**Primary 5-11 Curriculum Map Physical Education**

***Post Graduate Programme***

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| **University Curriculum** | | | | | |
| **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 that as a teacher they are role models for PA/PE. * Introduction toNCPE and OFSTED PE review * Introduction to FMS and motor competence (schema and cognition) * Difference between PE, Sport and PA * Benefits of PE and the link to mental health and wellbeing * Know how to teach problem solving, trails and orienteering at KS1&2 that meet OAA national curriculum requirements. * Swimming and water safety. * Understand Inclusion (Diversity, SEND and adaptive teaching) in OAA and Swimming. | 2.1  2.7  3.2 | 3a | DfE (2013) National Curriculum  FOSTER & BARBER, (2021) PE for Young People with Disabilities  GALLAHUE et al (2019) Understanding Motor Development  GRIGGS, (2022) An Introduction to Primary Physical Education,  HOWELLS, et al, (2018) Mastering Primary PE  LTA Teacher Training Handbook  LAWRENCE, (2020), Teaching Primary Physical Education  OFSTED Research Review PE (2022).  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, (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 2**  **2 hours** | * 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 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  3.3  4.3  7.1 | 4a  7i |
| **Session 3**  **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. | 2.2  3.9  4.4  5.2 | 3c  5a |
| **Session 4**  **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 5**  **2 hours** | * Know thatthere are a range of introductory FMS and gymnastic activity specific skills at KS1 & KS2. * Know how to teach and assess skills and sequences in gymnastic type activities through (direct teaching, modelling, paired and group work, questioning, formative assessment). * Know how to teach a broad range of SEND PE activity specific skills and sports. * Understand how to adapt activities to ensure all children with SEND achieve success in PE. | 4.2  4.3  4.8  5.1 | 3b  5e |

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| **School Based Curriculum – Introductory Phase** | | | | |
| **Observing:**  Observe how expert colleagues organise transitions and groupings in a PE lesson. Observe how expert colleagues break FMS or sport specific skills down into constituent components  **Planning:**  Plan a warm up and cool down for a PE 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. | 4.2  7.1 | 3a  3d  4a  7i |  | Weekly Development Summary    Lesson Observations  Discussion with PE subject leader/expert colleagues. |

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| **School Based Curriculum – Development Phase** | | | | |
| **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.  Be able to work with an expert colleague 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 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. | 3.1  4.2  6.2  6.3  7.1 | 3c  4a  4b  4e  5b  6a  6d  6e  7c |  | Weekly Mentor Meetings  Weekly Development Summary    Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate  Discussion with PE subject leader/expert colleagues. |

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| **School Based Curriculum – Consolidation Phase** | | | | |
| **Observing :** Observe how expert colleagues take into account children with SEND and set challenging goals.  **Planning :** Plan a sequence of lessons in one area of physical education.  **Teaching :** Teach and assess a sequence of learning in one area of physical education.  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used in physical education  **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 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 |  | Weekly Mentor Meetings  Weekly Development Summary    Lesson Observations  Mentor & Link Tutor Meetings  Additional support for trainee at risk (Cause for Concern) procedures as appropriate  Discussion with PE subject leader/expert colleagues. |