

Primary Curriculum Mapping

Curriculum Mapping showing intent, implementation and impact related to the aims and content on the national curriculum.

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Your Learning Experience

Let's get moving - stand at the area of the curriculum that best fits your answer to these questions...

1. What area did you remember enjoying most from your time as a primary school child?
2. What area did you remember enjoying most from your time as a secondary school pupil?
3. What area do you most enjoy teaching now?



Physical Education Purpose & Aims

Purpose of Study (National Curriculum in England)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.

It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Physical Education Aims

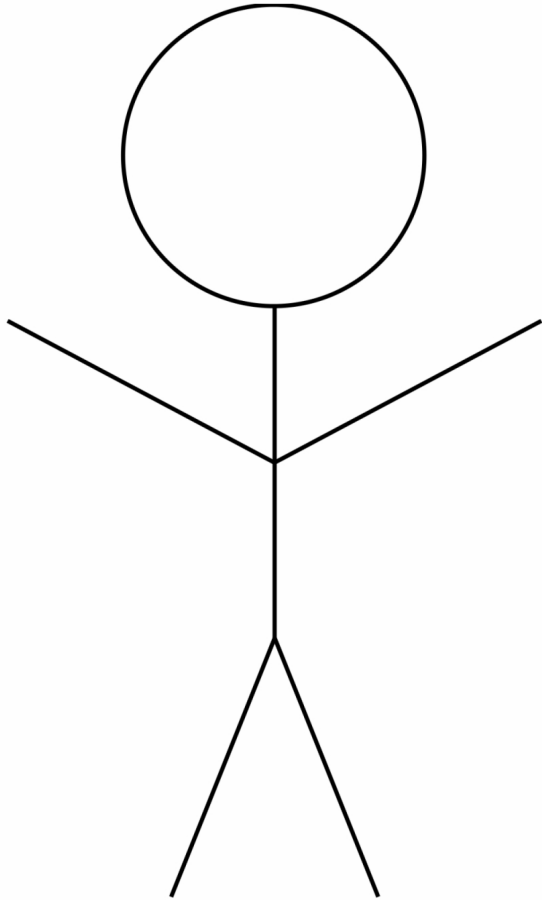
The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives





The Physically Educated Child



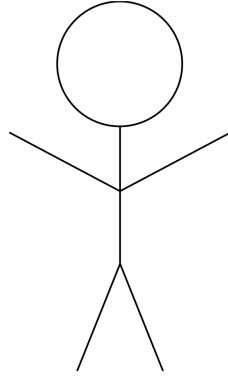
On your table you have a blank “stick child”

Can you draw the attributes of the “physically active child”.

Please be as creative or detailed as you wish!

Social

Competing
Collaborating
Giving respect
Being cooperative
Developing understanding



Physical

Developing & linking skills
Being competent
Competing
Applying knowledge
Performing a range of skills

Creative

Performing
Creating movements
Developing tactics

Cognitive

Applying knowledge
Evaluating
Being fair
Knowing how to improve

Personal

Competing
Collaborating
Giving respect
Being cooperative
Developing understanding

KS1 Attainment Target

Pupils should **develop** fundamental movement skills, become increasingly **competent** and **confident** and access a broad range of opportunities to **extend** their agility, balance and coordination, **individually** and **with others**. They should be able to **engage** in competitive (both against **self** and **others**) and **co-operative** physical activities in a range of **increasingly challenging situations**.

Physical

Social

Personal

Creative

Cognitive

KS2 Attainment Target

Pupils should continue to apply and **develop** a broader range of **skills**, learning how to use them in **different ways** and to link them to **make actions** and **sequences of movement**. They should enjoy **communicating**, **collaborating** and **competing with each other**. They should develop an **understanding** of **how to improve** in **different physical activities and sports** and **learn** how to **evaluate** and **recognise** their **own success**.

Physical

Social

Personal

Creative

Cognitive

What are the Standards?

Head – Heart – Hands

The Psychomotor Domain Physical Activity and Sports

The **doing** physical being:

- ✓ Physically competent
- ✓ Growth and development
- ✓ Physically Active
- ✓ Competitive



Cognitive Domain Physical Education

The **thinking** physical being:

- ✓ Decision maker
- ✓ Analytical – deep understanding
- ✓ Confident
- ✓ Tactician

The Affective Domain Physical Activity and Health

The **feeling** physical being:

- ✓ Social and Emotional
- ✓ Involvement and engagement
- ✓ Attitude
- ✓ Character, values
- ✓ Healthy active lifestyle

So What Does This Look Like In Practice?

Pick one activity area of curriculum e.g football

Pick one year group to work with

- How do you explicitly plan for and show these 5 attributes/aspects of Physical Education in your planning?
- What learning taking place? - Not just focussing on the activity.

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What learning taking place? - Not just focussing on the activity.

Area of "Activity" & Year Group	Lesson 1 example	Lesson 2 example	Lesson 3 example	Lesson 4 example

Topic	Lesson Objective Week 1	Lesson Objective Week 2	Lesson Objective Week 3	Lesson Objective Week 4	Lesson Objective Week 5	Lesson Objective Week 6
Games For Understanding	<p>I can play games, follow rules and start looking for space when moving.</p> <p><i>Context: Volcanoes and Valleys, Poison & Medicine ball, traffic lights, body parts - playground games.</i></p> <p><i>Cognitive: Opportunities to locate space & choose where & when to travel.</i></p>	<p>I can look for space when playing games.</p> <p><i>Context: recap last week & tag games. Crossover team game.</i></p> <p><i>Cognitive: Opportunities to locate space & choose where & when to travel.</i></p> <p><i>Collaborative: Pupils to</i></p>	<p>I can follow rules & begin to make decisions to help my team win.</p> <p><i>Context: Rob the nest (basic stealing invasion game).</i></p> <p><i>Cognitive: Pupils to choose best options of how to travel & what team to steal from.</i></p>	<p>I can follow rules & begin to make decisions to help my team win.</p> <p><i>Context: Rob the nest – beanbags.</i></p> <p><i>Cognitive: Pupils to choose best options of how to travel & what team to steal from.</i></p> <p><i>Collaborative: Pupils to</i></p>	<p>I can work on my own & in a team invasion game to understand attack & defence.</p> <p><i>Context: Tail Tag.</i></p> <p><i>Cognitive: To use apply different body positions to attack & defence.</i></p> <p><i>Collaborative: Develop</i></p>	<p>I can think about different roles (attack/defence) to help my team in a game.</p> <p><i>Context: Pirates.</i></p> <p><i>Cognitive: Pupils to choose best options of how to travel & what team to steal from.</i></p> <p><i>Collaborative: Pupils to engage in different</i></p>

Football	<p>I can keep control of the football when moving.</p> <p><i>Context: Moving & stopping games – body part, traffic lights, and Superman numbers.</i></p> <p><i>Cognitive: Opportunities for the pupils to choose where space is.</i></p> <p><i>Collaborative: Opportunities for pupils to move around each other & peer assess.</i></p>	<p>I can change direction when dribbling.</p> <p><i>Context: Recap dribble & intro turns & speed change. Mud monsters, garage, Mario kart cones.</i></p> <p><i>Cognitive: Opportunities for pupils to find space & show understanding of defenders.</i></p> <p><i>Collaborative: Opportunities for pupils to assess peer movements.</i></p>	<p>I can pass a ball with the inside of my foot.</p> <p><i>Context: Recap dribbling. Passing gates, doctor doctor, battleships (knock off cone).</i></p> <p><i>Cognitive: Links to why we may need to use passing in games.</i></p> <p><i>Collaborative: Understanding that we need teammates to succeed in a team game.</i></p>	<p>I can dribble the ball and pass to a teammate.</p> <p><i>Context: Moving gates, rob the nest games.</i></p> <p><i>Cognitive: Links to why we may need to use passing in games, linking passing & dribbling.</i></p> <p><i>Collaborative: Understanding that we need teammates to succeed in a team game.</i></p>	<p>I can use my dribbling, passing and turns in a game situation.</p> <p><i>Context: Numbers shooting games. 1 v 1/ 2 v 2 games with goals. Others on the same pitch.</i></p> <p><i>Cognitive: Opportunities for the pupils to choose the direction in which they travel.</i></p> <p><i>Collaborative: Opportunities for pupils to inform peers decision making.</i></p>	<p>I can put all of the skills I have learnt into a game situation, and play fairly with my classmates.</p> <p><i>Context: Fair play House Competition</i></p> <p><i>Cognitive: Pupils can link tactical theories of how to beat opponents into game play.</i></p> <p><i>Collaborative: Engaging in competitive play against & with peers.</i></p> <p><i>Bull, V. (2019)</i></p>
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Evaluation

1. Have we contributed to your curriculum thinking?
2. Could your curriculum evolve as a result of today?
3. Are you doing this already?
4. Any questions that we haven't answered - post its?



