



Brookland Junior School

PE Curriculum Overview

Intent

At Brookland Junior School, we believe that every child has the right to access a high-quality physical education that enables them to flourish physically, socially and emotionally. Our PE provision is ambitious for all pupils and is designed to ensure every child, regardless of their starting point, background or additional need, can participate, achieve and experience success.

We foster a culture of high expectations, where pupils develop the knowledge, movement competence, confidence and motivation needed to engage in lifelong physical activity. Lessons recap prior skills and knowledge to ensure that learning is carefully structured so that pupils know more, can do more and remember more over time. Lessons build secure understanding through modelling, deliberate practice, purposeful questioning, peers and group work, feedback and opportunities to apply learning in increasingly challenging contexts.

Inclusion is central to everything we do. We remove barriers to participation through adaptive teaching, STEP adaptations (Space, Task, Equipment and People), appropriate challenge and supportive learning environments, ensuring every pupil feels a sense of belonging and can make meaningful progress. Pupils are encouraged to take risks, persevere through challenge and celebrate both individual improvement and collective success.

Our PE provision extends beyond the curriculum through a wide range of competitive sport, festivals, leadership opportunities and extra-curricular clubs, enabling pupils to broaden their experiences, discover activities they enjoy and develop positive attitudes towards health and wellbeing.

By the time pupils leave Brookland Junior School, they are equipped with the knowledge, skills and character to lead active, healthy lives. They demonstrate resilience, respect, teamwork, integrity and sportsmanship, appreciating the value of physical activity and understanding their role in creating inclusive environments where everyone can succeed.

“You need to have a positive mindset to be a sportsperson. You have to have good sportsmanship, teamwork, determination and be inclusive. You also need to like competing and exercising.”

Substantive Knowledge: Specific movement vocabulary (three key words per lesson), explicit sport rules, health concepts, and technical mechanics of skills—such as knowing how to form a netball pass or understanding correct breaststroke actions.



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Disciplinary Knowledge: This is the action-based capacity to put that foundational PE knowledge into practice, requiring pupils to apply skills under pressure, adapt attacking and defensive tactics against live opponents, and critically evaluate or refine performances using technical terminology.

Implementation

At Brookland Junior School, pupils develop secure knowledge, movement competence and confidence through a carefully planned and inclusive PE provision. They build on prior learning over time, enabling them to apply their skills successfully across a broad range of physical activities including games, gymnastics, dance, athletics, swimming and outdoor learning.

All pupils, regardless of their starting point or additional needs, participate fully in PE through adaptive teaching and inclusive practice. High expectations, appropriate challenge and purposeful support ensure that barriers to participation are removed and every child experiences success, develops resilience and makes meaningful progress. Pupils demonstrate increasing confidence, independence and a willingness to take on new challenges while showing respect, teamwork, fairness and integrity.

Our Brookland Toolkit teaching approach ensures pupils know the key vocabulary (focusing on 3 key words per lesson), techniques and strategies required for success and can apply them in increasingly complex and competitive situations. They reflect on their own performance, respond positively to feedback and take increasing ownership of their learning.

“I feel confident with more sports and have improved my agility and stamina.”

Pupils benefit from our excellent range of facilities, including two playgrounds, a playing field, a swimming pool and outdoor learning spaces, allowing them to experience high quality PE in a variety of environments. Specialist teaching and strong partnerships with external providers, including swimming, tennis, dance and orienteering, further enhance the curriculum and provide opportunities for pupils to develop new skills and broaden their sporting experiences.

Our PE provision is enriched through lunchtime activity sessions, a wide range of extra-curricular clubs, leadership opportunities, festivals and competitive sport. These opportunities encourage all pupils to take part, develop confidence and teamwork, discover activities they enjoy and foster a lifelong love of being physically active. Through participation in local and borough competitions, pupils learn to compete with determination, resilience, fairness and respect.



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Pupil voice helps to shape our PE provision, ensuring that opportunities continue to reflect the interests and needs of our children. PE and Sport Premium funding is used effectively to improve resources, develop staff expertise and increase opportunities for all pupils, ensuring every child can access a broad, ambitious and inclusive PE curriculum.

As pupils move through Brookland, they develop the knowledge, skills and confidence to participate successfully in a wide range of physical activities. They become resilient learners who are willing to challenge themselves, work collaboratively with others and make positive choices about their health and wellbeing. By the time they leave Year 6, pupils are equipped with the skills, confidence and motivation to remain active throughout their lives.

Recap and retrieval activities at the start of units and lessons are systematically placed to ensure key skills and knowledge is secured over time. Children are taught 3 key words a lesson to reduce cognitive load and focus on key vocabulary to use in partner talks or group work.

Impact

By the end of Key Stage 2, pupils have developed the knowledge, skills and confidence to lead active, healthy lives. They understand the importance of physical activity for both their physical and mental wellbeing and recognise the positive link between the two. Pupils are equipped with the skills to work collaboratively, lead others when appropriate and demonstrate respect, resilience, fairness and good sportsmanship in a range of physical activities.

Our inclusive approach ensures that all pupils, regardless of their starting point, make strong progress and are supported to achieve their potential. The vast majority of pupils meet or exceed the expectations of the National Curriculum by the end of Key Stage 2, leaving Brookland with the competence and confidence to participate successfully in a wide range of sports and physical activities.

We assess our pupils every half term against key skills and knowledge, which informs our end of year summative assessment.

The impact of our provision is also reflected in the school's continued success in local and borough competitions, where pupils regularly achieve highly across a range of sports. Our commitment to providing high quality physical education, school sport and physical activity is recognised through the School Games Platinum Award, demonstrating our dedication to delivering an ambitious, inclusive and enriching PE experience for every child.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Year 3	Team and Ball skills Skill Acquisition and Development: Performs underarm throws with control and accuracy, both in isolation and in combination with other movements, demonstrating coordination and spatial awareness. Competitive Play: Applies and adapts tactics and strategies in response to changing situations during co-operative and competitive games, demonstrating decision-making and teamwork. Gymnastics Balances on one foot with control, both independently and in collaboration with a partner, demonstrating stability and body awareness.	Invasion games (form of basketball) Demonstrates the ability to throw and catch accurately with a partner or teammate, applying control and coordination in a game context. Evaluating performance: Compares and contrasts their own performance over time, identifying strengths and areas for improvement using appropriate movement vocabulary. Gymnastics (New Unit) Balances on one foot with control, both independently and in collaboration with a partner, demonstrating stability and body awareness. Evaluate:	Football Develops technique and control when using the foot to manipulate the ball, demonstrating coordination, balance, and spatial awareness. Applying skills and tactics: Varies and adapts movement skills in response to positional roles, applying appropriate tactics when attacking or defending Dance (Disco): Performance and Expression Performs a sequence of movements in time with a beat, demonstrating rhythm, coordination, and expressive qualities through a range of dynamic actions.	Net and wall games Tennis Acquiring and Developing Skills: Demonstrates control and coordination when striking a ball that is accurately fed, using appropriate technique to maintain a rally. Applying skills and tactics: Selects effective positions to receive the ball, showing awareness of space, timing, and the opponent's actions. Swimming Water safety: safe entry into the pool Swimming fluency: Swim using arms and legs on their front 1 width Swim 1 width on front and back correctly	Athletics Acquiring and developing skills: Develop strength, technique and control when running Acquiring and developing skills: Develop and use accurate throwing skills Swimming Effective stroke action: Demonstrate an understanding of correct use of breast stroke Water safety: Safe jump into the pool and submerge briefly Swim in a short sleeve top	Striking and fielding (variation of cricket) Acquiring and developing skills: throwing a ball with some accuracy at a target. Striking a ball with a bat Play competitively: Vary skills and actions to be a competitive when fielding in a game. Swimming Swimming fluency: Swim 1 length using a recognisable stroke on their front. Water safety: To use floating and sculling skills.
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	Evaluate: Observes and comments on the performance of others using appropriate technical vocabulary, identifying strengths and suggesting areas for improvement.	Observes and comments on the performance of others using appropriate technical vocabulary, identifying strengths and suggesting areas for improvement.				
Year 4	Invasion games (Basketball) Acquiring and developing skills: develop throwing, jumping, catching and running skills in combination Play competitively: Choose a variety of directions, speeds and heights to out play an opponent. Swimming Water safety: floating on front and back Effective stroke action: Demonstrate an understanding of correct use of breaststroke	Invasion games (Football) Acquiring and developing skills: control and pass a ball accurately Play competitively: making tactical choices when passing the ball Use the skill of finding space to play competitively Swimming Swimming fluency: Swim 2 lengths/4 widths using a comfortable stroke Water safety: Complete surface dives from different start positions Swim in a long sleeve top	Net and wall games (Tennis) Acquiring and developing skills: hit a ball forehand and back hand Applying skills and tactics: hitting a ball to from a partner Swimming Swimming fluency: Swim 4 widths using both front and back strokes Effective stroke action: Swim 2 widths using breast stroke leg actions efficiently	Athletics Acquiring and developing skills: -develop effective techniques for running different distances -throw a range of implements into a target area with accuracy and consistency Dance (Greece) Perform dances using a range of movements: To replicate strong movements to fit within the 8 or 16 count Evaluate: compare performances and demonstrate improvement	Striking and fielding (variation of Cricket) Acquiring and developing skills: -strike a ball with intent -throw the ball more accurately when bowling and fielding Applying skills and tactics: Taking an effective fielding position Evaluate: evaluate technique and adjust to be more effective Gymnastics (New Unit) Acquiring and developing skills: Develop technique, strength and control when jumping	Outdoor challenge activities. Support and coach teammates or a partner in challenges Evaluate the performance and suggest ways to improve Gymnastics Acquiring and developing skills: Develop technique, strength and control when jumping Demonstrate controlled symmetrical movements on larger gymnastic equipment



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					Demonstrate controlled symmetrical movements on larger gymnastic equipment	
Year 5	(Invasion games) Netball skills Acquiring and developing skills: -Develop 3 passes in netball Play competively:: -apply a range of attacking strategies: change pace, direction and dodge - Apply knowledge of defensive skill of marking Swimming Swimming fluency: Swim 2 lengths using front and back strokes Effective stroke action: Develop stroke action including dolphin legs and fly.	Invasion games (Hockey) Acquiring and developing skills: Dribble a ball around a line of cones, keeping the ball close to the stick Play competively: Participate in organised games using skills and tactics to help the team Swimming Effective stroke action: Swim 2 widths using breast stroke arms and legs Water Safety: Tread water for 2 minutes/1 minute with clothing Swim with long leg and sleeve clothing Perform a range of jumps into deep water	Invasion games (Rugby) Evaluate: Can work out how well they have performed and described using the appropriate terms Applying skills and tactics Predict what an opponent might do during a game or activity and alter my performance accordingly Swimming Effective stroke action: Swim 4 widths/2 lengths using breast stroke actions efficiently Water safety: Dive, retrieve and carry a sinker	Net and wall games (Tennis) Acquiring and developing skills: learn how to make and use a volley shot Play competitively: Predict what the opponent may do and alter the tactic accordingly Gymnastics Work cooperatively in a group to perform a simple routine involving travelling, flight and balances Use the apparatus safely in order to enhance their routines in a creative manner. Show increasing control, fluency and flair during their performance. Evaluate each other's counter balances using technical terminology	Athletics Acquiring and developing skills: Leap using one foot and landing on two, using arms as assistance Evaluate: Work as part of team, evaluating and refining performance Gymnastics (New Unit): Work cooperatively in a group to perform a simple routine involving travelling, flight and balances Use the apparatus safely in order to enhance their routines in a creative manner. Show increasing control, fluency and flair during their performance. Evaluate each other's counter balances using technical terminology	Striking and fielding Acquiring and developing skills: Directing the ball by hitting in a certain direction Applying skills and tactics Predict where a ball may be going and intercept and return accurately Dance (Samba) Compose routines and dances by using, adapting and developing steps from the samba style. Perform dances and routines expressively, using a range of performance skills.



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Year 6	Invasion games (Netball) Acquiring and developing skills: Combine the 3 passes with footwork To play competitively applying attack and defensive skills (PGL outdoor activities) Orienteering Gymnastics -Use a range of balances, rolls and jumps to produce a sequence. With smooth transitions. -Sequence a series of strong, controlled gymnastic moves with smooth transitions on larger equipment -Analyse their own performance and make improvements.	Hockey Acquiring and developing skills: To keep control of the ball whilst moving in a variety of directions. Play competitively: Take into account a range of strategies, tactics and routes to success in a game considering the strengths and weaknesses of others. Circuits Acquiring and developing skills: Improve strength and control in a set of fitness activities Evaluate: Set challenging goals and evaluate achievements	Invasion games (Rugby) Acquiring and developing skills Pass the ball by using a swing pass and intercept a ball when passed Play competitively: Plan a course of action against an opponent based on their strengths and weaknesses Dance (Bollywood) Compose routines and dances by using, adapting and developing steps, formations and patterns from the Bollywood style. Provide feedback and critically evaluate their own small dance.	Net and wall games (Tennis) Acquiring and developing skills: Hit a ball using a range of shots both accurately and for distance To apply skills and tactics – consider the positioning of a returned ball to gain an advantage Swimming Swimming fluency: Swim 4 widths/2 lengths (25m) using stroke actions efficiently Effective stroke action: Develop stroke action contrast breast and fly strokes	Athletics Acquiring and developing skills: To explore sprinting techniques To use a range of throwing techniques to throw different sized and shaped objects. Analyse own performance and act on improvements Swimming Effective stroke action: Develop back stroke technique Water safety: Perform a straddle jump keeping face clear of the water Perform surface dives, turns and backward roll.	Striking and fielding (Rounders) Acquiring and developing skills: Strike a ball with a rounders bat both accurately and for distance. Play competitively: Advise others in the team of the best strategy based on the combined strengths and weaknesses of everyone. Analyse, modify and refine skills and techniques and know how these are applied Swimming Water safety: Perform a shout and signal rescue - Rookie lifeguard manoeuvres Swimming fluency: Develop all strokes techniques and distance.



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National Curriculum

Number	Strand	Objective
1.	Swimming-Swimming fluency	Swim competently, confidently and proficiently over a distance of at least 25 metres.
2.	Swimming-Effective stroke action	Use a range of strokes effectively.
3.	Swimming-Water safety	Perform safe self-rescue in different water-based situations.
4.	Movement - application of skills	Use running, jumping, throwing and catching in isolation and in combination.



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5.	Movement - application of skills	Perform dances using a range of movement patterns.
6.	Play competitive games (Co-operation and competition)	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
7.	Play competitive games (Co-operation and competition)	Take part in outdoor and adventurous activity challenges both individually and within a team.
8.	Acquiring and developing skills and techniques	Develop flexibility, strength, technique, control and balance.
9.	Analysis and evaluation	Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

KEY SKILL THREADS FOR YEAR 3			
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Swimming (Fluency, effective stroke action and water safety)	Acquiring and developing skills and techniques Develop flexibility, strength, technique, control and balance.	Movement – application of skills Use running, jumping, throwing and catching in isolation and in combination. Perform dances using a range of movement patterns	Play competitive games (Co-operation and competition) modified where appropriate, and apply basic principles suitable for attacking and defending.	Analysis and evaluation Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Water safety: safe entry into the pool To use floating and sculling skills. Swimming fluency: Swim 1 width on front and back correctly Effective stroke action: Swim 1 length using a recognisable stroke on their front.	Throw under arm in isolation and combination. Throw and catch accurately to another player. Develop and use accurate throwing skills Develop technique and control of a ball with foot Hitting a ball fed accurately Can balance on one foot with control with and without a partner in gymnastics Develop strength, technique and control when running Throwing a ball with some accuracy at a target.	Applying skills and tactics: Vary skills in response to player position as an attacker or defender. Choose good places to receive a ball. Vary skills and actions to be a competitive when fielding Perform dances using a range of movements: to the count of a beat.	Vary and respond to tactics, strategies used in a game situation. Vary skills and actions to be a competitive when fielding in a game.	Comment on the performance of others using technical terms in gymnastics. Set challenging goals and evaluate achievements – how does achievement make you feel Compare and contrast their performance over the unit



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	Striking a ball with a bat Improve strength and control in a set of fitness activities			
KEY SKILL THREADS FOR YEAR 4				
Swimming (Fluency, effective stroke action and water safety)	Acquiring and developing skills and techniques Develop flexibility, strength, technique, control and balance.	Movement - application of skills Use running, jumping, throwing and catching in isolation and in combination. Perform dances using a range of movement patterns	Play competitive games (Co-operation and competition) modified where appropriate, and apply basic principles suitable for attacking and defending.	Analysis and evaluation Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Water safety: floating on front and back Swimming fluency: Swim 4 widths using both front and back strokes Effective stroke action: Swim 2 widths using breast stroke leg actions efficiently	Develop technique, strength and control when jumping in gymnastics. Develop throwing, jumping, catching and running skills in combination Control and pass a ball accurately Hit a ball front and back hand Improve strength and control in a set of fitness activities – improve technique of each exercise Develop effective techniques for running different distances Throw a range of implements into a target area with accuracy and consistency	Demonstrate controlled symmetrical movements on larger gymnastic equipment. Perform dances using a range of movements: To replicate strong movements to fit within the 8 or 16 count Hitting a ball to from a partner Taking an effective fielding position	Making tactical choices when passing the ball Use the skill of finding space to play competitively Choose a variety of directions, speeds and heights to out play an opponent	Outdoor Education/challenge activities: Support and coach teammates or a partner in challenges Evaluate the performance and suggest ways to improve Compare performances and demonstrate improvement Set challenging goals and evaluate achievements – what has helped to achieve goals



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	Strike a ball with intent Throw the ball more accurately when bowling and fielding			evaluate technique and adjust to be more effective
KEY SKILL THREADS FOR YEAR 5				
Swimming (Fluency, effective stroke action and water safety)	Acquiring and developing skills and techniques Develop flexibility, strength, technique, control and balance.	Movement – application of skills Use running, jumping, throwing and catching in isolation and in combination. Perform dances using a range of movement patterns	Play competitive games (Co-operation and competition) modified where appropriate, and apply basic principles suitable for attacking and defending.	Analysis and evaluation Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Water safety: Dive, retrieve and carry a sinker Swimming fluency: Swim 2 lengths using front and back strokes Effective stroke action: Develop stroke action including breast stroke legs and fly. Swim 4 widths/2 lengths using breast stroke actions efficiently	Use the apparatus safely in order to enhance their routines in a creative manner. Show increasing control, fluency and flair during their performance in gymnastics. Dribble a ball around a line of cones, keeping the ball close to the stick Develop 3 passes in netball Improve strength and control in a set of fitness activities Learn how to make and use a volley shot Leap using one foot and landing on two, using arms as assistance Strike a ball with a rounders bat both accurately and for distance.	Work cooperatively in a group to perform a simple routine involving travelling, flight and balances in gymnastics Predict what an opponent might do during a game or activity and alter my performance accordingly Compose routines and dances by using, adapting and developing steps from the samba style. Perform dances and routines expressively, using a range of performance skills.	Participate in organised games using skills and tactics to help the team -apply a range of attacking strategies: change pace, direction and dodge - Apply knowledge of defensive skill of marking Predict what the opponent may do and alter the tactic accordingly	Evaluate each other's counter balances using technical terminology Evaluate: Can work out how well they have performed and described using the appropriate terms Evaluate: Set challenging goals and evaluate achievements Work as part of team, evaluating and refining performance Advise others in the team of the best strategy based on the combined strengths and weaknesses of everyone. Analyse, modify and refine skills and techniques and know how these are applied



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KEY SKILL THREADS FOR YEAR 6				
Swimming (Fluency, effective stroke action and water safety)	Aquiring and developing skills and techniques Develop flexibility, strength, technique, control and balance.	Movement – application of skills Use running, jumping, throwing and catching in isolation and in combination. Perform dances using a range of movement patterns	Play competitive games (Co-operation and competition) modified where appropriate, and apply basic principles suitable for attacking and defending.	Analysis and evaluation Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
Water safety: Perform safe self-rescue in different water-based situations. Swimming fluency: Swim competently, confidently and proficiently over a distance of at least 25 metres. Effective stroke action: Use a range of strokes effectively.	Combine the 3 passes with footwork To keep control of the ball whilst moving in a variety of directions. Pass the ball by using a swing pass and intercept a ball when passed Hit a ball using a range of shots both accurately and for distance Improve strength and control in a set of fitness activities To explore sprinting techniques To use a range of throwing techniques to throw different sized and shaped objects. Strike a ball with a rounders bat both accurately and for distance	Use a range of balances, rolls and jumps to produce a sequence. With smooth transitions in gymnastics. Sequence a series of strong, controlled gymnastic moves with smooth transitions on larger equipment. Plan a course of action against an opponent based on their strengths and weaknesses Compose routines and dances by using, adapting and developing steps, formations and patterns from the Bollywood style. To apply skills and tactics – consider the positioning of a returned ball to gain an advantage	To play competitively applying attack and defensive skills Take into count a range of strategies, tactics and routes to success in a game considering the strengths and weaknesses of others. Advise others in the team of the best strategy based on the combined strengths and weaknesses of everyone.	Outdoor Education/challenge activities at PGL: Support and coach teammates with specific advice in challenges Work as team to complete challenges Analyse their own performance and make improvements in gymnastics. Provide feedback and critically evaluate their own small dance. Set challenging goals and evaluate achievements Analyse own performance and act on improvements



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				Analyse, modify and refine skills and techniques and know how these are applied
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School Sport Clubs Intent

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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Clubs	School Football Team (Year 5/6)	School Football Team (Year 5/6)	School Football Team (Year 5/6)	School Football team (Year 6 A Coaching; Year 3/4/5)	School Football team (Year 3/4/5)	School Football team (Year 3/4/5)
	Girls Football team (Year 5/6)	Girls Football team (Year 5/6)	Girls Football team (Year 5/6)	Girls Football (Year 6 Girls A coaching Year 3/4/5)	Girls Football (Year 3/4/5)	Girls Football (Year 3/4/5)
	Netball Team (Year 5/6)	Netball Team (Year 5/6)	Netball Team (Year 5/6)	Netball Team (Year 5/6)	Netball Team (Year 3/4/5)	Netball Team (Year 3/4/5)
	Football Team (Year 3/4)	Football Team (Year 3/4)	Football Team (Year 3/4)	Athletics (Year 3-6)	Athletics (Year 3-6)	Athletics (Year 3-6)
	Girls Football Team (Year 3/4)	Girls Football Team (Year 3/4)	Girls Football Team (Year 3/4)	Tennis Club (Year 3/4/5/6)	Tennis Club (Year 3/4/5/6)	
	Cross Country (Year 4-6)	Cross Country (Year 4-6)	Cross Country (Year 4-6)		Cricket Club (Year 5/6)	Cricket Club (Year 5/6)
	Netball (Year 3-4)	Netball (Year 3-4)	Netball (Year 3-4)			



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Tournaments/Cups/League/ Festival	BPSS Football League	BPSS Football League	BPSS Football League	BPSS Football League	BPSS Football League	BPSS Athletic Meet
	BPSS Dick Bailey Cup	BPSS Dick Bailey Cup	BPSS Dick Bailey Cup	BPSS Dick Bailey Cup	BPSS Dick Bailey Cup	Bishop Douglas Year 5 tournament
	BPSS Martins Cup	BPSS Martins Cup	BPSS Martins Cup	BPSS Martins Cup	BPSS Martins Cup	
	BPSS Girls League	BPSS Girls League	BPSS Girls League	BPSS Girls League	BPSS Girls League	
	BPSS Girls Cup	BPSS Girls Cup	BPSS Girls Cup	BPSS Girls Cup	BPSS Girls Cup	
	John King Trophy	John King Trophy	John King Trophy	John King Trophy	John King Trophy	
	BPSS Netball League	BPSS Netball League	BPSS Netball League	BPSS Netball League	Tennis Tournament	
	Cross Country	Boccia 'Come Try it Session'	Cross Country BPSS Football Year 5/6 tournament	BPSS Football Year 3/4 team	Cricket League	
				Barnet Dance Festival		



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			BPSS Girls Football Year 5/6 Tournament BPSS Netball Tournament			
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