



PE Primary Concept Curriculum

Key Stage 1 (Ages 5-7)

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?

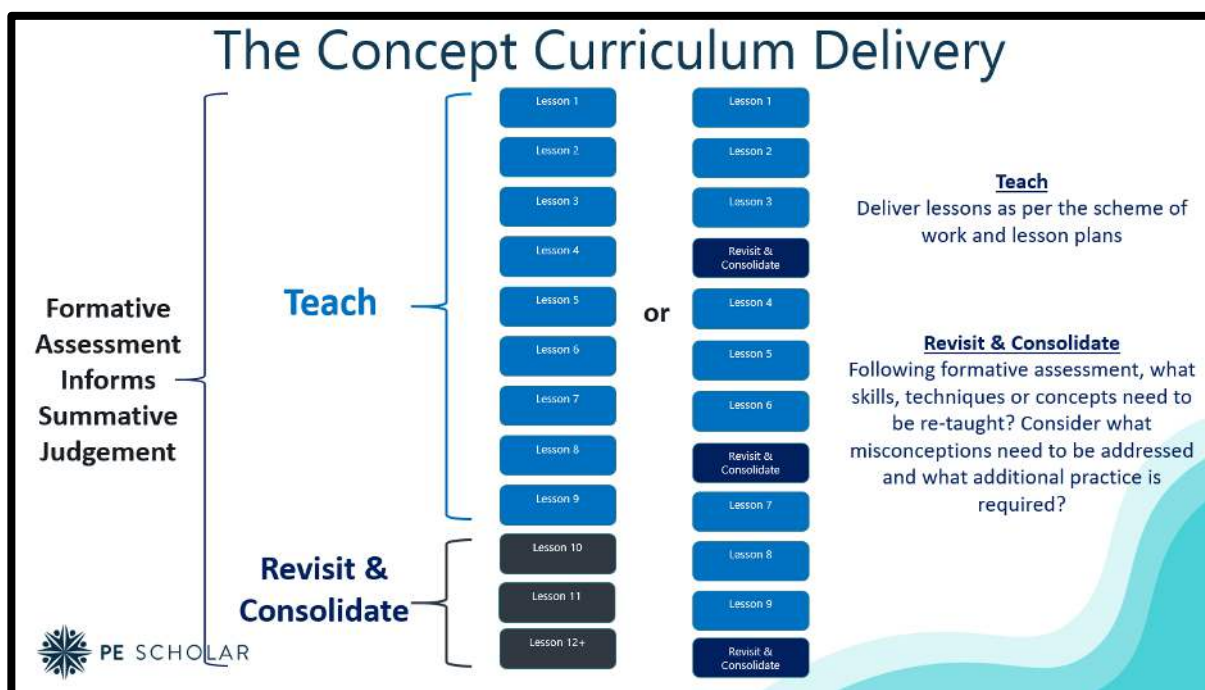
A concept is a powerful idea that can replace a performance focused objective and therefore enable all to succeed in their own way. Students can develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them, all through conceptual 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 deliver immersive and engaging story-based practical activities, comprising of 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 Key Stage 1 concept curriculum contains the following:

- Curriculum Map
- 4 Immersive story-based units of work (each 9 lessons)
- 2 individual lesson story-based unit of work (9 Individual lessons)
- Over 54 individual lesson plans
- Over 200 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.

Curriculum Map

Ages 3-7 Curriculum Map			
Year	Focus	Scheme of Work Concepts/Physical Domain	Physical Literacy
EY FS	Discovering Movement	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>Galactic Explorers (On-going Story)</p> <p>Preparation for PE</p> </div> <div style="width: 30%;"> <p>Super Hero School (On-going Story)</p> <p>Friendship</p> </div> <div style="width: 30%;"> <p>We're going to the Zoo I (Individual)</p> <p>Movement Patterns</p> </div> </div> <p style="text-align: center; background-color: yellow; margin-top: 5px;">Locomotor Movements, Object Control, Balance & Stability</p>	Exploring Potential
Yr 1	Exploring Movement	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>A Pirates Life for Me (On-going Story)</p> <p>Personal, Social & Emotional Development</p> </div> <div style="width: 30%;"> <p>The Enchanted Forest (On-going Story)</p> <p>Self-Esteem</p> </div> <div style="width: 30%;"> <p>We're going to the Zoo II (Individual)</p> <p>Movement Patterns</p> </div> </div> <p style="text-align: center; background-color: yellow; margin-top: 5px;">Expressive Movements, Fundamental Movements & Application of Movements in Practice</p>	
Yr 2	Practicing Movement	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;"> <p>The Good Knight (On-going Story)</p> <p>Sporting Values</p> </div> <div style="width: 30%;"> <p>Dino Island (On-going Story)</p> <p>Exploring Fitness</p> </div> <div style="width: 30%;"> <p>We're going to the Zoo III (Individual)</p> <p>Movement Patterns</p> </div> </div> <p style="text-align: center; background-color: yellow; margin-top: 5px;">Expressive Movements, Fundamental Movements & Application of Movements in Practice</p>	

■ 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 Key Stage 1 is to develop fundamental movement skills, expressive movements and apply movements to practice (yellow box above and picture overleaf).

Key Stage 1 – Exploring & Practicing Movements

In each unit of work within the KS1 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. The below may make up the Know and Show learning objectives of the lesson. These include, but are not limited to, the skills and techniques listed below:



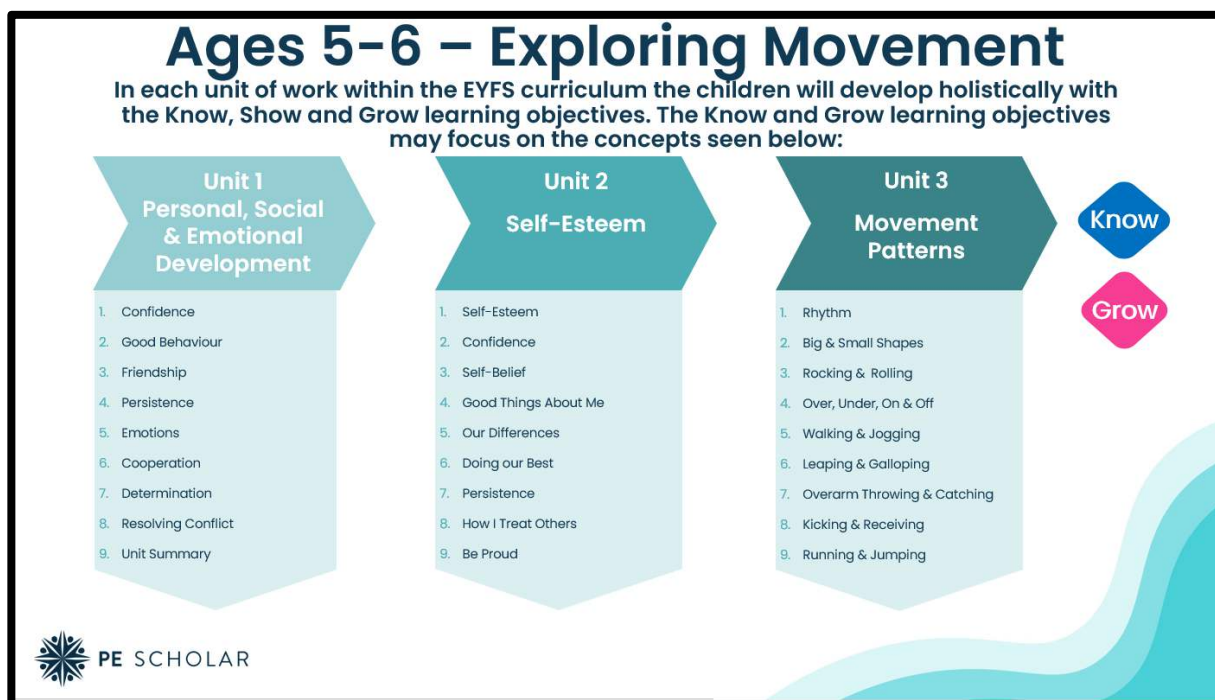
PE SCHOLAR



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

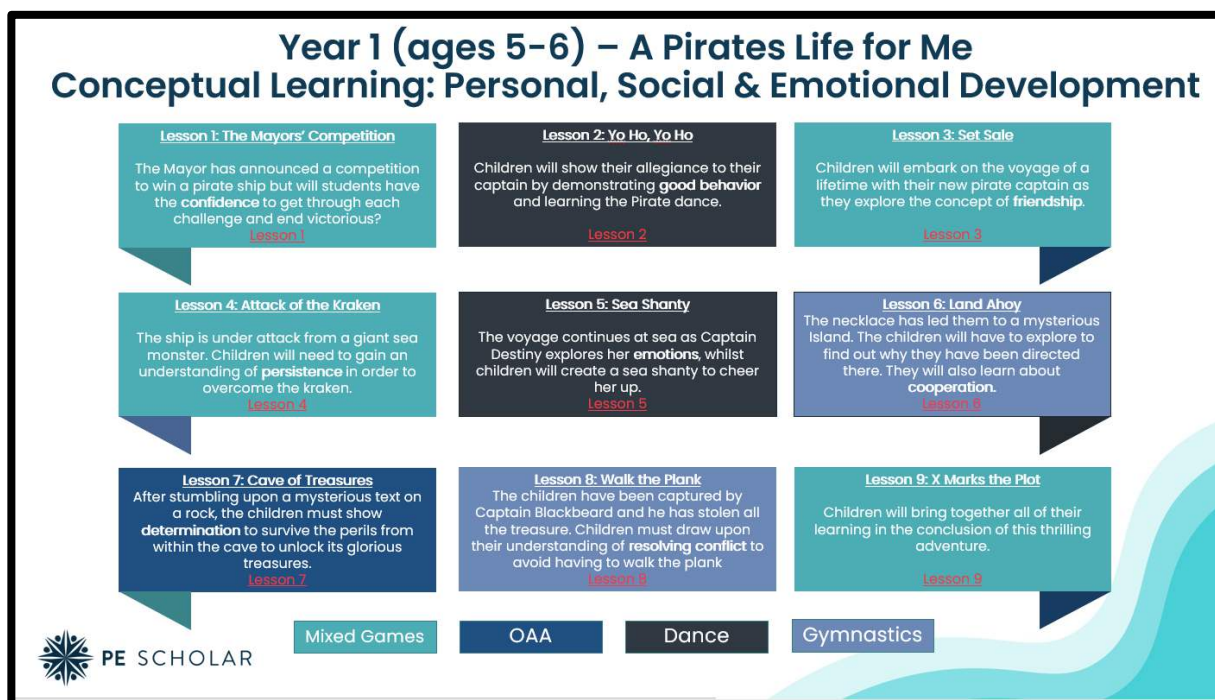


Scheme of Work



As can be seen on the above, the focus for Key Stage 1 is Exploring (Year 1) and Practicing (Year 2) Movement. Each 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 Key Stage 1 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>Lesson 1: The Mayors' Competition The Mayor has announced a competition to win a pirate ship but will students have the confidence to get through each challenge and end victorious?</p>	<p>Lesson Introduction Introduce the lesson using the story slide. The Concepts in today's lesson is: Confidence Confidence is when you believe you can do something, even if it's difficult. Lesson Introduction Slide</p>	<p>Teachable Moments Praise students for demonstrating confidence, even when faced with difficult challenges or following a mistake to keep going.</p>
<p>Mixed Games</p> <p>Know Know the meaning of confidence and its application to PE.</p>	<p>Energise, Explore and Link Energise, Explore and Link Story Slide Energise, Explore and Link Activity Slide</p>	<p>Equipment Required in Lesson Energise, Explore & Link Activity: Circular disks/spots Activity 1: Coloured hoops and bean bags Activity 2: Boxes, circular spots/disks, bean bags and balls Activity 3: Boxes, circular spots/disks, bean bags, football, tennis balls and tennis rackets</p>
<p>Show Show fundamental movement skills including lifting, carrying, holding and gripping.</p>	<p>Activity 1 Activity 1: Smugglers Run Activity 1 Story Slide Activity 1 instructions Slide</p> <p>Activity 2 Activity 2: Treasure Grab Activity 2 Story Slide Activity 2 instructions Slide</p>	<p>Physical Domain</p> <ul style="list-style-type: none">  Locomotion  Balance & Stability  Object Control  Application of Movement in Practice
<p>Grow Grow in confidence by attempting new activities in PE.</p>	<p>Activity 3 Activity 3: No Handed Treasure Activity 3 Story Slide Activity 3 instructions Slide</p>	
<p> PE SCHOLAR</p>	<p>Discovery / DIRT Plenary - What is confidence? - How have we shown our confidence in our lesson today? - Why was confidence important to Destiny? Discovery Slide</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 focuses 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



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**'.

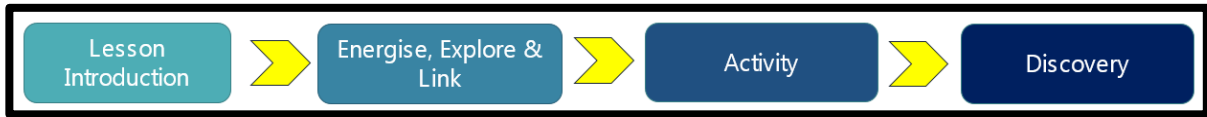


This lesson objective will focus on the physical domain.
What movement or skills will students practice and develop? This aligns to Ofsted pillar of '**Motor competence**'.



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




Whisper: "Ahoy matey! I'm Destiny. Sorry for whispering, I don't have much time to introduce myself properly now as I am on the run from Captain Blackbeard and his horrible crew of pirates. I will explain why later. It has always been my dream to captain my own pirate ship and set sail to find buried treasure. Have you ever met a pirate before? Can you show me your best pirate impressions? How do we walk? How do we talk? What do we do? I would love to see."

Allow the children to show you them acting as pirates. Share any good ideas or movements.

"You are all great pirates! But, well, I don't think I have what it takes to be a pirate captain. My mummy always said I need to have more confidence in myself. Do you know what confidence means?"

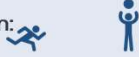
Ask the children if they know what confidence means?
Confidence is when you believe you can do something, even if it's difficult. Even if you make a mistake, confidence is about being brave enough to keep trying.
Ask the children why Destiny might not feel confident about being a Captain?

 [Back to Lesson Plan](#)

Each lesson in the Key Stage 1 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: Smugglers Run

Physical Domain:  **Equipment Required:** Coloured hoops and bean bags **Group Size:** 2 teams

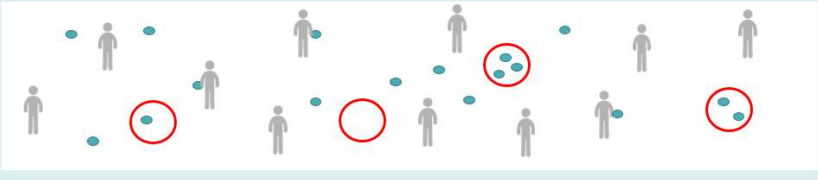
- Scatter coloured hoops and bean bags around the activity space.
- Split the class in half – One half are aiming to smuggle the bean bags into the cones and the other half are trying to smuggle them out.
- The goodies have a 30 second head start to place bean bags in their correct corresponding coloured hoop.
- On the blow of the whistle, the smugglers 'steal' the bean bags from their correct hoops and place them incorrectly.
- Keep going until your allocated time is up or one team have all the bean bags in/out of cones.


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

- Consider what confidence looks like in this activity. Anyone that picks up a bean bag is showing confidence to take part in the activity. Praise the class for having the confidence to participate.

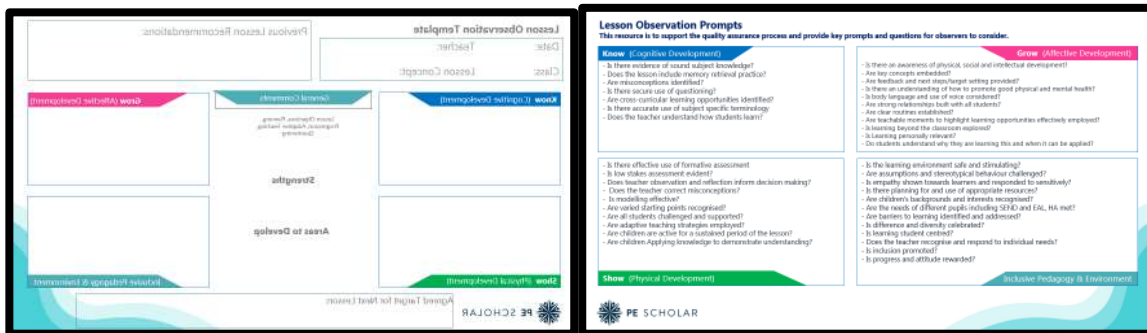


 PE SCHOLAR [Back to Lesson Plan](#)

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

Teacher Development and Quality Assurance

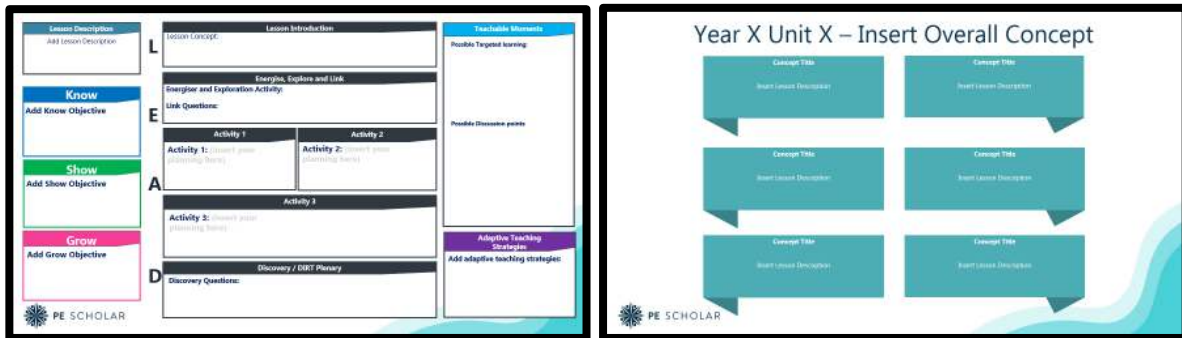


To support the development of the PE teachers delivering and the leaders implementing and embedding the Concept Curriculum, we have created lesson observation sheets. The observation sheets focus on four key aspects or a PE lesson:

- 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 or contact us via 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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