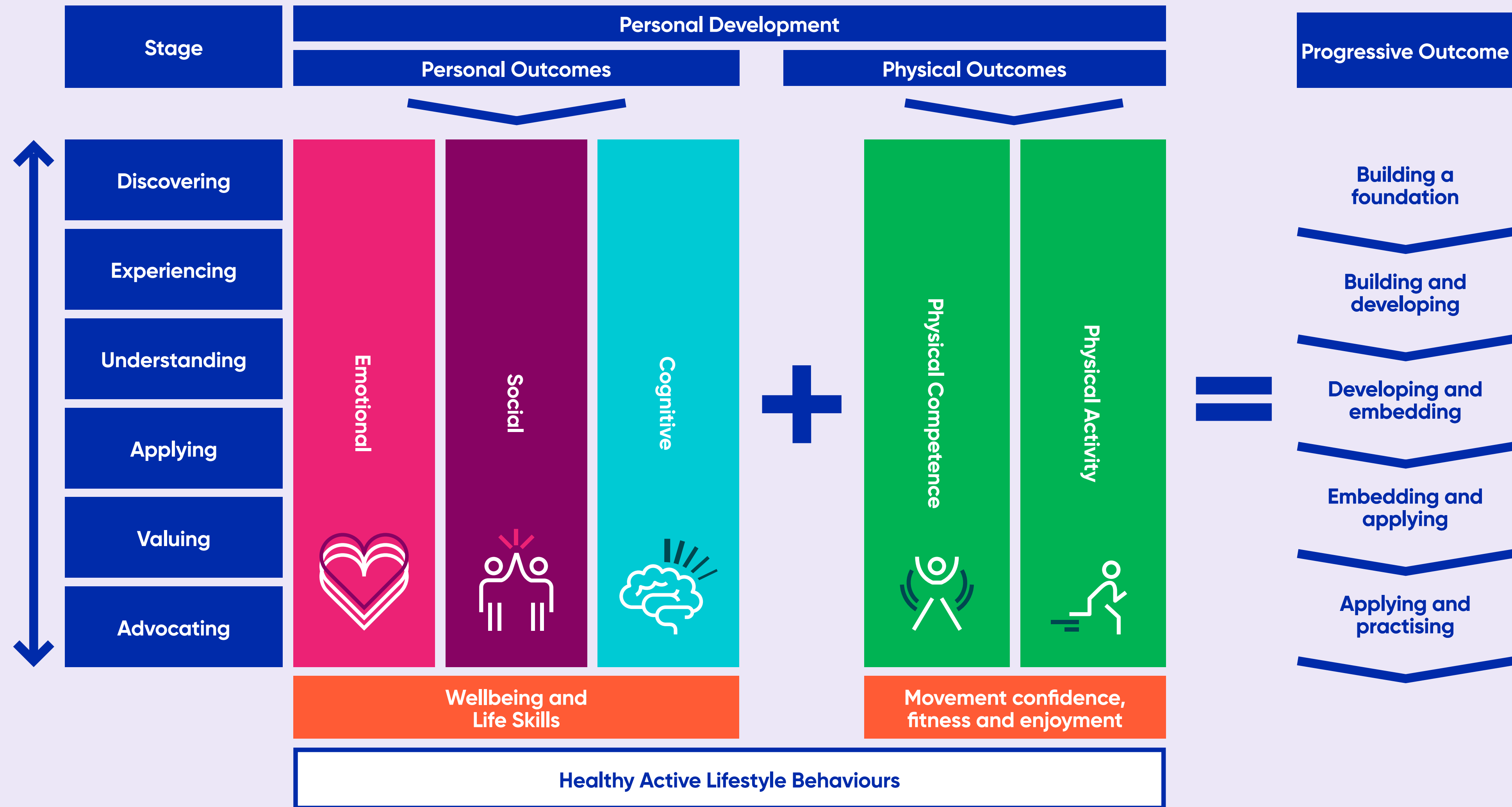


Curriculum blueprint



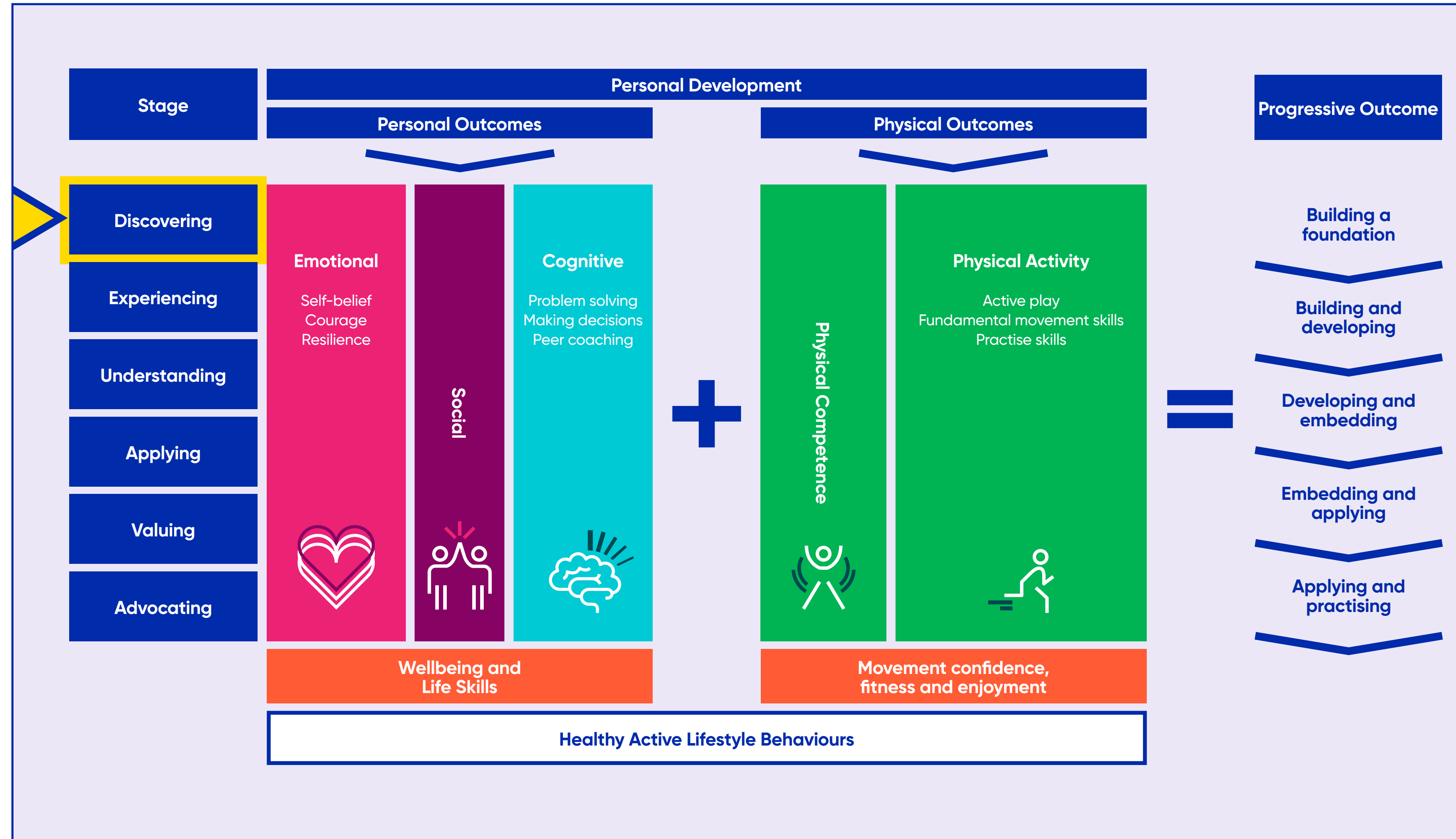
Foundation stage scenario: emotional, cognitive and physical

Some children in your F2 class are exhibiting difficulties with fine motor skills, resulting in them being unable to put their coat on, unzip their lunchbox or peel an orange at fruit and milk time without support.

This could impact on their growing independence, self-confidence and self esteem. As a result you adapt your curriculum to meet these needs, putting a greater focus on the cognitive and emotional domains of learning.

You plan and deliver more bitesize, fun and enjoyable physical activities that have opportunities for pupils to play and explore a range of movements in a range of contexts. This motivates them to practise fundamental movement skills and builds their confidence.

By incorporating learning objectives that focus on problem solving, decision making, and peer coaching you are developing pupils' independence and self belief across different environments, contexts and activities.

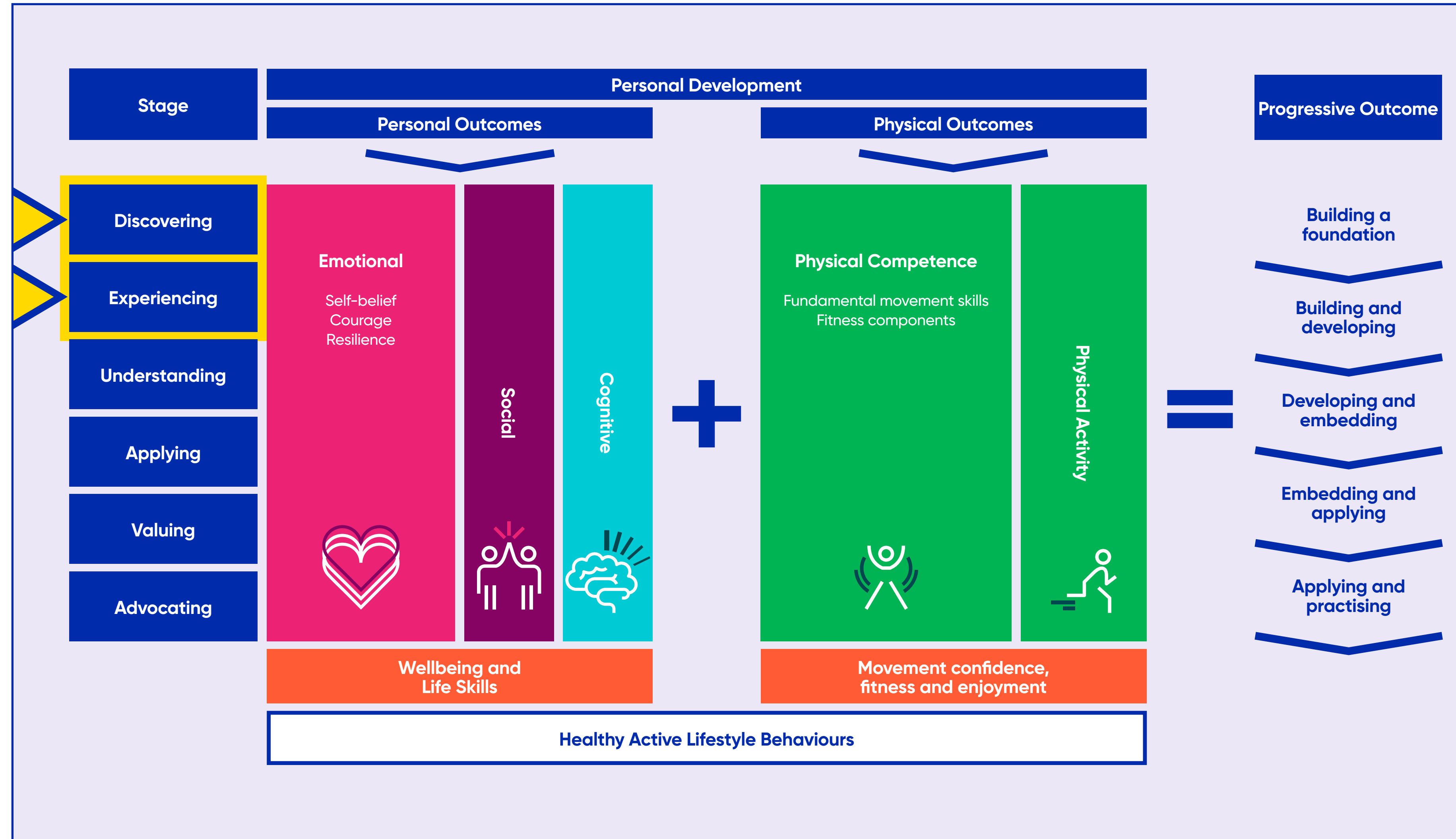


Key stage 2 scenario- emotional and physical

Having had much of their early school experience disrupted by the Covid-19 pandemic, your year 3 pupils are still exhibiting regressed physical competence linked to fundamental movement skills.

Interconnected with this, their self-confidence, motivation and enjoyment has decreased, resulting in low engagement in relation to PE, physical activity and much more broadly across the wider curriculum.

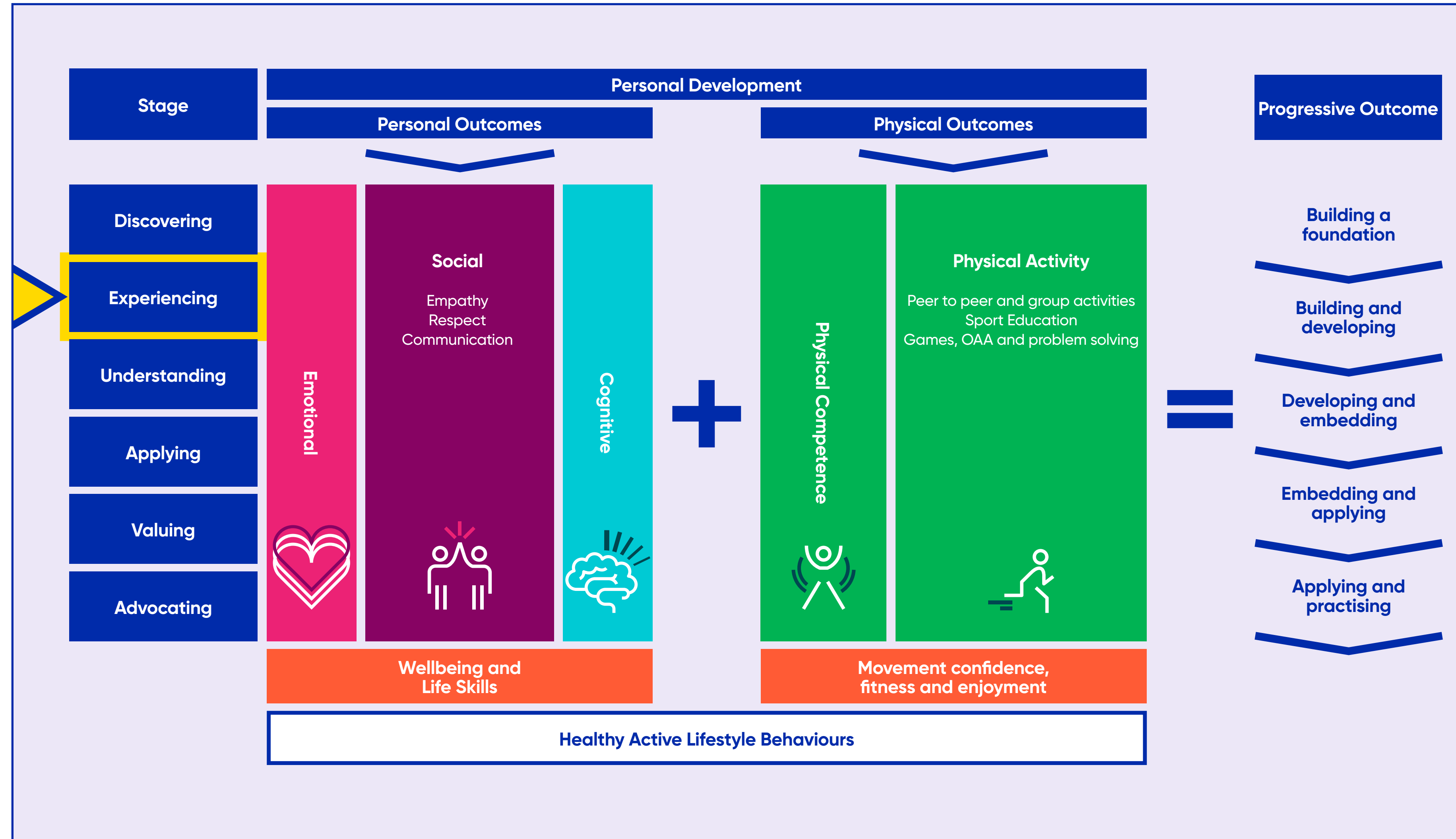
As a result you adapt your curriculum to meet these needs, putting a greater focus on the physical competence and emotional domains of learning. Learning objectives make explicit the emphasise not only on the fundamental movement skills, but the character skills such as self-belief, courage and resilience. Your pedagogies centre on supporting learner's discovery and positive experiences across different environments, contexts and activities, emphasising enjoyment, confidence and motivation.



Primary to secondary transition scenario: social and physical

Your year 7 cohort are finding the new routines associated with secondary school particularly difficult. The social demands that accompany their new PE environment are proving to be particularly demanding and this is manifesting itself with groups taking too long to settle when the class teachers are trying to relay information (resulting in lost learning time) and with an unusually high number of incidents of unkindness between students during lessons.

As such, you adapt your curriculum to meet these needs, and place a greater emphasis on the positive social benefits of PE. You incorporate associated skills such as empathy, respect and communication into your learning outcomes and utilise student centred pedagogies like Kagen collaborative learning structures and Sport Education approach to provide the children with opportunities to experience and recognise these skills explicitly.



Key stage 4 scenario: emotional, cognitive and physical

Year 11 pupils may still have some gaps in combining movement patterns, may have gaps in sports specific skills and they may also still struggle with transferring and applying principles, skills, tactics and knowledge from one activity to another.

They may be challenged emotionally with the pressures of year 11 and often want to spend time learning with their friends. Physical education becomes a balance between developing new skills, refining existing skills and applying to new activities. These may be activities that they may continue to participate in after their schooling has finished. Activities that may take place in their local community, with their friends or social set.

The range of physical activities offered may reflect this and some may take place in community settings and facilities. Greater focus may be on transferring knowledge from one activity to another, developing complex tactical situations, learning to lead an activity or a more individual /personalised offer may be created. A greater focus may be on the role of physical activity in regulating emotions and as part of a healthy active lifestyle, or a cognitive focus when considering strategies and tactics.

