue.</li> </ol>	<p><b>Extension game activity:</b> Lay some hoops around the playing area. Pupils travel up to any hoop, look around to make sure it's not crowded before attempting to throw the beanbag into the hoop. Collect the beanbag, find a new hoop and then repeat the activity. possible.</p>
Cool Down “Green giant” – 5 minutes	<p>Ask pupils to walk all over the playing area using giant steps.</p> <ol style="list-style-type: none"> <li>1. How slowly can you travel using giant steps?</li> <li>2. How quickly can you travel using giant steps?</li> </ol> <p>Ask pupils to travel using tiny steps.</p> <ol style="list-style-type: none"> <li>1. How slowly can you travel using tiny steps?</li> <li>2. How quickly can you travel using tiny steps?</li> </ol> <p>Ask pupils to skip into a space and sit down calmly.</p>	<p>Encourage pupils to move their arms as well as their legs whilst travelling.</p> <p>Encourage pupils to look for spaces whilst travelling</p>	

## Appendix 3 Medium term planning example KS2

NB: Hard copies are larger and landscape

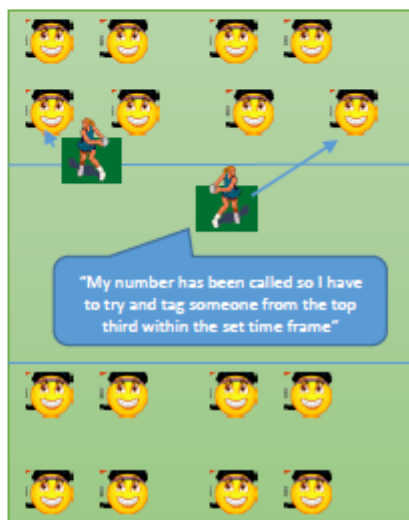
### Netball Lesson 3

**Lesson objectives:** To further develop skills for dodging and weaving, and collecting the ball safely in a 2 vs. 1 situation and with a passive defender. Further to progress onto a 2 vs. 2 activity.

**Warm up - Phase 1:** Play the game scarecrow tag where all the pupils attempt to stay clear of "x" taggers. Once tagged, children stand still and wait to be freed by a teammate running under his /her arms.

#### Warm Up phase2 Double Paired Invasion (10-15mins) (Extension)

1. 3 equal teams are selected and start the game in their own third of the playing area. Each team member is assigned a number. Each team is assigned a 'third' to invade on the teachers' command.
2. The teacher starts the game by calling out two numbers.
3. The two pupils called from each team **invade the opposing teams third.**
4. The 'double paired invaders' try and tag as many people as they can within the specified time. (15 seconds or 20 seconds)
5. The pupils then return to their third of the court and the game is repeated.



#### Key teaching points & outcomes

1. Movement and fast feet coordination – Can you stay away from the taggers?
2. Can you be alert & listen for your number to be called?
3. Raise the heart rate
4. Closing down in pairs – Can you work together as taggers?

**Differentiation:** WB pupils may progress to including a ball with pupils in each team passing amongst themselves. When the 'invaders' enter, they are only attempting to tag a pupil who has possession of the ball. This encourages pupils to pass the ball quickly and effectively, ensuring good pass selection.

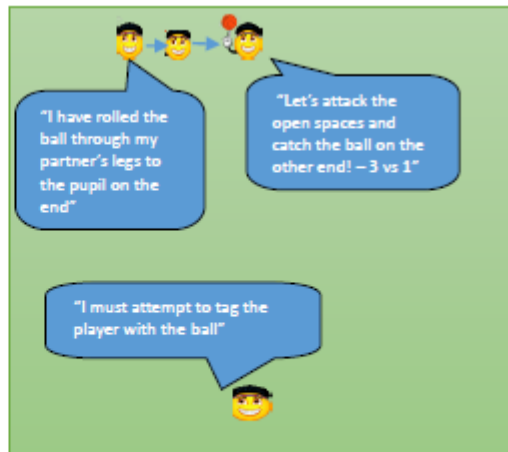
**Variation:** Scarecrow tag



**Main Lesson "Netball Rugby" 3 vs. 1 (20-30 minutes)**

Create several mini courts / playing areas. Each team of 3 - 5 pupils is selected and positioned facing one opponent in the playing area.

1. 1 pupil starts with the ball and begins the game by rolling the ball through their legs to his/her team mate behind.
2. The pupils must pass the ball to each other, moving up the court, attempting to score a goal over the try line. For the purposes of this game, pupils are allowed to run 3 steps with the ball
3. If a pupil is tagged whilst holding the ball, the team must restart the game as in (1)  
**Variation:** If a pupil is tagged whilst holding the ball, the game is paused - the tagger moves five steps back and the game re-starts. (similar to rules in tag rugby)
4. The team with the ball has 5 attempts to get the ball over the try line.
5. A goal is scored when the ball is placed on the floor over the try line.



**Differentiation:** Increase / decrease the number of attackers in each team for WT / WB pupils and in accordance with pupil's ability levels. WB pupils may progress to attacking vs 2 defenders to increase the difficulty level.

**Variation:** Pupils are only allowed to travel on their hands and knees and without standing up. This helps pupils to understand that they are not allowed to move (except in pivoting) whilst in possession of the ball.

**Key teaching points & outcomes**

1. Teamwork – Can you find the space?
2. Quick passing – Can you find a pass **quickly**?
3. Movement 'off' (when not in possession) the ball – Can you **receive the ball at a good angle**?
4. Getting close – Defending
5. Defending as a team (Basic principles) If playing with more than 1 defender (**Extension for WB pupils**) **Pupils who perform all of the above skills consistently and effectively are working on level 5.**

**Cross curricular links:** Mathematics – angles – Teach pupils about 'angles of support' for receiving good quality passes. Remind pupils of the differences between acute and obtuse angles.

**Competition**

1. The competitive element is inherent in the game. This game develops team play and the concept of moving the ball quickly.

**Match Play**

1. Create several mini courts / playing areas. (Ideally create 8 small playing areas)  
2 vs. 2 – Pupils should be encouraged to pass and move to get from one end of the court to the other. A goal is scored by a pupil who receives the ball in the 'scoring zone' or behind the end line.  
1. A generic approach to footwork should be looked at closely. Encourage players to practice good footwork (i.e. not running with the ball) and good movement.

Other pupils should be analysing the performances of their team mates and opponents to assess how they can improve their skills and the skills of others.

#### Cool Down "Land & sea"

5. All players stand on the baseline or any designated line by the teacher.
6. When the teacher calls "sea," children must jump forwards using the arms for leverage.
7. When the teacher calls "land", children jump backwards behind the given line.
8. **Progression:** The teacher then uses trickery to catch players off guard and to ensure good listening and reaction skills. This drill can be done with or without the netball.

**Debrief / Reflection:** Ensure pupils are quiet and calm before leading them to their next lesson. (For 10-20 seconds pupils close their eyes and think about what they have learnt.) Ask pupils to discuss with a partner, what they learnt in the lesson and what they can improve on for the next time? Ask pupils what ideas they discussed and use this information to inform future learning.



## Appendix 5 Inventory of P.E. Equipment and Resources

Equipment	Quantity
Blue Mats	13
Large blue	1
Benches	6
Wooden egg & spoon	1 bag
Hockey sticks wooden	1 box
Hockey balls	2 bags
Batons	1 tray
Cricket bats	1 bag
Tennis rackets plastic	1 bag
Tennis rackets	2 bags
Tennis nets	1
Sponge tennis balls	1 bag
Tennis balls	2 boxes
Cones	2 stacks
Spots/Markers	1 pack
Handballs	2 bags
Large balls	1 bag
Small balls	1 bag
Rugby balls	1 bag
Skipping ropes	1 box
Hoops	Variety of sizes; small, medium, large
Bean bags	1 box
Quoits	1 box
Badminton rackets	1 box
Shuttle cocks	1 pack
Tag Rugby belts & tags	1 box
Skittles	1 box
Javelins	6 big, 4 small
Hurdles	10 small, 1 large bag
Leather footballs	2 bags
Turn boards	4
Cricket balls	2 bags
Spare clothes	2 boxes
Bibs	6 bags, mixed colours
Badminton posts and net	4 posts, 1 net
Rounders bats	1 box
basketballs	2 bags

Volleyballs	1 bag
Spring board	2
Ladders	2
Long jump mats	2
Dodge balls	1 bag
Netballs	1 box
Metal goals	4