# Early Years Initial Teacher Education: Curriculum Plan – 2022 - 2025

**Subject: Physical Development and Education Undergraduate Programmes**

## Curriculum Vision:

At Edge Hill University we strongly believe that physical development and education should be at the heart of any setting’s curriculum. We aim to show trainees that PD / PE is the only subject with a focus on the development of physical competence. PD and PE provide opportunities for pupils to be creative, competitive and to face up to different challenges. PD and PE also promote positive attitudes towards active and healthy lifestyles and will ensure that children can move efficiently, effectively and safely. Through our developmental curriculum we aim to provide trainees with a wide range of practical tools and pedagogical approaches to enable them to create high-quality PD provision and to teach a high-quality PE curriculum which can contribute to children’s confidence, self-esteem, self-worth and enhance social development. Curriculum primary physical education is the most effective and inclusive means of providing all children with the skills, attitudes, values, knowledge and understanding for lifelong participation in physical activity.

## Phase 1

| **University Based Learning** | **School/Practical Based Learning** |
| --- | --- |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | The stages of human physical development | Observe children during play and identify the developmental stages of children | The opportunity to practice FMS skills within play is essential for later development. | Observe how to plan for an environment that enables physical development. | Intent |
| The key principles of physical development (cephalocaudal and Proximodistal)  | Enhance the environment to promote opportunities for young children to develop their physical development (motivation, confidence, physical competence, knowledge and understanding) | Fine motor skills are acquired in all areas of provision. | To observe children, develop their FMS, fine and gross motor skills and identify their stage of development in relation to policy.  |
| The importance of providing opportunities to develop fundamental movement skills within children’s play | Develop positive relationships with children during play to support the development of physical literacy |  |  |
| Introduction as to how to develop gross and fine motor skills, and fundamental movement skills | Provide activities that develop gross and fine motor skills |  |  |
| The expectations for the ELG for gross and fine motor skills | Provide provision and activities that are inclusive to all children |   |  |
| The benefits of physical activity to children  |  |  |  |
| The requirements of the EYFS for physical development |  |  |  |
| How to assess progress towards the ELG for physical development |  |  |  |

| **Assessment** | **Assessment** | **Assessment** |  |
| --- | --- | --- | --- |
| Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. | Assessed via subject-specific feedback from mentors on professional practice. | Impact |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** |  |
| --- | --- | --- |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| the importance of promoting high-quality opportunities for physical development. | the role of the enabling environment and positive relationships in promoting physical literacy | make informed observations of children’s development of gross and fine motor skills |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Physical Education |
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| National Curriculum 2014Early Years Foundation Stage 2021Adams, J., Veitch, J. & Barnett, L. 2018, "Physical activity and fundamental motor skill performance of 5–10 year old children in three different playgrounds", *International Journal of Environmental Research and Public Health,* vol. 15, no. 9, pp. 1896.Archer, C. and Siraj, I. 2015. Encouraging Physical Development through Movement Play. London: Sage.Daly, A. & O'Connor, A. 2016. *Understanding physical development in the early years: linking bodies and minds,* Routledge, London, [England];New York, New York.Diamond, A. 2000. Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex, Child Dev. 71: 44–56. Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, AdultsGoddard 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).Hanscom, A.J. 2016, *Balanced and barefoot : how unrestricted outdoor play makes for strong, confident, and capable children,* New Harbinger Publications, Inc, Oakland, California.Palaiologou, I. 2016. *The Early Years Foundation Stage: Theory and Practice,* 3rd edn, SAGE, Los Angeles.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. |

## Phase 2

| **University Based Learning** | **School/Practical Based Learning** |
| --- | --- |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | There are statutory requirements of the National Curriculum Physical Education and thatswimming and water safety are a compulsory activity in primary PE. | To explain the differences between physical education, physical activity and school sport.Safe practice is good practice and how to manage it within PE lessons.To observe the developmental stages of key fundamental movement skills in a small group of children. | Safe practice is good practice and how to manage it within PE lessons.To observe the developmental stages of key fundamental movement skills in a small group of children. | To observe the developmental stages of key fundamental movement skills in a small group of children. | Intent |
| Motor competencies start with Fundamental movement skills (FMS) and that these consist of three developmental stages. Sport specific skills build on FMS. | To observe the developmental stages of key fundamental movement skills.  |  | To plan a sequence of learning in a specific PE activity with support. |
| Motor competencies in physical education can be split into three categories. (Stability, Object control and Locomotor). | To plan and teach a sequence of learning safely in an activity area of PE.  |  | To plan, teach and assess a sequence of learning in PE in an activity area to an end point. |
| There are a range of introductory FMS (run, throw, catch, dodge) and practical activities for games at KS1 that meet national curriculum requirements. | To use formative assessment of children’s learning in a planned sequence of learning in PE. |  |  |
|  | To teach introductory, tactics and strategies for attacking and defending in games at KS1. |  |  |
| There are a range of introductory dance activity skills and practical activities at KS1 that meet national curriculum requirements.  | To teach the introductory FMS and activity/sport specific skills for games, dance and gymnastic type activities at KS1. |  |  |
| There are a range of introductory gymnastic activity skills (Travel, Shape, Jump, Roll and Balance) and practical activities at KS1 that meet national curriculum requirements. | To teach simple composition skills in dance and gymnastic type activities. |  |  |
| There are a range of simple rules, strategies and to apply the basic principles of attacking (with the ball and without the ball) and defending tactics in games at KS1  | To use the introductory principles of inclusion through the STEP model for ALL learners. |  |  |
|  | PE can be used to enhance learning across the Key Stage 1 curriculum. | Plan and teach a sequence of learning in PE in an activity area to enhance learning across the curriculum. |  |  |  |

| **Assessment** | **Assessment** | **Assessment** | Impact |
| --- | --- | --- | --- |
| Trainees will take part in an exercise to explore personal attitudes to PETrainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. · Assessed through PED1024 end of unit quiz. | Assessed via subject-specific feedback from mentors on professional practice. |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** |  |
| --- | --- | --- |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| a range of introductory motor competencies, rules, tactics and strategies and practical activities that can be applied in a PE unit of work. | the difference between physical education, physical activity and school sport.that activity and sport specific skills are built on the foundation of children’s mastery of fundamental movement skills | Make basic informed observations of children’s performance in a range of object control fundamental movement skills.with support plan a sequence of learning in a specific PE activity. |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Physical Education |
| --- | --- |
| National Curriculum 2014QCA PE Core Task videos – (2008)Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, Adults Griggs, G, (2022) An Introduction to Primary Physical EducationLawrence, J, (2020), Teaching Primary Physical Education.Howells K, et al, (2018) Mastering Primary PEDoherty and Brennan (2014), Physical Education and development 3-11Pickard and Maude (2020, 2nd /edition) Teaching PE CreativelyVickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds).Swindlehurst, (2008) Ch 3 in Lavin, J. Creative Approaches to teaching PE.QCA Research Series – PE (2022)Carter, M - A Year of Primary PE (2022)  |

## Phase 3

| **University Based Learning** | **School/Practical Based Learning** |
| --- | --- |
| **Learn That** | **Learn How** | **Learn That** | **Learn How** |
| **Component Knowledge** | A range of teaching strategies, models-based practice and use of technology in physical development | Adapt teaching strategies so ALL children achieve success. | There are barriers to learning in PD/PE for some children. | To plan an environment that is inclusive and enables all children with their physical development. | Intent |
| The key areas on which class teachers should focus to improve attainment and standards of teaching and learning of physical development | To teach the activity/sport specific skills for games activities at KS1 | It is important to create an inclusive environment that enables all children to develop physically. | To adapt teaching strategies so ALL children achieve success. |
| How PE/PD can promote cultural capital through the curriculum and activities beyond the curriculum – out of hours learning, school sport, competition and leadership. | To plan an environment that is inclusive for all learners. |  |  |
| About current issues in policy and curriculum development. |  |   |  |
| There are different theories of human physical development but not all address motor competency. |  |  |  |
| The role of the class teacher in promoting PE and physical development. |  |  |  |

| **Assessment** | **Assessment** | **Assessment** | Impact |
| --- | --- | --- | --- |
| Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary. | Assessed via subject-specific feedback from mentors on professional practice. |

| **Composite Knowledge** | **Composite knowledge/understanding/skills** |  |
| --- | --- | --- |
| *By the end of this phase trainees will* ***know:*** | *By the end of this phase trainees will* ***understand:*** | *By the end of this phase trainees will* ***be able to:*** |
| A wider range of PE and physical development teaching strategies and models-based practices and how to use these within a unit of work. | How inclusive PE and PD provision can be used to enhance learning across the curriculum.  | 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. |

| **Research** | KEY RESEARCHThat Trainees will know that informs teaching and learning in Physical Education |
| --- | --- |
| National Curriculum 2014Early Years Foundation Stage 2021Adams, J., Veitch, J. & Barnett, L. 2018, "Physical activity and fundamental motor skill performance of 5–10 year old children in three different playgrounds", *International Journal of Environmental Research and Public Health,* vol. 15, no. 9, pp. 1896.Archer, C. and Siraj, I. 2015. Encouraging Physical Development through Movement Play. London: Sage.Daly, A. & O'Connor, A. 2016. *Understanding physical development in the early years: linking bodies and minds,* Routledge, London, [England];New York, New York.Diamond, A. 2000. Close interrelation of motor development and cognitive development and of the cerebellum and prefrontal cortex, Child Dev. 71: 44–56. Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, AdultsGoddard 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).Hanscom, A.J. 2016, *Balanced and barefoot : how unrestricted outdoor play makes for strong, confident, and capable children,* New Harbinger Publications, Inc, Oakland, California.Palaiologou, I. 2016. *The Early Years Foundation Stage: Theory and Practice,* 3rd edn, SAGE, Los Angeles.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. |