

Sports premium 2020 – 2021 (spend is from Apr 20 to May 21)

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| Key achievements to date: COVID lockdowns impacted most of this | Areas for further improvement: COVID lockdowns impacted most of this |
| * Establish a Sports Council to give pupils a say in what the school has to offer * Focus on improving the physical fitness of children through the Golden Mile * Provide training for LAs to deliver high quality clubs including the CHANGE4LIFE clubs * To enhance lunchtime equipment and train LOs to deliver active playtime initiatives * Target more ‘disengaged’ children during lunchtime clubs * Establish a Sports Council to give pupils a say in what the school has to offer * Increased participation rates in a wide range of extra-curricular activities across the school * Increased participation and success in competitive sport. * Employed a sports coach to deliver high quality sporting opportunities at lunchtimes * Increased the number of competitions entered and the number of children participating. * Professional development opportunities provided for the PE coordinators and teachers including i-moves whole school training and NQT’s. * Enhanced provision for ‘target’ groups of children to improving physical health and well-being. * Enhanced, inclusive curriculum provision * Developed curriculum provisions of OAA (school mapped and scheme of work brought in). * Enhanced the teaching of dance with whole school staff training and new scheme of work brought in. * Implemented staff well-being, after school ‘bootcamp’ sessions | * Lunchtime organisers involved in delivering lunchtime clubs to disengaged children * Provide in-house training by Premier Sports for Lunchtime organisers involved in delivering lunchtime clubs to disengaged children * Continue tracking Golden Mile data * Introduce more ‘intra-school’ competitions (last week of each half-term to be an intra-sports week with a league involved * Sports leaders to be more involved in delivering, planning and managing intra sports * Achieve ‘Gold’ status in school games mark * Develop staff confidence in teaching gymnastics. |

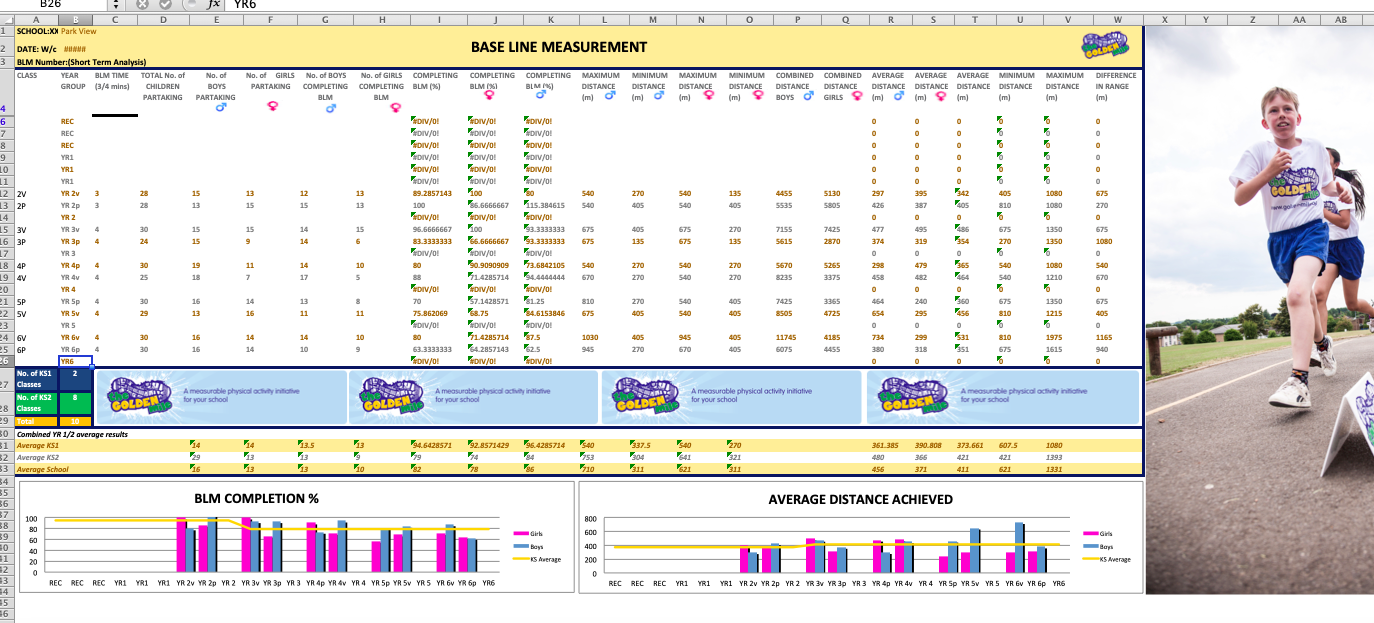
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| Meeting national curriculum requirements for swimming and water safety | Please complete all of the below: |
| What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 metres when they left your primary school at the end of last academic year? | 98% |
| What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year? | 63% |
| What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year? | 54% |
| Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity **over and above** the national curriculum requirements. Have you used it in this way? | No |
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| **Academic Year:** 2020/21 | **Total fund allocated:** £19,460 | **Date Updated: July 2021** | |  |
| **Key indicator 1:** The engagement of all pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school | | | |  |
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| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| All children to complete two hours of high quality PE sessions per week.  Enhance playtime provisions  Golden mile continued    *Challenge the more able/ G&A pupils with specialised support*  Audit of PE equipment  We Are Adventurers Forest school bought in for every year group | Attendance list from clubs  Lunchtime clubs for all children  Golden mile for all children  After school clubs for all children in Years 1-6. 3 clubs a week, which change half-termly.  Provide training for LO’s  Enhance playtime/ lunchtime equipment.  Sport Coach to introduce and run golden mile with all KS2 children.  Every child to be timed regularly.  Sport coach to monitor children’s progress and fitness levels  Whole school assembly  Medals and certificates to be ordered and given out as children achieve their own personal targets.  Teachers to supplement this with one half-hour golden mile run per week. Track using ipads  Update G and T list  Identify ‘target’ children  Sports coach to provide children with appropriate provisions.  Timetables of provision to be established. Sports Leaders to lead intra-schools league during the last week of every term  Staff will have a better understanding of what equipment the school has and where it is located with a checking out system in place  ‘We Are Adventurers’ Forest school bought in for every year group for 30 minute sessions per group of 18 children | £7647 for lunchtime clubs and £1518 for after school clubs.  £ 1000 but did not happen because of COVID  £None  £200 for cricket equipment  £6,575 (free as carried over from time lost in previous year because of COVID) | Annual impact report from Premier Sports showing increased percentages of children achieving Expected, Exceeding and Excelling throughout the year. \****See appendix A for data***  \*After school clubs only ran between April and July due to COVID  Enhanced range of resources purchased for use on the playground for lunchtimes to ensure that children are engaged in purposeful activities, continue to develop Fundamental skills through activities provided and are active for the majority of the time when outside. Increased participation in physical activity by KS1 and KS2. Did not happen because of COVID  Encouraging children to be actively fit for 30mins  Increase fitness levels of all children- children completing the mile in a faster time.  Improved weight/ height data  Provision mapping results- each group to make progress  Data and reports from Premier Sports. ***\*See Appendix B for data showing BLM measure and increased distance for all year groups.***  AJ- o carry out an audit of PE equipment in the PE cupboard and outdoor cabin  More portable speakers to be purchased Did not happen  ***\*See Appendix C*** for impact report showing improved respect, teamwork, creative thinking and more active children | Use data to target disengaged children during lunchtime clubs. Track impact.  LO will be trained to provide provisions once trained.  Low maintenance  Continue with LO and teachers and ask sports leaders to time children.  To continue next year. |
| **Key indicator 2:** The profile of PE and sport being raised across the school as a tool for whole school improvement | | | |  |
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| School focus with clarity on intended **impact on pupils**: | Actions to achieve: | Funding allocated: | Evidence and impact: | Sustainability and suggested next steps: |
| Continue of the focus on PE and Sport  Positive behavior and a sense of fair play  Raise the awareness of leading a healthy and active lifestyle to all pupils. Sports council leaders to lead on this.  Continue to raise the profile of PE and sport across the school  Establish and embed an assessment strategy- indoor PE lessons  Improve staff fitness and well-being  Continue to raise profile of PE and sport to raise fitness and well-being levels | Whole school focus through sports events and intra school competitions.  PE and sport opportunities offered to all pupils.  Whole school assemblies by school nurse and health and wellbeing professional.  Healthy eating and lifestyle workshops for parents.  Soccer Aid 2021 day – continuous football game from 9am to 3pm with classes split into teams. Did not happen - COVID  Whole school cross-curricular Dance workshop for world book day. Did not happen - COVID  Healthy active lifestyles in Science lessons.  Sports Day with medals for competitors  PE assessment tool to be created and embedded throughout the school. Staff training needed and RM to monitor regularly  Staff ‘well-being after school ‘boot-camp’ sessions. 45 mins weekly  Lunchtime clubs for all children  Golden mile for all children  After school clubs for all children in Years 1-6. 3 clubs a week, which changes half-termly. | £7647 for lunchtime clubs and £1518 for after school clubs. | Feedback from staff via the sports council.  Improved weight/ height data  PE and Sport is at the heart of Park View  Children have had great awareness of expectations and how to develop. Increased differentiations and creativity in lessons has led to enjoyment across the curriculum.  Use the website to share information with parents.  Increased number of children understanding the importance of leading a healthy, active lifestyle.  PE and Sports blog to show children’s achievements  Photos, feedback from parents and children.  SSG award    All staff have a better understanding of how games, dance and gymnastics are taught across the school  Teachers will be able to identify gaps in teaching and learning  Improve staff fitness and well-being  . Did not happen - COVID  Registers  Golden mile data (Appendix B)  Impact report (Appendix A) | Continuation of sports council  Continue focus on active travel |

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| **Key indicator 3:** Increased confidence, knowledge and skills of all staff in teaching PE and sport | | | |  |
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| School focus with clarity on intended  **Impact on pupils**: | Actions to achieve: | Funding  Allocated: | Evidence and impact: | Sustainability and suggested  Next steps: |
| Continued focus on quality of T&L in PE after audit of need and external lesson observations to ensure HA outcomes in PE  Continue focus on lunchtime and after school provisions | Sports coach to be brought in to provide one to one curriculum support following audit.  External QA lesson observations by Manchester Active Schools x3 annually (Not done because of COVID)  T.A. staff to observe Premier Sports lessons and use this to team teach in other PE lessons | £150 (Not done because of COVID) | Outstanding lesson observations- lesson observation sheets.  Data tracking registers from Premier Sports (appendix A)  100% engagement and participation in PE  Assessments to show progress.  Coaching observation and feedback sheets (Not done because of COVID)  Registers of participation. Tracking evidence | Teachers to support learning of parallel classes- children and teachers in areas of support been given.  That sports continues and rolls into 2021-2022 |
| **Key indicator 4:** Broader experience of a range of sports and activities offered to all pupils | | | |  |
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| School focus with clarity on intended  **Impact on pupils:** | Actions to achieve: | Funding  Allocated: | Evidence and impact: | Sustainability and suggested  Next steps: |
| Continue to provide High Quality After-School Sporting Sessions in more range of different sports, which change every half-term  Continue to provide High Quality Lunch Time Sporting Sessions in a variety of different sports, which change every half-term.  We Are Adventurers Forest school bought in for every year group | Pupil voice on what after school clubs and lunchtime clubs the children would like to participate in.  Sports coach to be used every day at lunch to ensure all children are given the opportunity to participate in extra curricular clubs weekly.  We Are Adventurers Forest school bought in for every year group for 30 minute sessions per group of 18 children (104 session) | £7647 for lunchtime clubs and £1518 for after school clubs.  £6,575 (free as carried over from time lost in previous year because of COVID) | % Of children participating in extra curricular activities increased. **See registers in appendix. A**  Photos on blogs and websites  Pupil voice evidence registers  ***\*See Appendix C*** for impact report showing improved respect, teamwork, creative thinking and more active children | Lunch time organisers will observe PE coaches and repeat their activities throughout the week |
| **Key indicator 5:** Increased participation in competitive sport | | | |  |
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| School focus with clarity on intended  **Impact on pupils**: | Actions to achieve: | Funding  Allocated: | Evidence and impact: | Sustainability and suggested  Next steps: |
| *Continue to develop physical abilities in targeted children- G & T, Less Able, Less Active*  *Continue to increased participation in intra year group competition Level1*  *Increased participation of KS2 children level 2 competitions.*  *More B and C teams entering competitions.*  *Continue to develop physical abilities in targeted children- G & T, Less Able, Less Active*  *Continued participation in level 2 and level 3 intra school competitions.* | Extra curricular clubs set up to develop the fitness and physical ability of targeted children  2 sessions per week KS2  1 sessions per week KS1  Sports coach to set up Level 1 competitions during PE lessons  Enter children into the competitions on the manchesterschoolspe.co.uk website  Arrange for transport and parental consent  Select the appropriate staff of attending the events  Select competitions bases on MCA clubs and additional clubs  Sports Leaders to lead intra-school sports league during the last week of every term  Subscription to Manchester Schools PE association membership | £1518 for after school clubs  £1970 for Manchester PE association membership (21-22 and £900 for 20-21)  £1970 for Manchester PE association membership (21-22 and £900 for 20-21) | SSG silver award  Registers and photographs.  Increased number of children participating in competitive sports. (Did not happen because of COVID)  Registers (Did not happen because of COVID)  Record the scores and photograph for evidence (Did not happen because of COVID)  Support for all aspects on PE and school support. Organisation of competitions (Did not happen because of COVID)  Track participation in registers and results, scores and tables.(Did not happen because of COVID)  Enter intra-school competitions and receive support from MSPEA .(Did not happen because of COVID) | Continue focus on Level 1 competitions.  Continue focus on level 2 competitions. |

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| **Appendix A – Premier Sports annual impact report**  ***Premier Sport***  ***Annual* Impact Report 2020-2021**  **Extra Curricular Clubs**   |  |  |  |  |  | | --- | --- | --- | --- | --- | | **Type of Ex Cur Club**  **(When & Activity)** | **Term** | **# of Pupils booked on** | **Year Groups Club Aimed at** | **Growth of Clubs each 1/2 term** | | **Lunch time** | **Autumn 1 + 2** | **400** | **KS1 + 2** |  | | **Lunch time** | **Spring 2** | **400** | **KS1 + 2** |  | | **Lunch time** | **Summer 1 + 2** | **400** | **KS1 + 2** |  | | **After school clubs** | **Summer 1 + 2** | **60** | **KS 1 + 2** |  |   \*Attach **photocopy** of **Completed Registers**.  **Total Attendance Extra Curricular clubs:**   |  |  |  |  | | --- | --- | --- | --- | | **Term** | **Total # of club bookings** | **# of different children attended Ex Cur Clubs** | **Total % out of School** | | **Autumn 1** | **400** | **400** |  | | **Autumn 2** | **400** | **400** |  | | **Spring 1** |  |  |  | | **Spring 2** | **400** | **400** |  | | **Summer 1 & 2** | **460** | **460** |  | | **Total** |  |  |  |   **Curriculum PE Attainment**   |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Autumn 1** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent(%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss Sally Hindson |  | 5% | 33% | 38% | 24% | 0% | Multi Skills | | R | Miss E Fellone |  | 0% | 14% | 57% | 29% | 0% | Multi Skills | | Y1 | Rheanne McCullen |  | 27% | 27% | 42% | 4% | 0% | Athletics | | Y1 | Aliysha Ellison |  | 10% | 20% | 33% | 37% | 0% | Athletics | | Y2 | Nicola Smith |  | 0% | 33% | 52% | 14% | 0% | Multi Skills | | Y2 | Christian Davis |  | 0% | 52% | 43% | 4% | 0% | Multi Skills | | Y3 | Miss L J Keaveny |  | 12% | 36% | 32% | 12% | 8% | Athletics | | Y3 | Miss Lynch |  | 8% | 27% | 38% | 23% | 4% | Athletics | | Y4 | Miss Akhtar |  | 14% | 28% | 41% | 17% | 0% | Athletics | | Y4 | Mrs Bowden |  | 0% | 22% | 41% | 22% | 15% | Athletics | | Y5 | Mr A Norris |  | 14% | 18% | 39% | 21% | 7% | Athletics | | Y5 | Mrs Westerby |  | 15% | 15% | 41% | 19% | 11% | Athletics | | Y6 | Mr Jones |  | 13% | 27% | 37% | 17% | 7% | Athletics | | Y6 | Mr Cresswell |  | 10% | 24% | 48% | 14% | 3% | Athletics | | **Autumn 2** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent(%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss Sally Hindson |  | 5% | 19% | 52% | 24% | 0% | Invasion Games | | R | Miss E Fellone |  | 0% | 24% | 62% | 14% | 0% | Invasion Games | | Y1 | Rheanne McCullen |  | 12% | 15% | 46% | 27% | 0% | Invasion Games | | Y1 | Ayisha Ellison |  | 10% | 10% | 43% | 30% | 7% | Invasion Games | | Y2 | Nicola Smith |  | 0% | 10% | 57% | 33% | 0% | Invasion Games | | Y2 | Christian Davis |  | 0% | 26% | 57% | 17% | 0% | Invasion Games | | Y3 | Miss L J Keaveny |  | 0% | 8% | 42% | 38% | 13% | Invasion Games | | Y3 | Miss Lynch |  | 0% | 4% | 46% | 42% | 8% | Invasion Games | | Y4 | Miss Akhtar |  | 7% | 14% | 48% | 21% | 10% | Invasion Games | | Y4 | Mrs Bowden |  | 0% | 8% | 35% | 31% | 27% | Invasion Games | | Y5 | Mr A Norris |  | 4% | 11% | 56% | 30% | 0% | Invasion Games | | Y5 | Mrs Westerby |  | 11% | 4% | 37% | 41% | 7% | Invasion Games | | Y6 | Mr Jones |  | 13% | 10% | 33% | 23% | 20% | Invasion Games | | Y6 | Mr Cresswell |  | 7% | 7% | 41% | 45% | 0% | Invasion Games | | **Spring 1** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent(%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss Sally Hindson | 26 |  |  |  |  |  |  | | R | Miss E Fellone | 30 |  |  |  |  |  |  | | Y1 | Mrs N R Lawrence | 21 |  |  |  |  |  |  | | Y1 | Mrs S K Munro | 20 |  |  |  |  |  |  | | Y2 | Nicola Smith | 25 |  |  |  |  |  |  | | Y2 | Christian Davis | 26 |  |  |  |  |  |  | | Y3 | Miss L J Keaveny | 26 |  |  |  |  |  |  | | Y3 | Miss Lynch | 27 |  |  |  |  |  |  | | Y4 | Mr McKenzie | 27 |  |  |  |  |  |  | | Y4 | Mrs Bowden | 28 |  |  |  |  |  |  | | Y5 | Mr A Norris | 28 |  |  |  |  |  |  | | Y5 | Miss Anglein | 21 |  |  |  |  |  |  | | Y6 | Mr Jones | 27 |  |  |  |  |  |  | | Y6 | Mr Cresswell | 29 |  |  |  |  |  |  | | **Spring 2** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent(%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss Sally Hindson | 21 | 0% | 19% | 62% | 19% | 0% | Invasion Games | | R | Miss E Fellone | 21 | 0% | 33% | 52% | 14% | 0% | Invasion Games | | Y1 | Rheanne McCullen |  | 6% | 18% | 44% | 32% | 0% | Invasion Games | | Y1 | Ayisha Ellison |  | 5% | 15% | 43% | 30% | 7% | Invasion Games | | Y2 | Nicola Smith | 21 | 6% | 28% | 67% | 0% | 0% | Invasion Games | | Y2 | Christian Davis | 23 | 0% | 39% | 48% | 13% | 0% | Invasion Games | | Y3 | Miss L J Keaveny |  | 0% | 7% | 46% | 34% | 13% | Invasion Games | | Y3 | Miss Lynch |  | 0% | 4% | 46% | 42% | 8% | Invasion Games | | Y4 | Miss Akhtar | 29 | 0% | 17% | 59% | 24% | 0% | Invasion Games | | Y4 | Mrs Bowden | 27 | 4% | 0$ | 74% | 19% | 4% | Invasion Games | | Y5 | Mr A Norris | 28 | 4% | 11% | 61% | 25% | 0% | Invasion Games | | Y5 | Mrs Westerby | 27 | 4% | 7% | 63% | 26% | 0% | Invasion Games | | Y6 | Mr Jones | 30 | 10% | 17% | 53% | 20% | 0% | Invasion Games | | Y6 | Mr Cresswell | 29 | 0% | 14% | 62% | 24% | 0% | Invasion Games | | **Summer 1** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent(%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss Sally Hindson | 21 | 0% | 33% | 48% | 19% | 0% | Net & Wall/Strike & field | | R | Miss E Fellone | 21 | 0% | 29% | 62% | 10% | 0% | Net & Wall/Strike & field | | Y1 | Rheanne McCullen | 26 | 0% | 23% | 62% | 15% | 0% | Strike & field | | Y1 | Ayisha Ellison | 30 | 0% | 23% | 60% | 17% | 0% | Strike & field | | Y2 | Nicola Smith | 21 | 0% | 30% | 50% | 20% | 0% | Strike & field | | Y2 | Christian Davis | 23 | 0% | 43% | 35% | 22% | 0% | Strike & field | | Y3 | Miss L J Keaveny | 25 | 0% | 4% | 64% | 32% | 0% | Strike & field | | Y3 | Miss Lynch | 26 | 4% | 4% | 58% | 35% | 0% | Strike & field | | Y4 | Miss Akhtar | 29 | 0% | 17% | 59% | 24% | 0% | Strike & field | | Y4 | Mrs Bowden | 27 | 4% | 0% | 74% | 19% | 4% | Strike & field | | Y5 | Mr A Norris | 28 | 4% | 11% | 61% | 25% | 0% | Strike & field | | Y5 | Mrs Westerby | 27 | 4% | 7% | 63% | 26% | 0% | Strike & field | | Y6 | Mr Jones | 30 | 10% | 17% | 53% | 20% | 0% | Strike & field | | Y6 | Mr Cresswell | 29 | 0% | 14% | 62% | 24% | 0% | Strike & field |  |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | **Summer 2** | | | | | | | | | | **Year** | **Class teacher** | **# Of Pupils** | **Emergent (%)** | **Establishing (%)** | **Expected (%)** | **Exceeding (%)** | **Excelling (%)** | **Comments** | | R | Miss H Muselle |  |  |  |  |  |  | Strike & Field | | R | Miss S Hindson |  |  |  |  |  |  | Strike & Field | | Y1 | Rheanne McCullen |  |  |  |  |  |  | Strike and field | | Y2 | Miss N Smith |  |  |  |  |  |  | Strike & Field | | Y2 | Mr Davies |  |  |  |  |  |  | Strike & Field | | Y3 | Miss Anglein |  |  |  |  |  |  | Invasion Games | | Y3 | Miss Lynch |  |  |  |  |  |  | Invasion Games | | Y4 | Mr Mckenzie |  |  |  |  |  |  | Invasion Games | | Y4 | Mrs Bowden |  |  |  |  |  |  | Invasion Games | | Y5 | Mrs Cheechi-Ribiero |  |  |  |  |  |  | Invasion Games | | Y5 | Mrs Hewlett |  |  |  |  |  |  | Invasion Games | | Y6 | Mr Cresswell |  |  |  |  |  |  | Invasion Games | | Y6 | Mr Jones |  |  |  |  |  |  | Invasion Games |   **Physical Activity Professionals Delivering at School:**  Jordan Hamilton  James Wright  Shauna Miller |

**Appendix B – Golden Mile results impact document**



**Appendix C – We Are Adventurers impact report**

How money is used

* 3 visits per week - covering 4 classes and EYFS. 150 students having dedicated time to Forest School weekly
* Through the Sports Premium funding we are able to purchase any resources that are needed to aid the sessions e.g. waterproof tarps and ropes

Impact on area

* Maintaining the wild area which is otherwise largely unused - our regular presence stops the area becoming overgrown, as it was prior to us using it
* Litter picking - helping to keep the area and further playground clean through litter picking, which then helps to develop an awareness of plastic and conservation
* Planting - Helping to conserve and further the area through planting wildflower seeds to encourage encourage insects particularly pollinators. The flowers also help the area to appear more attractive - which the children have noted

Impact on children and evidence

* Children always enthusiastic for their Forest School time - Arriving through the car park entrance to the school I frequently get ‘Are we doing Forest School today?’ which is encouraging as KS1 had their turn during the first term. I also always get several ‘Hello Sir, what are we doing today?’ From the children before they’ve re entered the classroom from lunch - particularly Years 5 and 6
* Developing a respect for nature - One of our 3 basic rules at Forest School is **Respect** - which we reiterate often. This respect is for each other, for any living things, and for the environment
* Encourage creative thinking - We regularly use natural resources from the wild area such as sticks and leaves, and tailor them to our activity. An example of this is would be our ‘Stick Village’ activity where the groups use what they can find to create miniature places such as an airport or a stadium. The children then have to think together for clues to describe their building before we all take a tour and try to guess what each group built
* Encourage teamwork - Our sessions are always based around teamwork and working together, whether in pairs/larger groups or groups picked by myself/children given the choice of group. We recently on a day where the rain threatened we did a ‘Tipi’ session where we utilised the climbing frame in the middle of the playground. Working in 4 groups each group took one side of the climbing frame to attach a huge tarp, working together to keep it in place and tie it on. Although there were 4 groups they were all working towards the same goal - create 1 tipi for the whole group of 20 to fit underneath.