**Primary Curriculum Map (Physical Education)**

***Year 1 Undergraduate***

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| **University Curriculum – Year 1** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Lecture**  **1 hour** | * Introduction toNCPE / Ofsted Research PE * Swimming and water safety. * Difference between PE, Sport and PA * Benefits of PE and the link to mental health and wellbeing * Introduction to FMS and motor competence (cognition and schema). | 2.1  2.7  3.2 | 3a | DfE (2013) National Curriculum  OFSTED Research Review PE (2022).  GALLAHUE et al (2019) Understanding Motor Development  GRIGGS, (2022) An Introduction to Primary Physical Education,  LTA Teacher Training Handbook  LAWRENCE, (2020), Teaching Primary Physical Education  PICKARD & MAUDE (2020, 2nd /edition) Teaching PE Creatively  RAINER & JARVIS (2020) Fundamental movement skills and their relationship with measures of health-related physical fitness of primary school children  SWINDLEHURST (2021) “Can they catch it? Yes they can.”  SWINDLEHURST, (2008) Ch 3 in Lavin, J. Creative Approaches to teaching PE.    TOP Swimming YST | Participate in group/ class discussions, practical activities and Q&A  Discuss research in small groups (tutor-led discussion)  Micro-teaching  Trainee reflection and analysis/evaluation  Assessment - PE Quiz – google form |
| **Session 1**  **2 hours** | * Know that as a teacher they are role models for PA/PE. * Know how to observe Motor competence in some Fundamental Movement Skills (FMS) building on EYFS Physical Development. * Know the key elements of an effective PE lesson plan (WU, motor skill, application, cool down/plenary) * Understand how to organise games lessons and transitions. * Know how to develop routines and an introduction to behaviour management in PE. * Know how to plan & teach introductory, motor skills, tactics and strategies for attacking and defending in games through (direct teaching, modelling, paired and group work, questioning, formative assessment) * Understand Inclusion (Diversity, SEND and adaptive teaching) changing equipment in PE as an adaptive teaching strategy to support developing motor competence. | 1.2  2.1  3.3  4.3  7.1 | 4a  7i |
| **Session 2**  **2 hours** | * Know thatthere are a range of introductory dance activity skills and practical activities. * Understand how to teach simple composition skills in dance type activities through (direct teaching, modelling, paired and group work, questioning, formative assessment) * Understand Inclusion (Diversity, SEND and adaptive teaching) an introduction to the STEP model to support adaptive teaching in dance. * Know some simple strategies for supporting EAL children in PE. | 1.2  2.2  3.9  4.4  5.2 | 3c  5a |
| **Session 3**  **2 hours** | * Understand that*net/wall and striking and fielding*sport skills are built on FMS. * Know to plan, teach and adapt net/wall and striking and fielding skills and games to ensure success for all children. * Understand Inclusion (Diversity, SEND and adaptive teaching) how to use the introductory principles of inclusion through the STEP model for ALL learners in games. | 3.5  4.6  5.3 | 3a  4a |
| **Session 4**  **2 hours** | * Know how to teach the introductory FMS and activity/sport specific skills gymnastic type activities at KS1 & KS2. * Know how to teach simple gymnastic skills and simple sequences in gymnastic type activities through (direct teaching, modelling, paired and group work, questioning, formative assessment). * Understand Inclusion (Diversity, SEND and adaptive teaching) can use the STEP model for adaptive teaching in gymnastic activities. | 3.5  4.2  4.3  4.8  5.1 | 3b  5e |

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| **School Based Curriculum – Year 1** | | | | |
| **Observing:**  Observe how expert colleagues manage and organise the class, in PE, in at least one lesson throughout school.  **Planning:**  Observe how expert colleagues break FMS or sport specific skills down into constituent components, in PE, for at least one lesson.  **Teaching:**  Teach a warm up and cool down in a PE lesson to the whole class  **Assessment:**  Check prior knowledge and understanding during PE lessons.  **Subject Knowledge:**  Discuss and analyse subject specific components with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| * Understand how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment. * Know how to teach and model a fundamental movement skill or sport specific skill in a PE lesson with support from expert colleagues. * Be able to plan and teach a warm up and cool down session with the whole class. * Can explain the differences between PE and physical activity. | 7.1  4.2 | 7i  4a  3d  3a | afPE Definitions Poster  OFSTED Research Review PE (2022).  HOWELLS, et al, (2018) Mastering Primary PE | Weekly Development Summary    Lesson Observations  Discussion with PE subject leader. |

***Year 2 Undergraduate***

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| **University Curriculum – Year 2** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours** | * Understand the the Schools have health and safety policies and risk assessment for gymnastic activities. * Know about behaviour management in a higher risk activity. * Know how to plan a sequence of learning to include a range of developing gymnastic activity skills (Match and Mirror/counter balance) and practical activities using apparatus. * Know how to teach and assess gymnastic skills and composition and linking skills in gymnastic type activities. * Understand the importance of modelling (Ofsted Research Review) in gymnastics * Understand Inclusion (Diversity, SEND and adaptive teaching) how to use the STEP model for adaptive teaching in gymnastic activities. | 2.2  3.3  3.5  6.1  7.1 | 3a  4a  5e  6a | afPE (2020), Safe Practice in PE.  DOHERTY & BRENNAN, (2014), Physical Education and development 3-11  LAVIN, (2008) Creative Approaches to teaching PE.    LAWRENCE, (2020), Teaching Primary Physical Education  PICKARD & MAUDE (2020, 2nd /edition) Teaching PE Creatively  VICKERMAN & MAHER (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds).  YST TOP Challenge Cards 2018 | Participate in group/ class discussions, practical activities and Q&A  Micro-teaching  Trainee reflection and analysis/evaluation  Assessment - PE Quiz – google form |
| **Session 2**  **2 hours** | * Know a developing range of dance activity skills (Motif and its development) and practical activities. * Know how to teach dance skills and composition and linking skills in dance type activities. * Understand Inclusion (Diversity, SEND and adaptive teaching) how to use the STEP model for adaptive teaching in dance. | 3.2  4.3  4.8  5.2 | 3a  5e |
| **Session 3**  **2 hours** | * Know a range of introductory teambuilding, problem solving and simple trails and practical activities for OAA activities. * Understand Inclusion (Diversity, SEND and adaptive teaching) know there are principles of inclusion through the Activity Inclusion model for ALL learners and be introduced to strategies and activities to support pupils with communication difficulties including ASD and EAL. | 4.6  4.9  5.1 | 3a |

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| **School Based Curriculum – Year 2** | | | | |
| **Observing:** Observe how expert colleagues use organise lessons and behaviour management, in PE, in at least 4 lessons throughout school.  **Planning:**  Plan, as appropriate, for a sequence of lessons in PE lessons.  **Teaching:** Teach and assess a sequence of lessons for PE  **Assessment:** Discuss with expert practitioners the approaches the school uses to assess children’s progress in physical education  **Subject Knowledge:**  Discuss health and safety in PE with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE.  Be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans.  **OR**  Annotate the schools PE scheme of work to meet the children’s needs. Teach and assess the annotated sequence of lessons.  Know how the approaches the school uses to assess children’s progress in physical education.  Understand the PE health and safety policy, risk assessment, and any specific guidance (i.e. jewellery, PE kit, non-participants, personal protective equipment PPE) through discussion with expert practitioners.  Discuss with the mentor/subject leader if they use PE in a cross curricular or thematic way to enhance learning across the curriculum.  Be able to examine the school curriculum plans to identify how PE learning can be transferred or linked across different subjects, and discuss these with expert colleagues. | 7.1  6.2  4.2  6.3  3.1  3.1  3.1 | 7c  6a  4a  4b  4e  5b  6d  6e  3c  3c  3c |  | Weekly Mentor Meetings  Weekly Development Summary    Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate |

***Year 3 Undergraduate***

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| **University Curriculum – Year 3** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1**  **2 hours** | * Know how to teach developing and complex motor skills, tactics and strategies for attacking and defending in games through (direct teaching, modelling, paired and group work, questioning, formative assessment) using existing schemes used in schools for PE * Be able to plan for a target learning task in games in groups as part of a sequence of learning, by annotating an existing published schemes used in schools for PE * Understand Inclusion (Diversity, SEND and adaptive teaching) using the Activity Inclusion model as an adaptive teaching strategy to support motor competence in games. * Know some simple strategies for supporting EAL children in PE. | 3.2  3.5  4.2  4.3  4.4  4.6  4.8  5.7 | 3b  4i | AFPE (2018) Assessment in PE, Association of PE  CARTER, (2022) A Year of Primary PE  DFE (2014) National Curriculum  FOSTER & BARBER, (2021) PE for Young People with Disabilities  HOWELLS, et al, (2018) Mastering Primary PE  OFSTED (2022) Research Review PE  PICKARD & MAUDE (2020, 2nd /edition) Teaching PE Creatively  SWINDLEHURST (2020)  Physical Education Progression Document  SWINDLEHURST (2022) Primary PE, Core Tasks Revisited  VICKERMAN & MAHER (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds).  YST (2018) TOP Sportsability | Participate in group/ class discussions, practical activities and Q&A  Discuss research in small groups (tutor-led discussion)  Micro-teaching  Trainee reflection and analysis/evaluation  Assessment - PE Quiz – google form |
| **Session 2**  **2 hours** | * Know how to assess developing and complex motor skills, tactics and strategies for attacking and defending in games, existing schemes used in schools for PE. * Be able to plan and assess a target learning task in games in groups as part of a sequence of learning, by annotating an existing published schemes used in schools for PE * Understand Inclusion (Diversity, SEND and adaptive teaching) using the Activity Inclusion model as an adaptive teaching strategy to support motor competence in games. | 5.1  5.7  6.3  6.4 | 5e  6a  6d |
| **Session 3**  **2 hours** | * To compare published PE progression frameworks and in groups identify the pros and cons of these published schemes. * To explore the wider discussion around assessment in PE and the subject associations materials. * Understand transition into KS3 from existing schemes used in schools for PE. | 1.1  3.1 | 3c |
| **Session 4**  **Teaching children with SEND**  **2 hours** | * Know how to teach a broad range of SEND PE activity specific skills and disability sports. * Understand how to adapt activities to ensure all children with SEND achieve success in PE through the activity inclusion model. | 3.2  3.7  5.1  5.7 | 3c  5e  5f |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues use and deconstruct approaches, in Communication & Language and Literacy, in a sequence of lessons throughout school.  **Planning:** Discuss with expert colleagues how planning in PE for from the outset, includes small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals.  **Teaching:** Plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans, which includes adaptive teaching approaches  **Assessment:** Discuss with expert colleagues’ summative assessment in PE and how the school to monitors and assesses progression in physical education.  **Subject Knowledge:**  Discuss and analyse PE Policies and documentation for risk assessments with expert colleagues | | | | |
| **Subject Specific Components/s (know, understand, can do)** | **Learn That**  **(CCF reference in numerics e.g. 1.1)** | **Learn How**  **(CCF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| Understand that progression in PE should be planned for from the outset, including small step progression to take account of pupils with SEND from the outset, and to set challenging learning goals.  Be able to plan, teach and assess a sequence of lessons for PE based on the school’s medium-term plans, which includes adaptive teaching approaches.  **OR**  Annotate the schools PE scheme of work to meet the children’s needs through adaptive teaching approaches. Teach and assess the annotated sequence of lessons.  **THEN**  Reflect on the sequence of lessons taught.  Know how the school supports children with SEND in PE, physical activity and school sport  Understand how to monitor and assess progress in physical education. This might be through a sequence of lessons being taught by the trainee, or by reviewing children’ work from previous lessons.  Know through discussions with expert practitioners/ PE subject leader:   * that the PE subject policy is designed to provide curriculum PE guidance and entitlement, scheme of work, risk assessment and health and safety   • their key role in monitoring children’s progress in the different activity areas in National Curriculum PE across the year groups.  • how the PE Premium funding is used and its impact in the school.    Discuss with expert practitioners/ PE subject leader documentation, policies and practice for risk assessment and planning activities for sports fixtures / festivals  **OR**  an educational visit at an outdoor centre and how these are used to enhance the curriculum and contribute to the cultural capital of children. | 3.7  3.2  4.2  4.5  6.1  6.4 | 3d  3i  3a  4b  4e  4i  6c  6p | **THEN**  Reflect on the sequence of lessons taught. | Weekly Mentor Meetings  Weekly Development Summary    Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate |