



Subject Story

PE (Physical Education)

At Morden primary School, our aim is for all children to be physically active for a minimum of 30 minutes each day at school and find enjoyment in physical activity. We provide opportunities that allow students to find a lasting sense of purpose, achievement and fulfilment in physical activity.

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.

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.

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 allow 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.
- **Inclusivity** – learning that is accessible for all.

Students were asked 'How do you know when you are good at something in PE?'

Year 1: I feel confident to keep going.

Year 3: Every time I go out to do PE, I learn. I have been practising at home and Mr Smith says that I am doing a good job.

Year 4: I feel confident when I try and learn in PE. I think really hard about what I need to do and I try working with someone.

Year 5: I like that our warm ups get us ready for what we are learning in the lesson.

Year 6: I practise at home and at school and I get better. I use my skills in tournaments, like in the Boccia, I knew what to do.

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

DISCIPLINARY KNOWLEDGE						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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.				
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.

Examples of learning

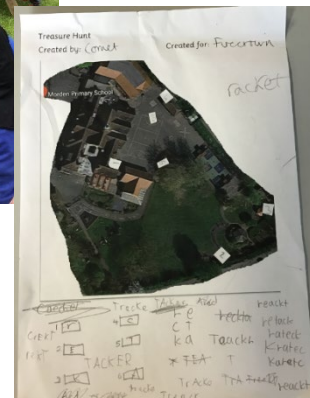


Year 5 - gymnastics



Year 5 - Netball

Year 6 – OAA ASSESSMENT ACTIVITY





Sports Day 2023



UKS2 Football Team

Successes in 2022 – 2023

- 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.
- REFspect awarded to children in each class based on the attitudes and behaviours displayed at Sports Day.
- End of unit tournaments celebrated in assemblies with the PE hummingbird award trophy.
- Year 5 students became Sports Leaders and led sporting activities during break times.
- 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.
- Progression documents reflect diversity and cultural capital for each year group.

Priorities for 2023-2024

- New PE Lead Teacher to settle into the role.
- Class teachers to gain familiarity with the PE curriculum in new Key Stage (including EYFS).
- PLT to take lead role in promoting REFspect awards and awarding REFspect at assemblies.

- Children to lead physical learning breaks.
- 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).
- Successes in extracurricular activities will be celebrated within the classroom.
- Timetabled staff meetings to share information and knowledge from conferences and workshops.
- Continue to embed the qualities of an individual whom demonstrates REFspect, in preparation for fair nominations by students.

Ambitions for Physical Education at Morden Primary School

- A bank of activities to support diversity in PE lessons and clubs.
- Students to nominate students for a REFspect award at the end of each unit, alongside the nominations of the class teacher.

Some websites you might find particularly interesting

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

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

<https://plprimarystars.com/>