

Enmore Church of England Primary School

'Those who are taught here must
go out and teach others'

Rev J. Poole, Founder, 1810



'I have set you an example that you
should do as I have done for you.'

John 13: 15

PE - for website

Background



Physical education focuses on developing fitness and learning skills in a range of physical activities. It teaches teamwork and fair play, while preparing children to live a healthy lifestyle, both physically and mentally, which they will take with them into adulthood.

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.

Enmore follows the Early Years Foundation Stage Curriculum which can be found [here](#), and the National Curriculum programmes of study which can be found [here](#).

Vision



*The school's vision and values underpin all subjects taught at Enmore. The page below illustrates how **Physical Education** is influenced by these values and, as a result, illustrates what you would expect to see in classrooms.*

Vision

- To have high expectations

What this looks like in PE:

- Learning behaviours are excellent
- Poor behaviour is uncommon and is challenged
- Marking is high quality
- teaching spaces are kept tidy and are well- organised

Vision

- A broad curriculum offer

What this looks like in PE:

- Displays and work in books reflects a broad curriculum
- classes have topics but discrete subjects are taught
- Cross- curricular links used when possible, e.g mapwork in Geography

Vision

- An inclusive curriculum

What this looks like in PE:

- All children have access to the curriculum
- Pre, post and during interventions used as appropriate, aimed at removing barriers to learning

Vision

- A mastery approach

What this looks like in PE:

- Whole class teaching is predominant
- children who have mastered topics are given opportunities to support less confident
- low stakes testing and retrieval exercises used where appropriate

Vision

- Expose children to diversity

What this looks like in PE:

- All children, regardless of ability, gender or ethnicity, take part in lessons and are offered opportunities for competitive sport.

Vision

- Ask Big Questions

What this looks like in PE:

- Children are encouraged to question, evaluate and discuss their performances while working towards their personal bests in all subject areas.

Vision

- Close vocabulary gap for disadvantaged children

What this looks like in PE:

- Children are taught ambitious and technical vocabulary in lessons and are encouraged to use it.
- Termly vocabulary for each subject area is displayed in classrooms.

Vision

- Reinforce school, Christian and British values

What this looks like in PE:

- Children learn how sport and physical activity is for everyone.
- Fair play and sportsmanship are taught as an important part of the curriculum.

Vision

- To develop the children as individuals and give responsibility

What this looks like in PE:

- Children learn about the important role physical activity plays in a healthy lifestyle.
- They are encouraged to be responsible for their behaviour and conduct when playing sport.

Our vision for PE

At Enmore C of E Primary School our vision for PE is to provide our children with a balanced curriculum that is inclusive and rich in the experiences it offers. We want all children to leave Enmore with a lifelong love and enjoyment of physical activity and sport which they take with them into adolescence and adulthood, as well as an understanding of the positive impact physical activity can have on their physical and mental health and wellbeing. Our school values are at the heart of all we do at Enmore and in PE these allow all children to develop themselves as an individual while building their confidence, resilience and leadership skills, as they succeed and excel in an encouraging and supportive environment.

Progression/Key "sticky" Knowledge

Physical Education: Key Stage 1			
Games	Athletics	Gymnastics	Dance
participate in team games, developing simple tactics for attacking and defending	master basic movements including running, jumping, throwing and catching	developing balance, agility and co-ordination, and begin to apply these in a range of activities	perform dances using simple movement patterns.
Class 1 <ul style="list-style-type: none"> • travel in a variety of ways including running and jumping • begin to perform a range of throws • receive a ball with basic control • participate in simple games • Begin to work together in teams 	<ul style="list-style-type: none"> • run at different speeds • jumping in a variety of ways from a standing position • perform a variety of throws with basic control 	<ul style="list-style-type: none"> • make body curled, tense, stretched and relaxed • control body when travelling and balancing • copy sequences and repeat them roll, curl, travel and balance in different ways • explore jumps and learn how to land with control 	<ul style="list-style-type: none"> • perform own dance moves • copy or make up a short dance • move safely in a space • learn to move with a partner
Class 2 <ul style="list-style-type: none"> • use hitting, kicking and/or rolling in a game • decide the best space to be in during a game • use simple tactics in a game • begin to develop an understanding of attacking/defending • develop some spatial awareness • follow rules • work as a team 	<ul style="list-style-type: none"> • change speed and direction whilst running • jump from a standing position with accuracy • perform a variety of throws with control and more accuracy • Can use equipment safely 	<ul style="list-style-type: none"> • plan and perform a sequence of movements • improve sequence based on feedback • think of more than one way to create a sequence which follows some 'rules' • begin to teach a partner • explore different balances with increasing balance • explore travelling on their hands and feet • Learn forward roll 	<ul style="list-style-type: none"> • change rhythm, speed, level and direction in dance • make a sequence by linking sections together • use dance to show a mood or feeling • move with a partner
Evaluation		Healthy Lifestyles	
<ul style="list-style-type: none"> • Can comment on their own and other's performances. • Can give comments on how to improve a performance. • Use appropriate vocabulary when giving feedback. 		<ul style="list-style-type: none"> • Can describe the effect exercise has on the body. • Can explain the importance of exercise and a healthy lifestyle. 	

Physical Education: Key Stage 2				
Games	Athletics	Gymnastics	Dance	
Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending.	Use running, jumping, throwing and catching in isolation and in combination.	Develop flexibility, strength, technique, control and balance (for example, through athletics and gymnastics).	Perform dances using a range of movement patterns.	
Class 3	<ul style="list-style-type: none"> run at fast, medium and slow speeds; changing speed and direction take part in a relay, remembering when to run and what to do perform a variety of throws using a selection of equipment with increasing accuracy can perform a running jump with some accuracy Can use equipment safely and with good control 	<ul style="list-style-type: none"> Copy, explore and remember a variety of movements and use these to create their own sequence adapt sequences to suit different types of apparatus and criteria explain how strength and suppleness affect performance begin to work on balances with and without a partner explore ways of balancing, rolling and jumping begin to learn a cartwheel 	<ul style="list-style-type: none"> Improvise freely and translate ideas from a stimulus into movement share and create phrases with a partner and small group remember and repeat dance perform phrases begin to demonstrate a range of movements, speeds, use of space etc. 	
Class 4	<ul style="list-style-type: none"> vary tactics and adapt skills depending on what is happening in a game use skills with coordination, control and fluency Take part in competitive games with a strong understanding of tactics Apply basic skills for attacking and defending Practice skills in isolation 	<ul style="list-style-type: none"> sprint over a short distance and show stamina when running over a long distance jump in different ways with control perform a running jump with more than one component e.g. hop, skip, jump throw in different ways and hit a target, when needed Can use equipment safely and with good control 	<ul style="list-style-type: none"> confidently improvise with a partner or on their own begin to create longer dance sequences in a larger group demonstrate precision and some control in response to stimuli use dance to communicate an idea 	
Class 5	<ul style="list-style-type: none"> gain and keep possession by passing a team and pass in different ways choose a specific tactic for defending and attacking consistently use skills with coordination, control and fluency use a number of techniques to pass, dribble and shoot agree and explain rules to others work as a team and communicate a plan lead others in a game situation when the need arises 	<ul style="list-style-type: none"> sustain pace over longer distances perform relay changeovers controlled when taking off and landing throw with increasing accuracy using pushers, sills and slings preparing for fielding events. combine running and jumping demonstrate stamina and increased strength can use equipment safely and with good control 	<ul style="list-style-type: none"> select and combine their skills, techniques and ideas plan and perform with precision, control and fluency, a movement sequence showing a wide range of actions including variations in speed, levels and directions combine action, balance and shape explore and develop control using counter balance and counter tension perform consistently to different audiences combine own work with that of others sequence to specific timings 	<ul style="list-style-type: none"> compose own dances in a creative way perform with confidence using a range of movement patterns dance shows clarity, fluency, accuracy and consistency can move to the beat accurately in dance sequences develop sequences in a specific style

Physical Education: Key Stage 2				
Outdoor Adventurous Activities	Swimming	Evaluation	Healthy Lifestyles	
Take part in outdoor and adventurous activity challenges both individually and within a team	swim competently, confidently and proficiently over a distance of at least 25 metres	compare their performances with previous ones and demonstrate improvement to achieve their personal best	lead healthy, active lives	
Class 3	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres 	<ul style="list-style-type: none"> watch and describe performances begin to think about how they can improve their own work 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments 	
Class 4	<ul style="list-style-type: none"> follow a map into an unknown location follow a route within a time limit plan a route and a series of clues for someone else communicate with others and share roles choose effective strategies and make changes when they don't work 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> watch and describe performances accurately begin to think about how they can improve their own work work with a partner or small group to improve their skills make suggestions on how to improve their work, commenting on similarities and differences 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments
Class 5	<ul style="list-style-type: none"> use clues and a compass to navigate a route change route to overcome a problem use new information to change route plan with others, taking, taking, taking safety and danger plan strategies to solve problems and refine strategies when needed 	<ul style="list-style-type: none"> swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations. 	<ul style="list-style-type: none"> watch and describe performances accurately learn from others how they can improve their skills comment on tactics and techniques to help improve performances make suggestions on how to improve their work, commenting on similarities and differences 	<ul style="list-style-type: none"> Can describe the effect exercise has on the body. Can explain the importance of exercise and a healthy lifestyle. understand the need to warm up and cool down understand how exercise can help support mental wellbeing. understand the importance of exercise and sport in social environments

Subject Implementation



Planning

This subject is generally taught in discrete lessons following the objectives set out within the National Curriculum.

Teachers have access to planning and resources from imoves, covering all areas of the PE curriculum.

imoves SoW 3 - Navigation: Star orienteering 2
 Aim of session: To develop pupils' map reading skills within orienteering activities.

Lesson information	1 Warm up activity	10 mins	Key questions
<p>Duration: 45 minutes Age range: 9-11 years No. of players: Varies Session plan number: 6 Assessment area colour codes: Physical literacy; Cognitive Thinking; Wellbeing; Engagement. Primary learning outcome: To develop pupils' map reading skills within orienteering activities. Secondary learning outcome: To improve pupils' communication skills through problem-solving activities. Keywords: Map, Orienteering, Control, Control Card, Control Marker, Control Punch, Feature, Terrain, Symbol. Resources/space required: • Clusters around the school grounds or off-site • Simple map of the school site or off-site location using shapes and symbols to indicate key features • Star orienteering control markers - 1 for each feature - see downloads - add number to each • OR the orienteering control punches, eg. https://www.imoves.org.uk/Shop/ShopPage/10 • Star orienteering control cards - see downloads - 1 per team • Strong white tape, drawing pins or pegs to fix the control markers</p>	<p>Scorecrow tag - increasing agility and awareness of the terrain, boundaries and others</p> <ul style="list-style-type: none"> Nominate 3-5 children as taggers; give each tagger a brightly coloured bit; make sure all of the children know the boundaries Play tag: when children are tagged they become 'scorecrows', standing with arms outstretched; taggers aim to turn everyone into scorecrows Other participants release the scorecrows by ducking under their arms; for safety, they must approach the scorecrow from the front Allocate a time limit then swap taggers 	<p>Q: What helped you to be successful during this game? A: Speed and changing direction (agility), dodging (balance), awareness of others, tactics</p>	
	<p>2 Main activity</p> <p>Star orienteering - using a map to improve orienteering skills</p> <ul style="list-style-type: none"> Prepare a simple map of the site, using shapes and symbols to indicate key features; make 10 copies Mark one control point on each map, next to a feature; map 1 = control 1, map 2 = control 2 etc. Set out a numbered control marker at each of the control points to match the map: <ul style="list-style-type: none"> If using orienteering control punches, hang these from text to the marker If not, the control marker will also need a letter (or alternative to suit cross-curricular work) In 3s (for a class of 30), each team is given one map and a control card (+ pencil if not using punches) Teams start from the start point (marked as a triangle on the map) and locate the control point that matches their map; punch the control card or note down the letter on the additional marker 	<p>Look for high levels of energy and engagement; eagerness to find controls; talking (if permitted) to location, sense of achievement when located.</p>	

3 Main activity (continued)	Key questions		
<ul style="list-style-type: none"> Teams return to the start, exchange maps and repeat, looking for a different control point Continue until all of the markers have been visited and punched/recorded correctly Make a master copy, either a ready-punched control card or a checklist of letters for the numbers Differentiation/extension opportunities – in addition to those suggested for photo orienteering: <ul style="list-style-type: none"> Make one map, showing all of the control points; on each copy, mark a dotted line from the start to a specific control point, e.g. map 1 shows dotted line to control point etc. Do not number the control markers; this makes map-reading more challenging Work individually instead of in teams (which requires 3 sets of the maps for a class of 30) Increase or reduce the number of features/control points Set out the control points but ask the children to find and mark them on blank maps 	<p>Look for resilience: ability to keep going even if they find it difficult; supporting each other and finding their own answers instead of asking the teacher.</p> <p>Look for children listening to and accepting suggestions from each other.</p>		
4 Cool down	5 mins	Key questions	Teacher notes and review
<p>Team cheer – celebrating team success:</p> <ul style="list-style-type: none"> Ask team members to share with each other one positive thing each of the others did during the activity Ask teams to create their own cheer that reflects their team (verbal and physical) Ask teams to perform their cheers in unison to celebrate their efforts and achievements 	<p>Q. Why is it important to celebrate individual skills and the team's success?</p> <p>A. Keep everyone motivated, value everyone's contribution, make people feel good about themselves.</p>	<p>Assessment area colour codes: Physical: ■; Cognitive: ■ Thinking, Wellness, Engagement: ■</p>	

Teachers are responsible for planning the teaching of their units and put weekly We Are Learning To (WALTs) onto their weekly plans:

	9.00	9.15	9.30	9.45	10.00	10.15	10.30	11.00	11.15	11.30	11.45	12.00	1.30	1.45	2.00	2.15	2.30	3.00	3.15		
Mon	Assembly		SUBJECT					SUBJECT					SUBJECT WALT:								
Tues			SUBJECT					SUBJECT					SUBJECT WALT:				SUBJECT WALT:				
Wed			SUBJECT					SUBJECT					SUBJECT WALT:						SUBJECT WALT:		
Thur			SUBJECT					SUBJECT					SUBJECT WALT:						SUBJECT WALT:		
Fri			SUBJECT					SUBJECT					SUBJECT WALT:						SUBJECT WALT:		

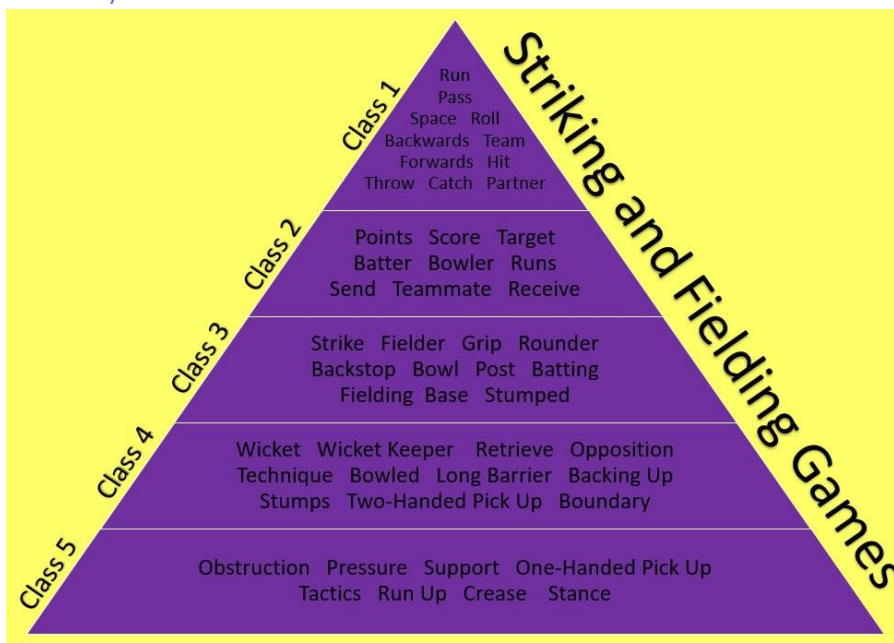
Planning in the EYFS can be found [here](#).

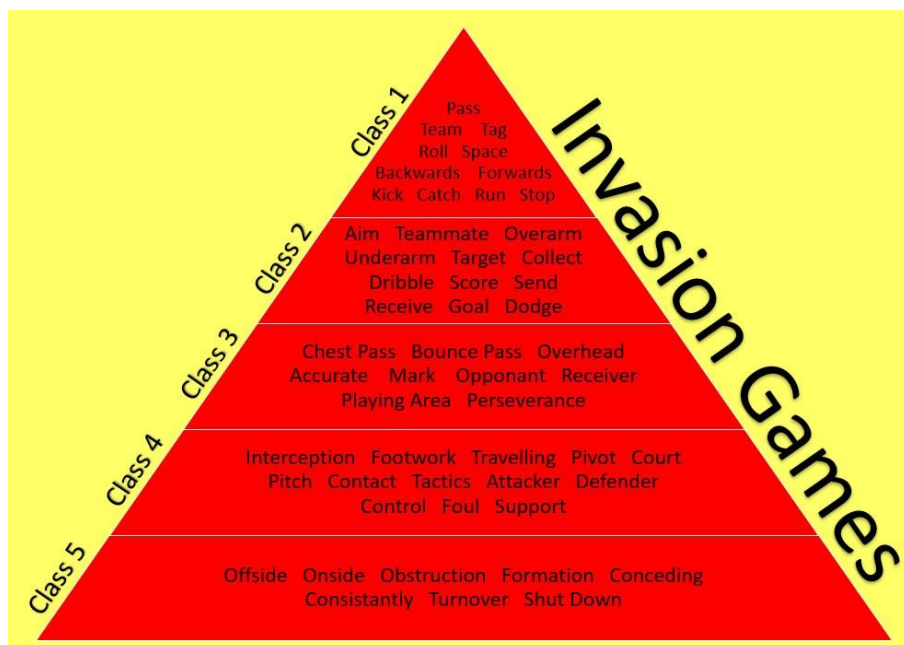
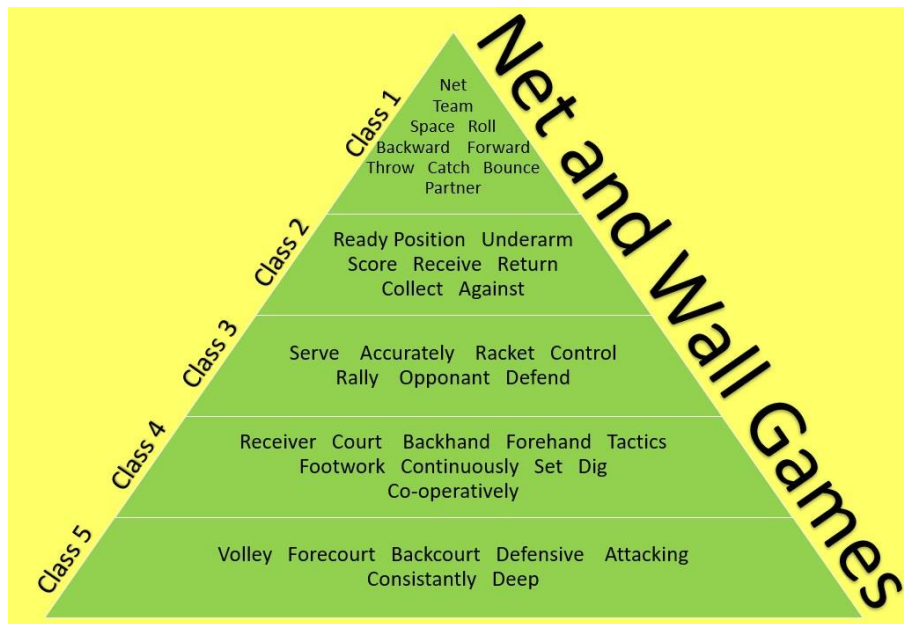
Overview

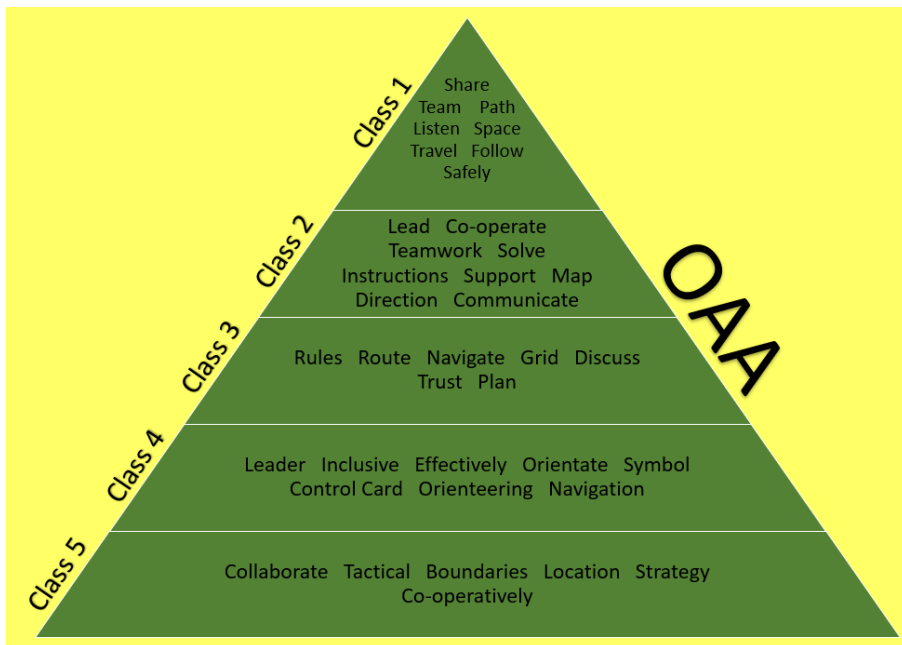
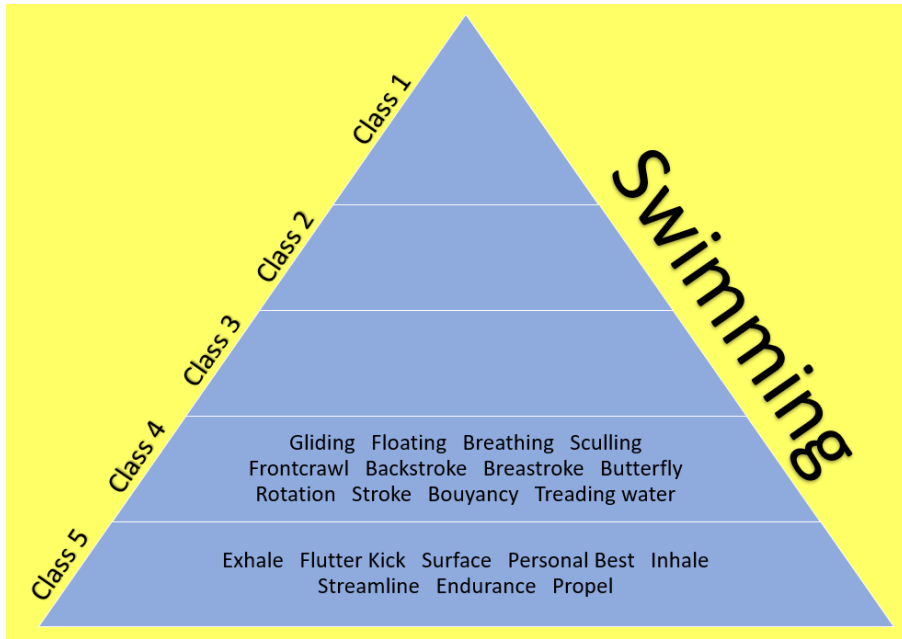
PE Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 1	Fundamentals <small>developing balance, agility and co-ordination & master basic movements including running, jumping, throwing and catching</small>	Dance Invasion Games (football)	Gymnastics (floor) Fundamentals	Gymnastics (apparatus) Invasion Games (tag rugby)	Athletics Net and wall games (tennis)	Fundamentals Striking and fielding (Cricket) Yoga
Class 2	Fundamentals Fundamentals	Dance Invasion Games (football)	Gymnastics (floor) Invasion Games (tag rugby)	Gymnastics (apparatus) Invasion Games (hockey)	Fundamentals Striking and fielding games (cricket)	Athletics Net and wall games (tennis)
Class 3	Net and wall games (tennis) Invasion Games (football)	Dance Invasion Games (tag rugby)	Gymnastics (floor) Invasion Games (basketball)	Gymnastics (apparatus) Invasion Games (hockey)	Striking and fielding games (rounders) Striking and fielding games (cricket) Athletics	OAA Athletics

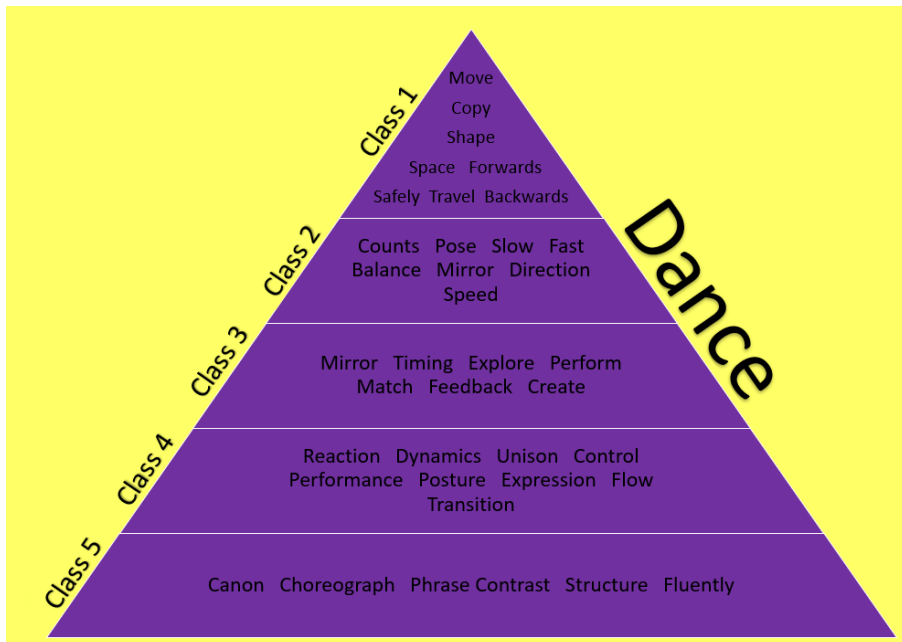
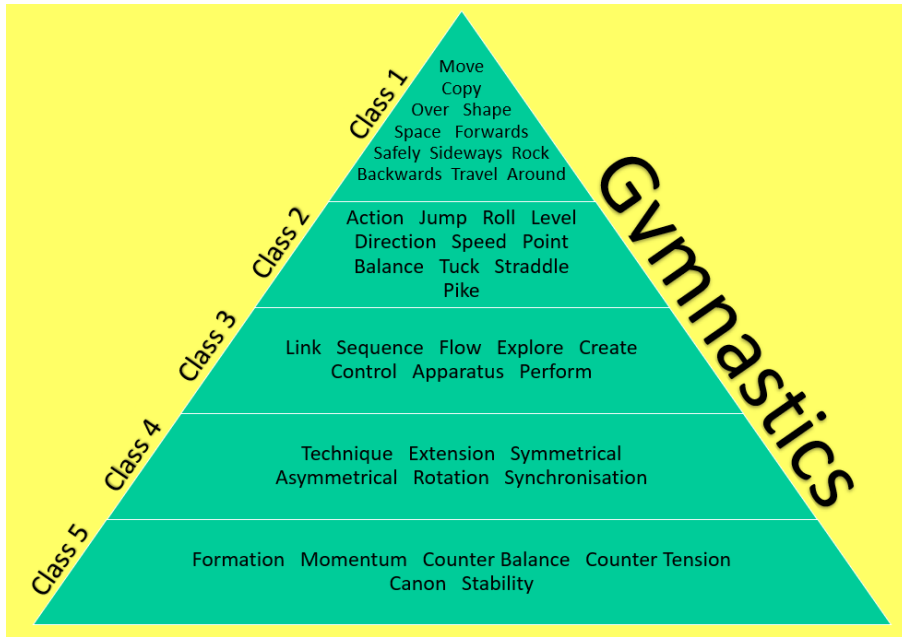
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Class 4	Invasion Games (netball) Invasion Games (football) Sportshall athletics Swimming	Dance Invasion Games (basketball) Invasion Games (tag rugby) Swimming	Gymnastics (apparatus) Invasion Games (hockey) Gymnastics (floor)	Net and wall games (tennis) Athletics Striking and fielding games (Tri Golf)	Striking and fielding games (rounders) Net and wall games (volleyball) Striking and fielding games (cricket)	Striking and fielding games (rounders) Striking and fielding games (cricket) OAA
Class 5	Invasion Games (netball) Invasion Games (football) Sportshall athletics Swimming	Dance Invasion Games (basketball) Invasion Games (tag rugby) Swimming	Gymnastics (apparatus) Invasion Games (hockey) Gymnastics (floor)	Net and wall games (tennis) Athletics Striking and fielding games (Tri Golf)	Striking and fielding games (rounders) Net and wall games (volleyball) Striking and fielding games (cricket)	Striking and fielding games (rounders) Striking and fielding games (cricket) OAA

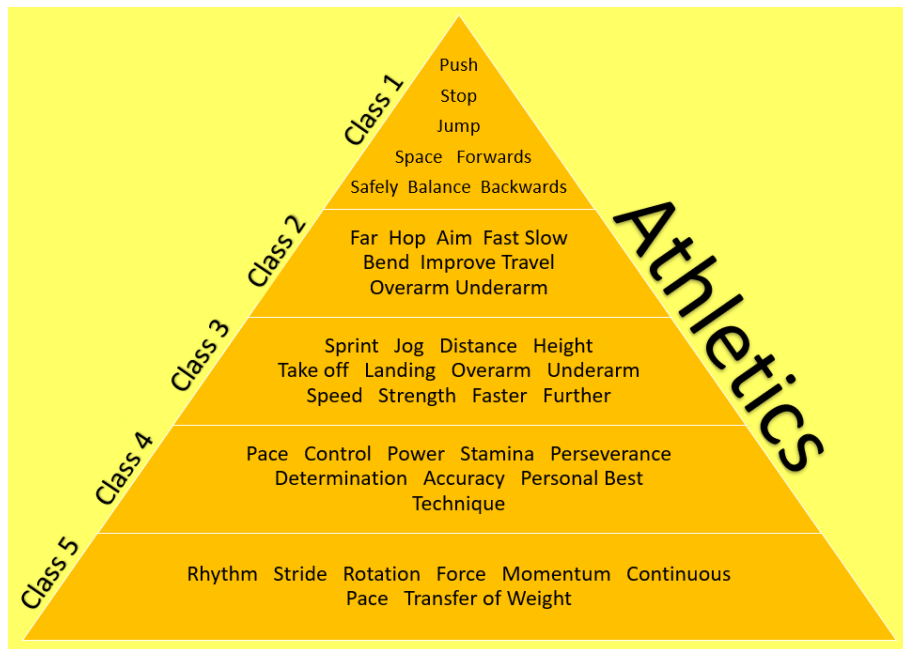
Subject Vocabulary











Examples of Work



A piece of independent work in Class 1, showing enjoyment of PE.



Healthy Lifestyles

Explaining the importance of exercise and a healthy lifestyle. Class 1 working alongside Class 4.

Name: W. L. 1000

Date: _____

Can you match these pictures to the correct type of exercise?



The matching exercise consists of 12 illustrations and 12 labels:

- Illustration 1: A boy with a soccer ball. Label: **football**
- Illustration 2: A boy on a surfboard. Label: **surfing**
- Illustration 3: A boy in a karate gi. Label: **karate**
- Illustration 4: A boy in a wheelchair. Label: **wheelchair racing**
- Illustration 5: A boy with a basketball. Label: **basketball**
- Illustration 6: A girl in a cheerleader outfit. Label: **cheerleading**
- Illustration 7: A girl in a ballerina outfit. Label: **ballet dancing**
- Illustration 8: A boy lifting weights. Label: **weightlifting**
- Illustration 9: A boy with a tennis racket. Label: **tennis**
- Illustration 10: A boy in a boxing stance. Label: **boxing**
- Illustration 11: A girl with pom-poms. Label: **weightlifting**
- Illustration 12: A girl with a basketball. Label: **basketball**

Why is exercise so important?
Keep you fit

What is your favourite type of exercise and why?
football

Name: Ella

Date: _____

Can you match these pictures to the correct type of exercise?



A matching exercise with 12 illustrations of people performing various activities and 12 labels in rounded rectangular boxes. Lines connect the illustrations to their corresponding labels:

- Illustration of a boy with a soccer ball is connected to the label "football".
- Illustration of a boy surfing is connected to the label "surfing".
- Illustration of a boy in a wheelchair is connected to the label "wheelchair racing".
- Illustration of a boy in a karate gi is connected to the label "karate".
- Illustration of a boy with a basketball is connected to the label "basketball".
- Illustration of a girl in a cheerleader outfit is connected to the label "cheerleading".
- Illustration of a girl in a ballerina outfit is connected to the label "ballet dancing".
- Illustration of a boy with a tennis racket is connected to the label "tennis".
- Illustration of a girl with a weightlifting barbell is connected to the label "weightlifting".
- Illustration of a boy with a boxing glove is connected to the label "boxing".
- Illustration of a girl with a tennis racket is connected to the label "tennis".
- Illustration of a girl with a basketball is connected to the label "basketball".

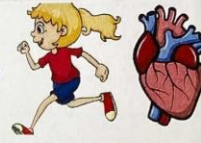
Why is exercise so important?
 (K) e e p s h o u r
 h e a r t b e a t i n g

What is your favourite type of exercise and why?
 My favourite sport
 Star jumps

Developing an understanding of what happens to the body when we exercise.

15.09.20

WALT: know that the heart pumps blood around the body.
It will pump more blood when we exercise.



Find out what happens to your heart rate when you do physical activities!

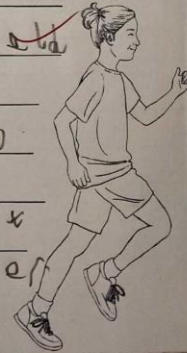
Heart rates are calculated in beats per minute (bpm). Your regular resting heart rate (when you are not doing any physical activities) should range between 60 and 100 bpm.

Use this table to calculate your heart rate:

	Beats in 10 seconds	Multiply by 6	Beats per minute
Resting	16	$\times 6$	96
Jogging	22	$\times 6$	132
Jumping Jacks	23	$\times 6$	138
Resting		$\times 6$	

What happened?

We jogged around the field and then ran around the field to see what would happen to our heart rate. We found that it got faster.
A super investigation!



Subject Impact

Impact

Swimming data

Percentage of children meeting National Curriculum requirements for swimming and water safety

2023-24

	% of children who swim competently, confidently and proficiently over a distance of at least 25m	% of children who use a range of strokes effectively	% of children who can perform safe self-rescue in different water-based situations
Year 6	100%	100%	100%
Year 5	100%	100%	100%
Year 4	90%	90%	100%

2022-23

	% of children who swim competently, confidently and proficiently over a distance of at least 25m	% of children who use a range of strokes effectively	% of children who can perform safe self-rescue in different water-based situations
Year 6	100%	100%	100%
Year 5	100%	100%	100%
Year 4	95%	95%	100%

2021-22

	% of children who swim competently, confidently and proficiently over a distance of at least 25m	% of children who use a range of strokes effectively	% of children who can perform safe self-rescue in different water-based situations
Year 6	94%	94%	94%
Year 5	95%	95%	95%
Year 4	100%	100%	100%

Extra-curricular clubs data

Percentage of children participating in extra-curricular sports clubs 2022-23

Autumn Term

	% of children participating in an extra-curricular club	% of children participating in 2 or more extra-curricular clubs	% of children not participating in extra-curricular clubs
Reception (23)	61% (14)	35% (8)	39% (9)
Year 1 (16)	81% (13)	63% (10)	25% (4)
Year 2 (22)	95% (21)	64% (14)	5% (1)
Year 3 (21)	90% (19)	76% (16)	10% (2)
Year 4 (22)	100% (22)	95% (21)	0% (0)
Year 5 (19)	100% (19)	84% (16)	0% (0)
Year 6 (21)	100% (21)	90% (19)	0% (0)

Summer Term

	% of children participating in an extra-curricular club	% of children participating in 2 or more extra-curricular clubs	% of children not participating in extra-curricular clubs
Reception (24)	83% (20)	79% (19)	17% (4)
Year 1 (15)	87% (13)	38% (9)	8% (2)
Year 2 (22)	95% (21)	77% (17)	5% (1)
Year 3 (21)	90% (19)	57% (12)	14% (3)
Year 4 (22)	100% (22)	86% (19)	0% (0)
Year 5 (20)	100% (20)	70% (14)	0% (0)
Year 6 (22)	100% (22)	86% (19)	0% (0)

Pupil questionnaire results

Do you feel confident during PE? Yes 87% - No - 0% Don't Know - 13%

Do you enjoy all, some or most PE lessons or don't particularly enjoy PE?
All 36% – Most 48% – Some 13% – Don't particularly 3%

Do you enjoy physical activities at lunchtime? Yes 94% / No 6%

What physical activities do you enjoy at lunchtime?
____running games, skipping, stilts_____

Why is PE important? ____physical fitness, health, exercise_____

What do you think of when you hear the words PE lesson? _____
____Yay!, fun, running around_____

	Strongly agree	Agree	Disagree	Strongly disagree
I enjoy lessons in PE.	61%	35%	4%	0%
I feel comfortable in class.	45%	55%	0%	0%
Lessons include a variety of activities.	44%	52%	4%	0%
The teacher tells us what we are going to learn at the start of the lesson.	69%	24%	6%	1%
The teacher explains things clearly.	62%	34%	4%	0%
I feel challenged.	44%	44%	11%	1%
I am given opportunities to work with others (groups, pairs).	60%	39%	0%	1%
My teacher gives me feedback.	36%	49%	8%	6%
I feel that I am making good progress.	58%	38%	4%	0%

How is PE different to other subjects? ____physical, outside, exercise_____

How do you know you're getting better/improving? ____teacher feedback, get better at something, can do something they couldn't do before_____

What do you enjoy most about a PE lesson? **working with others, everything, outside, games**

What do you dislike? **nothing, cold/wet, hockey**

Is there enough PE equipment in school? Yes 86% / No 14%

If no, what would you like to have? **basketball hoops, nothing new just more, hard cricket balls**

How could the school improve PE? **can't improve, longer/more PE, don't know**

Subject Impact

Subject Monitoring Interview

Class 5

Why is PE important?

PE is important for your health – both physically and mentally.

It gives you an opportunity to try new things and it applies more physical activity in the day.

To keep you fit and healthy and to learn new activities.

It is important for your mental health and fitness.

Because you need to exercise and to keep fit.

To keep us healthy.

PE is important because it keeps you healthy and fit and it is fun.

PE is important because you get exercise and you learn new things.

What do you think of when you hear the words PE lesson?

Happy and excited.

The first thing I think of the word PE is being active and trying new sports.

Yay! I can't wait to see what we are going to learn.

Yes!

I hope it's not football.

Sport and movement.

Yay! I can't wait!

Getting outside, running around, sport.

What are we doing today?

Muscles, sport, asthma.

How is PE different to other subjects?

PE is different to other subjects because it gets your body moving and you usually don't sit down much.

You get active.

It is different to other subjects because we are physically moving.

You are more active and outside.

It's more physical.

PE is a lot more physical and you're nearly always moving.

You are not sat down and you are up on your feet.

PE is different because you get up and run around instead of writing.

How do you know you are getting better/improving?

Teachers giving me feedback.

By feeling more comfortable in an activity.

Teachers give me praise/feedback.

The teacher might tell you or it might get easier.

You feel like you are improving when you can do more things.

When the teacher tells us and when it doesn't feel hard.

Things I found hard are getting easier.

I know I'm getting better when I feel less challenged, or if I can try harder.

By being more confident.

What do you enjoy most about a PE lesson?

Getting active and having fun.

All the sporty stuff.

It is fun and active.

The interaction.

Having exercise.

I like doing sport and fun activities.

I enjoy working outside and learning new skills.

Learning how to use my body correctly.

Class 4

Why is PE important?

Because it keeps you fit and healthy.

PE is important because it helps us get fit and have fun.

I think PE is important because you get exercise from it.

To have fresh air and to keep fit.

It is important because it gives you time to exercise.

Because it is fun and energetic and you get to be with different people.

PE is important because you are getting more active and more exercise.

It helps you to be more healthier.

To learn new skills and to keep fit.

What do you think of when you hear the words PE lesson?

Fun, excited, I wonder what we are doing? Yay!

I think teamwork, sports, football and fun.

Yes PE lesson!

I love PE. It is going to be a fun time.

Fun, exercise and sport.

It makes me feel excited.

I think what kind of sport are we doing?

I think fun and learning a new sport.

How is PE different to other subjects?

It's fun and it trains physically not mentally.

PE is different because it's outside, running around and you usually wear kit.

Because you exercise.

Get to go outside and run around.

It is different because you do sports instead of sitting in a classroom.

Because it is more active and it is fun.

How do you know you are getting better/improving?

I know because people say wow you're great. I also get a lot faster.

I start to get better at it outside school and I think about the thing we're working on.

I know I am getting better at something because I feel more confident.

The teacher gives you feedback.

Because sometimes I win like I didn't before.

You are doing something that you start really bad at and then get better.

Someone will say good job to me if I am.

People tell me I am getting better or improving.

My teacher says well done.

What do you enjoy most about a PE lesson?

That you get to go outside.

I enjoy breaking challenges.

I am outside.

That we get to run and have fun.

All the new sports.

Everything.

Playing different sport and games each week.

Class 3

Why is PE important?

PE is important because you get fit and to have fun.

So you can stay fit and healthy while having fun.

PE is important because it keeps you fit.

To keep yourself healthy.

You get lots of exercise.

So I keep fit.

So we are fit, healthy and strong and to get fresh air.

PE is important because we get fit and strong.

What do you think of when you hear the words PE lesson?

I think of running around, staying healthy and having fun.

I think yes PE. I love PE.

I think of running around lots.

Very excited and happy.

Oh yes PE is my most favourite thing in school.

I think that we're doing like sports.

How is PE different to other subjects?

PE is when you exercise outdoors.

Not in the classroom.

PE is different to other subjects because you are moving a lot.

Because you move more and we have to get changed.

Because you get physical health.

It is more energetic and you are in a different place.

I'm not in the classroom. I get more exercise.

How do you know you are getting better/improving?

Because the teacher tells me.

I know I'm improving because I can catch a ball better.

My catching is better because I'm practising more.

Think that I can do more.

Because the PE teacher tells me I am.

My skills are much better.

Because someone tells me.

Because im practicing.

What do you enjoy most about a PE lesson?

I enjoy play with my friends in lessons.

I enjoy being active.

The challenges.

I enjoy playing tag rugby.

You go outside.

That we are fit.

Having fun.

That we sometimes partner up.

That we get to do catching games.