



## **PE Concept Curriculum for Early Years**

### **Foundation Stage (EYFS)**

#### **User Guide**

#### **First of all, thank you!**

Thank you for your interest in the PE Concept Curriculum. We are incredibly passionate about the impact conceptual learning can have on your students through your physical education lessons.

#### **Time for Change**

PE has an opportunity like never before to re-examine how we get every child off to the best possible start and lay the foundations for a physically active life. For far too long students (and others) have been put off physical activity because of sport-driven, technique focused and performance obsessed PE lessons. It's time to change! PE is in a unique position in that it can directly influence the health and well-being of an individual for the rest of their lives. We can deliver relevant and meaningful learning that will better prepare them for life and promote positive attitudes towards physical activity.

## **What is the Concept Curriculum?**

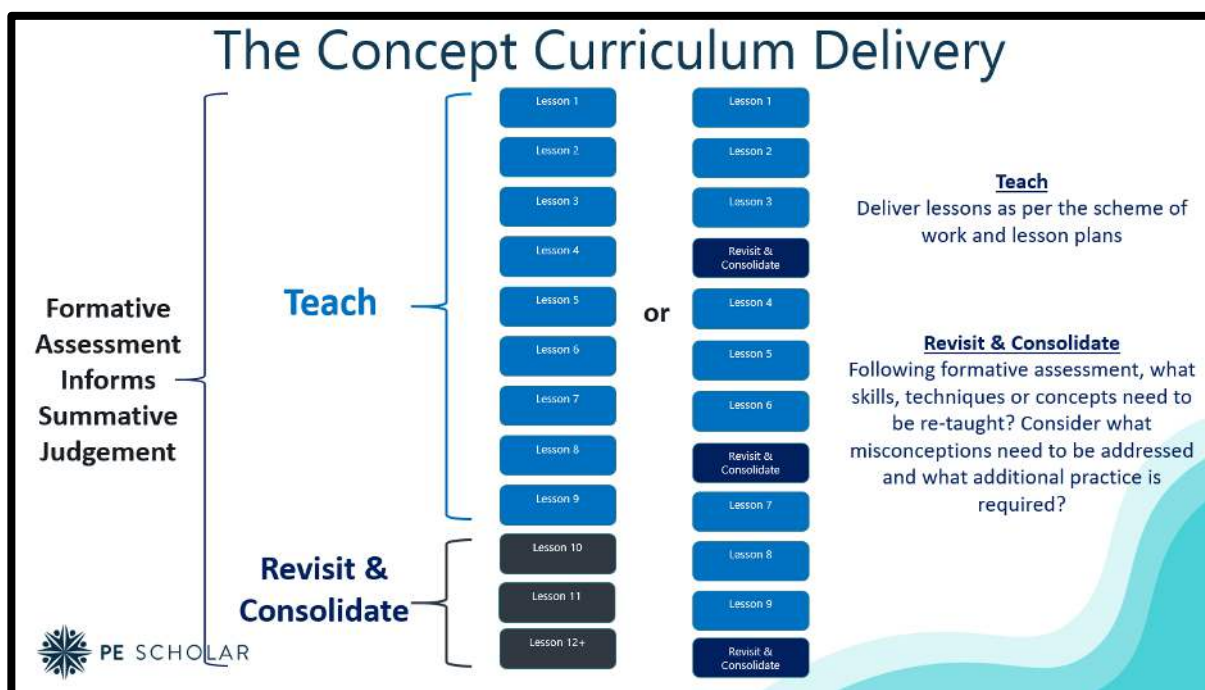
A concept is a powerful idea that can replace a performance focused objective and therefore enable all to succeed in their own way. Students can develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them, all through conceptual learning and engaging physical activity. The sport and physical activity become the vehicle for which the concept is delivered and no longer the final destination. Delivered alongside engaging and meaningful physical activities, a concept curriculum can better enable an inclusive environment to ensure that PE also stands for Positive Experiences.

By introducing a conceptual learning objective, we are offering an inclusive hook to students that might previously have felt alienated by a less relevant or achievable lesson focused solely on acquiring or replicating a sporting skill or technique. PE is not just sport and sport is not just skills, techniques, rules and competition. It is important to note that conceptual learning does not replace the physical or competency development of a PE lesson. It is time we looked to harness the full power of sport and physical activity to deliver a more meaningful and positive learning experience.

We believe this Concept Curriculum can do just that.

## Curriculum Design

The resources have been designed to support teachers to deliver immersive and engaging story-based practical activities, comprising 9 lessons. The teacher should be responsive to the needs and the progress of the children. If children are progressing well then, the teacher might decide to continue with the unit of work. If children require more time to practice and embed physical or conceptual aspects of their learning, then the teacher might take the decision to pause the unit of work and re-visit aspects of a previous lesson in order to consolidate and practice particular skills.



## Contents

The EYFS concept curriculum contains the following:

- Curriculum Map
- 2 Immersive story-based units of work (each 9 lessons)
- 1 individual lesson story-based unit of work (9 Individual lessons)
- Over 27 individual lesson plans
- Over 100 different engaging story-based activities

We have provided an overview of each of these new elements in the remainder of this document.

# Social Justice

## Social Justice in PE

**Social Justice**  
Lynch, Walton-Fisette and Luguetti (2022, P.3) describe social justice as "being able to live in an equitable liberatory society where people have justice, and people are critically conscious to sociocultural issues and act against them". Therefore, this goes far beyond just providing equal access but actively supporting, addressing, and recognising the needs, motivations, barriers and stereotypes associated with different groups and seek opportunities to challenge our own and others' unconscious biases.

**Protected Characteristics**  
Protected characteristics include age, disability, gender reassignment, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

**Widening Participation**  
All teachers need to champion inclusive practice, especially in supporting pupils with protected characteristics. Widening participation consists of an attempt to increase not only the numbers of young people participating in physical activity and physical education, but also the proportion from under-represented groups (those from lower income families, people with disabilities and some ethnic minorities).

**Equality & Equity**  
Though often used interchangeably, equality and equity are quite different. Equality simply means everyone is treated the same exact way, regardless of need or any other individual difference. Equity, on the other hand, means everyone is provided with what they need to succeed.


**Equal Access**  
Equal access ensures that every student has an equal opportunity to participate in all aspects of the educational process, including learning environments/ facilities (schools, classrooms, and labs), resources, curricular and extracurricular programmes.

**Hidden Curriculum**  
Lynch, Walton-Fisette and Luguetti (2022, P.2) describe the hidden curriculum as the "untold or unimplied consequences of our teaching/coaching". Understanding and having an awareness for the intended and potentially unintended outcomes, values and perspectives as a result of our teaching is important to ensure that we enact a socially just curriculum that doesn't privilege or perpetuate cultural expectations, prejudices or stereotypes. For example, do you offer a different range of curricular and extracurricular activities for boys compared to girls? If so, what informs this beyond tradition and routine? How far do you go to actively challenge prejudice and stereotypes?

**Closing Inequalities**  
Part of providing a meaningful and inclusive PE offer for all pupils is being proactive and effective in identifying and addressing inequalities. The term closing inequalities is often referred to in relation to actively identifying groups that health, activity or wellbeing outcomes are low in relation to other groups.

**For More Information:**  
We recommend the following websites for more information, support, and Guidance:  
<https://www.stonewall.org.uk/>  
<https://physequity.wordpress.com/>

**References**  
Lynch, S., Walton-Fisette, J. L. & Luguetti, C. (2022) *Pedagogies of Social Justice in Physical Education and Youth Sport*. Routledge, UK.



We believe that every PE teacher should be working towards a more impactful, socially just, and inclusive PE experience. A key part of this is placing social justice at the centre of the educational experience. Instead of teaching a one-off unit of work that focuses on some of the key concepts, we instead believe that social justice should underpin every unit of work.

## **Characteristics of Effective Learning in Early Years**

In the United Kingdom, the Characteristics of Effective Learning are used to give a better understanding and describe the behaviours children use to learn, and why children learn in the way they do in early years. It demonstrates their character and how this impacts their rate of development and learning. The characteristics of effective learning focus on three prime areas and four specific areas.

### **Prime areas**

- Communication and language (CL)
- Physical development (PD)
- Personal social, and emotional development (PSED)

The prime areas are the vital foundations in early years and are the core aspects of early child development. It helps lay the basis for children's success in all other areas of learning.

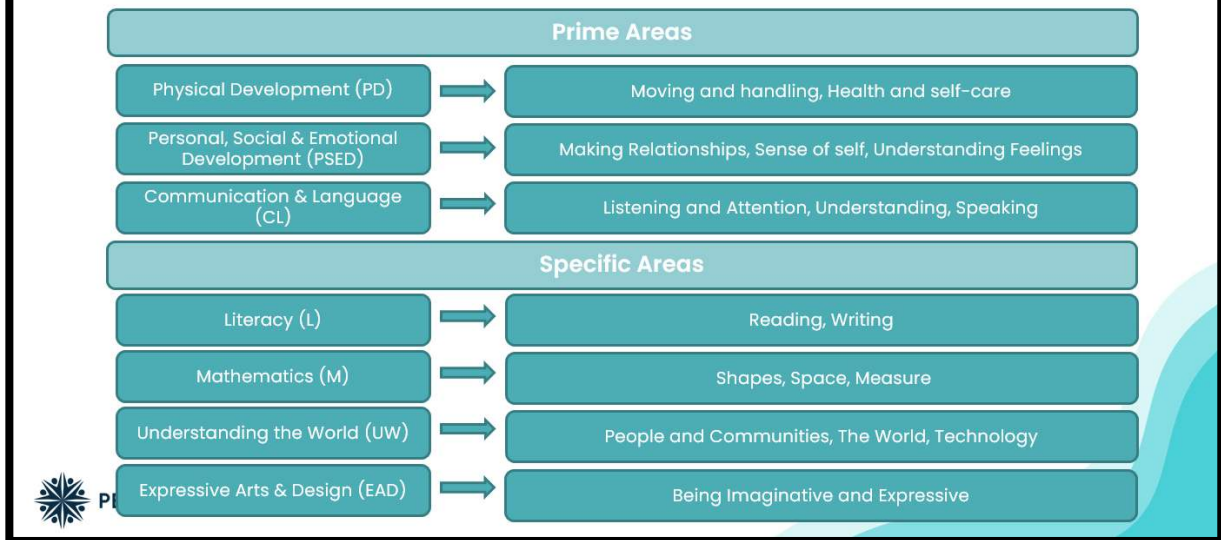
### **Specific areas**

- Literacy (L)
- Maths (M)
- Expressive art and design (EAD)
- Understanding the world (UW)

The specific areas of learning and development help provide children with knowledge and skills to flourish in society. All four areas represent the important features of a child's early development.

# Ages 3-5 – Characteristics of Effective Learning

The characteristics of effective learning are listed below and the acronyms can be found on the lesson plans throughout the units of work:



The letters in brackets next to each of the key and specific areas have been added to the Individual lesson plans (indicated in yellow below). This enables teachers to make clear cross-curricular connections between the PE lesson and the characteristics of effective learning in early years.

**Lesson 1: Join the Mission**  
 Children will embark on outdoor training to prepare them for a very important mission to solve and learn the importance of being safe, be respectful and having fun in PE!

**Lesson Introduction**  
 Introduce the lesson using the story slide.  
 (The Concepts in today's lesson are:  
 - Be Safe  
 - Be Respectful  
 - Have Fun)

**Energise, Explore and Link**  
 Energise, Explore and Link Story Slide  
 Energise, Explore and Link Activity Slide (CL) (EAD) (PD)

**Activity 1: Control Centre**  
 Activity 1 Story Slide  
 Activity 1 instructions slide (PSED) (PD) (CL)

**Activity 2: Light Speed**  
 Activity 2 Story Slide  
 Activity 2 instructions Slide (PD) (CL)

**Activity 3: Zero Gravity**  
 Activity 3 Story Slide  
 Activity 3 instructions Slide (CL) (PD) (M)

**Discovery / DIRT Plenary**  
 - How did we make sure we were safe in our activities today?  
 - Were we safe to remain safe?  
 - How were we respectful today?  
 - How can you be respectful outside of PE?  
 - What did you enjoy in this lesson?



**Teachable Moments**  
 Targeted learning: Reactive feedback provided to an individual or small group regarding the concept, key techniques, or sport/activity specific information.  
 Discussion points: Reactive feedback provided to a class to highlight key learning or address common misconceptions.


**Equipment Required in Lesson**  
 Energise, Explore & Link Activity: No equipment required  
 Activity 1: No equipment required  
 Activity 2: No equipment required  
 Activity 3: Balloons (1 between 2 children)


**Physical Domain**  
 Locomotor Movements  
 Balance & Stability  
 Object Control

# Curriculum Map

Ages 3-7 Curriculum Map			
Year	Focus	Scheme of Work Concepts/Physical Domain	Physical Literacy
EY FS	Discovering Movement	Galactic Explorers (On-going Story) Preparation for PE Super Hero School (On-going Story) Friendship We're going to the Zoo I (Individual) Movement Patterns Locomotor Movements, Object Control, Balance & Stability	Exploring Potential
Yr 1	Exploring Movement	A Pirates Life for Me (On-going Story) Personal, Social & Emotional Development The Enchanted Forest (On-going Story) Self-Esteem We're going to the Zoo II (Individual) Movement Patterns Expressive Movements, Fundamental Movements & Application of Movements in Practice	
Yr 2	Practicing Movement	The Good Knight (On-going Story) Sporting Values Dino Island (On-going Story) Exploring Fitness We're going to the Zoo III (Individual) Movement Patterns Expressive Movements, Fundamental Movements & Application of Movements in Practice	

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 Scheme of Work Theme  
Physical Literacy: Motivation & Confidence
 

 Scheme of Work Overall Concept  
Physical Literacy: Knowledge & Understanding
 

 Physical Domain / Practical Activity  
Physical Literacy: Competence

The curriculum map outlines every unit of work that is to be delivered over the course of the year. Each year group has a focus and the concepts for that year group relate to the respective focus. The curriculum map identifies the conceptual learning element (purple box) as well as the story the concept will be delivered through (green box). The main aim at EYFS is to develop fundamental movement skills and movement confidence (yellow box above and picture overleaf).



## Ages 4-5 – Discovering Movement – Physical Domain

In each unit of work within the EYFS curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. These include, but are not limited to, skills and techniques listed below:



Fundamental movement skills examples informed by:  
 V. Randall & G. Griggs, An Introduction To Primary Physical Education. (2022). Routledge (Page 18)  
 A. Pickard, & P. Maude, Teaching Physical Education Creatively. (2021). Routledge (Page 22)  
 R. Wormhoudt & Prof. dr. G. Savelsbergh. The Fundamental 10 from the Athletic Skills Model

## Scheme of Work

### Ages 4-5 – Discovering Movement

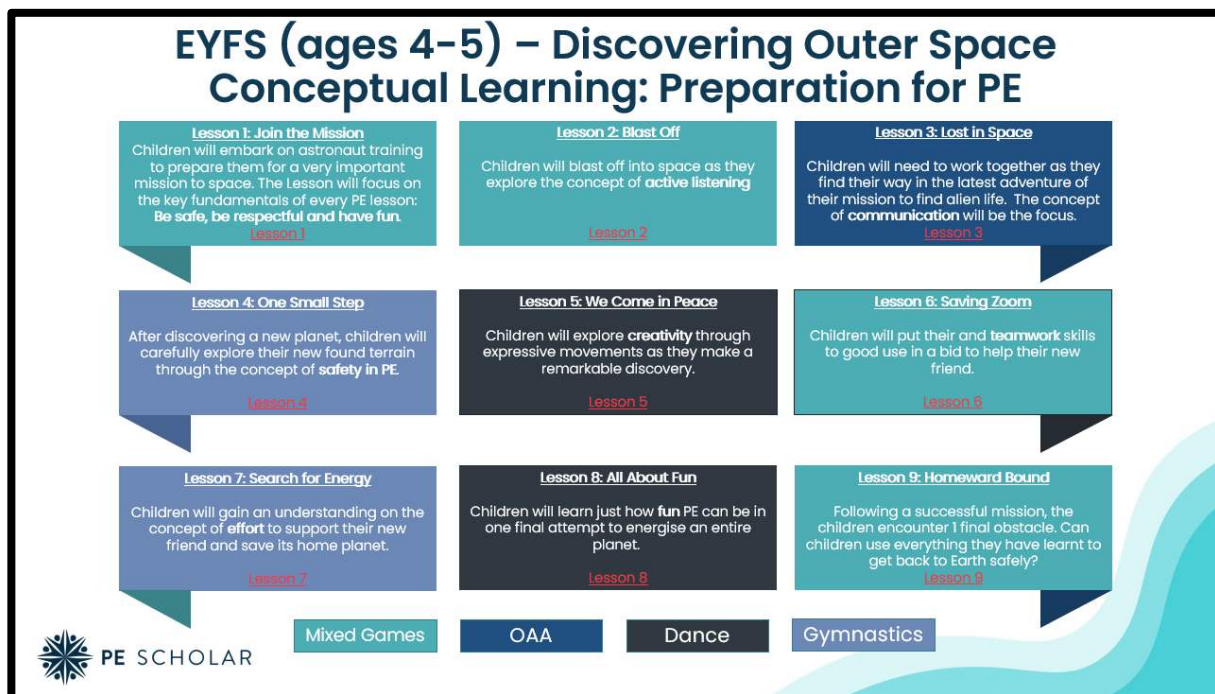
In each unit of work within the EYFS curriculum the children will develop holistically with the Know, Show and Grow learning objectives. The Grow aspect of the lesson can be seen below.



As can be seen on the above, the focus for EYFS is Discovering Movement. The year is divided into 3 units focusing on individual concepts, and these units consist of 9 lessons that will deliver the learning related to these

concepts. Every unit is written through an Immersive story In which the practical activities link to aspects of the on-going story.

## Unit Plans






Each unit is broken down into 9 lessons. Unit 1 and 2 should be delivered in order to support the on-going story aspect of the lessons. Unit 3 has been designed to be delivered as Individual lessons to meet the sometimes reactive nature of PE around a school calendar. In each EYFS unit of work, the 9 lessons include:

- 4x mixed games lessons
- 2x Dance lessons
- 2x Gymnastics lessons
- 1x Outdoor Adventure Activities (OAA) lesson

In the unit overview, each lesson has a brief description and a hyperlink. By clicking on the hyperlink it will take you directly to the intended lesson.

## Lesson Plans

<p><b>Lesson 2: Blast Off</b></p> <p>Children will blast off into space as they explore the concept of <b>active listening</b></p>	<p><b>Lesson Introduction</b></p> <p>Introduce the lesson using the story slide. The lesson will focus on the concept of active listening. Consider: body language, paying attention, eye contact, asking questions, etc.</p> <p><a href="#">Lesson Introduction Slide</a></p>	<p><b>Teachable Moments</b></p> <p>Praise the children in front of the class that are demonstrating active listening skills and following instructions. Let the other children know what they have done e.g. giving you eye contact or paying attention.</p>		
<p><b>Mixed Games</b></p>	<p><b>Energise, Explore and Link</b></p> <p><a href="#">Energise, Explore and Link Story Slide</a>      <a href="#">Energise, Explore and Link Activity Slide (Cl) (PD)</a></p>	<p><b>Equipment Required in Lesson</b></p> <p><b>Energise, Explore &amp; Link Activity:</b> No equipment required</p> <p><b>Activity 1:</b> 1 ball or bean bag per student and a target (hoop, bag or box) per team.</p> <p><b>Activity 2:</b> Hoops (rope if using the three legged race suggestion)</p> <p><b>Activity 3:</b> No equipment required</p>		
<p><b>Know</b></p> <p>Children will learn how to follow instructions in a PE lesson and ask for support if needed.</p>	<table border="1"> <tr> <td data-bbox="523 745 802 875"> <p><b>Activity 1</b></p> <p><b>Activity 1: Refuel the Shuttle</b></p> <p><a href="#">Activity 1 Story Slide</a></p> <p><a href="#">Activity 1 Instructions Slide (Cl) (M) (PD)</a></p> </td> <td data-bbox="810 745 1098 875"> <p><b>Activity 2</b></p> <p><b>Activity 2: Launch Pads</b></p> <p><a href="#">Activity 2 Story Slide</a></p> <p><a href="#">Activity 2 Instructions Slide (PD) (PSED)</a></p> </td> </tr> </table>	<p><b>Activity 1</b></p> <p><b>Activity 1: Refuel the Shuttle</b></p> <p><a href="#">Activity 1 Story Slide</a></p> <p><a href="#">Activity 1 Instructions Slide (Cl) (M) (PD)</a></p>	<p><b>Activity 2</b></p> <p><b>Activity 2: Launch Pads</b></p> <p><a href="#">Activity 2 Story Slide</a></p> <p><a href="#">Activity 2 Instructions Slide (PD) (PSED)</a></p>	<p><b>Physical Domain</b></p> <p> Locomotor Movements</p> <p> Balance &amp; Stability</p> <p> Object Control</p>
<p><b>Activity 1</b></p> <p><b>Activity 1: Refuel the Shuttle</b></p> <p><a href="#">Activity 1 Story Slide</a></p> <p><a href="#">Activity 1 Instructions Slide (Cl) (M) (PD)</a></p>	<p><b>Activity 2</b></p> <p><b>Activity 2: Launch Pads</b></p> <p><a href="#">Activity 2 Story Slide</a></p> <p><a href="#">Activity 2 Instructions Slide (PD) (PSED)</a></p>			
<p><b>Show</b></p> <p>Children will develop key fundamental movement skills including running, throwing and grasping.</p>	<p><b>Activity 3</b></p> <p><b>Activity 3: Blast Off</b></p> <p><a href="#">Activity 3 Story Slide</a></p> <p><a href="#">Activity 3 Instructions Slide (Cl) (PD) (M)</a></p>			
<p><b>Grow</b></p> <p>Children will develop their active listening skills and demonstrate their ability to listen and follow simple instructions.</p>	<p><b>Discovery / DIRT Plenary</b></p> <p>- How did you show active listening in today's lesson? - How did it help you know what to do? - Do you think active listening could help you outside of PE? Where and how?</p> <p><a href="#">Discovery Slide</a></p>			

Every lesson plan includes three lesson objectives (Know, Show and Grow). The Grow objective offers an inclusive hook by shifting the focus of the lesson from sport specific skills to that of more relevant learning (more on this later in the document). Every child should have the opportunity to build a positive connection to their PE lessons whilst meeting the objectives of the lesson. The lesson plan also includes:

- A brief lesson description
- The LEAD Framework
- Teachable Moments

- Adaptive Teaching Strategies
- Physical Domain Icon

Conveniently placed on the lesson plans are hyperlinks that will direct you to the story or activity slides for ease when delivering.

## **Lesson Objectives**

Firstly, the 'know' learning objective is designed to focus on the cognitive domain and declarative knowledge. This objective aims to develop young people's understanding of what safe and successful movement looks like, the rules, conventions, regulations, strategies and tactics for participation in different activities and what health and fitness mean in context. What would you like the students to know by the end of the lesson?

The 'show' learning objective focusses on the physical domain and procedural knowledge. Within this objective young people will develop fundamental movement and activity specific skills, such as knowing how to perform safe and effective movement, how to perform the rules, conventions, strategies and tactics in a sport and know how to participate in an activity. What would you like the students to show you by the end of the lesson?

The final learning objective, 'grow', focusses on the affective domain and conditional knowledge with a link to an overarching concept to develop young people holistically.

With the inclusion of this learning objective, the lesson is not purely focused on the performance of skills within an activity, but knowing why they are performed, when they are performed and what holistic characteristics can be applied and developed through the activity and beyond the PE classroom. What additional meaningful learning can be delivered through this PE lesson?

## Lesson Objectives

Know

This lesson objective will focus on the cognitive domain.

What will students know by the end of the lesson? This aligns to Ofsted pillar of **'Rules, tactics and compositional ideas'**.

Show

This lesson objective will focus on the physical domain.

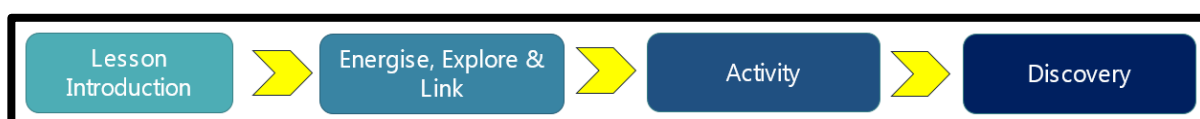
What movement or skills will students practice and develop?' This aligns to Ofsted pillar of **'Motor competence'**.

Grow

This lesson objective will focus on the affective domain.

What will students develop, demonstrate and learn to transfer in terms of skills, attitudes and values? This aligns to Ofsted pillar of **'healthy participation'**.

### The LEAD Framework



The Primary Concept Curriculum offers a simple lesson delivery framework that can be utilised to effectively deliver conceptual learning whilst ensure

students are active for a sustained period of time and developing movement competency. Each stage of the LEAD framework is discussed below:

- **Lesson Introduction:** At the start of the lesson, by introducing the concept it opens the opportunity to focus the learning and explore its application within our PE context. This will be presented to children through a story-based delivery by which a character will link the concept to the immersive story.
- **Energise, Explore and Link:** Once students have understood what is meant by the concept, get them active as quickly as possible and encourage them to explore and make connections with the physical activity we are engaging in. This will enable a deeper level of thinking and learning. Using engaging exploration activities and questioning is a good way to connect a concept to the lesson. An activity is provided for you that will enable children to explore and link the activity to the concept, whilst simultaneously developing fundamental movement skills. At the end of the activity, ask the students the link questions (provided for you) for them to understand and link the learning to the activity.
- **Activity:** The most important part of any PE lesson is the opportunity to be physically active. Provided for you are engaging and challenging activities for students to demonstrate their understanding of the

concept, develop their competence and confidence with the physical activity and have plenty of time to practice the skills and techniques required to engage with a variety of activities. Look for teachable moments (discussed shortly) to further embed the concept and activity specific knowledge.

- **Discovery:** The final stage of the L.E.A.D Model is to discuss the discoveries we have made in the lesson and how this learning could be applied elsewhere. Once again, this will be embedded into a story and presented to children through a character's reflections. Here we encourage students to consider what they have learnt, how they have demonstrated this learning and where else this learning might help them in PE and beyond.

## Teachable Moments

Teachable moments are times within a lesson that the concept can be embedded further, or coaching can be provided to enable practical progression. Teachable moments come in two forms:

- **Targeted learning:** feedback provided to an individual or small group regarding the concept, key techniques, or sport specific information.
- **Discussion points:** Feedback provided to a class to highlight key learning or address common misconceptions.

Look for these teachable moments within a lesson to deliver impactful learning at the most opportune time. If there are no opportunities for teachable moments at that time, stand back and keep the students active.


## Adaptive Teaching Strategies

The purpose of the Concept Curriculum is to provide a positive and inclusive PE experience for every child. Therefore, considering adaptive teaching strategies, such as the examples listed within the resource, can ensure all children have the opportunity to learn and progress in a positive PE environment. Examples of Adaptive Teaching Strategies are provided in the exemplar lesson plans.



## Story Slides

**Lesson Introduction**  
Set the purpose for the lesson



"Hi Astronauts. Today is the day we start our mission and blast off into space. I can't wait. Are you excited too? Can you show me your excited faces?"

Get children to show a partner/you their best excited face


I wonder if we will find alien life in outer space. How do you think an Alien might look like? (children to discuss appearance). How will they sound? (children to make funny noises to imitate an alien). How will they move? (children to move around as an alien).

We have lots to do as we prepare to launch. The Control Centre will be giving us lots of important instructions throughout our mission, so it means we must always listen to these instructions carefully. We can do this by being **active listeners**. Remember <insert teacher name> is the voice from the control centre and we must always follow their instructions. How can you show them you are a active listener?"

Ask the children how they can show you they are listening – consider: stopping what they are doing, eye contact, asking questions if they do not understand. Feel free to ask leading questions to prompt children to consider these suggestions.

"Great job astronauts, being an active listener will really help us on our mission. We need to activate our listening ears (click imaginary switches on ears). Now we are ready for the second part of our training. I must warn you, exploring space can be very dangerous so its important to be prepared. Good luck recruits and remember our PE astronaut motto: be safe, be respectful and have fun!"


[Back to Lesson Plan](#)

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Each lesson in the EYFS units of work are delivered through an Immersive story. These slides Include text to be read as the character and (light grey) text to provide teacher prompts. These slides will Introduce and embed concepts and provide the narrative that will link to the practical activities that will truly engage all children.

## Activity Slides

### Suggested Activity 1: Refuel the Shuttle

**Physical Domain:**  **Equipment Required:** 1 ball or bean bag per student and a target (hoop, bag or box) per team. **Group Size:** Teams of 3 or 4


- "Astronauts do you copy?" (wait for their response of "Go ahead control centre)."
- Put the children into teams of 3 or 4.
- Each team will have a ball or bean bag per astronaut.
- Put a cone roughly 5m away from a target (you could use a hoop, bag or box) for the children to throw their ball/bean bag into.
- children take it in turns to throw their object into the target. If they succeed their team gets a point.
- Whether they score or miss, they must collect their object and keep trying.
- The team should attempt to count how many points they score (alternatively they could run over to you every time they get a point for you to keep an overall count for the class.
- When time is up (you can decide how long to give the children based on the length of your lesson) you should say "Astronauts do you copy?" (wait for their response of "Go ahead control centre)."


**Support & Challenge**

- You can make the task easier by providing a larger target or bringing the target closer to the children.
- You can make it more challenging by moving the cone further away from the target or reducing the size of the target.

**Teachable Moments**

- Praise those children that listen and follow the instructions of the task or those that ask a question if they did not understand.

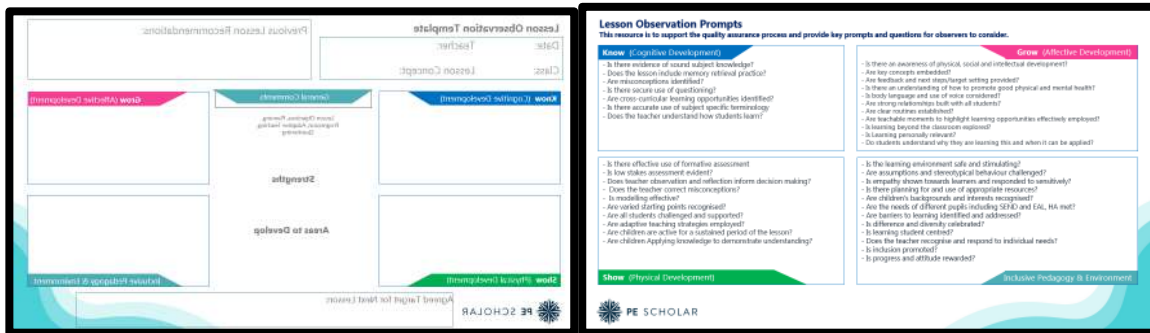


 PE SCHOLAR [Back to Lesson Plan](#)

Every activity has been planned for teachers with full, clear instructions on how to organise and run the activity. On the activity slide, you can see the following:

- Physical domain icons: this will indicate what fundamental movement skills this activity will develop.
- Equipment required
- Group size
- Support and challenge: this will support teachers to adapt the activity to add further challenge or support to meet the needs of all children.
- Activity Instructions (with diagram)
- Teachable moments (discussed shortly)

## Teacher Development and Quality Assurance



To support the development of the PE teachers delivering and the leaders implementing and embedding the Concept Curriculum, we have created lesson observation sheets. The observation sheets focus on four key aspects or a PE lesson:

- Know (cognitive development)
- Show (physical development)
- Grow (affective development)
- Inclusive Pedagogy and Environment

We have also created a lesson observation prompt sheet to support observers focus on important areas within a PE lesson and provide more constructive and meaningful feedback.

## Create Your Own



We understand that every school is different, as is the needs of the students within them. Therefore, we have included some templates to enable departments to create their own unit plans around the concepts they feel would best meet their student's needs. The resource is also fully editable so you can make changes to suit your students with ease.

## For PE Teachers By PE Teachers

The authors of this resource are all physical education teachers that understand the contemporary educational landscape. They share a common mission and goal to be more effective in delivering physical education experiences that are more positive, inclusive and meaningful.

## More Information

For more information regarding this resource or other courses and resources please visit [www.pescholar.com](http://www.pescholar.com) or contact us via [support@pescholar.com](mailto:support@pescholar.com)

## Closing Thoughts

We really hope this resource supports you in transforming your curriculum and ultimately making a bigger difference to more children and young people's lives.

## Further Reading

- Chambers, F, Aldous, D and Bryant, A. (2021). [Threshold Concepts in Physical Education: A Design Thinking Approach](#). Routledge
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