# Physical Education at Mulberry

PE Intent

At The Mulberry, we strive to help every child develop physical confidence through our high-quality physical education curriculum. We provide opportunities for pupils to learn, practise and refine the essential skills that are fundamental to success in the wider world, including teamwork, resilience, fairness and respect. We are committed to promoting an understanding of the importance of physical activity for both physical and mental wellbeing. Through inclusive lessons and access to competitive sports, pupils learn to respect rules, celebrate success with humility, and demonstrate perseverance and collaboration. Above all, we ensure that every child, regardless of ability, is supported and challenged to develop their physical skills and achieve their personal best within a positive and encouraging environment.

### During Foundation Stage at The Mulberry

PE Lessons are linked to the Early Learning Goals by ensuring children's fine motor and gross motor skills are developed.

The units they will cover are:

- Ball Skills
- Games
- Gymnastics
- Dance
- Assessment of physical development in the Foundation Stage is linked to use of the Early Learning Goals and the completion of the Foundation Stage Profile.

### During Key Stage 1 at Mulberry

KS1 children are taught knowledge, skills and understanding through dance, gymnastics and games activities developing simple tactics for attacking and defending.

Pupils are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

### During Key Stage 2 at Mulberry

- Gymnastics- learn and explore skills and create sequences by selecting and linking a number of actions (depending on the year group) and applying these to apparatus.
- Dance –children think about how to use movement to explore and communicate ideas and issues, and express their own feelings and thoughts. They create and repeat short dances inspired by a range of ideas and use language associated with movement to evaluate and improve their dances. In KS2 developing an awareness of the audience.
- Games (striking and fielding, over the net, invasion) - learn and practise a variety of skills and apply to small sided games, in KS2 applying tactics to competitive games.
- Athletics –developing techniques in jumping, throwing and running aiming to beat your personal best.
- Outdoor, Adventurous, Activities- developing team building and orienteering skills.
- Swimming (Year 5)-children learning to improve their confidence and competence in this life skill.

### Planning

- The school's curriculum maps shows the units to be covered each term
- The long, medium and short term plans and other useful PE resources are stored on the school shared drive and updated by the PE Subject Leader when necessary.
- Planning to include elements of difficulty, variety and quality within each activity
- Plan to include a range of challenges for all the pupils taking part in the lesson using the STEP process(Space, Task, Equipment, People)
- Teachers and members of the PE team annotate the plans including methods of differentiation and assessment opportunities

### Teaching

- Classes are allocated 2 PE lessons a week which start in the classroom.
- Lessons are either taken by members of the PE team (sports coach) or class teacher
- Learning through first-hand experience with a range of equipment available for each child
- Children are organised in flexible groups. They are grouped in grids for games lesson using marking cones or bibs so lessons can be active straight away
- Learning objectives and key vocabulary and techniques are shared with the children in the classroom.
- The children develop an increasing ability to select,

Feedback

- Children receive regular feedback which is both constructive and positive from adults and peers.

Health and Safety

- Health and safety is regularly discussed in lessons and the children carry out safety checks of the halls before lessons begin.
- All staff should wear suitable footwear or work in bare feet during P.E. lessons in accordance with the health and safety guidelines.
- Long hair must be tied back at all times and for swimming lessons, children should be encouraged to wear swimming hats.
- No jewellery is to be worn for PE lessons/activities.
- All children should come to school dressed in their PE kits on their allocated PE days

link and apply skills, tactics and compositional ideas

- They improve observation skills and the ability to describe and make simple judgements on their own and others work, and to use their observations and judgements to improve performance.
- Pupils are active for sustained periods of time and are taught to understand of the positive effects of the exercise on the body and are aware of the physical and psychological benefits of exercise promoting a positive attitude to P.E.
- The children develop the ability to work independently and respond positively towards others.
- They develop and understanding of safe practice and develop a sense of responsibility towards their own and others' safety and well-being.

Resources and display

- PE Equipment is stored in the gym
- Large apparatus is placed safely around the edge of the hall with labelled photographs on display to remind children where the equipment is stored as well as reinforcing appropriate language
- Equipment is also stored on shelves in the cupboard
- Monitors from each class should return equipment tidily but it is also the responsibility of all staff to ensure this is done properly

Assessment

Formative:

- Teachers and members of the PE team annotate the plans including methods of differentiation and assessment opportunities
- I-pads are used regularly for instant assessment for learning showing children how they have performed
- Effective questioning
- Peer-observation and videoing performance can support teachers in ascertaining pupils' knowledge, skills and understanding

Summative

- Made by the class teacher and members of the PE team at the end of each unit of work.
- Each child in the class is assessed against the statements in the Expectations document.
- The statements which directly relate to the unit that has been taught should be highlighted and pupils are identified as follows:

Emerging – not quite met the learning objectives (or only met with support)
Expected – successfully met the learning objectives
Exceeding – achieved over and above what is expected.

Other

- Risk Assessments are on the shared drive for the variety of spaces that PE takes place, clubs and tournaments.

Monitoring

Monitoring is undertaken by subject leader during the school year. This will include:

- Learning walks during PE lessons –informal and formal
- In built training programme for members of the PE team and school staff. There is a strategic plan for team teaching with the subject leader or members of the PE team and guidance provided for this
- Discussions with pupils about what they have learnt
- Regular Meetings with the PE team and School Council