

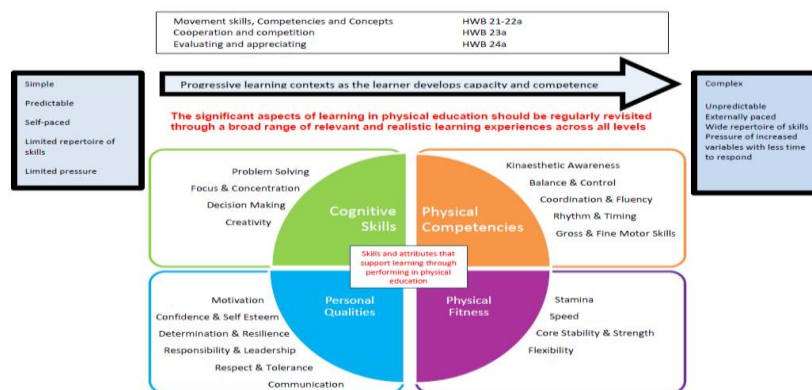
Try some BMT.....

Clapping Pattern

- Begin by establishing Clap-clap pattern 1 with your partner
- Then add a thinking task to the sequence, like you and your partner taking turns to identify the days of the week (or the months of the year) at the end of each sequence of claps
- Then you and your partner can identify colours, or fruits, or male/female names while you continue to maintain the correct Clap-Clap pattern
- Then you and your partner can take turns to spell words, or complete mental arithmetic problems while continuing to make the clap-clap pattern

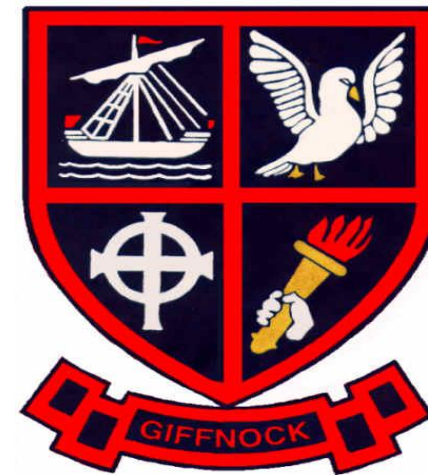


Diagram: Significant Aspects of Learning in Physical Education



Controlled response

- Begin with one person lying on the floor on their back, with a partner kneeling at their side.
- The person lying on the floor should have their feet together and their hands by their side.
- The kneeling partner touches a body part (an arm or a leg, or the forehead). On feeling the touch the person lying on the floor raises the body part, and then lowers it again.
- The raising and lowering should be completed with controlled movements. Extensions to the basic exercise can include the kneeling partner touching two (or three) body parts in a sequence



Curriculum Evening

Better Movers Thinkers

October 2015

Dear Parent/Carers,

Better Movers and Thinkers (BMT) is an approach to learning and teaching in Physical Education designed to develop the ability of all children and young people to move and think in a more cohesive way with a specific focus on developing, enhancing and fostering Executive Function (EF) skills within the learning process.

The BMT approach represents an evolution in Physical Education (PE) and incorporates pedagogical development and innovative content with current good practice.

At Giffnock Primary School, staff and pupils have embraced this approach and BMT sits at the forefront of our physical education planners. By focusing on the significant aspects of learning pertinent to the learners' personal, physiological and cognitive qualities, BMT approaches help our learners acquire a range of skills in different sports and arts.

In February 2015, parents from across the school attended a BMT twilight training evening.

Mr Thomson and Miss Reid have been working with the pupils to develop the significant aspects of learning in PE.

What the pupils are saying about BMT?

"I found myself having to think more about what I was doing. I felt myself having to decide which of my team mates were in the best space." P5

"I liked this! I couldn't do it before and now I sort of can. Mr Thomson showed me how to hold the tennis racket. Then we did little, fun things that helped us become better at hitting the ball and now I can." P4

What parents are saying about BMT?

"This is a very exciting approach to use with kids at home in a different way from how they usually do homework."

Mr C

"I like this approach. There are a lot of things going on that brings the thought process to the front of what they're doing."

Mrs G

What the teachers are saying?

"I could very clearly see how the varied activities incorporated both thinking and moving. The children were extremely motivated and it was very interesting to see how simple activities can challenge them a bit more." Mrs M,

"Felt that the concentration was much better some ideas presented could be used in other areas of the curriculum."

Mrs C

"It allowed them to build up their skills throughout the lesson which I really felt helped all the pupils fully engage with their learning." Mrs A