

The PE Curriculum at Brownlow Fold

The Learning Challenge

The Learning Challenge concept is built around the principle of greater **learner involvement** in their work. It requires deep thinking and encourages learners to work using a question as the starting point. In designing the curriculum, teachers and learners are using a **prime learning challenge**, expressed as a question, as the starting point. Using the information gained from pre learning tasks and our school context, a series of **subsidiary challenges** are then planned. Each subsidiary learning challenge is also expressed as a question. Importantly, the learning challenges need to make sense to the learners and be something that is within their immediate understanding.

Within each Learning Challenge unit of work, we always include a 'Green for Growth Challenge.' These challenges are designed to enable pupils to work at greater depth within a particular unit. Some of the characteristics of a child who is working at greater depth might include:

- Working independently
- Applying what they have learned in one area of a subject to other areas
- Applying their knowledge consistently, confidently and fluently
- Being able to explain what they have been doing to others, including teaching other children what they have learned.

Pre-learning tasks to ensure that our pupils are directly involved in the planning process. Well-planned pre-learning tasks to help bring out what our pupils already know; what misconceptions they may have and what really interests them. Our teachers then take account of the outcomes from pre-learning tasks to plan the subsidiary learning challenges for each major area of study.

Empowered Learners

By adopting the 'Empowering Learning' skills, we recognise the impact that personal skills can have on the academic success and well-being of our children. They play a vital role in developing the ability of learners to enjoy and reflect on their learning across the curriculum. The six areas for personal development; Self-Management, Effective Partnership, Resourceful Thinkers, Reflective Learners, Independent Enquirers and Team Workers; form what we class as personal skills which are worked upon throughout a child's time at Brownlow Fold Primary School.

Self-Manager

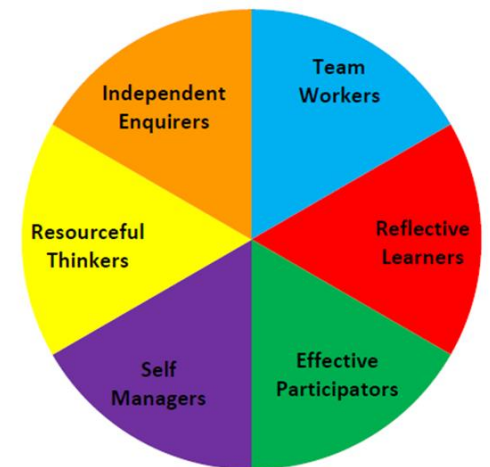
- Ability to organise themselves and work out goals and priorities
- Show personal responsibility, initiative, creativity and enterprise
- Anticipate, take and manage risks
- Commit themselves to learning and self-improvement
- Respond positively to change

Effective Participators

- Engage actively with issues that affect them and those around them.
- Play a full part in the life of the school
- Take responsible action to bring improvement for others as well as themselves
- Discuss issues of concern, seeking resolution
- Present a persuasive case for action
- Propose practical ways forward
- Try to influence others, negotiating and balancing diverse views

Resourceful Thinker

- Think creatively by generating and exploring relevant ideas, and making original connections
- Find links and see relationships



Reflective Learner	<ul style="list-style-type: none"> ▪ Explore and experiment with resources and materials ▪ Ask 'why', 'how' and 'what if' questions ▪ Apply imaginative thinking to solve a problem ▪ Try different ways to tackle a problem ▪ Work with others to find imaginative solutions and outcomes that are of value ▪ Evaluate their strengths and limitations as learners ▪ Review their work and act on outcomes ▪ Set themselves realistic goals and criteria for success ▪ Monitor their own performance and progress ▪ Invite feedback and deal positively with praise, setbacks and criticism. ▪ Make changes to improve their learning ▪ Communicate their learning in relevant ways to different audiences
Independent Enquirer	<ul style="list-style-type: none"> ▪ Gather, process and evaluate information in their investigations ▪ Plan what to do and how to go about it ▪ Draw conclusions and evaluate outcomes ▪ Take informed and well-reasoned decisions, recognising that other have different beliefs and attitudes ▪ Use range of techniques to collect and organise information
Team Worker	<ul style="list-style-type: none"> ▪ Work confidently with others, adapting to different contexts and taking responsibility for their own role ▪ Listen and take account of others' views ▪ Form collaborative relationships, resolving issues and reaching agreed outcomes ▪ Adapt behaviours to suit different roles and situations ▪ Show fairness and consideration towards others

Green for Growth Challenge

Can you create your own routine that incorporates all of the positions and moves you have learnt?

Prime Learning Challenge

Can you recognise the benefits of Speed, Agility and Quickness and how it can be applied to all sports?

Can you make complex or extended sequences using a series of movements?

Big Question

Small Questions

Which help to answer the big question.

Can you travel with smooth body motion?	Can you increase your foot speed through ladders and hurdles?	Can you land on the balls of your feet to change direction and speed?	Can you increase your explosive speed over a short distance?
Can you develop good body mechanics and balance?	Can you show and describe the benefits of SAQ and how it links to other sports?	Can you move confidently and safely in your own and general space, using changes of speed and direction?	Can you explore gymnastic action balances and still shapes to copy or create and link movement phrases?
Can you roll in different ways and directions in a safe manner?	Can you remember and repeat combinations of gymnastics actions body shapes and balance with control and precision?	Can you land in a statue position?	Can you improve your work using information you have gained by watching, listening and investigating?

Key Vocabulary

Warm up/cool down	Motion	Awareness	Agility	Control
Transition	Balance	Action	Straddle	Combine

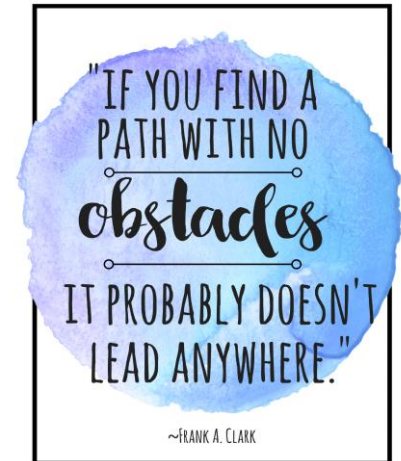
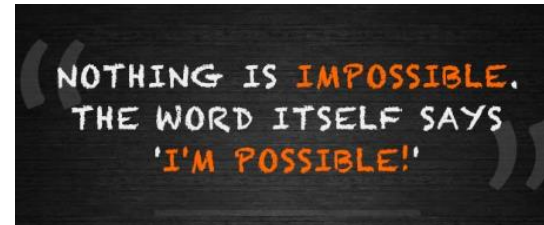
Empowered Learner Links



Self – Manager

Effective Participator

Growth Mindset Links

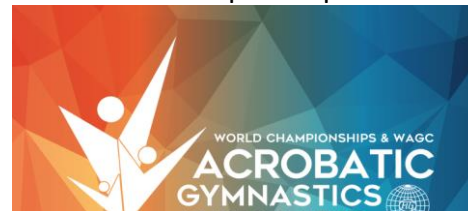


Events around the World

Gymnastics World Cup



Acrobatic Gymnastics World Championship



Olympic Games



Commonwealth Games



Origin of the Sport: History/Geography links

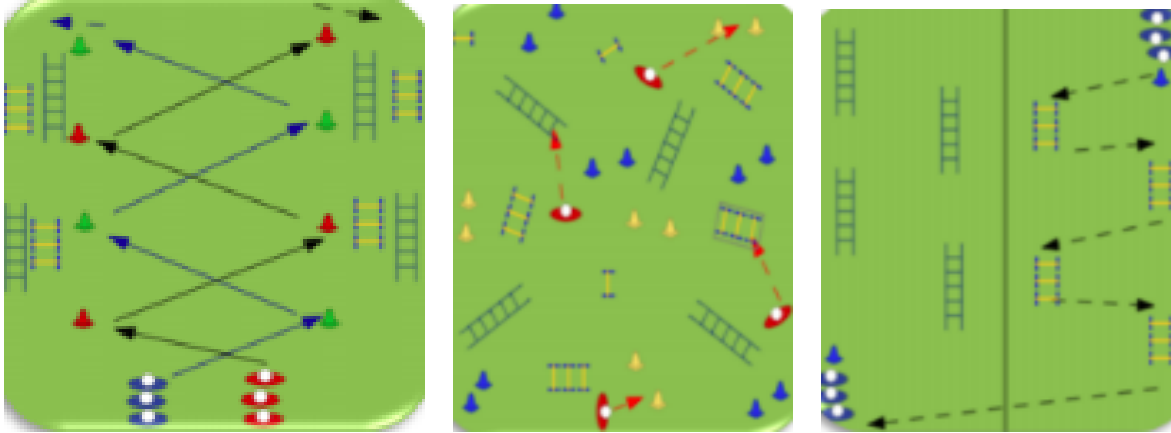


Ancient Greeks

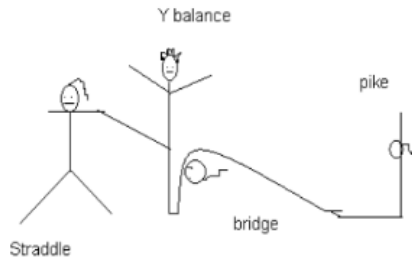


Ancient Romans

Some drills and skills you will practise:



Exciting Speed, Agility and Quickness circuits!



Interesting body shapes to perform.

Beyond the Fold – Famous Faces in Gymnastics:



Nastia Liukin



Boris Shakhlin

Glossary of Key vocabulary:

SAQ:

- **Warm - Up** – To get your body moving so it is ready flexible for exercise and then to slow it down for rest.
- **Motion** – The way in which your body moves.
- **Awareness** – To know what is in the space around you.
- **Agility** – The ability to move easily and quickly.
- **Control** – The ability to influence how you move.

Gymnastics:

- **Straddle** – With the body facing forward, your legs are spread as far apart as possible.
- **Transition** – The movement from one skill to another.
- **Action** – The type of skill/shape you are performing.
- **Balance** – To share your body weight evenly so you do not fall.
- **Combine** – Two or more skills used together.

Equipment:



Cones



Hurdles



Ladders



Trestle tables



Mats



Benches

Assessment Criterion

Emerging	Expected	Exceeding
<p>Speed, Agility and Quickness:</p> <ul style="list-style-type: none"> • Can travel through equipment on the balls of their feet. • Can change direction at a good speed. • Can perform good body motion when travelling through equipment. • Can complete most SAQ ladder drills. • Can explain the benefits of SAQ. • Can demonstrate technical parts of the lesson. 	<p>Speed, Agility and Quickness:</p> <ul style="list-style-type: none"> • Can change direction at a good speed. • Can perform good body motion when travelling through equipment. • Can complete most SAQ ladder drills. • Can explain benefits of SAQ and the effects on other sports. • Can complete and demonstrate technical parts of the lesson. • Can assess quickly when using SAQ in small games. 	<p>Speed, Agility and Quickness:</p> <ul style="list-style-type: none"> • Can change direction at a good speed. • Can perform good body motion when travelling through equipment. • Can complete most SAQ ladder drills. • Can explain benefits of SAQ and the effects on other sports. • Can complete and demonstrate technical parts of the lesson. • Can assess quickly when using SAQ in small games.
<p>Gymnastics:</p> <ul style="list-style-type: none"> • Can display good spatial awareness. • Can perform a sequence of movements at varying levels and speeds. • Can co-ordinate movements through different modes of travel. • Can climb equipment safely. • Can explain how performances can be improved. • Can use the correct vocabulary to sequence work. • Can move with fluency. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Can co-ordinate my movements through different modes of travel. • Can continually display rhythm, and control in movement. • Can compose more complex sequences. • Can explain how performances can be improved. • Can act on feedback. • Can use the correct vocabulary to sequence work. • Can improve strength and suppleness by practising stretches and shapes. 	<p>Gymnastics:</p> <ul style="list-style-type: none"> • Can combine shapes and balances. • Can continually display rhythm, and control in movement. • Can compose more complex sequences. • Can explain how performances can be improved. • Can act on feedback and improve performances accordingly. • Can move expressively. • Can improve strength and suppleness by practising stretches and shapes.

Enrichment opportunities

- New gym playground equipment which has been incorporated into the data.
- Y5 Cross Country lunchtime club with specialist teacher.
- Y5/6 Cross Country Competition at Moss Bank Park.

Home Learning/Parental Links

- Can you create your own game that incorporates different aspects of SAQ?

**Green for Growth
Challenge**

Can you play a game of football and apply your knowledge of control, possession and attack to work as a team?

Prime Learning Challenge

Can you choose appropriate techniques to gain control?
Can you work as a team to gain possession / attack effectively?

**Big
Question**

Can you choose the best tactics to defend and attack?	Can you plan and perform effectively?	Can you pre-empt your opponent's next move?	Can you make safe choices for yourself and your opponent?
Can you choose the best place to field?	Can you communicate effectively as a team to field successfully and attack?	Can you strike the ball accurately to gain the most points?	Can you plan ahead using changes and cues from fielders on the opposing team?

**Small
Questions**
Which help to answer the big question.

Key Vocabulary

Tactics	Attack	Opponent	Accuracy	Pressure
Defend	Push Pass	Slap Pass	Awareness	Possession

Empowered Learner Links



Resourceful Thinker

Reflective Learner

Growth Mindset Links

"IT DOES NOT MATTER
HOW SLOWLY YOU GO
SO LONG AS YOU
DO NOT STOP."
-CONFUCIUS



Events around the World

Hockey

Commonwealth Games



Hockey World Cup

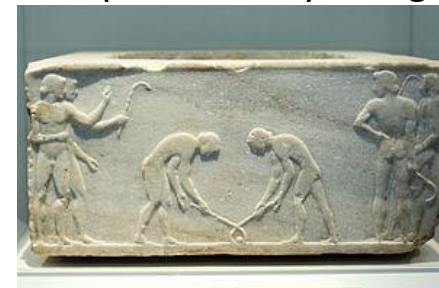


Wrestling

Olympic Games



Origin of the Sport: History/Geography links

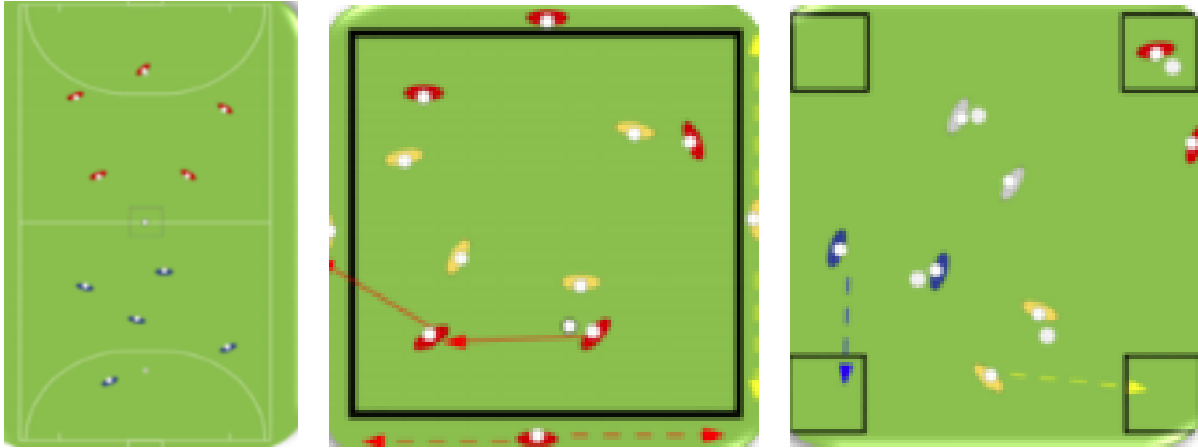


Early depiction of Hockey in Ancient Greece



Ancient Greece

Some drills and skills you will practise:



Drills to strengthen those Hockey skills!



Wrestling stances to prepare for!

Beyond the Fold – Famous Faces in Hockey and Wrestling:



Sam Quek

Ian Haley

Helen Maroulis

Kyle Snyder

Glossary of Key vocabulary:

Hockey:

- **Push Pass** – Pushing the ball with the stick quickly.
- **Slap Pass** – Swinging from a higher distance to hit the ball with a lot of force.
- **Defend** – To protect the ball from the opponent.
- **Awareness** – To know what is going on in the space around you.
- **Possession** – To keep hold of the ball.

Wrestling:

- **Pressure** - To try to persuade an opponent to perform the action you want.
- **Tactics** – To use pre-learnt skills to overpower opponent.
- **Attack** – To perform a 'move' against the opponent.
- **Opponent** – The athlete you are playing against.
- **Accuracy** – Performing an action with control.

Equipment:



Cones



Hockey Stick



Hockey balls



Quick thinking minds



Mats

Assessment Criterion

Emerging	Expected	Exceeding
<p>Hockey:</p> <ul style="list-style-type: none"> Can show control and change direction with the ball. Can show a change of speed when travelling with the ball. Can hold the stick with one hand at the top and one hand in the middle. Can play a push pass and a slap pass. Can complete and demonstrate technical parts of the lesson. Can follow the rules of the game. 	<p>Hockey:</p> <ul style="list-style-type: none"> Can demonstrate good close control when dribbling. Can show control and change direction with the ball. Can show a change of speed when travelling with the ball. Can hold the stick with one hand at the top and one hand in the middle. Can play a push pass and a slap pass. Can complete and demonstrate technical parts of the lesson. Show understanding of tactics and strategies. Can follow the rules of the game. 	<p>Hockey:</p> <ul style="list-style-type: none"> Can show control and change direction with the ball. Can dribble with head up and awareness of opposition. Can show a change of speed when travelling with the ball. Can hold the stick with one hand at the top and one hand in the middle. Can play a push pass and a slap pass. Can complete and demonstrate technical parts of the lesson. Shows understanding of tactics and strategies. Can follow the rules of the game.
<p>Wrestling:</p> <ul style="list-style-type: none"> Can display good spatial awareness. Can perform a sequence of movements at varying levels and speeds. Can co – ordinate movements through different modes of travel. Can explain how performances can be improved. Can use the correct vocabulary to sequence moves. Can begin to pre-empt opponent's actions. Can act decisively and safely. 	<p>Wrestling:</p> <ul style="list-style-type: none"> Can co – ordinate movements through different modes of travel. Can practice more complex steps. Can act on feedback and improve performance. Can use the correct vocabulary to sequence moves. Can improve strength and suppleness by practising stretches and shapes. Can pre-empt opponent's actions. Can act decisively and safely. 	<p>Wrestling:</p> <ul style="list-style-type: none"> Can practice more complex steps. Can explain how performances can be improved. Can pre-empt opponent's actions. Can act decisively and safely. Can apply the correct technique to gain weight over opponent. Can act on feedback and improve performance. Can improve strength and suppleness by practising stretches and shapes.
<p style="text-align: center;">Enrichment opportunities</p> <ul style="list-style-type: none"> Y5 Football Club with specialist teacher at lunchtime. 		<p style="text-align: center;">Home Learning/Parental Links</p> <ul style="list-style-type: none"> Inviting parents in to watch different sporting events.

**Green for Growth
Challenge**

Can you compete in
'sports day' and apply
all of the skills you have
learnt over the last few
sessions?

Prime Learning Challenge

Can you work as a team to keep possession of a ball?

Can you improve your technique and performance in a range of
track and field events?

**Big
Question**

Can you handle the ball and catch and throw accurately?	Can you use a range of techniques to pass the ball in different ways?	Can you communicate effectively within your team?	Can you work as a team to gain and keep possession of the ball?
Can you use the best technique to hold and throw a javelin/shotput?	Can you use the best technique to jump and land?	Can you sprint starting and ending in the correct position?	Can you evaluate your own or others performance to help improve a distance or speed?

**Small
Questions**

Which help to
answer the big
question.

Key Vocabulary

Pivot	Passes	Communication	Position	Evaluate
Co-ordination	Technique	Stance	Stamina	Performance

Empowered Learner Links



Independent Enquirer

Team Worker

Growth Mindset Links

SUCCESS IS NOT AN
ACCIDENT, SUCCESS
IS A CHOICE.

If at first
you don't
succeed...
**YOU'RE
NORMAL!**

Events around the World

Netball

World Netball Championships



Fast5 Series



Athletics

Olympic Games



World Championships in Athletics



Origin of the Sport: History/Geography links

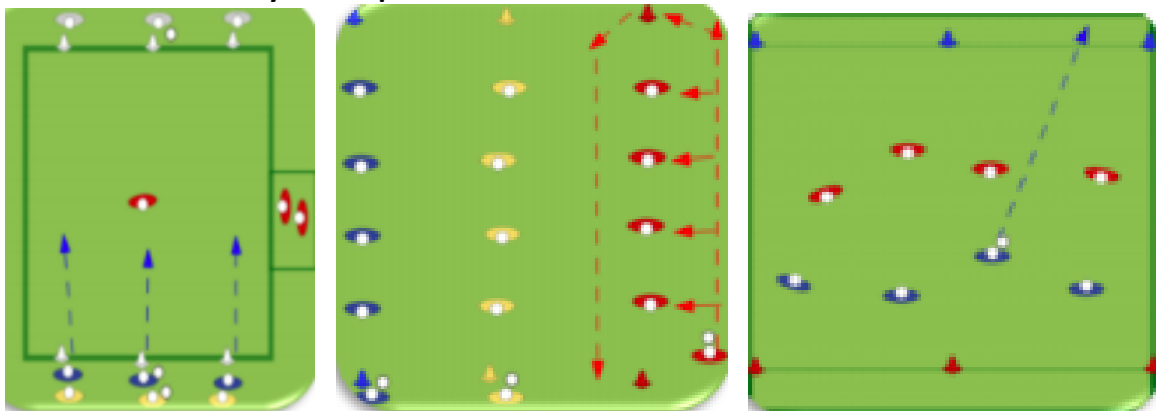


Late 19th Century America: Senda Berenson Abbott

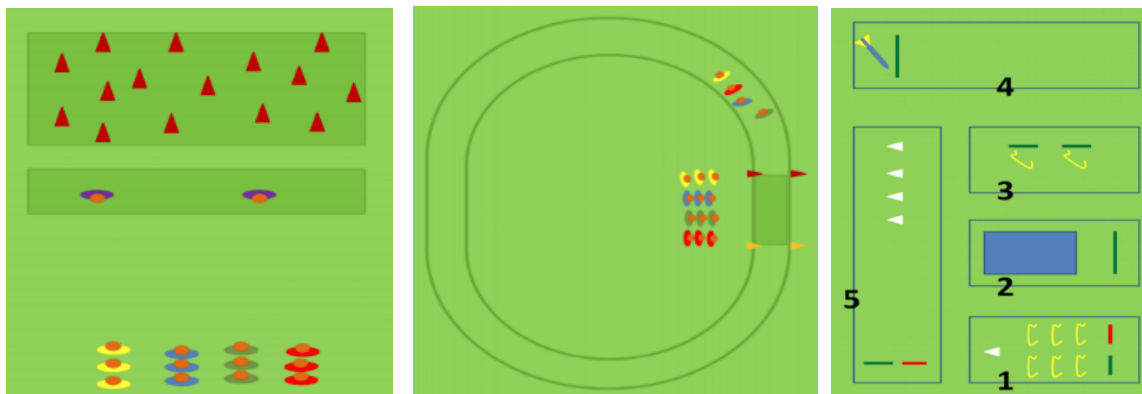


Ancient Greece

Some drills and skills you will practise:



Skills to improve your Netball.



Drills to become the best athlete you can be!

Beyond the Fold – Famous Faces in Netball and Athletics:



Tracey Neville

Ama Agbeze

Mo Farah

Katarina Johnson

Glossary of Key vocabulary:

Netball:

- **Passes** – The type of technique you use to throw the ball.
- **Communication** – To speak to your teammates clearly so they know what is happening.
- **Position** – This decides what type of player you are going to be and the rules to stick to.
- **Evaluate** – To assess what is around you and make a decision to keep possession.
- **Pivot** – Landing on one foot and turning around that point.

Athletics:

- **Stamina** – How long a person can carry on performing an action for.
- **Performance** – How well you perform an action.
- **Stance** – The position of the body.
- **Technique** – The skills uses to perform an action.
- **Co-ordination** – When two or more body parts work in unison.

Equipment:



Cones

Netball

Netball Post

Shot put

Relay Baton

Javelin

Assessment Criterion

Emerging	Expected	Exceeding
Netball: <ul style="list-style-type: none"> Can throw accurately in a range of ways. Can pass accurately without moving with the ball. Can influence the game by using different tactics. Can begin to show understanding of different netball positions. Can display good spatial awareness. Can follow/lead team. Can pass high and low. Can begin to use basic chest pass and overhead pass when appropriate in the game. 	Netball: <ul style="list-style-type: none"> Can throw, run and jump displaying good control. Can compete against others using tactics to pass and catch successfully. Can follow the rules of the netball game; does not move when handling the ball. Can begin to display good footwork when passing using 'pivot' motion. Can use chest pass and overhead pass confidently and tactically. Can begin to use bounce pass in game situations. Can begin to use simple fake and deceptions when passing. 	Netball: <ul style="list-style-type: none"> Can apply skills tactically in competitive situations. Can throw, run and jump displaying good control. Can follow the rules of the netball game and each of the positions. Can display good footwork when passing using 'pivot' motion. Can use chest pass and overhead pass confidently and tactically. Can use chest pass, overhead pass and bounce pass accurately. Can use simple fake and deceptions when passing.
Athletics: <ul style="list-style-type: none"> Can demonstrate the difference between sprinting and running. Can use a range of throwing techniques. Can perform a range of jumps. Can begin to use a short-run-up when jumping. Can pace themselves for a sustained longer run. Can throw with accuracy and power into a target area. Can take on different roles in small group activities like relays. 	Athletics: <ul style="list-style-type: none"> Can sustain their running over distance. Can show control at different points in jumping activities. Can show good technique when performing a range of throws. Can pace themselves for a sustained longer run. Can use a short-run-up when jumping. Can throw with accuracy and power into target areas. Can take on different roles within a group activity. 	Athletics: <ul style="list-style-type: none"> Can show control, speed, strength and stamina when jumping. Can show control, speed, strength and stamina when running. Can show control, speed, strength and stamina when throwing. Can pace their run over different distances. Can adapt their skills to different challenges. Can organise and communicate in a team for the best outcome e.g. in a relay team.
Enrichment opportunities <ul style="list-style-type: none"> Y5/6 Football Competition for A/B and Girls Team. 		Home Learning/Parental Links <ul style="list-style-type: none"> Inviting parents in to watch different sporting events.

