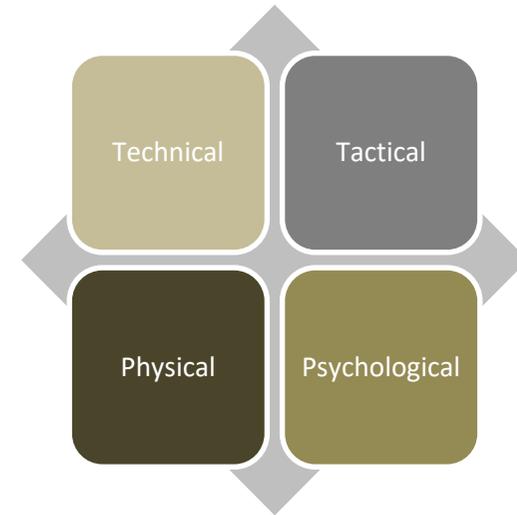
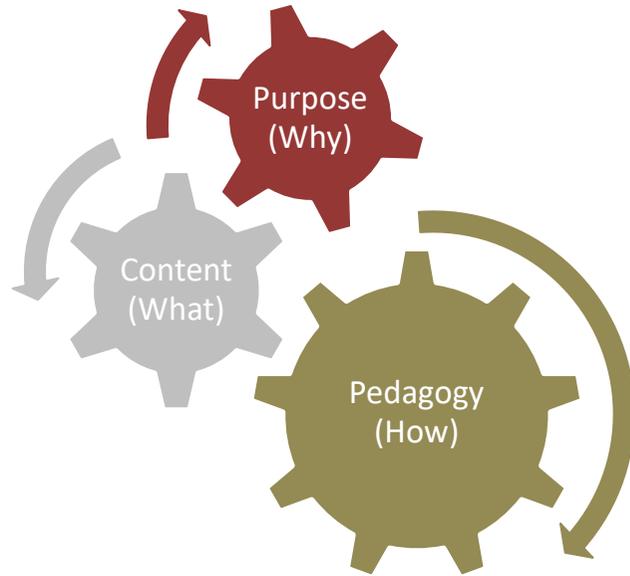


## Qualitas PE Curriculum



## PE Curriculum Purpose (Why)

To inspire and motivate children to lead a healthy and active lifestyle, that incorporates good physical and mental wellbeing.

To develop a solid foundation of Fundamental Movement Skills

To inspire and motivate children to achieve their personal best in every sporting activity.

To develop Sport Specific Skills along with game understanding to apply tactics both in an individual and group environment.

To develop social skills and attributes which focus around teamwork and successful communication that can be transferable in future life.

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### Students Will Become:

Leaders

Great Communicators

Inspiring

Self-Motivated

Confident

Physically Literate

Challenge Seekers

Aspirational

Reflective

Determined for Success

### PE Curriculum Rationale

Quality of Education	Physical Education
<b>Introduction</b>	<p><b>Introduction</b></p> <p>In PE children will become well rounded athletes in the four corners of sport, technical, tactical, physical and psychological. Sport and exercise participation has many benefits and is positively correlated to an increased physical and mental wellbeing in young children (Active Lives Children and Young People Survey, 2018). One of the challenges is how we can make the most of the benefits children attain from sport through a balance of interventions and quality PE lessons.</p> <p>PE is key to developing skills and attributes that are valuable across the curriculum, resilience, active problem solving and confidence to name a few. It is the role of the PE curriculum to create the environment for these lifelong skills to prosper as well as maintaining the thirst to overcome challenges which maximises potential.</p> <p>This curriculum aims to make each lesson engaging, practical, fun to retain information, not only learning new skills but also setting solid foundations for secondary school and extracurricular activities (sport and exercise clubs).</p>
<b>Intent</b>	
<ul style="list-style-type: none"> <li>▪ Curriculum design, coverage and appropriateness</li> </ul>	<p><b>Alignment to the National Curriculum.</b></p> <p>This PE Curriculum aligns with the National PE Curriculum, covering sports and exercise activities that focus on the main aspects of; Fundamental Movement Skills, Sport Specific Skills, Competition, Reflection and attaining Personal Best. As</p>

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seen in the Curriculum Map for 2019-20 (Table 1.) the ordering of activities is based around the Youth Physical Development Models for males and females (Table 5. and Table 6.) to maximise areas of physical development at the right age.

### **The end points that the curriculum is building towards.**

By using the National PE Curriculum as the base for the design of the Curriculum, it allows the school to shape the future for the children to provide a healthier, fitter and empathetic lifestyles for each pupil progressing to the next stage of their physical literacy development.

Having mastered the PE curriculum and ethos the children will be able:

- To exhibit an excellent knowledge and understanding of Fundamental Movement Skills, Sport Specific skills and how to apply them to a variety of activities.
- To apply their taught knowledge to competitive situations having the correct values to conduct themselves in a sportsman like way.
- To have the confidence to join external activities and clubs around the Yorkshire and Derbyshire region to either further their development or learn a completely new skill.
- To have the knowledge and understanding of how physical activity can have a positive impact on a wide variety of subjects, not only in school but in the outside world.
- To lead a healthy and active lifestyle with the confidence to be a role model for others.

### **Sequencing of knowledge, skills and understanding.**

Through a whole school approach, careful consideration is given to sequencing and progression of content across year groups and subjects. We use an evidence-based approach in planning our programme of study, looking for links and creating optimum pathways for knowledge retrieval and retention which allow children to apply this in wider contexts. Sequencing in the PE curriculum balances Youth Physical Development Models (Table 5. And Table 6.) with the dates of External Events (Table. 3) to work through the development and progression of learning a new skill at the start of the term to then represent the school at an external event, whether that be in a competition or festival environment. This also allows for a quick individual self-reflection of performance but also skill level and understanding. Many skills can then be transferred and built upon in the following terms block of work.

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### **More than Physical Benefits.**

With sport and exercise being recognised for more than its physical benefits on health, it is important that the curriculum targets other areas to maximise growth and understanding. It is important that PE develops a platform to:

- To set the foundation of a healthy lifestyle for future generations.
- Give children the understanding of how psychology can effect technical and tactical development and future growth mindset traits.
- Develop leadership skills that can encourage better peer learning and understanding which can be beneficial to the overall curriculum.

An outline of the interventions are found in Table 4. Below are benefits and skills learnt within each intervention.

#### Change4Life:

A greater understanding of Health, Fitness and Nutrition and how to apply it in practical applications on current lifestyles.  
Development of analysis, feedback and adaptation skills.

#### PlayMaker Award:

Development of leadership skills with the emphasis on group communication, self-confidence, adaptations, planning, reflection, activity awareness, working as an individual, working as a team and cooperation.

#### Sport and Exercise Psychology:

Build the foundations of sport and exercise psychology skills to greater understand why we feel certain emotions when participating in activities. Develop a greater understanding of different coping strategies to help children manipulate and control these feelings so they can perform at their personal best.

### **External Events: Competition and Festivals**

The PE Curriculum has a focus on children having the opportunity to build up their Sport Specific Skills during term with the aim of representing the school at an external event against other schools in the area.

The competition events are held in the school from the local area but also regionally. This helps introduce the children to competition and helps develop a competitive edge as well as pride in their own ability. It also introduces the children to

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	<p>sportsmanship in a different environment where self-discipline, respect and responsibility play a big part in how children participate in teams.</p> <p>The festival events are also held locally and regionally. At festivals children are encouraged to try new skills and interact with others, developing social skills. It introduces children to other pupils from different schools where they may have different values but also been taught slightly different techniques which can encourage peer learning.</p>
<p><b>Implementation</b></p>	
<ul style="list-style-type: none"> <li>▪ Curriculum delivery</li> <li>▪ Teaching (pedagogy) – contribution to delivering the curriculum as intended</li> <li>▪ Assessment (formative and summative)</li> </ul>	<p><b>Pedagogical approaches.</b></p> <p>Each lesson uses a combination of: Direct Training Behavioural model, used when first introducing the new skills through using the teachers expertise knowledge and experience to show and involve children in the completion or skill set towards a desired goal: Problem Solving Model, used once the skill is understood and exhibited in a practical situation, which aids further development of the skill taught in an environment where pressure promotes active and quick problem solving to achieve a task.</p> <p>Using these two models prepares children for the intensity of sport as well as freedom to develop their own individual understanding of when and where to use each skill. It also promotes the use of communication, teamwork and tactic application to help achieve the desired goal.</p> <p><b>Teachers' expert knowledge.</b></p> <p>Using expertise along with the National Curriculum the lesson blocks have been categorised below. This allows all objectives to be covered to coincide with the National Curriculum.</p> <p><b>Fundamental Movements:</b> Walking, Jumping, Running, Throwing, Catching, Balance, Agility, Coordination.</p> <p><b>Fundamental Dance/Dance:</b> Timing, Rhythm, Special Awareness, Coordination, Balance.</p> <p><b>Sport Related Movements:</b> Fundamental skills in pressure and game situations</p>

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### **Fundamental Invasion Games/ Invasion Games:**

Strategy, Attacking vs Defending, Roles and Responsibilities, Game Understanding, Sport Specific Skills, Rules and Techniques.

### **Sports Day Preparation:**

Competition, Balance, Coordination, Agility, Relays, Cooperation.

### **Gymnastics:**

Body strength, Body control, Coordination, Fundamental Movement combinations and sequences, Balance.

### **Athletics:**

Isolation and combination movements, Agility, Balance, Coordination, Event specific skills, Throwing, Power, Accuracy.

### **Racket Sports:**

Hand to eye coordination, Agility, Spatial Awareness, Strategy, Problem Solving, Shot Selection.

### **Striking and Fielding:**

Hand to Eye Coordination, Tactics and Strategy, Teamwork, Communication, Sport Specific Skills.

CPD sessions and coaching plans are offered throughout the year via the School Sports Games programme to highlight and upskill teachers to high standards ready for lessons. The interventions will also become separate CPD sessions, so children maximise their learning potential.

### **Promoting discussion and understanding.**

The enquiry lesson structure is used for the vast majority of lessons. Teachers, through modelled TRG (teacher research group) lessons are designed to empower teachers with the skills to facilitate discussion, debate and question.

### **Knowing more and remembering more.**

Regular retrieval lessons are built into the sequence of lessons. Suggestions from the 10 techniques are used and these will become part of the knowledge organisers created by teachers.

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<p><b>Impact</b></p> <ul style="list-style-type: none"> <li>▪ Attainment and progress (including national tests and assessments)</li> </ul>	<p>Assessment within PE will take the form of:</p> <p>Assessment activities using the knowledge organisers.            Retrieval activities providing children with opportunities to apply learnt knowledge.            Assessment tasks that require children to make and justify links between specific themes within a taught unit of work.</p> <p>All above will be carried out as a PE evaluation Sheet (Table 2.). There will be an overall PE assessment completed at the beginning of the academic year and at the end. Sport and Unit Specific assessment will be carried out after every unit of work completed in PE.</p> <p>Children with significant gaps in their knowledge – working below            Children able to recall all knowledge and apply skills linked to criteria below – Working at the expected level            Children able to recall all knowledge, apply skills linked to criteria below, expressing further engagement, advanced skills and tactical understanding in game and pressure environments – working at greater depth</p> <p>Other forms of assessment and evaluation include the Physical Assessment Screening and Sport Psychology Skills Questionnaire (Table.2)</p> <p>Physical Assessment Screening:            This will take place as a pre and post screening process in which the children will complete physical test which the Fundamental Movement Skills of Speed, Agility, Power and Flexibility. This gives the children the opportunity to strive for personal best, whilst attaining evidence on growth and progression. This will be completed by KS1 and KS2 children.</p> <p>Sport Psychology Skills Questionnaire:            The questionnaire will take place at two points in the year which will focus on the development on the children psychology skills. The questionnaire is based on the Athletic Coping skill inventory, developed by Smith et al. (1994). The assessment highlights the following performance factors which are fundamental factors of both learning and sport development:</p> <p>Coping with Adversity: Does the child remain positive and enthusiastic when activities are not going to plan. Is the child able to remain calm in this situation and quickly bounce back from mistakes and setbacks.</p>

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Coachability: Is the child open to learning from instructions, accepting constructive feedback without becoming upset.

Concentration: Does the child become distracted easily when put in new and unexpected situations, in both practice and competition.

Confidence and Achievement Motivation: Is a child positively motivated to achieve their aspirations and exhibits self-confidence in their own skills.

Peaking Under Pressure: When challenges and placed in a pressure situation does the child perform well.

Freedom from Worry: Does the eagerness and pressure to do well in PE cause the child to worry about failing and its consequences in sport.

By analysing the results from the Sport Psychology Skills Questionnaire, it is able to assess a child's psychological capabilities in sport, showing areas from improvement initially to target children that require the correct physical education interventions.

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### PE Overview Criteria

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Fundamental Movement Skills</b>	<p>Basic execution of jumping, running and throwing can be completed with basic technique.</p> <p>High achievers can change direction quickly and start to show sign of combining two to three fundamental movements when completing activities.</p>	<p>Basic execution of jumping, running and throwing is starting to become second nature and combining 3 or 4 fundamental movements together is easy to do in structured exercise. A greater success rate in catching and throwing accuracy, as well as efficient change of direction is being exhibited.</p> <p>High achiever’s are now showing the ability to complete one or two complex movements in structured exercises.</p>	<p>Fundamental skills are understood and can be completed in small combinations in competitive activities.</p> <p>High achievers will start to use these movements in complex sequences in game situations.</p>	<p>All fundamental movement skills, running, jumping, throwing, are understood and can be executed proficiently in game situations. Complex sequence movement are seen regularly and executed to a good standard.</p> <p>High achievers will demonstrate fluidity in the complex movements with movements being automatic.</p>
<b>Physical Development</b>	<p>The child can stand up from a sitting position unaided, showing suitable strength and stability in both legs and arms to maintain balance in certain positions. Basic coordination skills are starting to show with foot and hand placement aiding balance and movements.</p>	<p>The child starts to show a change in speed and power when running in a straight line as well as able to come to a complete stop effectively and quickly. The ability to move in each direction easily is helping their involvement in game situations. The child is showing good core strength enabling them to complete fundamental movement skill with strength and solidarity.</p>	<p>A change in speed and power is now being shown in multi directional movements. An increase in strength is allowing an increase in jumping and throwing distance whilst maintaining solid posture. The child is able to withstand physical contact from other children whilst staying stable.</p>	<p>Speed, power and agility are all exhibited in sport specific skills however, this is all controlled to either perform maximally or for accuracy. Strength is exhibited throughout the body and can withstand contact from others whilst staying stable and strong.</p> <p>High achiever’s will be able to exhibit good endurance levels both aerobic and anaerobic.</p>
<b>Tactical Understanding</b>	<p>The child understands the basis of teams and could describe what is the job of an attacker and a defender.</p>	<p>The child understands the basis of teams and attacking and defending. They can show what good defenders and attackers must do in 1 vs 1 situations.</p>	<p>The child understands how to attack and defend 1v1 and 2v2. They must start to understand how to create space and close down space to get a desired result.</p>	<p>The child understands and exhibit attacking and defending as a unit. The child understands certain roles and responsibilities within team games and can complete a specific role in a game situation.</p>

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		High achievers will start to understand how to attack and defend 2v2 situations.	High achievers will start to use apply certain tactics in a group to get a desired result.	High achievers will look to allocate the roles within a group selecting others to fulfil roles that suit their strengths.
<b>Teamwork</b>	The child can work in small groups of three and four to achieve goals in simple activities.	The child can work in large groups and communicate within the group in game situations to achieve a common goal. There are effective within that group and contribute fairly to the task in hand.	The child can communicate with teammates and influence decision made by the team in game situations. They are starting to understand and read the body language of others in team games which helps performance as a group.	The child can work in large groups effectively and can be involved in discussions regarding roles and responsibilities in tasks and game situations. The child can take on board information from other group members and apply it as well as distributing information to help benefit the team.  High achievers will show leadership qualities within group environments.

### Unit of Work Curriculum Criteria

#### Fundamental Movements

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Basic Understanding</b>	The child understands how to perform the fundamental movement skills of running, jumping, throwing and catching and where to use them in activities.	The child understands the difference between Agility, Balance and Coordination, and what fundamental skills can be an example of each one. High achievers will understand which fundamental skills will be key for certain sports.	N/A	N/A
<b>Movement Execution</b>	The child can perform fundamental movement skills with fluidity and stability with confidence.	The child can complete the fundamental skills catergorised within agility, balance and coordination proficiently. The child is exhibiting a good success rate with more complex fundamental skills such as catching and throwing for accuracy.	N/A	N/A

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		High Achievers will be able to execute these skills successfully under pressure, consistently.		
<b>Combination of Skills</b>	The child will be able to complete 3 fundamental skills in a sequence, in one direction, when completing activity.	The child will be able to complete 4-6 fundamental skills in multiple directions when completing an activity.  High achievers will process these movements automatically during game situations.	N/A	N/A

### Sport Related Movements

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Isolated Execution</b>	The child can perform basic sport specific skills with some technique and smooth execution. A combination of fundamental skills are used to execute the skills in specific sport drills.	The child can perform a variety of sport specific skills during certain activities with good form and technique. Technique is completed correctly with the child understanding specific technical points to guide them through the process.  High achiever will perform the skill fluidly and focus more of the accuracy and end result of the desired skill.	N/A	N/A
<b>Game Situation Execution</b>	The child can perform basic sport specific skills when a suitable amount of time is given to process the sport specific skill.	The child can perform a sport specific skill in a game situation. They will be able to complete the skill in a pressure situation with a degree of accuracy.  High achievers are able to perform multiple sport specific skills in different environments. Some will be able to choose the correct skill for the right situation.	N/A	N/A
<b>Game Understanding</b>	The child is able to distinguish between different games and what skills can be used in different sports.	The child is able to match sport specific skills to a variety of sports as well as be able to find similarities and differences between each sport.	N/A	N/A

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		High achievers can cross reference sport specific skills and decide whether skills learnt within certain sports can be used in others.		
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### Fundamental Dance / **Dance**

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Timing &amp; Rhythm</b>	The child can find the beat of the song and perform an action in line with the timing and rhythm of the song.	The child can count to the beat of 8 performing multiple actions with and without the aid of music.	The child can understand the rhythm of different music, using expression to compliment the rhythm of various styles of music.	<p>The child can understand the tempo and timing of a song to match specific dance moves to the emotion of the Rhythm.</p> <p>High achievers are able to match the time and rhythm effectively, with other group members when performing.</p>
<b>Dance Routine &amp; Sequence</b>	The child can perform to the beat of music for 30+ seconds with a sequence of 5 or more movements/actions.	The child can performance a dance routine with a variety of movements and action using depth and the space around them.	The child can understand and portray the emotion of the music, altering their body shape to create different feelings for the audience.	<p>The child can change the tempo of the dance through changing the speed and intensity of the dance routine.</p> <p>High achievers are able to tell a story through the dance movements individually.</p>
<b>Spatial Awareness</b>	The child is aware of their surroundings making sure they are able to stay in a specific space.	The child is aware of other groups and space around the stage. They can move around the stage without being a hinderance to others.	In small groups the children can move around the stage in a performance	<p>The child is able to use the stage space effectively, not only as an individual but as a group to improve the story telling element of the dance.</p> <p>High achievers are able to interpret the space using height instead of just space and width. This allows different emotion to be portrayed.</p>

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<b>Group Work</b>	The child can work in small groups with small dance sequences.	The child can work with multiple children and create a dance routine of 5 movements in an organised fashion.	The child can work in multiple groups and add their individual style into dance routines by sharing ideas effectively.	<p>The child can work large groups understanding the importance of their role within the routine.</p> <p>High achievers are able to manipulate group sizes during a performance to tell a story and add emotion, being able to use small groups to paint a bigger picture as a larger unit.</p>
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### Fundamental Invasion Games / Invasion Games

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Sport Specific Skill Execution</b>	Basic Sport specific skills can be executed with some form and technique. In activities where there is no pressure the child can complete the sport specific skills with a degree of accuracy. In game situations the child understands which skill to use.	The child can complete various sport specific skills with correct technique and form in none pressure situations. The information for each technique is understood and the child can pick out some technical points.	The child can complete basic sport specific skills in pressure/game situations with accuracy. More complex sport specific skills are understood and are being attempted in activities.	<p>The child can understand and complete basic skills in pressure situations with accuracy. They can perform more complex sport specific skills in game situations. The child understands where and when each sport specific skills is used.</p> <p>High achievers are able to complete complex sport specific skills in pressure situations, choosing the best skill to generate the desired outcome effectively.</p>
<b>Game Understanding</b>	The child can distinguish between different games and understand basic rules.	The child understands invasion games with more than 3 basic rules. The child understands how to score and how to stop other teams from scoring.	The child can name 5 invasion games and name a rule that distinguishes each game from each other. They can also name sport specific skills that can be crossed over into alternative sports.	The child has a good understanding of more than 5 invasion games. They understand the rules that distinguish the games from each other. They also understand 1 complex rule from each sport and practically apply and identify when this rule has been broken in game situations.

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				High achievers can link complex sport specific skills that apply to one specific sport, that has been developed due to a rule in the game.
<b>Attacking vs Defending</b>	The child understands the roles of a defender and attacker in a game where their one role is specifically distinguished.	The child understands the role of attackers and defending in small sided game situations where the players may be both attackers and defenders in the same game situation.	The child is able to understand the role of attackers and defenders in 1v1 situations. They understand how the creation and closure of space effects the outcome for both roles. This is applied in small sided games.	<p>The child understands how to defend and attack in group situations and understand when to and how to exploit space by either dribbling or passing. They understand how to create space using sport specific skills and can apply this in game situations.</p> <p>High achievers can manipulate the oppositions players by using sport specific skills and moving teammates around an area. They can exploit the space quickly to put their team in a position to score points. They can stop the opposition with ease when defending through closing space with active decision making.</p>
<b>Teamwork</b>	The child can communicate in small groups with each other to complete basic tasks.	The child can work in larger groups and is able to contribute ideas to the group to help achieve targets.	The child can understand roles within an invasion game and is able to fulfil this role to positively contribute to game situations.	<p>The child understands individual roles and responsibilities within several invasion games. They can contribute with positive questions and support when their peers are in need.</p> <p>High achievers will sacrifice their own roles and responsibilities to selflessly benefit the team and their goal. This can come in the form of assisting others, setting up others to succeed and encouraging and motivating others etc.</p>
<b>Tactical Awareness</b>	The child can understand the best way to achieve a goal or team target.	This child understands how to achieve a goal or target and can apply a strategy achieve this target	The child understands basic game understanding and can think of 2 or more tactical approaches when trying to achieve a task. The child understands the pros and cons of each task and can apply the strategy with the most benefit.	<p>The child understands multiple strategies to achieve a goal in various invasion games. They understand the roles and responsibilities in different positions within different invasion games and can apply their individual tasks in game situations</p> <p>High achievers understand every role in an invasion game and can understand the strengths in each position. They can allocate</p>

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				other teammates into positions that best suit their attributes.
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### Sports Day Preparation

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Fundamental Skill Execution</b>	The child can run, jump and throw with correct technique and with fluidity. High achievers will start to combine 2 and 3 fundamental skills with fluidity. In throwing activities there is a high level of accuracy.	N/A	N/A	N/A
Teamwork	The child can communicate in small groups with each other to complete basic tasks. High achievers will be able to contribute their ideas and listen to others. They should also be able to encourage others.	N/A	N/A	N/A
<b>Information Retention</b>	The child can explain 3 technical points for each activity taught and walk through these points to showcase their technique. High achievers will be able to help other children in the group by communicating and showing examples of how to complete each activity unprompted.	N/A	N/A	N/A

### Gymnastics

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Technical Skill Execution</b>	The child can complete 5 basic shapes with good execution and can travel along the floor using basic movements (bunny hops, jumps, leaps etc.)	The child can complete all basic shapes and can now complete 3 different types of rolls.	The child can complete a variety of jumps, turns, rolls and landings with correct technique.	The child can complete a variety of jumps, turns, rolls and landings, understanding the shapes that the body makes when completing these movements. The child can combine multiple movements to a good standard.

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				High achievers complete all gymnastic skills taught with fluidity, finesse and control, taking note of the full action from start to finish.
<b>Body Control &amp; Strength</b>	The child can complete balances with 4 points of contact with the floor maintaining stability and control within the body. Movement whilst in these positions are strong and solid.	The child can maintain balances and positions with 1, 2 and 3 points of contact with the floor for longer than ten seconds. The child shows good upper body strength when supporting certain shapes.	The child can maintain a strong core throughout technical execution which shows control. The child can start to balance using partners as counterbalance.	The child can maintain good core body strength when executing gymnastic skills. They show good body control and flexibility when completing balances and movements. The child can show good upper and lower body strength when supporting their own body weight and others.  High achievers are able to show control and strength through all gymnastics skills and are able to support their own body weight effectively.
<b>Group Work</b>	The child can work in small groups to help with balances.	The child can work together in small groups to create balances and small sequences. The child can also support others that find certain movements/shapes difficult.	The child can be influential in decision making when deciding on what shapes, movements and balances to perform.	The child understands the capabilities of others in the group and can select combinations and sequences that take everyone into consideration.  High achievers can identify the groups strengths and area for improvement and know when creating combinations and sequences who can complete certain movement, balances and shapes.
<b>Combinations &amp; Sequences</b>	The child can combine 2 or more basic movements and balances together.	In small groups, the child can create and perform a sequence of 5 movements, shapes or balances in small groups, performed with timing and finesse.	In groups, the child can create and perform multiple sequences together that involve a variety of jumps, movements, shapes, balances and turns.	Individually, the child can create a movement, balance and shape sequence, showing control, form and fluidity.  High achievers show a high level of timing and synchronisation when combinations and sequences are completed in groups.

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<b>Spatial Awareness</b>	The children can use different movements to use the space.	The child can create combinations and sequences that maximise the space available as well as showing awareness and coordination when working in smaller groups.	Individually, the child can create combinations and sequences that use height and levels when performing.	In a group, the child can maximise the use of height, levels and space to increase the effectiveness of their performance and their gymnastic skills.  High achievers can work closely together understanding each other's movements. They have the ability to perform in groups and use the dimensions of the area to portray emotions.
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### Athletics

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Isolation Movements</b>	N/A	The child can perform singular movements such as running, jumping and throwing with stability and fluidity.	The child can perform singular movements multiple times with consistent technique, breaking down each technique into relevant technical points. This is done at with speed and coordination.	<p>The child can perform singular movement skills over a period of time performing with consistency but focusing on power generation. Each technical point can be referred to.</p> <p>High achievers will generate significant power when completing isolated movements and understand how to improve each technical point to improve speed, power and coordination.</p>
Combination Movements	N/A	The child can perform a chain of separate movements together smoothly to generate an action.	The child can perform a combination of movements together fluidly that combines coordination and speed, e.g running to generate a power for a throwing exercise. The child shows good coordination skills in a linear fashion to transfer power from the lower body to the upper.	<p>The child can performance combination movement in a nonlinear fashion, generating power through twisting and exploding body movement in a whip like motion.</p> <p>High achievers will be able to understand how to generate power and speed in a variety of movements and directions.</p>
<b>Technique Selection</b>	N/A	The child understands basic techniques for running, jumping and throwing. They can work through the technical points to refine their technique.	The child understands how technique can change output and start to analyse their own techniques. They can select a technical point and work to improve it before completing the full movement.	<p>The child understands various techniques for certain events and can choose the best technique to apply when competing against others.</p> <p>High achievers can analyse their performance and generate their own feedback based on the outcome. From this outcome they can adapt their technique to effect the outcome positively in the future.</p>
<b>Physical Execution</b>	N/A	The execution of skills are smooth in isolation with clear examples of good coordination and stability.	The execution of skills are smooth throughout execution showing coordination, stability and speed. The speed being the focal point but not compensating for technique.	The execution of skills show a good level of coordination, stability, speed and power. Power generation being the focal point in the action not compensating technique for stability.

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				<p>High achievers will be able to activity adapt their skills when executing different actions to vary the desired effect of power output, speed and accuracy. This shows active feedback and response evaluation.</p>
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### Racket Sports

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Hand to Eye/Racket Coordination</b>	N/A	N/A	The child will be able strike the ball stationary in the form of a volley and when the ball is able to bounce. In a stationary position this can be done forehand and backhand.	<p>The child can perform solid returns and volleys in an active/game situation with some form of accuracy. This can be achieved in both forehand and backhand.</p> <p>High achievers will be able to maintain a rally of 10 or more shows and show accuracy and reliability when using both forehand and backhand shots.</p>
Sport Specific Skill Execution	N/A	N/A	The child can return shots over a net with some form of accuracy and control.	<p>The child can return shots over the net with correct technique whilst being moved around the court. The child is confident performing 2-3 different types of shots.</p> <p>High achievers will confidently be able to execute 4-5 different types of shots with variety and accuracy in game situations.</p>
<b>Shot Selection</b>	N/A	N/A	The child can perform shots from both forehand and backhand positions during activities and attempts to move from forehand to backhand positions in game situations.	<p>The child can understand the difference between a drop shot, serve, volley, topspin, overhead and lob shot and can execute in a no pressure situations. Some can be executed in game situations.</p> <p>High achievers will be able to apply all of the shots above with some form of accuracy and they will understand the reasons why they use that shot in relations to the opponent’s position on the court.</p>

## Qualitas PE Curriculum

<b>Complex Movement Skills</b>	N/A	N/A	The child can move around the court in various positions being able to understand the flight of the ball and attain the best stationary body position to return a shot back over the net.	<p>The child can show good agility around the court and can perform shots on the move or with an instant change of direction based on the shot played.</p> <p>High achievers will be able to manipulate their body shape to adapt to the shot selection of the opposing player.</p>
<b>Game Understanding &amp; Strategy</b>	N/A	N/A	The child understands the basic rules of tennis and can play a small game in the singles format. They can play doubles tennis through communicating effectively with their partner.	<p>The child understands how shot selection will determine the opponent's players position on the court and can execute a shot to have a desired effect. This applies to both singles and doubles games.</p> <p>High achievers can predetermine shot selection to manipulate the opponent and also understand what shot maybe required in the following two shots.</p>

### Striking and Fielding

	FS2	Y1 – Y2	Y3-4	Y5-6
<b>Hand to Eye Coordination</b>	N/A	N/A	The child can judge the flight of the ball to receive the ball in the field of play. The child must be able to catch the ball from various distances using the correct techniques.	<p>The child can manoeuvre their body when judging the flight of the ball and be able to catch the ball on the move using various catching techniques. They must be comfortable catching with both hands.</p> <p>High achievers will be proficient in working with the ball in both hands, being able to receive the ball and release the ball with success and accuracy consistently.</p>
<b>Batting Execution</b>	N/A	N/A	The child can hit the ball using a blocking technique to make sure contact is made. The children start to move their body around the ball to prepare them for executing the correct batting technique.	<p>The child understands different types of batting techniques and what the aim of using each technique is. The child must be able to attempt 2 or more batting techniques in a game situation.</p> <p>High achievers will be able to choose shot selection based on fielding positions and successful achieve the desire result when applied in a game situation.</p>

## Qualitas PE Curriculum

<b>Fielding Efficiency</b>	N/A	N/A	The child can work effectively when fielding, being able to run, throw and catch the ball quickly to limit the batters scoring.	<p>The child works well in a group being an effective member of the fielding team. They will be able to move the ball quickly and make quick decisions based on the batter's position on the field of play.</p> <p>High achievers will be able to organise others into fielding positions and adapt when necessary based on the batter's success rate.</p>
<b>Game Understanding &amp; Strategy</b>	N/A	N/A	The child understands the fundamental rules of 2 or more striking and fielding games and can identify 3 or more positions within each game.	<p>The child understands several roles and responsibilities in multiple striking and fielding games. They understand how fielding positions can affect the success rate of the batters.</p> <p>High achievers can apply fielding strategies to their teams through effective communication and leadership skills.</p>

## Qualitas PE Curriculum

### PE Curriculum Overview 2019/2020

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Reception</i>	Fundamental Movements – Running, Jumping and Throwing	Fundamental Movements – Catching, Balance, Coordination	Fundamental Dance	Fundamental Gymnastics	Fundamental Invasion Games	Sports Day Preparation
<i>Year 1</i>	Fundamental Movements – Agility, Balance, Coordination	Invasion Games Attacking vs Defending	Fundamental Dance	Gymnastics	Invasion Games - Sport Specific	Athletics -Track and Field Events
<i>Year 2</i>	Fundamental Movements - Agility, Balance, Coordination	Invasion Games - Attacking vs Defending	Dance	Gymnastics	Invasion Games – Sport Specific	Athletics -Track and Field Events
<i>Year 3</i>	Invasion Games	Racket Sports – Mini Tennis	Dance	Gymnastics	Striking & Fielding – Cricket and Rounders	Athletics -Track and Field Events
<i>Year 4</i>	Invasion Games	Racket Sports – Mini Tennis	Dance	Gymnastics	Striking & Fielding – Cricket and Rounders	Athletics -Track and Field Events
<i>Year 5</i>	Invasion Games	Racket Sports – Mini Tennis	Dance	Gymnastics	Striking & Fielding – Cricket and Rounders	Athletics -Track and Field Events
<i>Year 6</i>	Invasion Games	Racket Sports – Mini Tennis	Dance	Gymnastics	Striking & Fielding – Cricket and Rounders	Athletics -Track and Field Events

Table 1. Curriculum Map for 2019 – 2020.

## Qualitas PE Curriculum

<b>Physical Assessment Screening</b>	
<b>Pre-Testing</b>	Whole school testing <b>Week Commencing 9<sup>th</sup> September 2019</b> in PE.
<b>Post-Testing</b>	Whole school testing <b>Week Commencing 13<sup>th</sup> July 2020</b> in PE.
<b>Sport Psychology Skills Questionnaire (KS2 Only)</b>	
<b>Screening Date 1</b>	Whole school testing <b>Week Commencing 9<sup>th</sup> September 2019</b> in PE.
<b>Screening Date 2</b>	Whole school testing <b>Week Commencing 13<sup>th</sup> July 2020</b> in PE.
<b>PE Evaluation Sheets Overview / Sport Specific</b>	
<b>PE Overview Testing 1</b>	Overall PE Overview assessment to be completed the first PE session of the Academic Year.
<b>PE Overview Testing 2</b>	Overall PE Overview assessment to be completed the last PE session of the Academic Year.
<b>Sport Specific Assessment</b>	Sport Specific Assessment completed the last PE session of the block of work.

Table 2. Assessment Dates for Physical and Mental Wellbeing Screening.

<b>External Events</b>		
	<b>Festival</b>	<b>Competition</b>
<b>Autumn Term 1</b>	Fundamentals KS1	Benchball Y3/4 Futsal Y5/6
<b>Autumn Term 2</b>	Invasion Games KS1	Fencing Y3/4 Tag Rugby Y5/6
<b>Spring Term 1</b>	Gymnastics KS1	CrossFit Y5/6
<b>Spring Term 2</b>	Dance KS1/KS2 Girls Sports Day Y4/5	Water Polo Y5/6
<b>Summer Term 1</b>	Mini Tennis Y3/4	Tag Rugby Y3/4
<b>Summer Term 2</b>	Team Building SEND	Derby County KS1 Qualitas EIS Sports Day Y2/Y6

Table 3. External events currently book in for the academic year 2019-2020.

## Qualitas PE Curriculum

<b>Physical Education Interventions</b>	
<b>Change4Life</b>	Change4Life is a 12-week programme where students will learn and understand the factors affecting a healthy lifestyle, benefits of healthy eating, importance of physical activity, different food groups and healthy alternative foods. The pupils will learn this through different exercise activities, food practical's and their individual Change4Life journal.
<b>PlayMaker Award</b>	The PlayMaker award is a 6-week programme where students will plan, prepare and deliver their own sessions using the word PACE to fulfil the full potential of the session. Students will consider Participants, Area, Communication and Equipment to fully engage participants in the session. By the end of this course the aim is for the 'PlayMaker' leaders to put their learning into practice within your school, i.e. setting up organised sporting activities throughout the school week.
<b>Sport and Exercise Psychology</b>	The sport psychology course is a 6-week programme where students will learn about positive self-esteem, emotional literacy, social skills and communication. The children will be introduced to sport and exercise psychology coping strategies that will help them understand the theory of psychology. They will then be able to apply these strategies to individual sport and classroom scenarios. The course can be delivered to either the sporting elite, to further their athletic development at a high level, or children that struggle with controlling emotions and/or lack confidence within sport.

Table 4. Physical Education Interventions breakdown.

## Qualitas PE Curriculum

YOUTH PHYSICAL DEVELOPMENT (YPD) MODEL FOR MALES																				
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD						ADOLESCENCE						ADULTHOOD				
GROWTH RATE	RAPID GROWTH			STeady GROWTH						ADOLESCENT SPURT						DECLINE IN GROWTH RATE				
MATURATIONAL STATUS	YEARS PRE-PHV										PHV		YEARS POST-PHV							
TRAINING ADAPTATION	PREDOMINANTLY NEURAL (AGE-RELATED)										COMBINATION OF NEURAL AND HORMONAL (MATURITY-RELATED)									
PHYSICAL QUALITIES	FMS	FMS			FMS			FMS												
	SSS	SSS			SSS			SSS												
	Mobility	Mobility						Mobility												
	Agility	Agility						Agility			Agility									
	Speed	Speed						Speed			Speed									
	Power	Power						Power			Power									
	Strength	Strength						Strength			Strength									
	Hypertrophy											Hypertrophy		Hypertrophy				Hypertrophy		
	Endurance & MC	Endurance & MC						Endurance & MC			Endurance & MC									
TRAINING STRUCTURE	UNSTRUCTURED			LOW STRUCTURE				MODERATE STRUCTURE			HIGH STRUCTURE			VERY HIGH STRUCTURE						

Table 5. Youth Physical Development Model for Males

## Qualitas PE Curriculum

YOUTH PHYSICAL DEVELOPMENT (YPD) MODEL FOR FEMALES																					
CHRONOLOGICAL AGE (YEARS)	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21+	
AGE PERIODS	EARLY CHILDHOOD			MIDDLE CHILDHOOD					ADOLESCENCE							ADULTHOOD					
GROWTH RATE	RAPID GROWTH			↔ STEADY GROWTH ↔					↔ ADOLESCENT SPURT ↔				↔ DECLINE IN GROWTH RATE								
MATURATIONAL STATUS	← YEARS PRE-PHV ←							PHV				→ YEARS POST-PHV →									
TRAINING ADAPTATION	PREDOMINANTLY NEURAL (AGE-RELATED)								↔ COMBINATION OF NEURAL AND HORMONAL (MATURITY-RELATED)												
PHYSICAL QUALITIES	FMS	FMS		FMS		FMS															
	SSS	SSS		SSS		SSS															
	Mobility	Mobility					Mobility														
	Agility	Agility					Agility				Agility										
	Speed	Speed					Speed				Speed										
	Power	Power					Power				Power										
	Strength	Strength					Strength				Strength										
		Hypertrophy								Hypertrophy		Hypertrophy							Hypertrophy		
		Endurance & MC		Endurance & MC					Endurance & MC				Endurance & MC								
TRAINING STRUCTURE	UNSTRUCTURED			LOW STRUCTURE					MODERATE STRUCTURE		HIGH STRUCTURE			VERY HIGH STRUCTURE							

Table 6. Youth Physical Development Model for Females.