

Brownlow Fold Primary School

Sports Premium Funding

2025 - 2026



School name: Brownlow Fold Primary School
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Headteacher: Mrs Julie Cheung
Chair of Governors: Mr. Chris Kehoe



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2023-2026



Brownlow
Fold Primary
Together we fly

Brownlow Fold Primary School



Brownlow
Fold Primary
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Evidencing the Impact of Primary PE and Sport Premium at Brownlow Fold Primary School

Brownlow Fold uses the funding to make additional and sustainable improvements to the quality of Physical Education, School Sport and Physical Activity (PESSPA) we offer. This means that we use the Primary PE and Sport Premium to:

- Develop or add to the PESSPA activities that our school already offers
- Build capacity and capability within the school to ensure that improvements made now will benefit pupils joining the school in future years

This report will outline the following:

- how much PE and sport premium funding we received for this academic year
- a full breakdown of how we have spent or will spend the funding this year
- the effect of the premium on pupils' PE and sport participation and attainment (this will be evaluated at the end of the year)
- how we make sure these improvements are sustainable

Purpose of the premium

The primary PE and sport premium is to fund additional and sustainable improvements to the provision of PE and sport, for the benefit of primary-aged pupils and to encourage the development of healthy, active lifestyles. At Brownlow Fold we endeavour to ensure all our pupils leave us physically literate and with the knowledge, skills and motivation necessary to equip them for a healthy, active lifestyle and lifelong participation in physical activity and sport.

We continue to aspire to improving the following:

- the engagement of all pupils in regular physical activity – kick-starting healthy active lifestyles
- the profile of PE and sport being raised across the school
- increased confidence, knowledge and skills of all staff in teaching PE and sport
- a range of sports and activities offered to all pupils
- increased participation in competitive sport

Sports Premium at Brownlow Fold

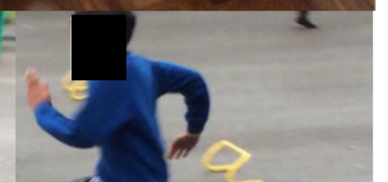
In the academic year **2025 - 2026**, Brownlow Fold received an additional £xxxxxxx from the DfE towards PE and sport provision.

Sustainability

Investments have been made in resources, equipment and the professional development of staff to ensure that we see an impact and sustainability throughout school in years to come. Training opportunities for teaching staff are in place weekly in order to support staff in continuing to drive the subject forward in school. A timetable of events and clubs throughout the school year is in place, which ensures that there is a continuous provision of sport throughout school for all ages and abilities. The PE scheme ensures that Brownlow Fold has a progressive, consistent and ongoing approach to planning and delivering PE lessons throughout school. The National Curriculum contribution of Physical Education as part of health and well-being in Science and PSHE promotes healthy lifestyles beyond the current academic year.

We believe that the by spending the premium in the following ways we will ensure that it is effectively used to provide expert tuition for pupils and training to develop and sustain teachers' skills. Specialist providers, as well as class teachers, will deliver and support the physical education (PE) curriculum and provide high-quality experiences for our children during lessons. The funding will also enable our pupil's greater opportunities to participate more frequently in competitive sports and games. Due to the importance of the development of healthy and active lifestyles, we have also used money from the school budget to enhance the sports provision for our pupils at Brownlow Fold.





Key achievements to date:	Areas for further improvement and baseline evidence of need:
- Two PE sessions a week are taught, one by Commando Joe and the other by class teachers. - Pupils in year 4,5 and 6 have access to a 10-week swimming block to raise the amount of pupils who can swim competently by the end of KS2. - Years 5 and 6 have accessed an after-school sports club run by Commando Joe's. - Years 3 and 4 have accessed a before-school sports club in run by Commando Joe's. - Mr Sibson has taken over as year 5 and 6 Football Club lead teacher with pupils attending a lunchtime football club. - The Sports Premium Funding report evaluates the effect of the premium on pupils' PE and sport participation and attainment. - Pupils all took part in a successful sports day during the summer term.	- Children to be given a range of opportunities/enrichment days to experience sport. - Pupils to be given more opportunities in both KS1 and KS2 to take part in competitive sports both intra and inter. - Consider how our outdoor area provision can be enhanced to encourage regular physical activity. - New PE lead to meet other PE leads in the LA to liaise possible competitions. - Ensure pupils are given the opportunity to take part in one physical extracurricular activity throughout the year.
How many of our Year 6 swimmers met national curriculum requirements for swimming and water safety - 4/32 – 12.5% How many of our 6 cohort swim can competently, confidently and proficiently over a distance of at least 25 metres - 18/32 – 56.25% How many of our Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] - 14/32 – 43.75% How many of our Year 6 cohort perform safe self-rescue in different water-based situations - 31/32 – 96.87%	
Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
Percentage of our current Year 6 cohort swim competently, confidently and proficiently over a distance of at least 25 metres.	Year 6 summer 2025: 53% (17/32)
Percentage of our current Year 6 cohort use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]	Year 6 summer 2025: 59% (19/32)

Percentage of our current Year 6 cohort perform safe self-rescue in different water-based situations.	Year 6 summer 2025: 53% (17/32)
Even though year 6 percentages are improving year on year, years 4 and 5 children will continue to attend swimming lessons during the academic year 2025 – 2026.	

Curriculum/PE Delivery

INTENT

At Brownlow Fold Primary School, we strive to do our best and to develop a high-quality physical education curriculum that inspires all children to become lifelong participants in sport and physical activity. Our aim is for all children to regularly participate in physical activity, maintain a good level of fitness, develop skills and understand how and why a healthy lifestyle is important. These opportunities are afforded to all children, no matter what their starting level.

We aim to:

- Deliver high-quality teaching by ensuring all lessons are sequenced and accessible to children of all abilities;
- Expose children to inspirational sportspeople to act as positive role models in their sporting and life goals, and further inspire an active generation;
- Teach children how to cooperate and collaborate effectively as part of a team and compete appropriately against others, adhering to the principles of fairness, sportsmanship and respect. These are core values we hope to embed in the children to aid in preparing them for the world we live in;
- Provide opportunities for all pupils to be physically active for sustained periods of time and teach them the value of leading healthy, active lives and making informed and appropriate lifestyle choices.

IMPLEMENTATION

Brownlow Fold believes that Physical Education (PE), experienced in a safe and supportive environment, is essential to ensure children attain optimum physical and emotional development and good health. Our high-quality teaching and learning opportunities inspire all children to succeed in physical education and in developing life skills. We teach children the skills required to keep them safe, such as being able to swim. We also teach children how to co-operate and collaborate with others as part of an effective team, understanding fairness and equity of play, to embed lifelong values. Our curriculum improves the wellbeing and fitness of all children at Brownlow Fold, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes.

- PE at Brownlow Fold provides challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, strike and field games, sports that focus on tactics and strategies and the skills of attacking and defending, gymnastics, athletics, dance, swimming and, in year six, outdoor and adventure.
- The long-term plan sets out the PE units which are to be taught throughout the year and ensures that the requirements of the National Curriculum are fully met. All lessons are sequenced and progressive to ensure learning is age and ability appropriate.
- Pupils participate in two high quality PE lessons each week, one led by our Commando Joe (see further information about the Commando Joe curriculum below) and the second covering a different sporting discipline every half term led by class teachers. These lessons which promote healthy lifestyles and develop the children's vocabulary and understanding.
- Children are given the opportunity to compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- PE lessons allow time for children to develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

- In the spring term, KS2 pupils participate in rugby sessions (led by Bolton RUFC) and cricket sessions (led by Lancashire Cricket Foundation). Class teachers participate fully in these sessions and utilise the expertise from specialist visitors to develop best practice and add to their ongoing professional development.
- Children are encouraged to participate in extra-curricular sports and fitness-related activities, and they are invited to attend competitive sporting events within the local area as well as within school. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children.
- PE lessons at Brownlow Fold are accessible for all children regardless of sporting ability. We provide suitable learning opportunities for all children, including those with SEND.
- Each year a small group of years five and six children are invited to become Play Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports Day and any other sporting activities.
- Children in year four swim once a week for 10 weeks during the autumn term, and year five once a week for 10 weeks during the spring term. Children in year six swim every day over an intensive two-week period in the summer term.

Assessment

PE is assessed continuously by teachers. Through our progressive knowledge and skills assessment criteria, teachers are able to judge whether pupils have met the learning objectives through observing during lessons and by reviewing end of unit progress. Teachers are able to adjust activities to support or challenge as appropriate.

IMPACT

At Brownlow Fold, the quality teaching of PE and the opportunities available inspires all pupils to succeed and excel in competitive sport and to be lifelong participants in physical activity. The pupils will:

- Succeed, enjoy their learning, be resilient and consistently give their best efforts at all times to achieve their potential and personal best;
- Enhance their well-being through teaching and learning about healthy lifestyles;
- Have competence and confidence in their own ability in a range of sports;
- Have a positive approach to physical activity in their academic and social life;
- Possess the willingness to practise skills in a wide range of different activities and situations, alone, in small groups and in teams, and to apply these skills in chosen activities to achieve exceptionally high levels of performance;
- Be able to swim 25m unassisted and perform a self-rescue;
- Have the opportunity to attend a wide range of extracurricular clubs to encourage them to find enjoyment in activities they can continue to participate in at local clubs;
- Have the ability to take the initiative and become excellent young leaders, organising and officiating, evaluating what needs to be done to improve, motivating and instilling excellent sporting attitudes in others;
- Have the opportunity to create lasting memories by representing the school in different ways;
- Understand and appreciate the impact individuals have had in sport.

Budget determination for Governors

Key indicator One:

The engagement of all pupils in regular physical activity

Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



The outstanding Commando Joe's curriculum is broad and exciting and will provide a great foundation on which all children will get the chance to achieve, be resilient, tolerate others and make great choices for life - inside and outside school.

The RESPECT framework supports the "Whole school approach" with staff being able to help children to develop these behaviour traits within a number of exciting topics based on amazing characters and aspects of their life stories. Significant heroes/heroines, explorers and adventurers have been identified to support children's understanding of these essential life skills. Children are then set exciting missions to solve.

RESPECT focuses on:

- R- Resilience (Romeo Resilience)
- E- Empathy (Eddie Empathy)
- S- Self Awareness (Sophie Self Awareness)
- P- Positivity (Parveen Positivity)
- E- Excellence (Elliot Excellence)
- C- Communication (Charlie Communication)
- T- Teamwork (Tanisha Teamwork)



In lessons, children are given different themed missions which they have to complete. This can include saving an endangered animal, collecting items for a trip to the jungle and crossing obstacle courses to save another team member!

The COJO Character Curriculum is based upon the following 4 principles:

1. Character development is a right for every child.
2. Character education will empower young people.
3. Character will inform the ethos, direction of learning and culture of the school.
4. Character should be developed in partnership with staff, pupils and parents.

This will be achieved through children:

- Accessing coherent, sequential learning
- Being inspired to do their best and have ambition to achieve
- Leading and being led to achieve outcomes
- Engaging in deep thinking to support their decision-making and action(s)
- Experiencing a wide range of relevant and exciting activities



Brownlow Fold PE Curriculum 2025 - 2026

In-school sessions led by class teachers

Year One		Year Two		Year Three	
Units to be delivered by Miss Entwistle		Units to be delivered by Mrs Clarkson		Units to be delivered by Miss Banner	
Autumn 1	Fundamental Movements: ABC	Autumn 1	Fundamental Movements: ABC	Autumn 1	Speed, Agility and Quickness
Autumn 2	Gymnastics	Autumn 2	Gymnastics	Autumn 2	Gymnastics
Spring 1	Dance (Seasons)	Spring 1	Dance (Under the Sea)	Spring 1	Tactics and strategies: Rugby
Spring 2	Sending and Receiving (Hockey)	Spring 2	Sending and Receiving (Hockey)	Spring 2	Strike and field: Cricket
Summer 1	Athletics	Summer 1	Athletics	Summer 1	Athletics
Summer 2	Attack and Defend: Football	Summer 2	Attack and Defend: Netball	Summer 2	Attack and defend: Football
Ongoing evaluative skills - I can describe my own work. - I can describe others' work. - I can comment on my own and others' work. - I recognise changes to my body during exercise.		Ongoing evaluative skills - I can suggest improvements in others' work. - I can suggest improvements in my own work. - I can recognise a change in temperature, breathing and heart rate when exercising.		Ongoing evaluative skills - I can see how my work is the same and different from others and use this to improve my own work. - I can take steps to improve my performance.	
Year Four		Year Five		Year Six	
Units to be delivered by Miss Heyes		Units to be delivered by Mr Sibson		Units to be delivered by Mrs Pattison	
Autumn 1	Speed, Agility and Quickness	Autumn 1	Speed, Agility and Quickness	Autumn 1	Speed, Agility and Quickness
Autumn 2	Swimming	Autumn 2	Gymnastics & Dance	Autumn 2	Gymnastics & Dance
Spring 1	Tactics and strategies: Rugby	Spring 1	Tactics and strategies: Rugby	Spring 1	Tactics and strategies: Rugby
Spring 2	Strike and field: Cricket	Spring 2	Strike and field: Cricket / Swimming	Spring 2	Strike and field: Cricket
Summer 1	Athletics	Summer 1	Athletics	Summer 1	Athletics
Summer 2	Attack and defend: Netball	Summer 2	Attack and defend: Football	Summer 2	Attack and defend: Netball / Swimming
Ongoing evaluative skills - I can compare and comment on skills, using PE specific vocabulary and how they are applied in my own and others' work. - I know how to improve my performance.		Ongoing evaluative skills - I can compare and comment on skills and how they are applied in my own and others' work. - I can set my own targets based on previous goals achieved.		Ongoing evaluative skills - I can analyse and comment on skills and techniques and how these are applied in my own and others' work. - I can modify and refine skills and techniques to improve my performance and strive for my personal best.	

Do you have what it takes to be a Brownlow Fold Play Leader?

**Miss Atkinson is responsible for the
Play Leaders**



Our Play Leaders are a group of caring children who have been trained to organise activities for other children at playtimes. They encourage other children to join in games and to extend their friendships. They have been selected because they display the following qualities: being a great role model; showing kindness and confidence; being empathetic with other children.

Main purposes of the job

To work with a member of staff to support other children on the playground to play games, resolve conflict peacefully and develop friendship skills

Main responsibilities and tasks

To be able to teach and play appropriate games

To be able to mediate and problem solve

To speak with the other children to find out their views

To feedback pupil views to the Head teacher and Senior Leadership Team

Experience

Experience of talking to others and sharing viewpoints

Track record of exemplary behaviour

Knowledge, Skills and Abilities

Can work as part of a team

Ability to communicate to large groups confidently

Ability to make decisions on behalf of others

You must be in Year Five and Year Six to apply for this role

If you think that you have the necessary skills to do this role, then please take an application form and complete it.

Please give your completed form to your class teacher.

Mrs Cheung will look at all applications together with the person responsible for overseeing each role in school. Good Luck!

Key indicator Two:

The profile of PESSPA being raised across school as a tool for whole school improvement

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Key indicator Three:

Increased confidence, knowledge and skills of all staff in teaching PE and sport

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Key indicator Four:

Broader experience of a range of sports and activities offered to all pupils

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

Key indicator Five:
Increased participation in competitive sport

Intent	Implementation		Impact	
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:



The PE Curriculum at Brownlow Fold

Purpose of Study

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.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Curriculum Design/PE Key Teaching Methodology/Strategies

Our PE curriculum has been carefully designed so that pupils experience challenging and enjoyable learning through a range of sporting activities including; invasion games, net and wall games, strike and field games, gymnastics, dance, swimming and outdoor and adventure. Pupils participate in two high quality PE lessons each week, one led by our Commando Joe (see further information about the Commando Joe curriculum below) and the second covering a different sporting discipline every half term led by class teachers. In addition, children are encouraged to participate in extra-curricular sports-related activities. Children are invited to attend competitive sporting events within the local area as well as within school. This is an inclusive approach which endeavours to encourage not only physical development but also mental well-being. These events also develop teamwork and leadership skills and are very much enjoyed by the children. Each year a small group of Year 5 and 6 children are invited to become Play Leaders for the school. They develop into sporting role models for the younger children, assisting with lunch-time clubs, our annual Sports Day and any other sporting activities.

Children in year 4 swim once a week for 10 weeks during the autumn term.

Children in years 5 and 6 swim every day over an intensive two-week period in the summer term.

Our PE curriculum improves the wellbeing and fitness of all children at Brownlow Fold, not only through the sporting skills taught, but through the underpinning values and disciplines that PE promotes. Through strong links with PSHE, we promote the overall well-being and health of each child through teaching about self-discipline and that to be successful you need to take ownership and responsibility of health and fitness. In all classes, children possess a wide range of physical abilities. Whilst recognising this fact, we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the child. Children at Brownlow Fold make good progress in PE and are eager to attend additional sports clubs and competitive sports events. We help motivate children to participate in a variety of sports through quality teaching that is engaging and fun. We equip our children with the necessary skills and a love for sport. Teachers introduce the ambitious end goal/outcome of the lesson/unit, making explicit how the small step fits into the wider learning journey. Knowledge components are shared, which ensures pupils know how they will achieve their outcome by the end of the lesson.

Link	Learn	Know	Retrieve	Apply
				
Focus on prior knowledge through pre learning questions ▪ Within the same subject ▪ Within another subject ▪ From personal experience	Use the prime learning challenge, expressed as a question. Use the information gained from pre-learning tasks and our school context, to answer the subsidiary questions	Use the Knowledge Organisers and the Green for Growth Check	Link ideas to existing knowledge and organise into mental models/schemata	Apply knowledge to future learning

Teaching and Learning Pedagogy

Principles of Direct Instruction at Brownlow Fold

Each lesson contains a short review of previous learning New material is presented in small steps with opportunities to practise	Children are asked lots of questions and responses checked Models are provided	Practice is guided by the teacher The teacher checks for understanding	Obtain a high success rate The teacher provides a scaffold for difficult tasks	The teacher monitors independent practice The teacher facilitates daily, weekly and monthly retrieval practice
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Adapting the curriculum for pupils with SEND in PE including the SEND Learning Environment Checklist

ASC/ASD	Dyscalculia	Dyslexia	Dyspraxia
Clear and consistent routines, expectations and boundaries. Prepare the pupil for any changes to their routine. Give verbal warnings that an activity is about to end. Use of visual supports and approaches to help the pupil to better understand the routine and the school day, this can include approaches such as 'Now and Next'. Simplified language where needed with instructions being repeated for those who need it with the use of visual cues, symbols or pictures alongside words to make instructions easier to follow. Staff using non-verbal communication to support what they are saying, for example gesture or pointing. A classroom environment that is not too cluttered and where equipment is clearly labelled. Consideration of the school environment, thinking about how you can make it more comfortable. For example, a pupil who struggles to block out background noise may benefit from the use of ear defenders. Careful seating arrangements that allow a child with ASD to be near to the front, and facing the teacher. Access to a safe and quiet place for the pupil to access when they feel anxious or are overloaded by sensory stimuli. Visual support systems such as visual timetables, prompt cards (for example a card, with a picture, to remind a child to listen for their name) and photos are used. Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction. Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed. Classroom staff will be aware of any speech and language therapy (SALT) goals and targets and incorporate these into lessons wherever possible.	The use of multi-sensory visual approaches. Use of concrete materials and practical activities. Chunking instructions and tasks to reduce the reliance placed on working memory. Giving pupils adequate thinking time before expecting a response. Use of effective adaptive teaching. Use handouts to avoid pupils with dyscalculia having to copy large amounts of information from the board. Use of visual aids to help recall information when needed. Use of mind maps to support the pupil to understand how their learning links. Try to understand the pupil's errors and ask them to explain verbally how they arrived at a particular solution. Provide examples and try to relate problems to real-life situations. Allow pupils to use computers and calculators especially to self-correct. Marking is based on knowledge rather than presentation of work. Effective use of ICT to support pupils.	The use of multi-sensory teaching approaches. Giving pupils adequate thinking time before expecting a response. Use of alternative means of recording for example mind maps, ICT, verbal responses, diagrams. Use of effective adaptive teaching. All pupils are able to see the board easily. All students have space to write comfortably. Use of a pastel background on the whiteboard to avoid glare. Use of colourful visuals and large font used to highlight keywords. Parental involvement in planning, learning and decision-making. Screening programmes and early intervention programmes in place. Marking is based on knowledge rather than the presentation of work/spellings etc. Effective use of ICT to support pupils. Use handouts to avoid pupils with dyslexia having to copy large amounts of writing from the board. Chunking instructions and tasks to reduce the reliance placed on working memory.	Break each task into small sections to be mastered one by one. Use of pencil grips, writing lines and templates. Consider alternative methods of recording work. Use of special equipment the pupil finds helpful e.g. looped scissors. Position pupil away from busy routes in the classroom. Allow pupil extra time to complete work, with motor-breaks when needed. Allow pupil to pack up their equipment a bit early. Allow pupil to leave lessons early to avoid crowded corridors. The use of multi-sensory teaching approaches. Ensure there is adequate space for the pupil to write comfortably. Use of colourful visuals and large font used to highlight keywords. Parental involvement in planning, learning and decision making. Ensure marking is based on knowledge rather than presentation of work/spellings etc. Effective use of ICT to support pupils. Chunking instructions and tasks to reduce the reliance placed on working memory. Suggest loose fit clothing that is easy to put on / easy to take off and Velcro fastenings.

Moderate Learning Difficulty	Social and Emotional Mental Health	Speech and Language	SEND PE Curriculum Adaptations
Carefully planned and adapted work, broken down into small manageable tasks. Regular reinforcement of skills/knowledge to be mastered and the opportunity to practice and apply skills in everyday situations. Checking understanding at every stage. Demonstrating how to do things rather than just explaining them. Providing plenty of opportunities for multisensory, practical learning. Working on tasks in short, frequent bursts. Use of ICT to support learning, where applicable. Use of mind maps or other visual representations to identify what pupils already know/have learnt. Displaying key words on the wall, with pictures and/or symbols for pupils to refer to. Visual support systems such as visual timetables, targets on the desk, targets shown on the whiteboard, prompt cards and photos could be used. A classroom environment that is not too cluttered and where equipment is clearly labelled. Careful seating arrangements that allow a child to be near to the front, and facing the teacher. Strategies to ensure a child is paying attention for example the teacher says their name before giving an instruction. Ensuring learning objectives are realistic for every lesson, and that success is achievable. This might mean that a child works on appropriately differentiated work, at the right level for them, with or without some extra support from a teaching assistant. Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed.	Meet and greet every morning/lesson. Positive check-ins, as personalised as possible e.g. 'I like your new hair cut', 'I can see you've got a new coat' etc. Demonstrate that the child is being 'kept in mind' (e.g. I was thinking of you when...). If possible identify a 'key adult' and provide regular opportunities for the child to 'check in' with them. Clear and consistent routines, expectations and boundaries. Use of a visual timetable. Prepare the pupil for any changes to their routine. Break tasks into small steps to promote feelings of success. Use of a timer to delineate tasks and aid concentration. Give the pupil a job or role of responsibility. Consider seating the pupil next to a supportive peer/good role model. Respond in a calm and predictable manner and be aware of your own body language and facial expression. Use positive statements to redirect the pupil to the desired behaviour. Maintain high expectations and be mindful of labelling the child. Identify any possible triggers to behaviours (ABC charts, STAR charts, etc.). Give the pupil choices to allow them to feel more in control (although choices can sometimes overwhelm the child). Give compliance/take up time to allow the child to process their choices. Validate and empathise with the pupil's emotions and set limits on behaviour where necessary e.g. 'It's okay to feel angry, it's not okay to hit'. Offer the pupil a movement break or walk. Use of a time out or exit pass to indicate to staff when they are feeling emotional and need to leave the classroom. Access to a safe a quiet place for the pupil to go when they are emotionally dysregulated. Be available to reconnect with the pupil following conflict. Adult support to help the pupil repair relationships and to problem solve.	Visual support systems such as visual timetables, prompt cards and photos are used. A classroom environment that is not too cluttered and where equipment is clearly labelled. Teaching that incorporates the use of visual and tactile approaches including the use of real objects, practical activities, pictures and videos. Staff using non-verbal communication to support what they are saying, for example gesture or pointing. Careful seating arrangements that allow a child with SLCN to be near to the front, and facing the teacher. Children given time to respond to allow time for thinking. Time for planning work is also allocated before children are required to begin writing. Strategies are used to ensure a child is paying attention for example the teacher says their name before giving an instruction. Language is not too complicated and instructions are short and repeated when needed. Consistent vocabulary is used, where the same word is used all the time when teaching new subjects. Opportunities for a child to work at their own level, following their own task or targets if needed. This might mean that a child works on slightly different work, at the right level for them, with some extra support from a teaching assistant. Additional resources are available if needed, for example IT software, alternative recording sheets with less information or where less writing is needed. Classroom staff will be aware of speech and language therapy (SALT) goals and targets and incorporate these into lessons wherever possible. Pre-teaching of vocabulary. Interactive displays are used to support communication. Opportunities for pupils to have structured conversations with both adults and their peers.	Performances are recorded to replay and improve their compositions. Adults can through the scaffolding of instructions and rules prior to PE session. Clarity of rules are considered at the start of the session. Assessment drives adaptation. Assessment of skill, enables the teacher to adapt the focus of the lesson to meet the needs of the pupils including challenge for pupils who may demonstrate advanced ability. New activities/games/sports are explained within the context of the curriculum and what they have previously accessed/experienced. Game rules/movements are taught concisely. Explanations are clear, concise and simplified where needed. Adults are utilised to support retention through pre/over learning, simplification of instruction/concept. All pupils are encouraged to be as independent as possible including pupils with SEND. STEP stands for space, task, equipment and people. Sometimes an additional S is added at the end of the acronym, this stands for safety. Space: Where the activity is happening? Modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points. Task: What is happening? Modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task. Equipment: What is being used? Modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment. People: Who is involved? Modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.

Different types of Knowledge in PE

Knowledge in PE can be categorised into substantive and disciplinary knowledge.

Substantive -The facts of the subject that can be sub-divided into a 'know what' element (declarative) and a 'know how' element (procedural). Declarative and procedural knowledge are 'performed' differently.

Declarative includes propositional knowledge 'about' movement, including appropriately pitched knowledge of biomechanical, psychomotor, anatomical, sociological aspects that relate directly to physical activity and sport, e.g. knowing what a warm up is and what it looks like; knowing the positions in a game; or knowing the differences between different types of jump in gymnastics. Statements, descriptions and explanations linked directly to the content being taught that are communicated through spoken and written forms.

Getting better at PE is built upon three pillars of progression: motor competences; rules, strategies and tactics; and healthy participation. Pupils build declarative and procedural knowledge about physical activity. Declarative knowledge is the 'know-what' and procedural knowledge is the 'know-when'. There are many overlaps between types of knowledge and pillars of progression.

Motor Competence

Declarative knowledge: How well do pupils recall the key points for success in a movement/movement patterns they have learned?

Procedural knowledge: How well do pupils demonstrate accurate, safe and efficient movement patterns?

Pupils have a secure repertoire of fundamental movement skills that form increasingly complex movement patterns within domain-specific contexts

High-quality instruction, purposeful practice and feedback are provided to develop and refine movement patterns

Pupils develop their declarative knowledge and procedural knowledge and have opportunities to 'perform' both forms of knowledge

Rules, strategies and tactics

Declarative knowledge: How well do pupils recall the rules, tactics and strategies for success they have learned?

Procedural knowledge: How well do pupils demonstrate rules, strategies and tactics in a specified context?

Pupils can name and demonstrate increasingly complex tactical knowledge, knowledge of context-specific rules and know how to be successful across a range of activities and sports

High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of rules, strategies and tactic

Healthy Participation

Declarative knowledge: How well do pupils recall the key points for healthy participation they have learned?

Procedural knowledge: How well do pupils demonstrate safe practice of how to participate?

Pupils know and can show how to safely prepare and participate in increasingly specific contexts

Pupils know and can show the short-term and long-term impacts of sport and physical activity

High-quality instruction, purposeful practice and feedback are provided to develop and refine knowledge of healthy participation



Prime Learning Challenge

Autumn 1: Fundamental Movements – SAQ

Do you know how to improve your agility, balance and co-ordination whilst using a variety of equipment?

Autumn 2: Gymnastics

Do you know how to perform a variety of gymnastic skills including shapes, rolls and a number of different movements?

Big Questions

**Speed
Agility
Quickness**

Small Questions and knowledge

Which help to answer the big question.



Do you know how to travel on the balls of their feet though SAQ equipment? - To know how to travel with control when travelling through equipment. - To know how to apply body control when travelling.	Do you know how to change direction with good balance? - To know how to travel in limited spaces avoiding contact with other children. - To know how to apply both co-ordination and balance within small and big movements.	Do you know how to complete equipment without stopping? - To know how to move limbs in co-ordination. - To know that you must always look forward when using equipment or apparatus.	Do you know how to include your own ideas when travelling through SAQ ladders? - To know how to apply effective use of speed when using a variety of equipment. - To know how to use good balance through ladder drills.
Do you know the fundamental movements when performing gymnastic skills? - To know the following skills: pencil roll, star shape, tuck, straddle, pike, front and back support and jumps. - To know how to perform simple movement patterns.	Do you know how to create a variety of shapes using your body? - To know how to create different shapes, such as crab, star, ball, pencil, L, bridge and V-shape. - To know how to hold a variety of balances still and stretched.	Do you know how perform basic sequences using space safely? - To know how to travel safely around others whilst using equipment and apparatus. - To know how to perform basic sequences using space safely.	Do you know how you can extend different gymnastics skills? - To know how to complete a forward roll from a low starting position. - To know that perseverance will help me become increasingly physically confident.

Key Vocabulary

sprint	jump	twist	speed	turn
tuck	roll	flexible	travel	sequence

Glossary of key vocabulary

ABC:

- **sprint** – To run at full speed over a short distance.
- **jump** – To push yourself off a surface into the air.
- **twist** – To bend/curl your body while standing.
- **speed** – To describe how quickly you are moving.
- **turn** – To move in a different direction.

Gymnastics:

- **tuck** – To bend your knees and hips towards your chest.
- **roll** – To turn your body completely.
- **flexible** – To move your body in different ways.
- **travel** – To move to different positions using different body parts and positions.
- **sequence** – To use two or more skills together.

Key equipment



cones



hurdles



ladders



hoops

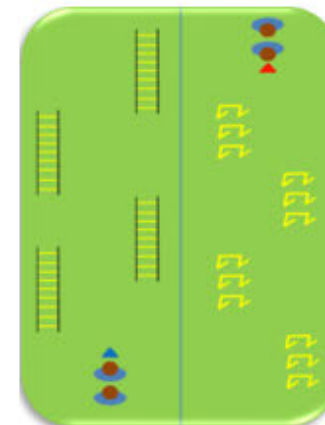
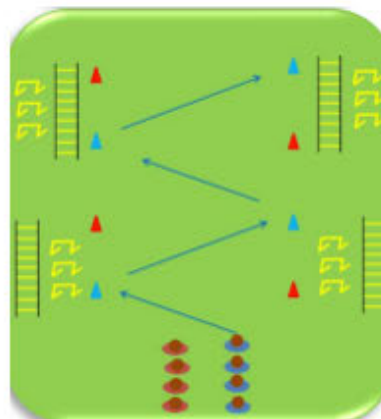


mats



benches

Key drills and skills you will practise:



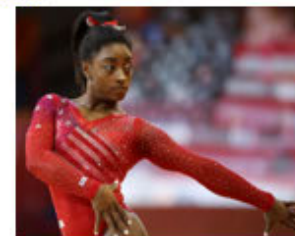
Key gymnastic body shapes



Beyond the Fold: Key gymnasts



With fourteen medals and six titles in Olympic and world championships, **Max Whitlock** is the UK's most successful gymnast.



Simone Biles is an American gymnast and considered one of the sport's greatest athletes.



Daniel Scott Purvis is a Scottish former international elite artistic gymnast.



Prime Learning Challenge

Spring 1: Dance (Seasons)

Do you know how to perform movement patterns and show control and rhythm when given a piece of music?

Spring 2: Sending and Receiving (Hockey)

Do you know how to send and receive a hockey ball showing good technique?

Big Questions



Small Questions and knowledge
Which help to answer the big question.

Do you know how to move around the room safely and aware of others and space? - To know how to show awareness of space and other children. - To know how to move confidently and safely around others.	Do you know how to create simple patterns on your own and in small groups? - To know how to follow and copy simple dance patterns. - To know how to perform specific movements for different dance styles.	Do you know how to develop new actions and link actions to make a dance phrase? - To know how to combine actions to make simple dance patterns. - To know how to apply control and fluency to actions.	Do you know how to perform basic dance actions with control and fluency? - To know how to use a wide range of actions when dancing to music. - To show communication, collaboration and competition with others.
Do you know how to hold a hockey stick with the correct grip? To know that you should hold the stick with two hands, one hand in the middle and one hand at the top with thumbs pointing down.	Do you know a variety of ways to dribble with a hockey stick? - To know that you should keep your ball in contact with your stick by tapping the ball. - To know that each time you touch the ball you must try and look up to build awareness.	Do you know how to change speed and direction with your hockey stick but stay in control of the ball? - To know how to change direction on command. - To know that you can begin to run with the ball when you have space in front of you.	Do you know how to make a pass with your hockey stick? - To know how to control and pass the ball with the inside of your stick. - To know that you should push the ball firmly when passing rather than hitting the ball, like in golf.



Key Vocabulary

sequence	flexible	co-ordinate	beat	rhythm
grip	hit	dribble	direction	space

Glossary of key vocabulary

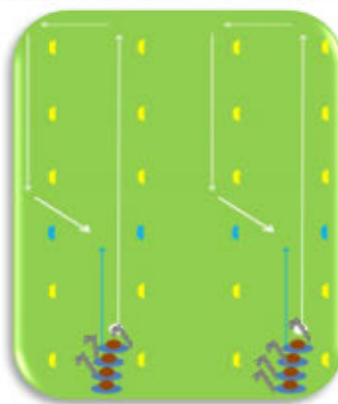
Dance:

- **beat** – The speed at which music is played.
- **rhythm** – The movement of the music.
- **flexible** – To move your body in different ways.
- **co-ordinate** – To move body parts at the same time in a controlled way.
- **sequence** – To use two or more skills together.

Hockey:

- **grip** – To hold on to a piece of equipment tightly.
- **hit** – To push something away from you with force.
- **dribble** – To move with the ball in different directions.
- **direction** – The direction in which you are going.
- **space** – The location you are in or moving to.

Key hockey drills and skills you will practise:



Key dance movements

mirroring



repetition



Key equipment



cones



hockey sticks



hockey balls



creative minds



mats

Beyond the Fold: Key faces in hockey and dance



Sohail Abbas is a former professional field hockey player from Pakistan who played as a Full-back.



Darcey Bussell is an English retired ballerina and a former judge on BBC television's Strictly Come Dancing.



Diversity are a British street dance troupe and are best known for winning Britain's Got Talent in 2009.



Prime Learning Challenge

Summer 1: Athletics

Do you know how to run, jump and throw in isolation, or in combination with each other?

Summer 2: Attack and Defend (Football and Basketball)

Do you know how to play in a variety of modified, yet competitive, sporting activities whilst developing your knowledge of attacking and defending?

Big Questions



Small Questions and knowledge

Which help to answer the big question.

Do you know how to run at different speeds and durations?

- To develop an awareness of speed and distance.
- To know how to change direction maintaining control and balance.
- To know how to move limbs in co-ordination.

Do you know how to travel with coordination and control?

- To know the basic movements of running, jumping, throwing and catching.
- To know how to apply balance, agility and coordination to a range of activities.

Do you know how to throw with an appropriate force?

- To know how to throw a range of equipment at different targets.
- To know and have an awareness of distance when throwing objects.

Do you know how to engage in competitive games and situations against others?

- To know how to show determination and begin to show resilience when competing against self and others.

Do you know how to defend when playing in team sporting activities?

- To know that defending means to create and apply ideas of how to guard space and equipment.
- To know that defending requires quick changes of direction and changes of speed.

Do you know how to attack when playing in team sporting activities?

- To know that attacking requires an awareness of space.
- To know that attacking requires fundamental movements when changing direction and speed.

Do you know how to compete against others as individuals and in small teams?

- To know how to show determination and begin to show resilience when competing against self and others.

Do you know how to apply simple tactics and strategies when competing against others?

- To know how to maintain control and balance whilst competing against others.
- To know the concept of fair play.



Key Vocabulary

balance	speed	agility	co-ordination	competition
travel	distance	vary	control	target

Glossary of key vocabulary

Athletics:

- **balance** – The ability to move two or more body parts under control, smoothly and efficiently.
- **speed** – The ability to move all or part of the body quickly.
- **agility** – How quickly you can change direction.
- **co-ordination** – To move body parts at the same time in a controlled way.
- **competition** – Striving for excellence in a contest situation.

Attack and Defend:

- **travel** – To move to different positions using different body parts and positions.
- **distance** – A measure of how far something moves.
- **vary** – To change, alter or modify.
- **control** – To exercise restraint or direction.
- **target** – Something you aim at to reach or hit.

Key equipment



relay batons



foam javelins



discus



football

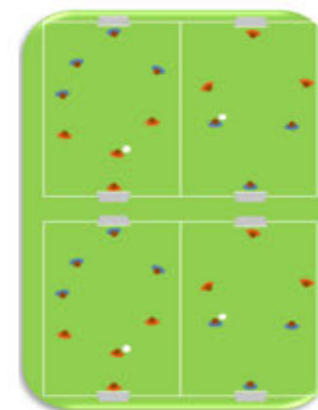
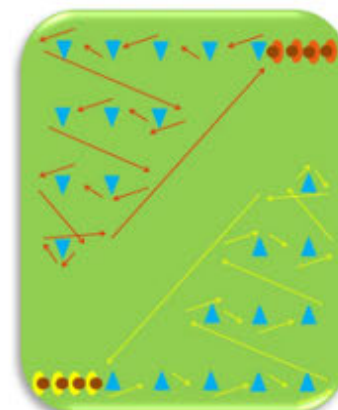
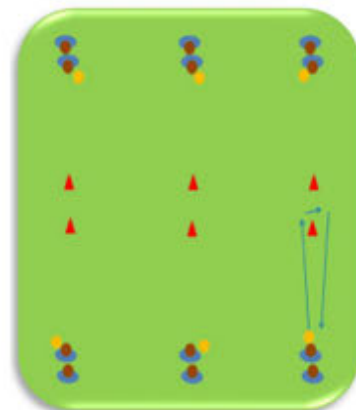


cones



basketball

Key sports drills and skills you will practise:



Key athletic skills

running



jumping



throwing



sprinting



Beyond the Fold: Key faces in athletics and football



Sir Mo Farah is a British-Somali long-distance runner, the most successful male track distance runner ever.



Marcus Rashford is an English footballer who plays as a forward for Manchester United.



Jonnie Peacock is an Olympic winning English sprint runner and an amputee.