**Primary Curriculum Map (Physical Education)**

***Year 1 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 1** | | | | | |
| **Session Sequence**  **Include details of creative** | **Session Content**  **Subject Specific Components** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1**  **Classroom based** | * To know the difference between physical activity, school sport and physical education. To understand that as a teacher they are role models for PE. * To understand the importance of FMS and motor competence. * To be able to identify the statutory requirements for Physical education in the NCPE. * To know the key elements of an effective PE lesson plan (WU, motor skill, application, cool down/plenary) through the Direct Instruction model * To understand the importance of Swimming and water safety within PE and the wider foundation curriculum. * To understand how to organise PE lessons and transitions and behaviour management strategies. | 1.1  1.2  1.3  2.2  2.5  2.8  2.10  3.1 | 1c  1h  2b  2c  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  TOP Challenge, YST | Participate in group/ class discussions, practical activities and Q&A  Discuss research in small groups (tutor-led discussion)  Micro-teaching (small peer groups)  Trainee reflection and analysis / evaluation  Formative assessment from expert input  Scenario based group discussion and feedback  Assessment - PE Quiz – google form |
| **Seminar 2**  **Practical**  **Feedback** | * To be able to observe Motor competence in some Fundamental Movement Skills (FMS) * To be able to plan & teach introductory, skills, and tactics for attacking and defending in games. * To understand the STEP model as a strategy for adaptive teaching and how to change Equipment to support children’s skills. | 1.2  2.8  3.2  3.5  4.3  5.2  6.1  6.5 | 3a  4a  5a  6d |
| **Seminar 3**  **Practical**  **Feedback** | * To know a range of introductory dance activity skills (Travel, Turn, Jump, Gesture and Stillness). * To be able to create a simple dance phrase. * To understand the STEP model as a strategy for adaptive teaching in dance. | 1.2  2.8  3.7  4.3 4.6  5.2 5.7  6.1 6.5 | 3a  4a  5a  6d |
| **Seminar 4**  **Practical**  **Expert input**  **& Peer Teaching** | * To know that*net/wall and striking and fielding*sport skills are built on FMS. * To be able to plan, teach and adapt net/wall and striking and fielding skills and games to ensure success for all children. * To understand the STEP model as a strategy for adaptive teaching in net/wall games. | 1.2  2.8  3.3  4.3 4.6  5.3 5.7  6.7 | 2b  4a  5a  6d |
| **Seminar 5**  **Practical**  **Peer Teaching** | * To know a range of introductory gymnastic skills (Travel, Balance, Jump, Roll and Space). * To be able to create a simple sequence in gymnastic type activities. * To know a range of introductory teambuilding and problem-solving practical activities for OAA activities. | 1.2  2.8  3.7  4.3 4.6  5.2 57  6.1 6.5 | 3a  4a  5a  6d |
| **Seminar 6**  **Practical**  **SEND Scenario response** | * To be able to plan & teach introductory, sport specific skills (i.e. chest pass, catch) and tactics for attacking and defending in invasion games. * To understand the STEP model as a strategy for adaptive teaching in invasion games to support motor competence. | 1.3  2.2 2.7  3.3 3.6  4.3 4.6  5.5 5.7  6.2 6.4 | 2b  4a  5a  6d |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
| * To know how expert colleagues manage the organisation of a PE lesson. Transitions, groupings and using equipment. * To be able to teach and model a fundamental movement skill or sport specific skill in a PE lesson with support from expert colleagues. * To be able to plan and teach a warm up and cool down session with the whole class. * To know and can explain the differences between PE, sport and physical activity. | 4.2  7.1 | 3a  3d  4a  7i | 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***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 2** | | | | | |
| **Overview of Content**  Year 2 will introduce trainees to creative and problem-solving approaches to PE for both disciplinary and procedural knowledge in PE. Year 2 will also introduce student to health and safety in PE and risk assessments in gymnastic and OAA activities. The trainees will continue to develop their subject knowledge in a range of activities including dance, gymnastics and OAA. The trainees will continue to develop their understanding of adaptive teaching, the STEP framework and be introduced the Activity Inclusion model. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |
| **Seminar 4** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
|  |  |  |  |  |

***Year 3 Undergraduate***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **University Curriculum – Year 3** | | | | | |
| **Overview of Content**  During this sequence of sessions, students will consolidate their subject knowledge in physical education through developing a critically evaluative approach to planning whole school curriculum for the foundation subjects. They will critically examine and develop a rationale for curriculum decisions focused on a macro-perspective of curriculum design in schools. They will critically evaluate existing PE schemes of work, considering whether such schemes effectively promote pupil progress in the subject. This sequence seeks to develop a critically evaluative approach to curriculum design in physical education in preparation for future employment. | | | | | |
| **Session Sequence** | **Session Content**  **Subject Specific Components/s** | **Learn That**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment mode** |
| **Seminar 1** |  |  |  |  |  |
| **Seminar 2** |  |  |  |
| **Seminar 3** |  |  |  |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **School Based Curriculum – Year 3** | | | | |
| **Observing:** Observe how expert colleagues take into account children with SEND and set challenging goals.  **Planning:** Discuss with expert colleagues how planning in PE for from the outset, includes small step progression to take account prior knowledge.  **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**  **(ITTECF reference in numerics e.g. 1.1)** | **Learn How**  **(ITTECF reference bullets alphabetically e.g. 1c)** | **Links to Research and Reading** | **Formative Assessment** |
|  |  |  |  |  |