# Primary Initial Teacher Education: Curriculum Plan

## Physical Education: Postgraduate Programmes

***NB – this curriculum plan identifies when trainees will ‘meet’ content for the first time – the intention is that at each phase, university and school-based colleagues will support trainees in recalling, refining, applying and discussing content from the previous phases.***

**Curriculum Intent:**

At Edge Hill University we strongly believe that physical education should be at the heart of the school curriculum. We aim to show students that PE is the only primary school subject whose focus is on the development of physical competence. PE 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 developmental curriculum we aim to provide students with a wide range of practical tools and pedagogical approaches to enable them 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.

**University – University and School**

| **Phase** | **Learn that…** | **Learn how to…** |
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| **Phase 1****(University-led)** | **Trainees will know:**  | **Trainees will be able to:**  |
| * activities that develop fundamental movement skills (FMS) **LT3.2**
 | * observe the developmental stages of key fundamental movement skills in object control **LT3.3**
 |
| * that motor development in physical education is split into three categories. (Stability, Manipulative/Object control and Locomotor)
 | * adapt a fundamental movement skill activity so ALL children achieve success **LT5.1**
 |
| * a broad range of progressive activity specific skills and practical activities that meet national curriculum requirements and beyond. **LT3.5**
 | * plan and teach a sequence of learning in PE in an activity area. **LT 3.7**
 |
| * how to plan a sequence of learning to a specific end point in PE.
 | * assess children’s learning in a planned sequence of learning in PE. **LT 5.3**
 |
| * a range of methods to assess and monitor children’s progress in the activity areas in National Curriculum PE. **LT 6.1**
 | * Use proactive and reactive behaviour management strategies in PE. **LT 7.1**
 |
| * the basic principles of attacking and defending strategies in a range of modified competitive invasion games. **LT 3.7**
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| * the principles of linking actions and sequences of movement. For example, dance and gymnastic type activities. **LT 3.7**
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| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** *a range of practical activity specific skills and how they can be applied in a unit of work.*

*By the end of this phase trainees will* ***understand:**** the difference between physical education and school sport.
* that activity specific skills are built on the foundation of children’s mastery of fundamental movement skills

*By the end of this phase trainees will* ***be able to:**** with support **plan** a sequence of learning in a specific PE activity.
 |
| * the statutory requirements of National Curriculum Physical Education. **LT 3.1**
 |
| * the differences between physical education, physical activity and school sport.
 |
| * inclusive principles within PE for ALL learners.
 |
| * what is meant by safe practice and how to manage it within PE lessons **LT 7.1**
 |
| * that fundamental movement skills relevant to physical education are made up of three stages.
 |
| * that invasion games sport specific skills build on fundamental movement skills. **LT 4.2**
 |
| * the importance of modelling FMS and sport specific skills to the children. **LT 4.3**
 |
| **Assessment** | **Research, literature and resources supporting the curriculum design of Phase 1.** |
| Phase 1 Assessment: · 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. ·  | * National Curriculum 2014
* QCA PE Core Task videos
* Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, Adults
* Griggs, G, (2012) An Introduction to Primary Physical Education
* Lawrence, J, (2020), Teaching Primary Physical Education.
* Howells K, et al, (2018) Mastering Primary PE
* Doherty and Brennan (2014), Physical Education and development 3-11
* Pickard and Maude (2020, 2nd /edition) Teaching PE Creatively
* Vickerman, 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.
* Paul Rainer & Stuart Jarvis (2020) Fundamental movement skills and their relationship with measures of health-related physical fitness of primary school children prior to secondary school transition: a Welsh perspective, Education 3-13, 48:1, 54-65,
 |
| **Phase 2****(School-led – Professional Practice 1)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phase 1 and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * how PE is covered in a school's curriculum plan
 | * plan and teach a sequence of learning, safely, in a PE activity area identified from the school’s curriculum plan.
 |
| * that learning experiences should build upon prior learning by using components which lead to composite knowledge
 |  |
| * and follow the school’s PE health and safety policy.
 |  |
| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** that children’s prior knowledge must be understood before planning and delivering a learning experience

*By the end of this phase trainees will* ***understand:*** * that pupils’ component and composite knowledge must be carefully sequenced when planning a learning experience.

*By the end of this phase trainees will be* ***able to:*** plan, teach and reflect upon a high-quality PE learning experience. |
| * how to use school’s medium-term plans to identify opportunities for a high-quality learning experience that builds upon pupils’ prior knowledge.
 |
| * that component and composite knowledge should be well-sequenced across a school’s curriculum plan.
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| **Assessment** Assessed via subject-specific feedback from mentors on professional practice**.** |
| **Phase 3****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1 and 2, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * range of games activity specific skills and practical activities that meet national curriculum requirements and beyond.
 | * plan, teach and assess a sequence of learning in a range of games activities. **LT 3.7**
 |
| * the basic principles of attacking and defending strategies in a range of net/wall and striking and fielding games. **LT 3.7**
* a range of skills to teach outdoor and adventurous activities and swimming and water safety. **LT 3.2**
 | * adapt an activity focusing on an application of a skill so ALL children achieve success.
 |
| * a range of methods to assess and monitor children’s progress in the activity areas in National Curriculum PE. **LT 6.5**
* the Association for PE Guide to National Curriculum Progression in Physical Education can be used to aid assessment of children’s progress **LT 8.1**
 |  |
| * PE can provide opportunities to enhance children’s social and cultural capital
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| **Trainees will understand:**  | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** a range of practical activities, FMS and specific skills and how they can be applied in a variety of activity/sport areas in PE units of work.

*By the end of this phase trainees will* ***understand:**** that game specific skills are built on the foundation of children’s mastery of fundamental movement skills

*By the end of this phase trainees will* ***be able to:**** Plan, teach and assess a sequence of learning in a physical education activity area.
 |
| * that net/wall, striking/fielding sport specific skills build on fundamental movement skills. **LT 3.5**
 |
| * how to use International events and athletes (inc BAME and SEN/D) to enhance learning across the curriculum.
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| **Assessment** | **Research, literature and resources supporting the curriculum design of Phase 3.** |
| Trainees will take a short multiple-choice assessment to identify areas where additional support is required. This input will be provided during an intervention week via in-person and asynchronous sessions. · Trainees will take part in frequent in-session retrieval activities that tutors will respond to and provide support where necessary.  | * National Curriculum 2014
* QCA PE Core Task videos
* Swim England UK
* TOP Swimming YST
* TOP Challenge YST
* Lavin, J. (2008) Creative Approaches to Physical Education: Helping children to achieve their true potential.
* Webster, M and S. Misra (2015) Teaching the Primary Foundation Subjects.
* Vickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds).
* Griggs, G, (2012) An Introduction to Primary Physical Education
* Lawrence, J, (2020), Teaching Primary Physical Education.
* Howells K, et al, (2018) Mastering Primary PE
 |
| **Phase 4** **(School-led – Professional Practice 2)***\*Trainees will observe, discuss, apply and secure the knowledge, understanding and skills developed at Phases 1, 2 and 3, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * through conversations with mentors, how to use school’s medium-term plans to support the planning of a sequence of lessons as well as to gain an understanding of what pupil’s prior learning is
 | * use school’s medium-term plans in order to plan, teach and assess a sequence of learning over a series of lessons to an end point in a PE activity area identified from the schools medium term plan.
 |
| * through conversations with mentors, that ongoing formative assessment of pupils understanding is necessary to understand their learning needs.
 | * identify key substantive and disciplinary knowledge using school’s medium-term plans
 |
| * through conversations with PE subject leader the schools approach to assessing children’s progression in PE.
 |  |
| * how PE can promote learning through activities beyond the curriculum – out of hours learning, school sport, competition and leadership.
 |  |
| **Trainees will understand:** | **Composite knowledge/understanding/skills***By the end of this phase trainees will* ***know:**** that ongoing formative assessment of pupil’s learning is key to the delivery of a well-sequenced series of lessons

*By the end of this phase trainees will* ***understand:*** * that planning for progression across a series of lessons is key to children’s learning in PE.

*By the end of this phase trainees will be* ***able to:*** * trainees**must** plan and teach a series of PE lessons, demonstrating the elements of good practice indicated in the EHU ‘Lesson Observation Prompts’, and adjusting plans in response to assessment.
 |
| * that medium-term planning is key to identify progression in component and composite knowledge.
 |
| * that medium-term planning can and should be adapted based upon the needs of the children and formative assessment undertaken during lessons.
 |
|  |
| **Assessment**· Assessed via subject-specific feedback from mentors on professional practice. |
| **Phase 5****(University-led)***\*Trainees will review the knowledge, understanding and skills developed at Phases 1, 2, 3 and 4, and will add the following…* | **Trainees will know:**  | **Trainees will be able to:** |
| * what creative PE teaching and learning activities could look like in physical education

. | * use approaches to develop children’s creativity in PE
 |
| * how PE can promote cultural capital through the curriculum and activities beyond the curriculum – out of hours learning, school sport, competition and leadership.
 | * identify areas for their own CPD **LT 8.1**
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| * that the association for PE is key in identifying CPD opportunities during their ECT career **LT 8.1**
 |  |
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| **Trainees will understand:** | **Composite knowledge/understanding/skills** *By the end of this phase trainees will* ***know:**** The factors and barriers that can impact physical development and participation in physical activity and sport.

*By the end of this phase trainees will* ***be able to:**** Plan, teach and assess a sequence of learning in a physical education activity area which is inclusive so All children achieve success

*By the end of this phase trainees will* ***understand:*** * that curriculum planning must be done with a view of a whole-school plan to ensure that the curriculum is coherently sequenced and progressively builds upon prior learning

 |
|  * the importance of cultural capital in children’s educational development.
 |
| * the barriers to learning in PE.
 |
| * that identifying areas for their own CPD in PE is crucial
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| **Research, literature and resources supporting the curriculum design of Phase 5.** |
| * National Curriculum 2014
* QCA PE Core Task videos
* Gallahue et al (2019) Understanding Motor Development: Infants, Children, Adolescents, Adults
* Lawrence, J, (2020), Teaching Primary Physical Education.
* Howells K, et al, (2018) Mastering Primary PE
* Doherty and Brennan (2014), Physical Education and development 3-11
* Pickard and Maude (2020, 2nd /edition) Teaching PE Creatively
* Vickerman, P and A. Maher (2018) Teaching Physical Education to Children with Special Educational Needs and Disabilities (2nd Eds).
* Assessment in PE, Association of PE (afPE)
 |
| Assessment – VIVA with PAT as part of the trainees’ assessment against the Teachers’ Standards. |



