**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 | 1.3  2.4  2.8  2.10  3.3  3.5  4.2  4.3  5.2 | 2b | DfE (2013) National Curriculum  OFSTED Research Review PE (2022).  GALLAHUE et al (2019) Understanding Motor Development  GRIGGS, (2022) An Introduction to Primary Physical Education,  LAWRENCE, (2020), Teaching Primary Physical Education  PICKARD & MAUDE (2020, 2nd /edition) Teaching PE Creatively  SWINDLEHURST (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 PE  Participate in group/ class discussions, practical activities and Q&A  Micro-teaching  Trainee reflection and analysis/evaluation  Feedback 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). |  |  |
| **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. | 1.2  2.8  3.2 3.7  4.3 4.4  5.2 5.7  6.1 6.5 | 3a  4a  5a  6d |
| **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. | 4.2  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. |