



## **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.

## Pupil Voice

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

**Year R:** I practise playing football and I get better.

**Year 1:** I feel confident to keep going.

**Year 2:** My teacher tells me I am doing well. I like to practise at break time too.

**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.

Curriculum Drivers: Well-being, Diversity & Inclusion, Real-life experiences, Oracy, Vocabulary Development						
Early Years	<p>Pupils develop their gross motor skills through play in the Early Years Foundation Stage (EYFS). Children in Reception are also able to develop such skills through a structured lesson weekly. Within the outdoor environment, pupils are free to develop their strength, coordination and balance with use of climbing apparatus and sporting equipment. As they move around the space, the children are developing their ability to negotiate space safely and are encouraged to move energetically.</p> <p>The Early Learning Goals (ELG) are the objectives that all children in the EYFS work towards throughout Nursery and Reception. They are as follows;</p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> </ul>					
Cultural Capital Opportunities	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Visiting Tennis coach Sports Day Whole School PE Event (e.g. Windrush Dance Workshops)	Visiting Tennis Courts Tennis Coach Sports Day	Sports Competitions: borough, festivals, inclusive Swimming Movement Breaks Sports Day	Sports Competitions: borough, festivals, inclusive Swimming Movement Breaks Sports Day	Sports Competitions: borough, festivals, Bike-ability, Movement breaks Sports Day	Sports Competitions: borough, festivals, inclusive Top-Up Swimming Bike-ability Movement Breaks Sports Day

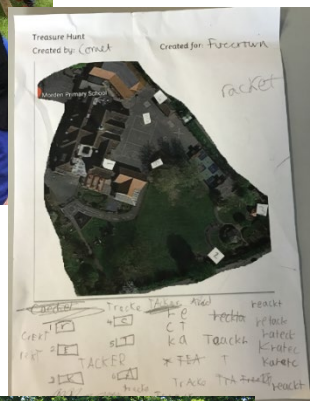
## Examples of learning



Year 5 - Netball



Year 6 – OAA ASSESSMENT ACTIVITY



Year 5 - gymnastics



Sports Day 2023





UKS2 Football Team



### Successes in 2023 – 2024

- 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 2024-2025

- 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/>