**Primary Curriculum Map (Physical Education) School Based 2024-25**

***Level 4 Undergraduate***

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| **University Curriculum – School Based - Level 4** |
| **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** |
| **In-person - campus****2 hours** | * 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) and the Direct Instruction model
* To understand the importance of FMS and motor competence.
* To be able to plan & teach introductory, FMS and 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 and how to change Equipment to support children’s skills
 | 1.32.42.82.103.33.54.24.35.2 | 2b | DfE (2013) National CurriculumOFSTED Research Review PE (2022).GALLAHUE et al (2019) Understanding Motor DevelopmentGRIGGS, (2022) An Introduction to Primary Physical Education, LAWRENCE, (2020), Teaching Primary Physical Education PICKARD & MAUDE (2020, 2nd /edition) Teaching PE CreativelySWINDLEHURST (2021) “Can they catch it? Yes they can.” SWINDLEHURST, (2008) Ch 3 in Lavin, J. Creative Approaches to teaching PE. TOP Swimming YST | RAG rating – how confident do you feel about teaching PEParticipate in group/ class discussions, practical activities and Q&A  Micro-teachingTrainee reflection and analysis/evaluationFeedback and discussion on Follow on Task. |
| **Follow on Task 1** | * Observe a KS1 games lesson and note which children have poor Fundamental Movement Skills (FMS).
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| **In-person - campus****2 hours** | * To understand the importance of Swimming and water safety within PE and the wider foundation curriculum.
* 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.
 | 1.22.83.2 3.74.3 4.45.2 5.76.1 6.5 | 3a4a5a6d |
| **Follow on Task 2** | * Observe a dance lesson identify how the lesson was structured to give the children opportunities to be creative and identify good examples of adaptive teaching during the lesson.
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| **School Based Curriculum – Level 4** |
| **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.
 | 4.27.1 | 3a3d4a7i | afPE Definitions PosterOFSTED Research Review PE (2022).HOWELLS, et al, (2018) Mastering Primary PE | Weekly Development Summary Lesson ObservationsDiscussion with PE subject leader. |