



The PE Curriculum at Brownlow Fold



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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.

Key PE Curriculum Aims

Key PE Sports offers a high-quality, National Curriculum-aligned PE scheme. The scheme focuses on developing agility, balance, coordination, and core skills like running, jumping, and throwing. It promotes inclusive competition, teamwork, and cooperation through engaging games and both individual and group challenges, helping pupils build transferable skills across a range of sports.

- **Develop Competence and Confidence**
Acquire and apply a wide range of physical skills and techniques, enabling them to perform confidently and competently across diverse physical activities and sports.
- **Maintain Regular Physical Activity**
Participate in sustained physical activity that promotes physical fitness, personal well-being, and an active lifestyle.
- **Engage in Competitive and Cooperative Activities**
Take part in competitive sports and team-based challenges that nurture teamwork, respect, determination, and resilience.
- **Lead Healthy, Active Lives**
Understand the benefits of physical activity on physical, mental, and emotional health, and develop the motivation and knowledge to lead healthy, active lifestyles both now and in the future.

Commando Joe Curriculum Aims

The Commando Joe's curriculum aims to develop the whole child by fostering essential character traits, resilience, and teamwork through a structured programme of physical and values-based learning. Through engaging, scenario-based missions, the curriculum seeks to ensure that all pupils:

- **Build Character and Resilience**
Develop perseverance, determination, and a growth mindset by overcoming physical and mental challenges in a safe, supportive environment.
- **Promote Teamwork and Leadership**
Learn to work effectively as part of a team, take on leadership roles, and develop communication, cooperation, and problem-solving skills.
- **Enhance Physical and Mental Wellbeing**
Engage in active, purposeful missions that contribute to physical fitness and support emotional regulation, mental wellbeing, and self-confidence.
- **Encourage Positive Behaviour and Attitudes**
Embed core values such as respect, empathy, honesty, and responsibility into everyday learning experiences.
- **Develop Global Citizenship and Aspirations**
Explore inspirational role models and global themes to broaden horizons, build cultural awareness, and raise aspirations for the future.

- **Provide Inclusive and Purposeful Experiences**

Ensure all pupils, regardless of background or ability, can engage meaningfully in challenges that support their personal development and educational journey.

Curriculum Design

The Key PE Curriculum, takes a holistic approach to physical education, helping children develop physically, socially, emotionally, and cognitively. We make sure that all students are engaged and excited about staying active while building essential life skills.

Movement Skills

We focus on developing key movement skills like coordination, balance, agility, flexibility, and strength. Through fun activities, children build confidence in their physical abilities, learning how to move their bodies in different ways. This helps them improve their overall fitness and ability to participate in all kinds of sports and games.

Games and Sports

We introduce children to a variety of games and sports, teaching them the basic rules, strategies, and teamwork skills they need to play. Whether it's team sports, individual challenges, or classic playground games, our students learn how to work together, communicate, and have fun while staying active.

Health & Fitness

We encourage our students to understand the importance of staying healthy and active. Through a mix of fitness activities and discussions about healthy habits, we teach them why exercise is important and how it helps keep both their bodies and minds strong. We also talk about healthy eating and the benefits of making good lifestyle choices.

Creativity

We love seeing our students get creative with movement! Through activities like dance, gymnastics, and outdoor play, children are encouraged to explore and express themselves. We give them the freedom to create their own routines, games, and ways of moving, which builds both their physical and creative confidence.

Inclusivity

We make sure that PE is accessible to all children, including those with special needs. Our activities are adaptable, so every child can participate at their own pace and feel included. We celebrate everyone's abilities and make sure all students have the opportunity to enjoy the benefits of physical activity.

Methodology

Our PE curriculum is built around a **child-centered**, **activity-based**, and **progressive** approach. This methodology ensures that all students are engaged, challenged, and encouraged to develop their physical, cognitive, and social skills in a supportive, active environment.

Progressive Learning

- **Skill Development:**
We start with the basics. In the early years, children focus on mastering fundamental movement skills like running, jumping, balancing, and catching. As they progress through the school, these basic skills evolve into more complex ones. For example, by later years, students are introduced to team sports like football and athletics, where they can apply the skills they've developed in more structured settings. The aim is to build **confidence** and **competence** step by step.
- **Build on Previous Learning:**
Each lesson is designed to build on the previous one. We reinforce and revisit previously taught skills and concepts to ensure that learning is cumulative. This progression helps children **connect new knowledge to what they already know**, which boosts their understanding and mastery of movement skills. By the end of each term, they will have a stronger foundation to build on in future lessons.

Active Learning

- **Movement and Practice:**
Active participation is at the heart of our approach. Children spend most of their PE lesson actively engaged in physical movement and practice. Rather than simply listening to instructions, they are **doing**—whether it's practicing a skill, playing a game, or working in teams. This **hands-on** approach helps students better understand how to use their bodies and apply the skills they're learning.
- **Variety of Activities:**
We rotate between different types of physical activities to keep children engaged and excited about PE. One day, they might be learning gymnastics, and the next, they could be playing a team sport or swimming. This variety ensures that students remain interested, and it allows them to explore a range of sports and activities to find what they enjoy most. By incorporating different activities, we cater to different interests and abilities, ensuring all students feel included and motivated.

Holistic Approach

- **Physical, Cognitive, and Social Development:**

Our PE lessons are not just about physical fitness. We aim to promote **cognitive skills** (like problem-solving and decision-making), **social skills** (such as teamwork, communication, and leadership), and **emotional development** (through challenges and successes). By participating in group activities and sports, students learn how to work together, respect others, and support their peers, helping them grow into well-rounded individuals.

- **Focus on Wellbeing:**

We believe that physical activity is a key part of overall wellbeing. Therefore, our PE curriculum also integrates discussions about health, wellness, and the importance of maintaining a balanced lifestyle. We encourage students to understand how exercise contributes to both their physical and mental health. In addition, we talk about the value of making healthy food choices, getting enough sleep, and taking care of their bodies.

Teaching Strategies

- Child-centered approach with **active participation** and **differentiation**.
- Incorporate **game-based learning**, **creative movement**, and **fitness education**.
- Assess students through **observations**, **self-assessments**, and **peer feedback**.
- Build physical skills progressively (starting with simple movements and advancing to more complex tasks and sports).

Strategic Focus: Prioritising Foundational Knowledge, Basic Skills, and the Bottom 20% in Reading in PE

Foundational Knowledge

Our curriculum is built on the principle that secure foundational knowledge underpins all future learning. In the primary phase, this means giving children repeated opportunities to acquire, revisit, and apply core concepts across English and the wider curriculum. We sequence learning so that pupils develop strong recall and understanding of essential subject knowledge, ensuring that no child is left behind in the building blocks of literacy.

Basic Skills

The teaching of basic skills particularly early reading, phonics, vocabulary development, spelling, and handwriting is a non-negotiable priority. We recognise that fluency in these skills is essential to accessing the broader curriculum. High expectations, consistent routines, and carefully structured practice ensure that pupils not only acquire these skills but also gain confidence in using them independently and across subjects.

Addressing the Needs of the Bottom 20% in Reading in PE

In PE, we recognise that reading ability can significantly impact a child's access to learning. To address the needs of the lowest 20% of readers, we ensure that all pupils can fully participate and succeed by providing early identification, targeted strategies, and tailored support.

This includes:

- **Careful use of assessment** to identify pupils who may struggle with reading instructions, key vocabulary, or understanding task expectations.
- **Adapted resources and instruction**, such as using visual aids, simplified language, pre-teaching key vocabulary, and modelling tasks to reduce reliance on reading ability.
- **Adult or Peer support** during lessons to provide clear explanations, rephrasing, and one-to-one or small group guidance as needed.
- **Fostering confidence and motivation** through active, practical learning that reduces the reading load while still promoting engagement with key concepts and instructions.

Through these approaches, we ensure all pupils, regardless of reading ability, can access, enjoy, and make progress in PE.

Equity and Excellence

Our strategy reflects a moral and professional commitment to equity. We know that reading is the gateway to the curriculum, and we are determined to close the gap for vulnerable learners. By prioritising foundational knowledge, embedding basic skills, and investing in the progress of the bottom 20% of readers, we ensure that every child leaves primary education equipped for the next stage of learning.

Retrieval Alley

To support the retrieval practice activities, we have created a **Retrieval Alley** in school. This corridor serves as a real-life memory chamber for the children bringing all of the **key learning** to the fore front of children's minds. Each half term one year group fills the chamber with essential knowledge in an interactive way. Classes whose year group is not the focus on the main corridor also create a mini chamber/display in their classroom.

Autumn One – Year Four Memory Chamber Autumn Two - Year Five Memory Chamber	Spring One - Year Six Memory Chamber Spring Two - Year Three Memory Chamber	Summer One - Year Two Memory Chamber Summer Two - Year One Memory Chamber
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Key PE Sports provide a high quality Scheme of Work in line with the PE National Curriculum. The scheme has been developed by our team of qualified primary school teachers, with a background in leading Primary PE. All our lessons include learning focuses and success criteria that are clear and matched to the PE curriculum. Lessons delivered are progressive to meet the end of year/key stage expectations.

Our delivery includes the 'Head, Heart and Hand' approach from the National Strategy for Physical Education. This challenges children to think, feel and do within their physical education lessons.

Key PE Sports provides a high quality Scheme of Work accredited by AfPE. The scheme provides teachers with lessons that are fun, progressive and challenging. The lesson plans are easy to follow and help teachers adopt a more creative approach to teaching and learning within physical education. Lessons provide children with the essential development of agility, balance and co-ordination, inclusive healthy competition and co-operative learning by using fun and engaging games that build up a range of transferable skills. These can be used in a variety of sports and encourages creativity, cooperation and teamwork. Basic skills such as running, jumping and throwing, cooperative and collaborative learning are all covered throughout the scheme. Challenge is encouraged through peer and self-assessment.

Each class has a 'Key Knowledge Box' which serves as a structured repository of essential learning, clearly outlining the core knowledge that every child is expected to retain by the end of their year group. By encapsulating key facts, concepts, and vocabulary, the knowledge boxes ensure that there is a clear understanding of the foundational learning for each subject area, strengthening long-term retention and curriculum continuity throughout the school.

Brownlow Time Traveller

To strengthen retrieval practice across the curriculum each class awards a 'Time Traveller of the Week' certificate. Pupils revisit prior learning (travelling back in time).

Teachers look for children who:

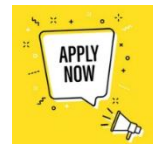
- Deliberately connect current lessons to previous units
- Recall key facts, vocabulary and methods with increasing accuracy
- Explain how their prior knowledge helped them today
- Show effort and a positive attitude during retrieval activities



Knowing more and remembering more

All teachers follow this approach which supports the consolidation of prior knowledge and the incremental development of new knowledge. Brownlow is Brilliant (whole school PP) is shared daily with children and is an opportunity for the children to retrieve key learning. Timetabled retrieval lessons also focus on retrieving learning from the previous term. School have purchased LBQ questions which are low stakes quizzes which assess the children's knowledge of the key curriculum content. Pupils use ipads to answer questions and progress at their own pace. Teachers gain immediate feedback and live analysis that supports assessment and future planning.

Retrieval curriculum conversations also take place in mixed year groups with a subject focus once every half term. This provides opportunities for pupils discuss their learning, from previous year groups, learn about future learning, consolidate their understanding and strengthen their recall.

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

At Brownlow Fold, our teaching is underpinned by the **Principles of Direct Instruction**: clear modelling, guided practice, frequent checking for understanding, and scaffolded support. Our PE curriculum aligns closely with these principles, ensuring consistency across our whole-school approach.

Review: Each lesson contains a short review of previous learning to strengthen connections and recall. 	Modelling & Explanations: Models and worked examples are provided to demonstrate learning in action (I DO) 	Guided Practice: Practice is guided by the teacher as pupils begin to practice new learning. Teachers offer support and prompts (WE DO) 	Checking for Understanding: The teachers continuously check for understanding by asking questions and giving feedback. 	Independent Practice: The teacher monitors independent practice, ensuring learning become automatic (YOU DO) 
Small Steps: New material is presented in small steps with opportunities to practise, reducing cognitive overload.	Questioning: Children are asked lots of questions and responses checked for pupil understanding.	Scaffolding: The teacher provides temporary support and scaffolds for difficult tasks which is gradually removed.	High Success Rate: Aim for a high success rate during instruction to build confidence and to promote motivation.	Review: The teacher facilitates daily, weekly and monthly retrieval practice to strengthen knowledge and promote automatic recall.



What do the principals look like in practice?

Begin with Clear Learning Goals and Expectations

Each PE lesson has clear learning focus, such as developing a particular movement skill, improving teamwork, or understanding a specific fitness concept. At the start of the lesson, the teacher explains what students will be learning and what success will look like by the end.

Teach in Small, Progressive Steps

Skills in PE are broken down into smaller, manageable components. Students first learn fundamental movements and then progress to more complex tasks. This approach ensures that foundational skills are mastered before moving on to more challenging activities.

Model the Skill or Activity

The teacher demonstrates the correct technique for a skill, breaking it down into smaller actions and explaining key points. Clear modeling helps students understand the expectations for movement and form, setting the stage for their practice.

Provide Opportunities for Guided Practice

Pupils practice the skill with teacher support, typically in small groups or pairs. During guided practice, the teacher circulates and provides specific feedback to help students refine their technique and understanding.

Provide Immediate and Specific Feedback

Feedback is crucial for helping students understand what they are doing well and where they need improvement. Teachers provide timely, specific feedback to correct mistakes and reinforce the correct form or strategy.

Gradually Release Responsibility (I Do – We Do – You Do)

In PE, the “I Do – We Do – You Do” model is applied to gradually transfer responsibility from the teacher to the student. The teacher first demonstrates the skill (I Do), then guides the students as they practice together (We Do), and finally allows students to practice independently (You Do).

Review and Revisit Content Frequently

Revisiting previously taught skills helps reinforce learning and ensures retention. Regular practice of past concepts across lessons enables students to refine their skills, build on their prior knowledge, and gain confidence.

Encourage Reflection and Self-Assessment

Reflection and self-assessment are important for developing metacognitive skills in PE. After completing activities, students reflect on their performance, identify areas for improvement, and consider strategies to apply in future lessons.

Adaptive Teaching

Adapting the curriculum for pupils with SEND in PE including the SEND Learning Environment Checklist

At Brownlow we provide opportunity for all pupils to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of learning support staff.
- Achieving external validation to quality assure provision – DAQM achieved November 2024 and BPTAA achieved in July 2025

All pupils access the same curriculum and are given scaffolds to support. This approach supports high achievement for everyone and raises aspirations for all pupils. Listed below are some of the strategies that a teacher may implement to support children dependent on the area of need. Teachers will also make in-the-moment adaptations such as changing their language, clarifying a task or re-explaining a concept or explaining it in a different way etc

SEND PE Curriculum Adaptations

Teachers are aware of pupil allergies and take this into consideration when looking at equipment used. E.g. gym mats and allergy to rubber/latex.

A multi-sensory approach to PE includes:

Adapting orienteering markers to ensure that pupils with visual impairments can access.

Inclusion of a range of equipment to ensure that all pupils regardless of their motor control coordination can participate in activities.

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.

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.

Adapting the curriculum for pupils who are more able in PE

Key teaching strategies used to support provision for more able pupils:

- Task design: Teachers ensure the right pitch with appropriate challenge to engage pupils, i.e. tasks make them think, not merely do.
- Cutaway: Teachers determine if 'more able' pupils need all of the direct instruction for part of every lesson i.e. they may start the work earlier than the rest of the class.
- Adaptations: task, outcome, resources, how the pupils are grouped etc.
- Ongoing dialogue: Metacognitive approaches are used encouraging the children to reflect on their learning and make decisions
- Applying learning: Time to apply learning in a different context or extend learning, going sideways rather than always upwards.
- Working with others: Pair and group work.
- Beyond the classroom: Opportunities sought beyond the classroom

National Curriculum Subject Content

EYFS

Pupils should develop strength, balance and coordination, becoming increasingly confident and independent in their fine and gross motor skills. They should move energetically and with control, showing awareness of space and others, and use a range of equipment and tools safely and effectively. Through active play and structured activities, children should develop the foundations of agility, stability and movement, enabling them to participate in physical activities individually and with others, and preparing them for the physical demands of Year 1 learning.

Key Stage One

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

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

Key Stage Two

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- 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
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns

- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best

Swimming and water safety

All schools must provide swimming instruction either in key stage 1 or key stage 2.
In particular, pupils should be taught to:

- 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.

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

We ensure that our PE lessons are engaging, allowing children time to discover, play and spend time on a task when learning a new skill, as well as being progressive in order to challenge every pupil to fulfil their unique potential. It is essential children go through the process of attempting, failing and succeeding to build resilience and determination to achieve personal challenges.

- 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.

Learning Beyond the classroom

In the Early Years, physical development goes beyond formal PE lessons and is deeply integrated into daily activities and outdoor exploration. Children are provided with numerous opportunities to engage in physical activity outside the formal curriculum, from climbing and balancing on outdoor play equipment to participating in nature walks and active play sessions.

From Year 1 to 6, students have access to a variety of afterschool clubs throughout the year, including **Commando Joe's**, **Football Club**, and **Dance Club**. These clubs offer children the chance to build their physical skills in a fun and supportive environment, promoting teamwork, fitness, and coordination.

In Years 4, 5, and 6, students participate in **whole-class swimming sessions** for a 10-week block, helping them develop water safety skills and improve their swimming technique, which supports overall physical development.

The school also provides **whole-school opportunities** for students to take part in **Sports Days** and **orienteering** activities, which link to outdoor adventure experiences. These events foster teamwork, problem-solving, and physical endurance in an exciting and engaging setting.

Both **KS1 and KS2** students have the opportunity to compete in various **competitions**, giving them a chance to test their skills, build confidence, and experience the thrill of friendly competition.

In **Year 6**, students are given the opportunity to go on a **residential trip** where they engage in a range of outdoor activities, such as rock climbing, hiking, and team-building exercises. These experiences not only challenge their physical abilities but also encourage personal growth, resilience, and independence.

Additionally, all pupils have the chance to take part in **Forest Schools**, led by the assistant headteacher. These sessions involve outdoor learning, where children explore nature and develop skills such as teamwork, problem-solving, and physical fitness through hands-on activities in a natural environment.

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.

A sports person at Brownlow Fold:

- Actively participates in physical activities through PE lessons, after-school clubs, and outdoor play
- Shows enthusiasm and confidence in sports, games, and competitions
- Works well in teams, demonstrating good sportsmanship and leadership
- Enjoys trying new sports and developing physical skills
- Exhibits resilience, perseverance, and a growth mindset in overcoming challenges
- Values the importance of a healthy, active lifestyle and enjoys outdoor adventures

Different types of Knowledge in PE

Declarative knowledge

In PE is the factual knowledge concerning movement, rules, tactics, strategies, health and participation. This knowledge is not a list of disconnected facts; it is explicitly linked to the content being taught. Declarative knowledge can be communicated through verbal or written means. Pupils could, for example, demonstrate their declarative knowledge through question-and-answer sections of a lesson, or spoken or written observations of a practical demonstration. With a more detailed declarative knowledge base, pupils can better verbalise their strengths and limitations as well as communicate their ideas, their decisions and the choices that they make during an activity or one that they observe.

Procedural Knowledge

Procedural knowledge can be viewed as the know-how to apply declarative facts. This might include applying the tactics to a practice situation or modified game. This knowledge in a PE setting is best put into practice through physical demonstration or physical participation.

Whole School Substantive Concepts/Golden Threads

We have identified the key concepts that run through our curriculum which supports both teachers with delivering learning in a more impactful way and children with developing links and making connections between prior, current and future learning. Below are the 'Golden Threads' that feature in the Curriculum for PE:

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

The Brownlow PE Curriculum Long Term Plan

EYFS Development Matters Links	Three and Four-Year-Olds	Personal, Social and Emotional Development	• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them. • Increasingly follow rules, understanding why they are important. • Remember rules without needing an adult to remind them.
		Physical Development	• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. • Go up steps and stairs, or climb up apparatus, using alternate feet. • Skip, hop, stand on one leg and hold a pose for a game like musical statues. • Use large-muscle movements to wave flags and streamers, paint and make marks. • Start taking part in some group activities which they make up for themselves, or in teams. • Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm. • Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. • Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel. • Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. • Show a preference for a dominant hand. • Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.
	Three and Four-Year-Olds Continued	Expressive Arts and Design	• Respond to what they have heard, expressing their thoughts and feelings.
	Reception	Personal, Social and Emotional Development Physical Development	• Manage their own needs. -personal hygiene • Know and talk about the different factors that support overall health and wellbeing: -regular physical activity • Revise and refine the fundamental movement skills they have already acquired:

	ELG	Expressive Arts and Design	Managing Self	- rolling - crawling - walking - jumping - running - hopping - skipping - climbing	
				• Progress towards a more fluent style of moving, with developing control and grace. • Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Combine different movements with ease and fluency. • Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group. • Develop overall body strength, balance, coordination and agility. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. • Explore and engage in music making and dance, performing solo or in groups.	
			Building Relationships	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing. • Work and play cooperatively and take turns with others.	
	ELG Continued	Physical Development	Gross Motor Skills	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing. • Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.	
		Expressive Arts and Design	Being Imaginative and Expressive	• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	Speed, Agility and Quickness (Fundamental Movements)	Gymnastics	Dance	Attack and Defend (Football)	Send and Receive (Hockey)	Tactics and strategies
Year Two	Speed, Agility and Quickness (Fundamental Movements)	Gymnastics	Dance	Attack and Defend (Netball)	Send and Receive (Hockey)	Strike and field (Cricket)
Year Three	Send and Receive (Rugby)	Gymnastics	Orienteering	Attack and defend (Football)	Athletics	Tactics and strategies (Dodgeball)
Year Four	Send and Receive (Hockey)	Swimming	Dance	Attack and defend (Netball)	Athletics	Strike and field (Cricket)
Year Five	Send and Receive (Rugby)	Gymnastics	Orienteering	Attack and defend (Football)	Athletics	Tactics and strategies (Dodgeball)
Year Six	Send and Receive (Hockey)	Gymnastics	Dance	Attack and defend (Netball)	Athletics	Strike and field (Cricket)

Teaching Sequence

- Prior Learning/Retrieval of previous knowledge
- Pupils complete the pre learning task for the unit of work.
- Pupils are introduced to the key vocabulary and key knowledge
- The teacher teaches the curriculum content for that aspect of the curriculum using retrieval practice/Metacognitive strategies
- The teacher formatively assesses the pupil's progress throughout the duration of the unit of work through marking/pupil discussion/pupil work.
- One day each week the teacher makes explicit links across the curriculum in a specific Retrieval Practice session
 - Retrieval Practice Sessions are 30 minutes for pupils in KS1.
 - Retrieval Practice Sessions are 45 minutes for pupils in KS2.
- Retrieval Practice sessions incorporate aspects of the whole of the curriculum from that year group from different periods of time.
- Topics taught in a given term are regularly retrieved through lesson starters during the term it is being taught.

- Retrieval lessons on Tuesday mornings revisit learning from the **previous** term. For example, if The Rugby is taught in Autumn 1, it will be revisited in retrieval lessons during Autumn 2.
- Pupils complete a Green for Growth check at the end of the following term e.g. Rugby in PE in Year 6 is taught in Autumn 1. Therefore, the Green for Growth Check takes place on a specified week in Autumn 2.
- Green for Growth checks are documented in the Retrieval Practice Book.
- Children are given specified periods of time to complete the Green for Growth Check:
Key Stage One - 20 minutes
Key Stage Two - 30 minutes
- The Teacher uses the evidence base (pupil workbook, pupil retrieval practice book, Green for Growth Check) to make a 'professional judgement' about a pupils attainment. The teacher inputs the data on to BROMCOM using the year group end points for that subject.
- In some subjects the assessment is based on a final, finished piece of work such as a musical performance (solo or ensemble), a sporting performance (e.g. dance, gymnastics) or competency in team games and tactics. Hand-written pre-learning tasks for these subjects would not be appropriate; however, pupils' musical or sporting competence is informally assessed by Bolton Music service and class teachers/Commando Joe coaches.

Curriculum Conversation/Retrieval Practice: PE

Each half term the children are split into mixed year groups and all teachers lead a 'Curriculum Conversation.' This provides the children with the opportunity to share their learning with others and make connections between components. Children are therefore more likely to remember key knowledge in the long term. Our curriculum builds on prior learning and re-visits content, supporting the children to develop strong schemata.

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- What is it to do PE?
- How do you know you are getting better in PE?
- How do you develop your knowledge in different activities?
- How does your teacher bring knowledge from different fields into the PE curriculum e.g. age-appropriate physiology?

- Does 'getting better' in PE look different to 'getting better' in extra-curricular sport or physical activity?
- What movement patterns do your teachers expect you to have mastered by the end of EYFS? KS1? KS2?
- How well do you recall the key points required for success in a movement you have previously learned?
- How strong is your framework for transferring safe and accurate movements between activities?
- Do you understand how and why movements are completed?
- What is it that your teachers want you to be able to articulate and do by the end of Year 6?
- Do you understand how and why specific strategies and tactics are completed?
- How well can you recall health and exercise knowledge learned before?
- How strong is your knowledge of what health, fitness and exercise mean?
- Do you know the developmentally appropriate health and exercise related conventions of the specific activity you are participating in?
- What are the common concepts that you will return to in PE?
- How does your knowledge of motor competence, rules, strategies and tactics and healthy participation develop and become more complex over time?
- Do you feel ready for each new stage of learning?
- Do you feel challenged in PE lessons?
- Do your teachers identify, emphasise and repeat crucial content so that you know more and remember more (i.e. make progress)?
- What content is significant for learning in PE?
- How do your teachers ensure that you develop a broad schema/strong mental model of how to participate in different sports/physical activities?
- What activities are available for you to be physically active inside/outside?
- What does revising and refining the fundamental movement skills look like here?
- Where and how are you developing your ball skills?
- How are you encouraged to be confident/competent movers?
- What happens if you are struggling?
- Do you understand the importance of physical activity in their health and well-being?

PE Key Retrieval			
Year One	Gymnastics	Rules of football	Genres of Dance
Year Two	What are tactics and strategies?	Gymnastics	Rules of Netball
Year Three	Rules of Cricket	What are tactics and strategies?	Orienteering
Year Four	Rules of Cricket	Gymnastics	How to keep safe in water?
Year Five	Rules of football	Rules of Netball	Athletics
Year Six	Athletics	Rules of Netball	What are tactics and strategies?

End Point Progression in PE

EYFS PE End Points What will the children be able to know and do by the end of Nursery?

SAQ Fundamentals	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.
Gymnastics	Skip, hop, stand on one leg and hold a pose for a game like musical statues.
Dance	- Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.
Sending and Receiving	Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.
Tactics and Strategies	- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them. - Start taking part in some group activities which they make up for themselves, or in teams.
Attacking and Defending	- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.

Begin to develop an understanding of the key concepts that run through our PE curriculum and begin to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
- Increasingly follow rules, understanding why they are important. - Remember rules without needing an adult to remind them.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	- Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills. - Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width. - Go up steps and stairs, or climb up apparatus, using alternate feet. - Skip, hop, stand on one leg and hold a pose for a game like musical statues. - Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.	- Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks. - Start taking part in some group activities which they make up for themselves, or in teams.

EYFS PE End Points

What will the children be able to know and do by the end of Reception?

SAQ Fundamentals	- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. - rolling - running - crawling - hopping - walking - skipping - jumping - climbing
Gymnastics	• Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.
Dance	• Progress towards a more fluent style of moving, with developing control and grace • Listen attentively, move to and talk about music, expressing their feelings and responses. • Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.
Sending and Receiving	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
Tactics and Strategies	• Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly.
Attacking and Defending	• Negotiate space and obstacles safely, with consideration for themselves and others. • Demonstrate strength, balance and coordination when playing.

Begin to develop an understanding of the key concepts that run through our PE curriculum and begin to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
• Be confident to try new activities and show independence,	• Demonstrate strength,		Work and play cooperatively and take turns with others.

resilience and perseverance in the face of a challenge.

balance and coordination when playing.

- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Year One PE End Points
What will the children be able to know and do by the end of Year One?

SAQ Fundamentals	Know and be able to improve your agility, balance and co-ordination whilst using a variety of equipment.
Gymnastics	Know and be able to perform a variety of gymnastic skills including shapes, rolls and a number of different movements.
Dance	Know and be able to perform movement patterns and show control and rhythm when given a piece of music.
Sending and Receiving: Hockey	Know and be able to send and receive a hockey ball showing good technique.
Tactics and Strategies	Participate in competitive games (both against self and against others).
Attacking and Defending: Football	Know and be able to play in a variety of modified, yet competitive, sporting activities whilst developing your knowledge of attacking and defending.

Begin to develop an understanding of the key concepts that run through our PE curriculum and begin to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Year Two PE End Points
What will the children be able to know and do by the end of Year Two?

SAQ Fundamentals	Know and be able to travel through a variety of equipment, gaining knowledge of how to move limbs with co-ordination.
Gymnastics	Know and be able to use different equipment and apparatus as well as creating small sequences within a floor routine.
Dance	Know and be able to perform movement patterns, showing control, rhythm expression and emotion when given a piece of music.
Sending and Receiving: Hockey	Know and be able to send and receive a variety of equipment to a target, partner or team-mate.
Striking and Fielding: Cricket	Begin to take up appropriate fielding positions in relation the batter and other children and gain a basic understanding of striking and fielding.
Attacking and Defending: Netball	Know and be able to compete in individual activities and team games to develop an understanding of attacking and defending principles.

Continue to develop an understanding of the key concepts that run through our PE curriculum and continue to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Year Three PE End Points
What will the children be able to know and do by the end of Year Three?

Orienteering	Understand the concept of a basic map and can follow a simple route, whilst identifying locations and symbols.
Gymnastics	Know and be able to use a variety of gymnastic skills and link gymnastic actions together to create a flowing movement.
Send and Receive: Rugby	Explain and demonstrate how to receive a pass off a partner from different heights speeds, distances and angles.
Tactics and Strategies: Dodgeball	Create strategies to cause opponents problems, demonstrate resilience and determination when playing against an opposition.
Athletics	Know and be able to take off, jump and land, whilst applying techniques running and throwing, with control and balance.
Attack and defend: Football	Know and be able to pass and move maintaining control of the ball, starting to show control of equipment when travelling at speed or competing against others.

Continue to develop an understanding of the key concepts that run through our PE curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Year Four PE End Points
What will the children be able to know and do by the end of Year Four?

Dance	Identify, apply and understand the skills needed for a good performance such as timing, expression and rhythm.
Swimming	Know and be able to swim competently, confidently and proficiently over a distance of at least 25 metres.
Strike and Field: Cricket	Begin to master striking a moving ball with control and accuracy whilst being able to describe the correct technique needed
Send and Receive: Hockey	Know and be able to adapt ideas for striking and fielding, striking a moving ball with control and accuracy and encouraging others to take up the correct fielding positions.
Athletics	Know and be able to select an appropriate speed for a variety of activities that require a different distance or time.
Attack and defend: Netball	Know and be able to create and apply ideas of how to guard space and equipment, demonstrating an awareness of space and fundamental movements when changing direction and speed.

Continue to develop an understanding of the key concepts that run through our PE curriculum and continue to develop links and make connections between prior, current and future learning.

'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Year Five PE End Points
What will the children be able to know and do by the end of Year Five?

Send and Receive: Rugby	Show consistency when throwing and catching from a variety of heights angles and distances.
Gymnastics	Know and be able to create more complex routines and sequences which include changes of direction, speed, height and ways of travelling.
Orienteering	Be able to draw bird's eye view maps and drawings by learning scale ratios.
Tactics and Strategies: Dodgeball	Create a plan to attack and defend Work collaboratively as a team and enjoy communicating affectively when analysing performances and working out what when well and what they need to change to succeed.
Athletics	Know and be able to show an awareness of time and distance when competing against others.
Attack and defend: Football	Know and be able to travel with control when travelling at speed, making quick decisions whilst competing against others and applying strategies suitable for attacking and defending.

Continue to develop an understanding of the key concepts that run through our PE curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Year Six PE End Points
What will the children be able to know and do by the end of Year Six?

Gymnastics	Know how to and be able to combine and perform gymnastic actions using the whole body and adapt them while creating a routine.
Dance	Be able to create their own routine with a partner or small group that includes, appropriate actions in relation to the music, representation of different characters and combines different actions in time with the beat.
Send and Receive: Hockey	Know when to send and when to travel with the equipment, whilst performing with accuracy and efficiency.
Strike and field: Cricket	Know how to and be able to set up their own positions when fielding, individually and as a team, and demonstrate confidence when bowling over arm, selecting the right weight and speed.
Athletics	Know of and be able to apply all the actions needed when competing in mini Olympics and team challenge.
Attack and defend: Netball	Know how to and be able to create tactics and strategies when competing against others, individually and as a group, and attack with speed, control and purpose.

Continue to develop an understanding of the key concepts that run through our PE curriculum and continue to develop links and make connections between prior, current and future learning.
'Golden Threads' that feature in the Curriculum for PE

Resilience	Skill	Physical and Mental Fitness	Competition
The capacity to recover quickly from difficulties and face the unfamiliar.	The ability to do something well; expertise.	The condition of being physically and emotionally fit and healthy.	Striving to gain or win.

Progression of skills

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Speed, Agility and Quickness	I can perform simple steps in a controlled manner. I can use space appropriately. I can balance on different parts of my body. I can move safely around the room or playground. I can complete most ladder drills. I can show my own ideas travelling through ladders.	I can perform simple steps at varying levels and speeds. I can hold a balance for a sustained period. I am becoming aware of how I control my body. I can roll and control a ball or hoop. I can hit a ball with a bat.	I can discuss how to warm up. I can follow instructions. I can persevere with tasks that I find hard. I can try new activities, even when I am unsure. I can move with a ball. I can move with a ball displaying control. I am beginning to use forehand in racquet games.	I can display endurance in running. I can improve my running technique for speed. I can throw accurately in a range of ways. I can jump accurately in a range of ways.	I can identify and explain good athletic performances. I can throw, run and jump displaying good control. I can demonstrate good stamina when running. I can compete against myself and others. I can run and jump simultaneously.	I can change direction at a good speed. I can perform good body motion when travelling through equipment. I can complete most SAQ ladder drills. I can explain benefits of SAQ and the effects on other sports. I can complete and demonstrate technical parts of the lesson. I can assess quickly when using SAQ in small games.
Team Games & Competitive Games	I can dribble with control. I can change direction on command. I can stop a ball with some control.	I can stop a ball with control. I can catch a ball with control. I can pass a ball to someone else with some accuracy.	I can improvise alone or with a partner. I am beginning to create longer sequences of movement. I can evaluate my work and improve.	I can pass accurately while moving. I can influence a game by using different tactics. I can follow the rules of a game.	I can move with a ball in a controlled manner against an opposition. I can pass accurately during an opposed game.	I can advise others on their technique. I can develop my own warm up and cool down activities. I can explain the long term effects of exercise.

	I can send a ball to someone else. I can send and receive a ball. I can move to catch or collect. I can follow the rules of a game.	I can take part in a small team game with opposition. I can decide where to stand during a team game. I can hit a ball with a bat.	I can effectively and safely begin to use space. I can communicate emotions through movement. I can play a team game and influence the outcome. I can pass to a team mate from standing.	I can move with a ball against an opposition. I can warm up safely before a game.	I can explain why exercise is good for my health. I can play a game displaying a good attitude. I can strike a bowled ball.	I can pass and move within a game. I can play competitively whilst still displaying a good attitude. I can strike a bowled ball with accuracy.
Gymnastics	I can perform basic travelling, rolling and jumping actions. I can link basic skills together to create a short sequence. I can good spatial awareness. I can hold a variety of balances (e.g. still and stretched).	I can move varying the speed and level. I can respond to a stimulus. I am beginning to control my movements. I am beginning to co-ordinate my movements. I can hold a balance for a sustained period.	I can run at the appropriate speed. I can sprint over a short distance. I can throw in a range of ways appropriate to the activity. I can take a running jump appropriate to the activity. I can catch a ball with one hand.	I can display good spatial awareness. I can explain how my performances can be improved. I understand the effect that warming up has on the body. I can use gymnastics vocabulary to compare and improve my work.	I can continually display rhythm and control in movement. I can link ideas with fluency. I can compose more complex sequences. I can make my performances better. I can improve my strength and suppleness by	I can move expressively. I show feelings and emotions with the movements I chose. I use rhythm effectively. I create my own warm up and know what effect it has on the body.

	I can show good balance on low apparatus. I can balance on different parts of my body.	I am becoming aware of how I control my body.	I can demonstrate how to make myself run faster.	I can move with fluency.	practising stretches and shapes.	I combine shapes and balances in performance. I prepare and perform to an audience.
Dance and Movement	I can copy basic movements. I can remember simple steps. I can explore and develop new actions. I can remember simple steps. I can choose appropriate movements for dance. I can choose actions to make a simple sequence. I can perform basic dance actions with control and fluency.	I can move varying the speed and level. I can respond to a stimulus. I am beginning to control my movements. I am beginning to co-ordinate my movements. I can climb safely. I show rhythm in dance. I can create basic sequences.	I can complete a task as part of a team. I can follow instructions. I can persevere with tasks that I find hard. I can try new activities, even when I am unsure. I can improvise alone or with a partner. I am beginning to create longer sequences of movement. I can develop my own ideas. I can communicate emotions through movement.	I can display good spatial awareness. I can explain how my performances can be improved. I understand the effect that warming up has on the body. I can use dance vocabulary to compare and improve my work. I can move with fluency.	I can continually display rhythm and control in movement. I can link ideas with fluency. I can compose more complex sequences. I can make my performances better. I can improve my strength and suppleness by practising stretches and shapes.	I can move expressively. I can show feelings and emotions with the movements I chose. I use rhythm effectively. I can create my own warm up and know what effect it has on the body. I can combine shapes and balances in performance. I can prepare and perform to an audience.

Running, jumping, throwing and catching	I can run at different speeds. I can jump from standing. I can throw an object with one hand. I can catch a large ball with two hands. I can take part in sending and receiving. I recognise changes to my body during exercise.	I can run, changing speed and direction. I can jump from standing. I can run and take a jump. I can throw objects with one hand with some accuracy. I can throw objects using under and overarm. I can compete against myself to run faster.	I can run at the appropriate speed. I can sprint over a short distance. I can throw in a range of ways appropriate to the activity. I can take a running jump appropriate to the activity. I can catch a ball with one hand. I can demonstrate how to make myself run faster.	I can display endurance in running. I can improve my running technique for speed. I can throw accurately in a range of ways. I can jump accurately in a range of ways.	I can identify and explain good athletic practices. I can throw, run and jump, displaying good control. I can demonstrate good stamina when running. I can compete against myself and others. I can run and jump simultaneously.	I can apply athletic techniques to competitive situations. I can describe how I can improve my performance. I understand how exercise can improve my health in the long term. I can apply my skills tactically in competitive situations.
Swimming	N/A	N/A	N/A	I am beginning to work with confidence in the water. I am beginning to explore and use skills, actions and ideas individually and in combination, e.g. use arms to pull and push the water; use legs in kicking actions.	I can work with confidence in the water. I can explore and use skills, actions and ideas individually and in combination, e.g. use arms to pull and push the water; use legs in kicking actions. I can remember, repeat and link skills.	I can swim competently, confidently and proficiently over a distance of at least 25 metres. I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. I can perform safe self-rescue in different

				I can sometimes remember, repeat and link skills. I am beginning to consolidate and develop the quality of my skills, e.g. front crawl, back crawl and breaststroke.	I can consolidate and develop the quality of my skills, e.g. front crawl, back crawl and breaststroke.	water-based situations.
Outdoor and Adventure activities	N/A	N/A	N/A	I can work as a team offering suggestions. I can follow a leader within a team. I can lead a team. I can show positivity in new activities. I can follow a sketch map. I can use plans and diagrams to move around.	I can take a role in a team to complete a task. I can listen and respond to others' suggestions in a game. I can overcome barriers in new activities (physical or mental). I am beginning to use maps and diagrams to orientate myself.	I can orient myself using maps and diagrams. I can adapt to my surroundings (indoor and outdoor). I can work with others to plan responses to an activity or challenge.
Evaluation	I can describe my own work. I can describe others' work.	I can suggest improvements in others' work. I can suggest improvements in my own work.	I can see how my work is the same and different from others and use this to improve my own work.	I can compare and comment on skills, using PE specific vocabulary and how they are applied in my own and others' work.	I can compare and comment on skills and how they are applied in my own and others' work.	I can analyse and comment on skills and techniques and how these are applied in my own and others' work.

	I can comment on my own and others' work. I recognise changes to my body during exercise.	I recognise a change in temperature, breathing and heart rate when exercising.	I can take steps to improve my performance.	I can improve my performance.	I can set my own targets based on previous goals achieved.	I can modify and refine skills and techniques to improve my performance and strive for my personal best.
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Careers in PE

At Brownlow our aim is to raise aspirations and support career related learning, helping children learn about the world around them broadening their aspirations and challenging stereotypes. There are so many varied pathways to a chosen career it's important that children recognise the opportunities that are available to them.

Careers in physical education offer a wide range of opportunities for individuals passionate about fitness, sports, and helping others improve their physical well-being. Potential careers include **PE teachers**, who inspire and educate students of all ages about the importance of physical health and movement; **sports coaches**, who guide athletes to develop their skills and compete at various levels; **fitness trainers** and **personal trainers**, who work with individuals or groups to create customized fitness programs; **sports therapists**, who help athletes recover from injuries and improve their physical performance; and **exercise physiologists**, who study how physical activity affects the body and develop programs to enhance performance or rehabilitate injuries. Additionally, roles in **sports management**, **sports psychology**, and **outdoor adventure leadership** provide opportunities to work in team settings or with individuals looking to improve their mental and physical fitness through sports. Whether in education, health, or professional athletics, a career in physical education offers a chance to make a lasting impact on people's lives by promoting health, fitness, and well-being.

[hashtag#startsmalldreambig](#)



Commando Joe's



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

Commando Joe's



Retrieval Practice

Retrieval practice involves generating answers to questions about previously learnt information. Retrieval practice provides opportunities for pupils to practise applying the knowledge they have understood to consolidate understanding and strengthen recall.

For example, this could take the form of a past paper, a multiple choice quiz or a verbal question and answer. This requires children recalling information that they have learned throughout the week, term, year, previous years and has several benefits:

- It helps the children make new connections
- It helps strengthen existing connections
- It is reliable under pressure
- It gets information into their long term memory (which also makes it easier to learn new things)
- It provides a foundation for future learning as it prompts feedback

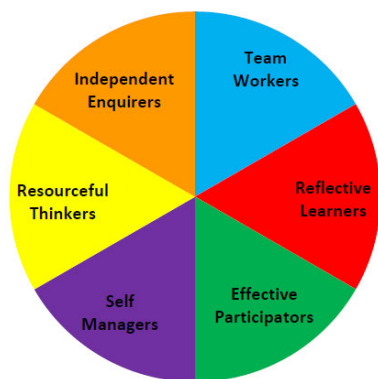
What can you remember about learning how to play cricket? Do you remember any rules? How should you hold the equipment?



Last Week	Last Term	Last Year	Further Back
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Empowered Learner

Each term the 'Empowered Learner' focus emphasises six areas of personal development. Throughout their time at Brownlow Fold all children are supported to become self-evaluative of their own strengths and areas for development. 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 our pupils to enjoy and reflect on their learning across the curriculum.



Autumn One - Self Manager
Autumn Two - Effective Participators

Spring One - Resourceful Thinker
Spring Two - Reflective Learner

Summer One - Independent Enquirer
Summer Two - Team Worker

Extra-Curricular Clubs

At Brownlow Fold, we provide children with a wide range of extra-curricular activities. Extra-curricular activities help children to learn about themselves and develop and use their skills and knowledge in different contexts. In addition to building skills within a specific discipline, extracurricular activities are great for developing general academic and soft skills. For example, debating for public speaking, academic competitions for exam strategies and sport for teamwork. Being part of a group or team also provides a sense of belonging, with extracurricular activities offering an opportunity for children to interact with others with similar interests and potentially build friendships outside of their usual circle.

Enrichment

Bolton School Football tournament



Girls' Football in Schools Partnership #letgirlsplay

Yoga

Beth Payton, from Sattva Yoga, will again delivered class yoga sessions.

Chance to Shine Cricket Programme with Lancashire Cricket Foundation

The Lancashire Cricket Foundation works across the North West to develop and deliver a range of projects, programmes and events designed to engage, excite, inspire and improve individuals and communities through cricket.

Sale Sharks Multi Sports / Tag Rugby Sessions

Sharks Community Trust offers primary schools across the North West a fantastic opportunity to work with the region's only Premiership Rugby team through a range of physical activity programmes and class-based sessions which use sport to teach a wide range of curriculum subjects. The Sale Sharks Schools' Programme uses the strong core values of Rugby Union: teamwork, discipline, enjoyment, respect and the promotion of positive sporting behaviours, helping engage children, teaching them vital skills across the primary school curriculum and helping them lead healthy and active lives.



Sports Day

Sports for Champions

Dance Workshop with Laura James, founder of 'Dance Works', Bolton

KS2 classes took part in a dance workshop in October 2023 to celebrate Black History Month.



Swimming and water safety

Children in Years 4 and 5 swim once a week for 10 weeks during the autumn and spring term respectively; Year 6 swim intensively daily for 2 weeks post SATs in the summer term. In particular, pupils should be taught to:

- 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

At Brownlow Fold we teach the children to love challenges, be intrigued by mistakes, enjoy effort, and keep on learning (even when they find work challenging). Adopting a Growth Mind-set approach offers an optimistic view about what is achievable for everyone at Brownlow Fold.



- Try new challenges both in and outside of the classroom.
- Take part in cultural, creative, and sporting experiences.
- Develop life skills that will support them beyond primary school.
- Celebrate important milestones with their peers.

The Bucket List is something we want children to be proud of as they move on to the next stage of their education. Each item ticked off will represent an achievement or special memory that has shaped their journey with us.



Things to achieve before I leave...

Take part in a Forrest School Workshop 	Become a pupil ambassador 	Attend the Headteacher celebration tea party 	Share and debate my views 	Try food from another country
Have my art work exhibited 	Participate in the schools linking projects with pupils from another school 	Take part in a sports competition 	Visit a place of worship 	Carry out a science experiment
Take part in Geographical field work 	Read a target amount of books each year 	Recite a poem 	Perform on stage 	Achieve an Empowered Learner Award
Achieve the Teddy Award 	Take part in the Y6 residential 	Visit a beach 	Learn to ride a bike (Bikeability) 	Help look after our school dog (Teddy)
Visit a library or museum 	Learn to swim 	Achieve the Star of the week 	Meet a member of parliament 	Raise money for charity
Plant flowers and seeds in the sensory garden 	Record an episode for the Brownlow podcast 	Take part in the Learner to Learner programme 	Find my way using a map/compass 	Take part in an extracurricular club
Meet an author 	Learn to play an instrument 	Ensure I have a Growth Mindset 	Visit an airport 	Complete a Commando Joe mission
Sing on a stage as part of choir 	Achieve the reader of the week 	Take part in the Brownlow Bake Off 	Enter a competition 	 Brownlow Fold Primary <i>Together we fly</i>