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

***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** |
| **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  To understand the importance of cultural capital in children’s development in relation to PD  The expectations for the ELG for gross and fine motor skills  Gross movement precedes and underpins fine motor movements  It is essential to create an inclusive environment that develops a range of fine and gross 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 | **3.2**    **5.3**  **4.8**  **4.3** | **3.d**  **5.c** | 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.  [*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) | Peer and tutor discussion  Presentation of statutory/supporting documents  Presentation of outdoor learning ideas |
| **Session 2** | 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 plan an area of provision that develops a fundamental movement skill  Observe children during play and identify developmental stages  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 | **4.8**  **4.3** | **6.c**  **6.i** | *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* | Observations of feedback students provide to peers as to how to develop the FMS skill of throwing  Recall of key principles of physical development to peer (proximodistal/ cephalocaudal)  Demonstration/presentation of FMS development plans |

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| **School Based Curriculum – Year 1** | | | | |
| **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** |
| To be able to observe/discuss how to plan for an inclusive environment that enables physical development.  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  To understand how to develop positive relationships with children during play to support the development of physical literacy  To be able to observe children during play and identify the developmental stages of children | **3.2**    **3.5** | **4.1**  **6.1** | 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 |

***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** | * 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. | 1.2  3.3  4.3  7.1 | 4a  7i  1c | 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. | Trainee reflection and analysis/evaluation  Within taught university sessions through activities and interactions  Assessment - PE Quiz – google form |
| **Session 2** | * 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 3** | * 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. | 3.9  4.4  5.2 | 3c  5a |  |  |
| **Session 4** | * Know how to teach the introductory FMS and activity/sport specific skills gymnastic type activities at KS1. * 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. | 4.2  4.3  4.8  5.1 | 3b  5e |  |  |

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| **School Based Curriculum – Year 2** | | | | |
| **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:**  Deliver a warm up to the whole class group.  **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.  With expert colleagues know how to teach and model a fundamental movement skill or sport specific skill in a PE lesson.  Can plan and teach a warm up and cool down session with the whole class.  Can 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. | 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 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** | Difference between PE, Sport and PD  Benefits of PE/PD and the link to mental health and wellbeing  Understand fine motor development and different grips used for writing  To be able to plan an activity that supports children with developing their fine motor skills  A range of teaching strategies, models-based practice and use of technology in physical development | 2.1  2.7  3.2  3.3 | 3a  3d | *Early Education (2021), Birth to five matters.*  *DfE (2021) Development Matterss*  *Dfe, (2021) Early Years Foundation Stage Statutory Framework*  *LTA Teacher Training Handbook* | Trainee reflection and analysis/evaluation  Within taught university sessions through activities and interactions |
| **Session 2** | Learning involves a lasting change in pupils’ capabilities in relation to their physical development  The key areas on which class teachers should focus to improve attainment and standards of teaching and learning of physical development/PE  About current issues in policy and curriculum development.  The role of the class teacher in promoting PE and physical development.  Introduction Ofsted Research PE and the PE subject report.  Swimming and water safety. | 2.1  2.7  2.8  3.7  4.2 | 4b  4e  1c |  |  |

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| **School Based Curriculum – Year 3** | | | | |
| **Observing :**  Observe how expert colleagues organise the environment in or to promote physical development  **Planning :**  Plan an area of provision/environment that promotes physical literacy  **Teaching :**  Support children during continuous provision to develop their fine and gross motor skills  **Assessment :** Discuss with expert colleagues summative assessment, reporting and how data is used.  **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** |
| 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  Can explain how to develop FMS in continuous provision  Is able to lead the development of fine and gross motor skills | 5.7  3.3 | 5a  1c  3h | SWINDLEHURST (2021) “Can they catch it? Yes they can.”  *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  Discussion with class teacher and/or PD/PE subject leader. |