Morden PRIMARY SCHOOL
Learn - Achieve - Enjoy

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 July 2021 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, 4 and 6).
- 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.

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 like 'wake up shake up'. It's fun.
Year 1: We learn about teamwork and how to cooperate.
Year 2: Our warm up activities in P.E. help us to run faster.
Year 3: We are learning how to dribble along the line in hockey and how to rotate the hockey stick.
Year 4: The skills we are learning in hockey help us to keep the ball and trick our opponent.
Year 5: I like to give myself a challenge in circuit training and do more repetitions each week.
Year 6: We are learning to pass accurately in netball and hockey. This helps us keep control of the ball.

An example of skills and knowledge progression within our PE curriculum

Autumn	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cricket			Children learn how to hit or strike the ball into spaces so that they can score runs in different ways. When fielding, they learn how to how to work together to keep the batters' scores down.	Children learn how to hit or strike the ball into spaces so that they can score runs in different ways. When fielding, they learn how to how to work together to keep the batters' scores down.		
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	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 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.				

Examples of learning

Pentathlon Event – September 2020

EYFS

Hummingbird Teams: Zafira, Rufous, Comet, Xantus, Firecrown

Bubble 1

Bubble 2

Bubble 3

Dodge Ball Event – May 2021

Tag Rugby Event June 2021

Sports Day July 2021
Running Races

Sack Races

Obstacle Races

Successes in 2020 - 2021

Identify:

- REFspect award system planned for recognition throughout the year.
- Range of sports mapped across the school and against events calendar whilst following lockdown restriction and Covid-19 safety guidelines.
- Whole school opportunities for PE events mapped into school calendar.

Develop:

- Sports / physical activity opportunities for all are promoted across the school.
- End of unit assessment have been established to understand what the children know, inform planning and curriculum coverage.

Embed:

- Children can identify the skills learnt in their PE lessons.
- REFspect award system in place for recognition throughout the year.

- Two socially distant Sports Days took place (Pentathlon Event - Autumn Term, Sports Day – Summer Term) including preparation in PE lessons.
- Expert coaches supported teaching and learning in Tennis.

Establish:
- Gold Sportsmark Standard recognised throughout lockdown restrictions.

Priorities for 2021 - 2022

Identify:
- Progression documents for each year group will be reviewed to reflect diversity.
- Whole school opportunities for PE events mapped into school calendar.

Develop:
- Sports / physical activity opportunities for all will be promoted across the school.
- A bank of resources to support diversity coverage will be sourced.
- End of unit assessment completed from Autumn Term (to be reviewed and adapted as appropriate).
- Share ideas for physical activity learning breaks.
- Re-establish PE Humming Bird Award trophy for intra-school competitions at the end of each unit of work.

Embed:
- Monitoring will show that PE lessons match lesson plans, which match progression documents.
- 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.
- Children will self-assess in lessons and know how to make the training more or less challenging, responding to their own needs.
- Every child will be actively involved in the end of unit tournament.
- Range of physical activity clubs well attended across the school.
- REFspect awards regularly given across the school.
- 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.

Priorities beyond 2022

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/