**Primary Early Years 3-7 Curriculum Map (Physcial Development and PE)**

***PGCE***

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| **University Curriculum –** | | | | | |
| **Session Sequence** | **Session Content Subject Specific Components/s** | **Learn That** | **Learn How** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Session 1** | To understand the requirements of the EYFS for physical development  The key principles of physical development (Cephalocaudal and Proximodistal)  Physical development underpins all areas of learning – which is why it is a prime area  Introduction as to how to develop gross and fine motor skills  The expectations for the ELG for gross and fine motor skills  Gross movement precedes and underpins fine motor movements  Provide provision and activities that are inclusive to all children  Enhance the environment to promote opportunities for young children to develop their gross and fine motor skills  The stages of human physical development  There are different theoretical models of human physical development  Introduction as to how to identify the stages of, and develop, fundamental movements skills  The importance of providing opportunities to develop fundamental movement skills within children’s play  How to assess progress towards the ELG for physical development  Practice is an integral part of effective teaching  Modelling to students how to develop FMS will help them develop | **3.2**    **5.3**  **4.8**  **4.3**  **1.1**  **1.3**  **1.6** | **3.d**  **5.c**  **6.c**  **6.i**  **1d** | Diamond, A. 2000. Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex, Child Dev. 71: 44–56.  Diamond, A. 2007. Interrelated and interdependent, Dev. Sci. 10: 152–158.  Wang, S., Hsieh, W. & Young, Y. 2013. "Development of ocular vestibular‐evoked myogenic potentials in small children", *The Laryngoscope,* vol. 123, no. 2, pp. 512-517.  Goddard Blythe, S. 2012a. The Right to Move: Assessing Neuromotor Readiness for Learning – Why Physical Development in the Early Years Supports Educational Success. Improving the Quality of Childhood in Europe 2012 (Volume 3).  Daly, A. & O'Connor, A. 2016. *Understanding physical development in the early years: linking bodies and minds,* Routledge, London, [England];New York, New York.  *Gallahue et al (2022) Understanding Motor Development: Infants, Children, Adolescents, Adults*  *Early Education (2021), Birth to five matters.*  *DfE (2021) Development Matterss*  *Dfe, (2021) Early Years Foundation Stage Statutory Framework* | Peer and tutor discussion  Presentation of statutory/supporting documents  Recall of key principles of physical development to peer (proximodistal/ cephalocaudal) |
| **Session 2** | 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.  Know how to develop routines and an introduction to behaviour management in PE.  Know how to plan & teach introductory, 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.  Know how to teach the introductory FMS and activity/sport specific skills type activities at KS1. | 1.2  3.3  4.3  7.1 | 4a  7i  1c | DfE (2013) National Curriculum  OFSTED Research Review PE (2022).  GALLAHUE et al (2022) Understanding Motor Development  GRIGGS, (2022) An Introduction to Primary Physical Education,  <https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report>  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. | Observations of feedback students provide to peers as to how to develop the FMS skill of throwing |
| **Session 3** | To design an environment/area of provision that promotes physical development and is inclusive to all learners  Understand how expert colleagues manage the environment in order to develop physical literacy  Is able to develop FMS in continuous provision  Understand fine motor development and different grips used for writing  To plan and design a baseline assessment for FMS  Introduction to the Ofstead research review and PE subject review | **5.7**  **3.2**  **3.3**  **6.1** | 5d  5d  3d  6e | [*https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report*](https://www.gov.uk/government/publications/subject-report-series-pe/levelling-the-playing-field-the-physical-education-subject-report)  GALLAHUE et al (2022) Understanding Motor Development  OFSTED Research Review PE (2022). | Trainee reflection and analysis/evaluation  Within taught university sessions through activities and interactions  Demonstration/presentation of FMS development plans  Assessment - PE Quiz – google form |

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| **School Based Curriculum** | | | | |
| **Observing :** Observe how expert colleagues use…and deconstruct this approach in at least one lesson throughout school.  **Planning :** Observe how expert colleagues break tasks down into constituent components in ……. for one lesson  **Teaching :** Rehearse and refine particular approaches for a group/whole class. Plan for group/whole class teaching.  **Assessment :** Check prior knowledge and understanding during 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** |
| EYFS  To be able to observe children during play and identify the developmental stages.  To understand that secure knowledge of gross and fine motor development helps teachers to motivate pupils and teach effectively.  To understand that physical literacy can be improved by explicitly teaching fundamental movement skills.  Discuss with expert practitioners' documentation, policies and practice for risk assessment and planning activities.  To be able to plan for an inclusive environment that enables physical development for all children.  Know how to develop positive relationships with children during play to support the development of physical literacy.  National Curriculum  Understand how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment.  With expert colleagues know how to teach and model a fundamental movement skill or sport specific skill in a PE lesson.  To be able to plan and teach a warmup and cool down session with the whole class.  To be able to explain the differences between PE and physical activity.  Know how to use modelling and behaviour management strategies, organise equipment, group children and adaptive teaching by observing expert practitioners teaching PE.  To 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.  To 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. | **3.2**    **3.5**  7.1  4.2 | **4.1**  **6.1**  7i  4a  3d  3a | Daly, A. & O'Connor, A. 2016. *Understanding physical development in the early years: linking bodies and minds,* Routledge, London, [England];New York, New York.  *Gallahue et al (2022) Understanding Motor Development: Infants, Children, Adolescents, Adults*  *Early Education (2021), Birth to five matters.*  *DfE (2021) Development Matterss*  *Dfe, (2021) Early Years Foundation Stage Statutory Framework* | Weekly Development Summary  Lesson Observations  Link Tutor |