



## Rationale for shared teacher guidance in PE - Challenge

This is a guide to how we teach Challenge in PE at CAW. In this document you will find the concepts behind how and why we teach PE in the way that we have designed it, and how to plan accordingly to enable children to be physically literate. Physical literacy is the term used to describe children who have the physical competence and knowledge, understanding, confidence and motivation for engagement in physical activities.

## The Leadership of Challenge at CAW

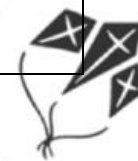
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## The Teaching of Challenge

To best meet the needs of children in Challenge we adopt a skills approach and use resources from TOPS cards. Each lesson focuses on one specific skill that is modelled alongside three key teaching points, which enable children to acquire that skill. Our lessons follow a simple structure of five stages (see below), with the Individual, Paired and Group activities all giving children opportunities to practise a specific physical skill in scenarios on their own, with one other and in groups. Children adapt their activities by using self differentiation using the term STEP. This is adjusting their activity by Space, Task, Equipment and People. The teaching of challenge may require staff to model (using either video, an excellent volunteer or by doing it themselves) a skill, and also modelling or discussing how to differentiate the activity to adjust the level of challenge. In teaching paired and group activities, the skill should be reinforced before highlighting how to adapt it in team scenarios. This is also an opportunity for teachers to explicitly teach CAW values, Growth Mindset and thinking about problem solving and teamwork in group activities.

## When Medium Term Planning for Challenge consider

Stimuli/Resources	Websites/Staff Server	Planning support from	Dates/Events
<p>TOPS/Skills2Play cards are effective games cards to adapt for skills teaching.</p> <p>Use of effective resources is paramount to effective challenge teaching, including photos videos and maps. See the</p>	<p>Use PE Curriculum Overview for the year to aid planning of the skills.</p> <p>Use PE Specialist's plans for breakdowns of the learning objectives for the half term for each year group</p>	<p>PE Specialist PE Co-ordinator</p>	<p>Weeks 1-6 should involve a variety of challenge activities that involve individual, paired and group problem solving. Good practise could allow in weeks 5 and 6 a whole lesson challenge with extensions e.g. a big orienteering lesson using the skills they have learnt up to this point.</p>





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Content/Time: PE is taught at our school twice a week for an hour (so all children get 2 hours per week). On the days children do not have PE, they do '1K a day' (see '1K a day' rationale). Therefore, in total, children spend 2 hours 30 minutes engaged in timetabled PE/1K a day per week.

## Most effective lessons look like...

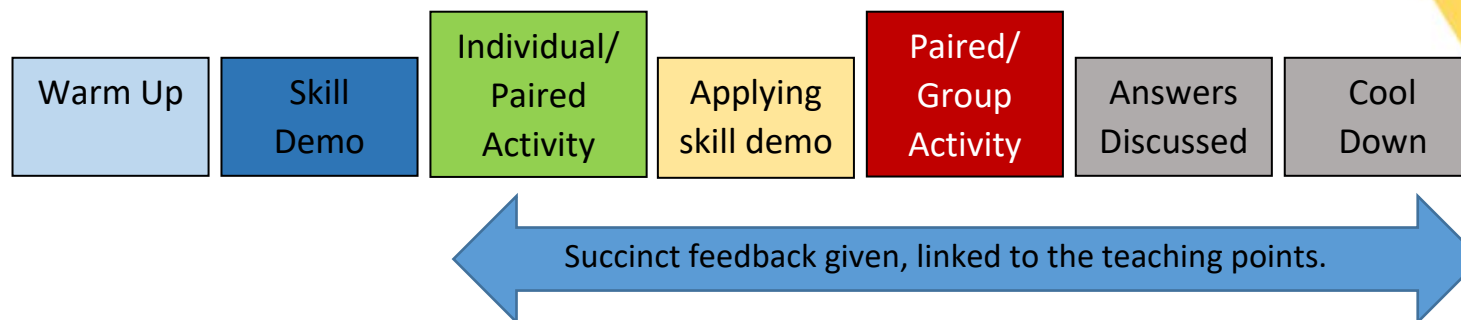
1. Warm Up – an activity that is physically active for 5 minutes and involves some stretches (KS1 whole body stretches throughout warmup, KS2 some specific body stretches). Warm ups do not need to be linked to the lesson (e.g. a tagging game could precede a hockey lesson).
2. Individual Activity - children practise a skill with 3 teaching points. Challenges may be set to allow them to differentiate using STEP. Children will self-assess their progress with the three teaching points.
3. Paired Activity - children practise the same skill using a partner. The activity may be altered or changed from the IA but the skill will still be the same focus. During the PA there may be opportunity for peer assessment and feedback linked to the three teaching points. It is best practise at CAW for the children to self-select their partner as this replicates the playground environment (choosing who to play with) and we have seen at CAW PE this has had a great influence on playground behaviour.
4. Group Activity – children practise the same skill in a group. The activity may be altered or changed from the IA and PA, but the skill will still be the same focus. The game may become more complex with other skills involved, but the skill acquired during the lesson should still be the focus. E.g. if the focus of a lesson has been communication throughout the lesson, teacher focus and all feedback should be on the communication skills, not the map reading, orientating a map etc. This can be picked up in the plenary. During the GA there may be opportunity for peer assessment and feedback.
5. Cool Down – children perform an activity (could be a slow walk, slow jog, sitting rolling a ball) which allows their body to warm down and also allow them to mentally calm before going back to classroom based learning. During this time it is best practise to allow children to reflect on their learning and assess their progress in their skill acquisition and problem solving during the activity. It may be a good opportunity to go through the answers, either before or after the cool down, to give children understanding of when they were successful and also give them answers they may not have got. This is an important end to the lesson as children may often have not finished all the puzzles they were trying to solve, and will want to know those answers before being happy to discuss their learning. It is important that reflection on the learning objective is discussed in the plenary also, as the answers being correct or incorrect will not always mean the children have/have not achieved the learning.

Note: In Challenge there is less focus on the IA, PA, GA structure being followed in every lesson, as in other areas of PE. It is up to the class teacher's discretion on how IA, PA and GA is used throughout a medium term plan of Challenge learning (see plan below). It is important that PA and GA are a key learning tool used in the term, as working with others is a fundamental of Challenge teaching.





## An effective challenge lesson might look like this



Pupil outcomes	
Intended Learning	Demonstrable Outcomes
<p>Learning objectives should be taken from the PE Skills Overview of the specific academic year. These have been taken from the 'Chris Quigley Essentials Content' (2016) skills document that follows the National Curriculum.</p> <p>Some of these may need to be adapted due to their broad nature, so please refer to the PE Specialist's broken down learning objectives from the medium term plans, or speak to the PE Specialist regarding breaking these objectives down further into specific skills.</p>	<p>Children should be able to demonstrate these skills during all six lessons in the term, throughout the IA, PA and GA parts of the lesson.</p>




Feedback
<p>Please refer to our Feedback and Marking Policy in line with this guidance</p> <p>Feedback from teachers should be accurate throughout the lesson and be linked to the skill being learnt and it's 3 teaching points. Feedback from the teacher should be based on observation and then be verbally shared with the child in the following ways:</p> <ol style="list-style-type: none"><li>1. Which teaching point/s the children are achieving.</li><li>2. Which teaching point/s the children need to work on and how to do it, using modelling where appropriate.</li><li>3. Discussion of adapting the task using STEP to make the task less/more challenging, which will enable the child to make progress on areas identified needing practise.</li></ol>

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Alongside this, children should be able to evaluate their own and others performances using the three teaching points. Using a whiteboard to initial, iPads to picture and video, discussion, questioning and observing others, children should be able to identify strengths and weaknesses in the lesson of theirs and others performances.

By the end of a lesson, with feedback from the teacher and other members of the class, each child should know what they can do and what they need to continue to improve.



To be able to choose and combine running and passing techniques in game situations.	
Watch your player and tick/comment on whether they have achieved these learning stars.	
 If there is space to run into, run forwards towards the tryline.	1 good running forward with teammates ✓ 2 ✓ running close to tryline and back an forward
 If your tag is taken, pass to a teammate without panicking.	1 good at not panicking ✓ 2
 Pass backwards towards your own tryline.	
→ go closer to your tryline	

### SEND support

When medium term planning for PE, teachers consider how to best support all children regardless of attainment. This is done through carefully thought out task design and appropriate SEND differentiation using STEP (Space, Task, Equipment and People).

In line with our teaching and learning policy, our most effective way to support children with SEND will be through an effective first wave of teaching. For lower attaining SEND learners we support them by ensuring tasks are pitched at an appropriate level, and resources are readily available to provide the most appropriate entry point to work. For children with a disability or with mobility issues, tasks are carefully adapted to allow these children to be a part of the whole class lesson, whilst still being able to make progress in their physical skills.

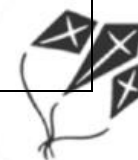


## Medium Term Example - Challenge Skills (Year 3 and 4)

### Skills:

- Arrive properly equipped for outdoor and adventurous activity.
- Understand the need to show accomplishment in managing risks.
- Show an ability to both lead and form part of a team.
- Support others and seek support if required when the situation dictates.
- Show resilience when plans do not work and initiative to try new ways of working.
- Use maps, compasses and digital devices to orientate themselves.
- Remain aware of changing conditions and change plans if necessary.

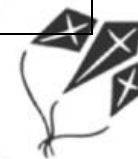
Learning Objectives	Warm Up/ Cool down	Main activity	STEP	Teaching Points
1. To be able to identify symbols and find the object.	<p>Warm up - Rock Paper Scissors Tag</p> <p>6 children chosen to be 'on'. If they tag someone, first a game of Rock, Paper Scissors is played. The player that gets beaten in this game is now on (regardless of whether they were on before or not!). They now have to run and find someone different to tag, before repeating a game of rock paper scissors to</p>	<p><i>Group activity 1:</i> Given a map, children have to ensure they have all 12 correct pieces of equipment ready to do the Funny Faces game. They make sure the equipment and colour is correct by identifying the symbols correctly.</p> <p><i>Group activity 2:</i> Funny Faces activity. On one side of the gym the children have all of the equipment, on the other side of the gym is there hoop to put the equipment. Children take in turns to take object number 1, run to their hoop and put it in the correct place. They then run back and their partner takes object number 2 and so on. Once all objects have been taken over they sit down to see which team is the winner! The winning team must ensure their funny face looks EXACTLY as the</p>	<p>Children given copy of key if needed.</p> <p>For those groups that need a challenge, they are only given one map, so that their communication has to improve. For those finding it difficult, all children have a map.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• A rectangle is a bean bag symbol.</li><li>• A thin line circle is a cone.</li><li>• A thick circle is a quoit.</li></ul>







	<p>decide who will be on too.</p> <p>Cool down - In pairs draw your own funny face using quoits, bean bags and cones!</p>	<p>map. Once all groups have completed their map, groups move to next funny face to complete a new map.</p>		
<p>2. To be able to orientate my body around a map.</p>	<p>Warm up - Rock Paper Scissors Tag</p> <p>6 children chosen to be 'on'. If they tag someone, first a game of Rock, Paper Scissors is played. The player that gets beaten in this game is now on (regardless of whether they were on before or not!). They now have to run and find someone different to tag, before repeating a game of rock paper scissors to decide who will be on too.</p>	<p><i>Individual Activity:</i> Coloured cone races: start off with jog, then move to skip, then move to races- teacher calling out coloured cone to run to.</p> <p><i>Paired Activity:</i> Counting Cone activity (see Tri-O Resource Card)</p> <p><i>Group Activity:</i> Pairs to create own map using the same cones on the floor. Then ask another pair to try out their map and see if it was correct!</p>	<p>Variety of maps which children self-select.</p> <p>Group activity is the extension- for those pairs who need more time they continue to do the paired activity.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Position the map in the way you are standing.</li><li>• Know that the triangle symbolises the starting point.</li><li>• Know that the double circle symbolises the finish.</li></ul>





	Cool down - Cool down jog using ones.			
3. To be able to collaborate together to solve a problem.	<p>Warm up - Chain Tag</p> <p>Model how to play tag in pairs. Show how the children hold hands and then try to tag someone else to add to their chain. Then show how only the children at the end of the chain can tag others.</p> <p>Remind children to be careful not to pull people in the wrong direction too hard!</p> <p>Cool down - In pairs, discuss how they collaborated together today well. Did they listen? Did they share their ideas too?</p>	<p><i>Paired activity 1:</i></p> <p><u>Without any talking</u>, children have to find a partner. Explain to children they should use gestures (e.g. pointing) to do this.</p> <p>Trusting me activity (Trust and cooperation card 2). Once in pairs, children are then allowed to talk and have a go at standing up back to back whilst keeping arms linked.</p> <p><i>Paired activity 2:</i></p> <p>Count me in. (Trust and cooperation card 2)</p> <p>Using a hoop in a pair, children have to place the correct number of fingers called out by the teacher. Teacher to model importance of speaking AND listening teaching points.</p> <p><i>Group activity 1:</i></p> <p>Hoopla. In groups of 6-8, children have a go at moving the hoop around the circle.</p>	Teacher to assist any children that may find these tasks challenging.	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Use hand gestures to show what you mean to a partner.</li><li>• Listen to someone's idea- it might help!</li><li>• Be confident to share your views some of the time.</li></ul>





<p>4. To be able to lead and be part of a team.</p>	<p>Warm up - Mastermind Run WarmUp</p> <p>Cool down - Reflection Dice – reflect on their learning from the reflection question</p>	<p><i>Paired activity 1:</i></p> <p>Chicken run problem. (Trust and cooperation card 5). In pairs, children try to work out how to get the items across the river in the boat without anything getting eaten.</p> <p><i>Paired activity 2:</i></p> <p>Hide the spot! Pairs given a spot with a number on it and one partner hides it. They then use 'Hot' and 'Cold' idea to try and get our partner back to the spot. Children have to listen to their partner to know where it has been hidden!</p> <p><i>Group activity:</i></p> <p>Millipede Race! (Trust and cooperation card 9). In pairs, children try to move around the gym practising being a millipede using 2 hoops. Then have a race in 4s, using the same tactic. Discuss teaching points for being in a four.</p>	<p>If finished, the children discuss how many different methods there are of doing this correctly.</p> <p>Teacher to assist any children that may find this task challenging. More hoops given out to make it easier, children put into 3s or 4s to make it more challenging.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Listen to someone's idea- it might help!</li><li>• Be confident to share your views some of the time.</li><li>• Arrive at an agreement before moving!</li></ul>
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5. To be able to support others when they need it.	<p>Warm up - North South East West-</p> <p>Children run/ jog/ march/ jump/ hop to the markers showing N, S, E, W.</p> <p>Cool down - Ask the question: who can think of an example of when someone needed help today and got it?</p> <p>Ask children to share examples</p>	<p><i>Activity 1 (Individual or Paired):</i></p> <p>Find the bean bag. Children are given a number and 4 clues. Using the clues the children have to run around the playground and find their numbered bean bag.</p> <p><i>Paired activity:</i></p> <p>Children hide their bean bag in one half of the playground whilst the other partner does the same. The children then use 'Hot' and 'Cold' to help their partner find their numbered bean bag.</p> <p><i>Group activity:</i></p> <p>Class split in half. Red team hide all red bean bags in one half of the playground, whilst blue team hide the same number of bean bags in the other half of the playground. Then have a race to see which team can get all the bean bags back to the middle! (Model to children that bean bags must be seen!)</p>	<p>The more people in a group, the more difficult the task is. Teacher to model good communication using the teaching points. Staff to support children who find this difficult, possibly with a partner.</p>	<p>Can I solve a problem then run and find the object?</p> <p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Stand still and solve the clue</li><li>• Discuss with an adult or partner.</li><li>• When running, look in the direction you are travelling.</li></ul>
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<p>6. To be able to stay safe whilst solving a problem.</p>	<p>Warm up - Mr Chick shows picture of the class teacher at the stage- model using teaching points how to first discuss where it might be (use talk partners for this) then run safely to the area looking in the direction you are running to.</p> <p>Run to the first clue (the class teacher is holding it!)</p> <p>Cool down - Ask the class: how were you safe today? Children first discuss in their pairs, then share with the group how they managed risks whilst running around a large area.</p>	<p><i>Paired Activity:</i></p> <p>Rainbow Hunt: First remind children of safety: stay in the playgrounds, do not go inside and ask an adult if need to go outside these boundaries. Children then given different picture clues of next place to go and find a missing piece of the rainbow. Teacher to again model how to look at the picture, discuss with your partner before running to the clue. Children all look at their clue, discuss with their partner before the teacher allows them to run off and find the clues.</p> <p><i>Group activity:</i></p> <p>Create a clue. In pairs children first write another pair's names on a spot, then go and hide it. With their partner they discuss a suitable clue before sharing that with the other pair. Teacher to model this first with the class. Once partners have found it, the pairs swap over. Ensure children are discussing before running to find the spot!</p>	<p>SC/TA to go with specific children who might need extra modelling of shared turn and partner work.</p> <p>The more people in a group, the more difficult the task is. Teacher to model good communication using the teaching points. Staff to support children who find this difficult, possibly with a partner.</p>	<p><u>Teaching Points:</u></p> <ul style="list-style-type: none"><li>• Stay within the grounds stated.</li><li>• Read a clue standing still, then look where you are running to the next clue.</li><li>• Ask an adult if you are needing support.</li></ul>
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