



Subject Story

PE (Physical Education)

Intent

We aim that all children will:

- Be physically active for a minimum of 30 minutes each day at school and find enjoyment in physical activity.
- Find a lasting sense of purpose, achievement and fulfilment in physical activity.
- Develop physical skills, habits and interests that will promote a healthy lifestyle.
- Develop positive attitudes to physical endeavour including perseverance, fair play and sporting behaviour and the ability to cope with success and failure.
- Learn how physical exercise affects the body.
- Understand the need for safe practise in the physical activities and know how to achieve this.

The National Curriculum states:

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.

Implementation

There is a strong focus on the progression and transferability of skills within P.E. lessons, with all classes being as active for as much of the 2 lessons per weeks as possible. Children have access to a good range of sports equipment, ensuring that all are able to fully participate in each lesson. In KS2, each unit of work ends in a tournament, allowing children to apply the skills they have learnt in a competitive situation and encouraging children to develop sportsmanship skills. Lower down the school, the focus is teamwork and cooperation, valuable skills for any sporting endeavour.

Children take part in a variety of competitive and inclusive sporting events throughout the year. This often involves taking part in extra-curricular training sessions ahead of each tournament to practise and further develop specific skills and knowledge of the game.

A number of cross curricular links are in place to promote the impact on health of keeping physically active. For example, science projects in year 6 look at the relationship between heart-rate and exercise and PSHE learning links with health and wellbeing across the school, particularly in the Autumn Term. There is also the 'Go Active in June' event highlighting the importance of healthy bodies and healthy minds.

Impact

In September 2022 we maintained the Gold Sportsmark in recognition of our increased participation in sport in the borough.

All children have the opportunity to:

- Learn a variety of sports across the school year.
- Develop transferable skills to apply across a range of sports.
- Learn how to swim (in years 3 and 4).
- Take part in an annual sports day.
- Take part in regular outdoor learning activities.
- Take part in organised lunchtime activities with sports leaders and teachers.
- Take part in physical activity learning breaks throughout the school day.
- Represent their 'house' in an end of unit tournament and receive praise and recognition for sporting success.
- Be recognised for fair play values in the award of the 'REFspect' certificate each half term.
- Year 5 pupils engage in a PE Leadership unit, allowing them to lead younger pupils through a series of activities.

If you were to walk into PE lessons at Morden, you would see:

- **A class-set of quality resources in use** – enabling all children to fully participate in each lesson.
- **Warm up activities that link to the sport / unit of learning** – strengthening children's understanding of the skills they are learning, the way their body is working and how this links to the sport / area of study.
- **Children physically active** for as much of the lesson as possible (at least 80%) - consistency of training activities and drills allows transferability of skills and children are able to quickly adapt their learning to the new sport (without having to teach new training drills each time).
- **Competition** - some form of competitive activity in each lesson so that children apply the skills they are developing alongside developing a sense of fair play and motivation whilst recognising achievements of others.
- **Self-assessment opportunities** – providing opportunities for children to challenge themselves further or ways to make the activity more accessible as appropriate.

Pupil Voice

Year R: I know how to play stuck in the mud.

Year 1: My next steps are to get better at helping each other. If we help other children feel happy it makes us feel happy, helping our friends get better.

Year 2: We need safety skills in P.E. - staying safe by tapping people gently and looking around you.

Year 3: We know we are in a P.E. lesson when we are outside or in the studio. We don't learn P.E. in the classroom.

Year 4: I am really good at passing the ball (football) and in tennis I am good at catching the ball with the racket.

Year 5: My next steps are to learn as many new sports. I would like to learn basketball – played once and really enjoyed and felt was good at it.

Year 6: I know we are in a P.E. lesson as we are exercising. Physical exercise helps our bodies get stronger. We are moving around for the whole lesson - we don't do that in other lessons.

An example of skills and knowledge progression within our PE curriculum.



Progression in P.E.

EYFS – Physical Development & PSE Development

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Football & Hockey			Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding space and using space to keep the ball. They play with the same basic court set up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.	Children learn simple attacking tactics using a range of equipment and skills and start to think about how to organise themselves to defend their goal. They start by playing small, uneven sided games and move on to even-sided games.	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend.	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend.
Gymnastics & Dance	Children investigate movement, stillness and how to find and use space safely. They explore basic gymnastic actions on the floor and using apparatus. They copy or create, remember and repeat short movement phrases of 'like' linked actions, e.g. two jumps or two rolls.	Children focus on increasing their range of basic gymnastic skills. They create simple sequences of 'unlike' actions on the floor, e.g. a roll, jump and a shape. They then incorporate basic skills into rhythmic gymnastics.	Children focus on improving the quality of their movement, e.g. by stretching fingers and pointing toes to help them improve tension and extension. They plan and perform sequences of contrasting actions and develop flow by linking actions smoothly and planning variations in speed.	Children create sequences that include changes of level and speed and focus on using different body shapes clearly. They work mostly with a partner or in a small group, additionally incorporating hand apparatus.	Children create longer sequences to perform for an audience. They learn a wider range of actions and explore more difficult ways to perform.	Children use their knowledge of compositional principles, e.g. how to use variations in speed, level and direction, how to combine and link actions, how to relate to partners and apparatus, to develop sequences that show an awareness of their audience.
Football (KS1 Games)	Children develop basic game-playing skills, in particular throwing and catching. They play net-based games and striking and fielding games. They have an opportunity to play one-on-one games, one-on-two and one-on-three games.	Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.				
Netball						Children improve their attacking and defending play. They are able to play High-5 Netball and can apply tactics and strategies to be successful in team performance.
Sports Leaders					Children learn the characteristics of being a good sports leader and how to apply these when leading a group of younger pupils. Children also learn how to plan, deliver and evaluate sports activities.	
Spring	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Basketball		Children improve and apply their basic skills in games. They play games that demand simple choices and decisions on how to use space to avoid opponents, keep the ball and score points.	Children learn how to outwit their opponents and score when playing invasion games. They develop skills in finding space and using space to keep the ball. They play with the same basic court set up and rules, but use a range of equipment and skills, including throwing, catching, kicking and striking skills.	Children learn simple attacking tactics using a range of equipment and skills and start to think about how to organise themselves to defend their goal. They start by playing small, uneven sided games and move on to even-sided games.	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend.	Children develop skilful attacking and team play. They learn how to work well as a team when attacking and explore a range of ways to defend.

Examples of learning



Year 6 - OOA



Year 4 - gymnastics



Year 2 - tennis



Nursery - climbing

Successes in 2021 - 2022

Identify:

- Whole school Sports Day mapped onto the calendar.

Develop:

- End of unit tournaments timetabled for each class.
- End of unit assessments now in place and used to monitor progress and inform planning.
- Ideas for physical activity learning breaks shared at INSET days and staff meetings.

Embed:

- Sports Day involved all year groups. Hummingbird Team meetings enabling children to work across the school organised before Sports Day. Borough sporting events attended across KS2.

- End of unit tournaments celebrated in assemblies with the PE hummingbird award trophy.
- Monitoring showed that PE lessons match lesson plans, which match progression documents.
- Pupil voice demonstrated that children will self-assess in lessons and know how to make the training more or less challenging, responding to their own needs.
- All children were actively involved in the end of unit tournament.
- Clubs offered last year across KS1 and KS2: football, rugby, tennis, dodgeball, multi sports, dance fitness. Lunchtime activities supported by specialist coaches across KS1 and KS2.
- Morden came 4th place in MSSP REFspect table of all borough competitions this year.

Establish:

Priorities for 2022 - 2023

Identify:

- Progression documents for each year group will be reviewed to reflect diversity.

Develop:

- Sports / physical activity opportunities for all will be promoted across the school.
- Successes in extracurricular activities will be celebrated within the classroom.
- A bank of resources to support diversity coverage will be sourced.
- Year 5 to become sports leaders.

Embed:

- Learning objectives always make skills clear.
- Non-negotiables outlined above (*If you were to walk into a PE lesson ...*) are evident in all lessons.
- Children will know the names of training activities and drills and be able to link these to skills.
- Range of physical activity clubs across the school to be offered to year groups reflecting forthcoming tournaments (tournaments for KS2).
- Physical learning breaks throughout the day.
- Diversity will be reflected across LTP for PE.
- All children take part in a socially distant Sports Day, rewards given to reflect attainment and REFspect.
- Develop REFspect award so that children can participate in REFspect nominations.

Priorities beyond 2023

Establish:

- Children will be able to lead their own learning and support others in their team to develop skills.
- Children will be able to suggest or adapt training drills and activities to develop key skills.
- Positive and fair competition is evident in every lesson and physical activity across the school (including lunchtime activities).
- PLT to take lead role in promoting REFspect awards.
- Children to lead physical learning breaks.

Some websites you might find particularly interesting

<http://www.mertonssp.org.uk/>

<http://www.afpe.org.uk/>

<https://plprimarystars.com/>