

## Primary Early Years Initial Teacher Education: Curriculum Plan

### Physical Development and Physical Education: Undergraduate Programmes

#### Curriculum Intent:

Within the EYFS physical development is identified as a prime area of learning and thus central to children's early development. It embraces the four principles of the EYFS acknowledging the importance of the unique child, positive relationships, the enabling environment and learning and development. Physical development in the EYFS underpins the progression to fundamental movement skills in Key Stage 1. At Edge Hill University we strongly believe that physical activity is vital for all round development. It provides opportunities for pupils to be creative, competitive and to face up to different challenges. PE also promotes positive attitudes towards active and healthy lifestyles and will ensure that children can move efficiently, effectively and safely. Through our curriculum we aim to provide students with a wide range of practical tools and pedagogical approaches to enable them to promote physical development in the early years and to teach a high-quality PE curriculum which can contribute to children's confidence, self-esteem, self-worth and enhance social development.

Phase	Learn that...	Learn how to...
Phase 1	<b>Trainees will know:</b>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>The stages of human physical development</li> </ul>	<ul style="list-style-type: none"> <li>Observe children during play and identify the developmental stages of children</li> </ul>
	<ul style="list-style-type: none"> <li>The key principles of physical development (cephalocaudal and Proximodistal)</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the environment to promote opportunities for young children to develop their physical literacies (motivation, confidence, physical competence, knowledge and understanding)</li> </ul>
	<ul style="list-style-type: none"> <li>The importance of physical literacy</li> </ul>	<ul style="list-style-type: none"> <li>Develop positive relationships with children during play to support the development of physical literacy</li> </ul>
	<ul style="list-style-type: none"> <li>How to develop gross and fine motor skills</li> </ul>	<ul style="list-style-type: none"> <li>Provide activities that develop gross and fine motor skills</li> </ul>
	<ul style="list-style-type: none"> <li>The expectations for the ELG for gross and fine motor skills</li> </ul>	
	<ul style="list-style-type: none"> <li>The benefits of physical activity to children</li> </ul>	

	<ul style="list-style-type: none"> <li>The importance of providing opportunities to develop fundamental movement skills within children's play</li> </ul>	
	<b>Trainees will understand:</b>	<p><b>Composite knowledge / understanding / skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i></p> <ul style="list-style-type: none"> <li>the importance of promoting high-quality opportunities for physical development.</li> </ul> <p><i>By the end of this phase trainees will <b>understand</b>:</i></p> <ul style="list-style-type: none"> <li>the role of the enabling environment and positive relationships in promoting physical literacy</li> </ul> <p><i>By the end of this phase trainees will <b>be able to</b>:</i></p> <ul style="list-style-type: none"> <li>make informed observations of children's development of gross and fine motor skills</li> </ul>
	<ul style="list-style-type: none"> <li>the requirements of the EYFS for physical development</li> </ul>	
	<ul style="list-style-type: none"> <li>How to assess progress towards the ELG for physical development</li> </ul>	
	<ul style="list-style-type: none"> <li>The holistic nature of physical development within play</li> <li>the importance of cultural capital in children's educational development.</li> </ul>	
<b>Phase 2</b>	<b>Trainees will know:</b>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>the importance of a developmental physical education curriculum.</li> </ul>	
	<ul style="list-style-type: none"> <li>what constitutes high quality physical education</li> </ul>	
	<ul style="list-style-type: none"> <li>the benefits of physical education to children</li> </ul>	
	<ul style="list-style-type: none"> <li>that motor development in physical education is split into three categories. (Stability, Object control and Locomotor)</li> </ul>	<ul style="list-style-type: none"> <li>observe the developmental stages of key fundamental movement skills in object control</li> </ul>
	<ul style="list-style-type: none"> <li>a broad range of activity specific skills and practical activities that meet national curriculum requirements for Key Stage 1 and beyond.</li> </ul>	<ul style="list-style-type: none"> <li>plan and teach a sequence of learning in PE in an activity area.</li> </ul>
	<ul style="list-style-type: none"> <li>the basic principles of attacking and defending strategies in a range of modified competitive games.</li> </ul>	<ul style="list-style-type: none"> <li>assess children's learning in a planned sequence of learning in PE.</li> </ul>
	<ul style="list-style-type: none"> <li>the principles of linking actions and sequences of movement. For example, in dance type activities.</li> <li>how to plan a sequence of learning to a specific end point in PE.</li> </ul>	<ul style="list-style-type: none"> <li>adapt an activity focusing on an application of a skill so ALL children achieve success.</li> <li>use PE activities in a cross curricular theme</li> </ul>

	<ul style="list-style-type: none"> <li>a range of methods to assess and monitor children's progress in the activity areas in National Curriculum PE.</li> </ul>	<ul style="list-style-type: none"> <li>use proactive and reactive behaviour management strategies in PE.</li> </ul>
	<b>Trainees will understand:</b>	<p><b>Composite knowledge / understanding / skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i></p> <ul style="list-style-type: none"> <li>a range of practical activity specific skills and how they can be applied in a unit of work.</li> </ul> <p><i>By the end of this phase trainees will <b>understand</b>:</i></p> <ul style="list-style-type: none"> <li>that activity specific skills are built on the foundation of children's mastery of fundamental movement skills</li> </ul> <p><i>By the end of this phase trainees will <b>be able to</b>:</i></p> <ul style="list-style-type: none"> <li>confidently plan a sequence of learning in a specific PE activity.</li> </ul>
	<ul style="list-style-type: none"> <li>that fundamental movement skills relevant to physical education are made up of three stages.</li> </ul>	
	<ul style="list-style-type: none"> <li>the statutory requirements of National Curriculum Physical Education.</li> </ul>	
	<ul style="list-style-type: none"> <li>the differences between physical education, physical activity and school sport.</li> </ul>	
	<ul style="list-style-type: none"> <li>that sport specific skills build on fundamental movement skills.</li> </ul>	
	<ul style="list-style-type: none"> <li>inclusive principles within PE for ALL learners.</li> </ul>	
	<ul style="list-style-type: none"> <li>what is meant by safe practice and how to manage it within PE lessons.</li> </ul>	
	<ul style="list-style-type: none"> <li>a range of practical activities designed to support cross-subject and cross-curricular learning.</li> <li>how to use International events and athletes (inc BAME and SEN/D) to enhance learning across the curriculum.</li> </ul>	
<b>Phase 3</b>	<ul style="list-style-type: none"> <li>the barriers to learning in PE.</li> </ul>	
	<b>Trainees will know:</b>	<b>Trainees will be able to:</b>
	<ul style="list-style-type: none"> <li>a range of teaching strategies, models-based practice and use of technology in physical development</li> </ul>	<ul style="list-style-type: none"> <li>plan and teach a sequence of learning in PE in an activity area to enhance learning across the curriculum.</li> </ul>
	<ul style="list-style-type: none"> <li>the key areas on which class teachers should focus to improve attainment and standards of teaching and learning of physical development</li> </ul>	<ul style="list-style-type: none"> <li>adapt teaching strategies so ALL children achieve success.</li> </ul>
	<ul style="list-style-type: none"> <li>How intervention can promote physical development for all</li> <li>how PE can promote cultural capital through the curriculum and activities beyond the curriculum – out of hours learning, school sport, competition and leadership.</li> </ul>	<ul style="list-style-type: none"> <li>plan and deliver an intervention in PE and/or physical development</li> </ul>

	<ul style="list-style-type: none"> <li>about current issues in policy and curriculum development.</li> </ul>	
	<b>Trainees will understand:</b>	<p><b>Composite knowledge / understanding / skills</b></p> <p><i>By the end of this phase trainees will <b>know</b>:</i></p> <ul style="list-style-type: none"> <li>A wider range of PE and physical development teaching strategies and models-based practices and how to use these within a unit of work.</li> </ul> <p><i>By the end of this phase trainees will <b>understand</b>:</i></p> <ul style="list-style-type: none"> <li>The importance of a physical literacy approach to physical education, school sport and physical activity in school.</li> </ul> <p><i>By the end of this phase trainees will <b>be able to</b>:</i></p> <ul style="list-style-type: none"> <li>Plan, teach and assess a sequence of learning in a physical education and enhance areas of continuous provision for physical development which are inclusive so all children achieve success.</li> </ul>
	<ul style="list-style-type: none"> <li>motor development and movement concepts in children aged 3-8.</li> </ul>	
	<ul style="list-style-type: none"> <li>the role of the class teacher in promoting PE and physical development.</li> </ul>	
	<ul style="list-style-type: none"> <li>how to use PE to enhance learning across the Key Stage 1 curriculum.</li> </ul>	
	<ul style="list-style-type: none"> <li>the difference between health, fitness and well-being and how to promote them in primary schools.</li> </ul>	
	<ul style="list-style-type: none"> <li>the concept of physical literacy and its influence on the school curriculum</li> </ul>	

## Key Stage 1 Example

END Point

Composite

