

## Physical Education Physical Activity School Sport

## together inspiring success

The curriculum should include space for learning beyond subject boundaries, so that children and young people can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, can provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of children and young people.

**Cognitive Skills** 

Focus & Concentration
Problem Solving

**Personal Qualities** 

Motivation
Determination & Resilience
Respect & Tolerance

Building the Curriculum 3 (BtC3)

The PEPASS agenda, and in particular PE, is at the very heart of our Interdisciplinary Learning. However, to support Maths Week Scotland, this IDL tool looks at how learning in Maths & Numeracy can lead to learning in PE - 'give it a go' participation in Physical Education, Physical Activity and School Sport as well stimulating learning in other curricular areas.

Physical education, physical activity and sport

- Movement skills, competencies and concepts HWB -21a/-22a
- Cooperation and competition HWB -23a
- Evaluation and appreciating HWB -24a

**Physical Competencies** 

Kinaesthetic Awareness
Coordination & Fluency

**Physical Fitness** 

Speed

I have begun to develop a sense of how long tasks take by measuring the time taken to complete a range of activities using a variety of timers.

MNU 1-10

Using simple time periods, I can give a good estimate of how long a journey should take, based on my knowledge of the link between time, speed and distance.

MNU 2-10c (3-10a/4-10b)

Maths & Numeracy

I have explored a variety of ways in which data is presented and can ask and answer questions about the information it contains.

MNU 1-20a

Science

Learning how my body could react to various distances of running e.g. heart rate, muscle tiredness/injuries etc. Learning how training and exercise will help me prepare.

Body systems and cells – SCN 2-12a

## Athletics;

- -Time how long it takes you to run e.g. 20m
- -Estimate/Calculate how long it might take you to run 40m/60m

## Watch;

Top Fastest Men's 100m in Olympic History! – Top Moments

youtube.com/watch?v=zCk2RnPX\_3g

Would the increasing distance not mean the athlete would slow down as the run progressed?

Would Usain Bolt beat any of these in a

race? A car

An ostrich

You (how much of a head start would you need?)

Health and Wellbeing Opportunities to be part of an event/sport enabling me to identify my achievements, skills and areas for development.

Planning for choices and change - HWB 2-19a

Learning about the unique skills, qualities and abilities required in running. Recognising these in my classmates and beyond; e.g. who would win a race between Usain Bolt and Mo Farah? **Social wellbeing – HWB 0/1/2/3/4-10a**