



## **PE Concept Curriculum**

### **Key Stage 2 (Ages 7-11)**

#### **User Guide**

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

Thank you for your interest in the PE Primary 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?**

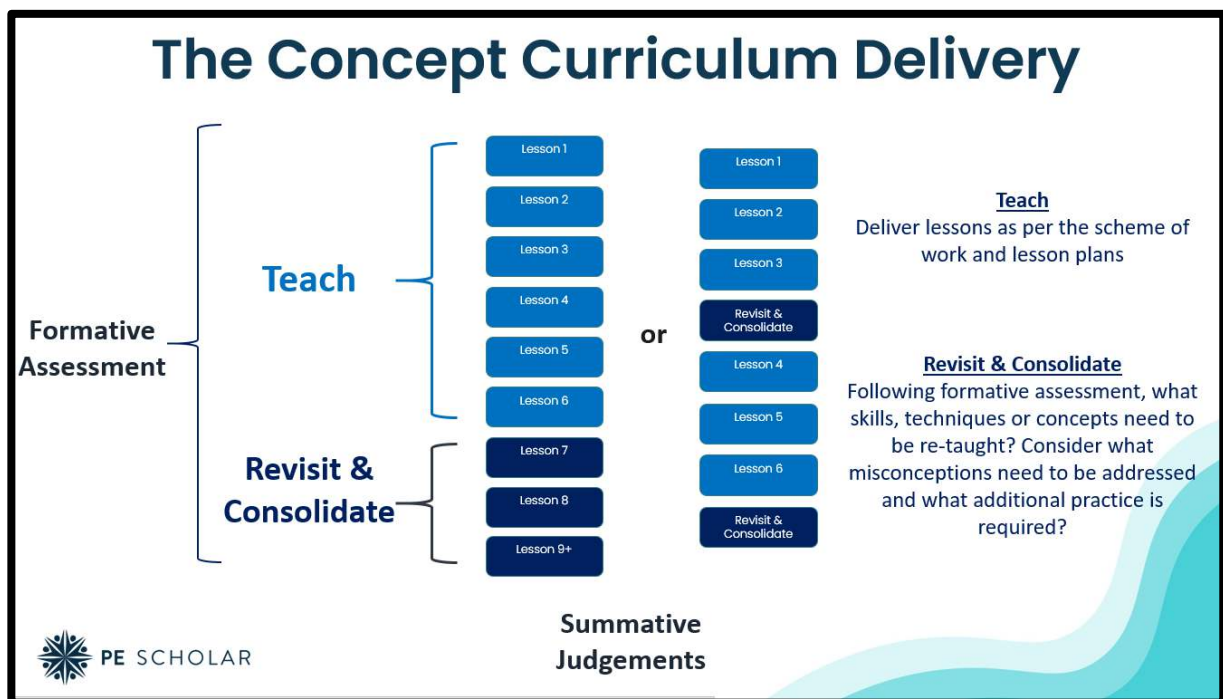
A concept is a powerful idea that can replace a performance focused objective and therefore enable all to succeed in their own way. Students can develop intra and inter-personal skills, gain a better understanding of their body and minds as well as explore the world around them, all through conceptual 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 engaging practical activities, comprising 6 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 2 concept curriculum contains the following:

- Curriculum Map
- 12 individual Units of Work (September 2023)
- 24 Individual Units of Work (September 2024)
- 72 individual lesson plans (September 2023)
- 144 Individual lesson plans (September 2024)
- Over 280 Suggested Activities (September 2023)
- Over 550 Suggested Activities (September 2024)
- Templates to create your own Concept Curriculum Unit

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.

**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.

**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?

**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

| Key Stage 2 (ages 7-11)*<br>Curriculum Map For September 2023 – July 2024 |  |   |
|---|--|---|
| Age   | Focus                                    | Scheme of Work Concepts/Physical Domain   |
| Age 7-8<br>Age 8-9  | Healthy Achievers & Confident Creators   | Gymnastics & Dance<br>Invasion Games<br>Striking & Fielding<br>OAA<br>Movement Skills & Athletics<br>Net & Wall<br>Creativity in PE<br>Fun Competition I<br>Intrapersonal Skills<br>Exercise & My Body<br>Health & Well-Being<br>Resilience |
| Age 9-10<br>Age 10-11   | Mindful Communicators & Motivated Movers | Gymnastics & Dance<br>Invasion Games<br>Striking & Fielding<br>OAA<br>Movement Skills & Athletics<br>Net & Wall<br>Growth Mindset<br>Sporting Values<br>Leadership<br>Communication<br>Motivation<br>Our Movement Journey                   |

■ Scheme of Work Theme     ■ Scheme of Work Overall Concept

\*We know how challenging it is to introduce a new curriculum so we have built this with the same units for year 3&4 + year 5&6 with suggested progressions within the tasks. You will then receive additional units for your second year of delivery which can be seen on the fuller curriculum map on the next page

Please Note: schools in England, as per the National Curriculum, all schools must provide swimming instruction either in key stage 1 or key stage 2. Consequently please add that into your programme as appropriate

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 activity category the concept will be delivered through (green box).

The Image above Is the Curriculum Map for September 2023. The Unites of Work have been combined for Years 3 & 4 and Years 5 & 6. Teachers should use the progression advice on the lesson plans (highlighted later in this document) to adapt activities as required. From September 2024, each year group will have their own Units of Work (as seen in next image).

| Key Stage 2 (ages 7-11)<br>Curriculum Map From September 2024 |  |   |                     |                      |                             |                             |                    |
|---|--|---|---------------------|----------------------|-----------------------------|-----------------------------|--------------------|
| Age   | Focus                                    | Scheme of Work Concepts/Physical Domain |                     |                      |                             |                             |                    |
| Age 7-8   | Healthy Achievers & Confident Creators   | Gymnastics & Dance                      | Invasion Games      | Striking & Fielding  | OAA                         | Movement Skills & Athletics | Net & Wall         |
|   |  | Creativity in PE                        | Fun Competition I   | Intrapersonal Skills | Exercise & My Body          | Health & Well-Being         | Resilience         |
| Gymnastics & Dance  |  | Invasion Games                          | Striking & Fielding | OAA                  | Movement Skills & Athletics | Net & Wall                  |                    |
| Resilience  |  | Creativity in PE                        | Fun Competition I   | Intrapersonal Skills | Exercise & My Body          | Health & Well-Being         |                    |
| Age 8-9   | Mindful Communicators & Motivated Movers | Gymnastics & Dance                      | Invasion Games      | Striking & Fielding  | OAA                         | Movement Skills & Athletics | Net & Wall         |
|   |  | Growth Mindset                          | Sporting Values     | Leadership           | Communication               | Motivation                  | Fun Competition II |
| Gymnastics & Dance  |  | Invasion Games                          | Striking & Fielding | OAA                  | Athletics & Movement        | Net & Wall                  |                    |
| Benefits of Exercise  |  | Communication                           | Motivation          | Leadership           | Growth MindSet              | Our Movement Journey        |                    |
| Age 9-10  | Mindful Communicators & Motivated Movers | Gymnastics & Dance                      | Invasion Games      | Striking & Fielding  | OAA                         | Movement Skills & Athletics | Net & Wall         |
| Growth Mindset  |  | Sporting Values                         | Leadership          | Communication        | Motivation                  | Fun Competition II          |                    |
| Gymnastics & Dance  |  | Invasion Games                          | Striking & Fielding | OAA                  | Athletics & Movement        | Net & Wall                  |                    |
| Benefits of Exercise  |  | Communication                           | Motivation          | Leadership           | Growth MindSet              | Our Movement Journey        |                    |
| Age 10-11   | Mindful Communicators & Motivated Movers | Gymnastics & Dance                      | Invasion Games      | Striking & Fielding  | OAA                         | Movement Skills & Athletics | Net & Wall         |
| Growth Mindset  |  | Sporting Values                         | Leadership          | Communication        | Motivation                  | Fun Competition II          |                    |
| Gymnastics & Dance  |  | Invasion Games                          | Striking & Fielding | OAA                  | Athletics & Movement        | Net & Wall                  |                    |
| Benefits of Exercise  |  | Communication                           | Motivation          | Leadership           | Growth MindSet              | Our Movement Journey        |                    |

■ Scheme of Work Theme    ■ Scheme of Work Overall Concept

Please Note: schools in England, as per the National Curriculum, all schools must provide swimming instruction either in key stage 1 or key stage 2. Consequently please add that into your programme as appropriate

## Lesson Objectives

# 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'**.

Firstly, the 'know' learning objective is designed to focus on the cognitive domain and declarative knowledge. For the Key Stage 2 Concept

 PE SCHOLAR

Page 7 of 20

Curriculum, cognitive knowledge comes in two forms, activity specific knowledge and application of concept to PE and beyond. When learning activity specific knowledge, the aim is 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. When exploring the concept, the know objective will consider the Importance of that learning to PE and how It might apply in life beyond PE.

What would you like the students to **know** by the end of the lesson?

**Know** **Know (Cognitive)**


In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, and apply learning through the cognitive domain. This declarative knowledge will make up the Know learning objective of the lesson. Children will look to develop their knowledge within specific physical activities and concepts that are important in PE and beyond.

**Activity Specific Knowledge**

Children will develop their activity specific knowledge. This might include: skills, techniques, terminology, rules, tactics and compositional ideas.

**Application of Concept to PE and Beyond**

Children will have an opportunity to explore a concept that is important in PE and their wider lives. They will develop their understanding of a concept by applying it to their lesson, wider PE and their life beyond PE.


 PE SCHOLAR

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. They will then attempt to apply movements and skills in practice. The physical domain will be highlighted in each activity using the icons that can be seen in the Image below.


What would you like the students to **show** you by the end of the lesson?



## Show (Physical)

In each unit of work within the KS2 curriculum the children will have multiple opportunities to learn, practice and develop through various aspects of the physical domain. These may make up the Show learning objective of the lesson.  
The lesson and activity plans will identify the learning through the physical domain using the icons seen in the boxes below.

|  |   |  |
|--|---|--|
| <b>Fundamental Movement Skills/Movement Patterns</b>   | <b>Activity Specific Skills</b>   | <b>Application of Movement in Practice</b>   |
|   |    |   |
| <p style="font-size: small;">The building blocks behind all movement. They underpin activity specific skills e.g. lunge. For the purposes of clarity, these will include locomotion  balance  and object control </p> | <p style="font-size: small;">These are skills that are utilised within the specific sport or activity e.g. a lunge in badminton when performing a net shot is different to general lunging.</p> | <p style="font-size: small;">Movement or skill is applied successfully in a practice situation e.g. effective lunge when performing a net shot in badminton.</p> |


PE SCHOLAR

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 that might support the children to **grow** as an individual?



## KS2 - Years 3&4 (Ages 7-9) - Grow (Affective) Healthy Achievers & Confident Creators

In each unit of work within the curriculum the children will develop holistically through the know (cognitive domain), show (physical domain) and grow (affective domain) learning objectives. The Know and Grow learning objectives may focus on the concepts seen below:

| Creativity in PE  | Fun Competition I  | Intrapersonal Skills   | Exercise & My Body  | Health & Well-Being   | Resilience   |
|---|--|--|---|---|--|
| <ol style="list-style-type: none"> <li>1. Curiosity</li> <li>2. Exploration</li> <li>3. Imagination</li> <li>4. Open Mindedness</li> <li>5. Ideas</li> <li>6. Create</li> </ol> | <ol style="list-style-type: none"> <li>1. Winning</li> <li>2. Losing</li> <li>3. Attacking</li> <li>4. Defending</li> <li>5. Movement</li> <li>6. Tactics</li> </ol> | <ol style="list-style-type: none"> <li>1. Self-Confidence</li> <li>2. Accepting Feedback</li> <li>3. Self-discipline</li> <li>4. Distractions</li> <li>5. Emotions</li> <li>6. Reflection</li> </ol> | <ol style="list-style-type: none"> <li>1. Heart Rate</li> <li>2. Breathing Rate</li> <li>3. Body Temperature</li> <li>4. Muscles</li> <li>5. Warming Up</li> <li>6. Cooling Down</li> </ol> | <ol style="list-style-type: none"> <li>1. Physical Health</li> <li>2. Mental Health</li> <li>3. Social Health</li> <li>4. Mindfulness</li> <li>5. Dopamine</li> <li>6. Fitness</li> </ol> | <ol style="list-style-type: none"> <li>1. Resilience</li> <li>2. Persistence</li> <li>3. Embracing Failure</li> <li>4. Positivity</li> <li>5. Little Improvements</li> <li>6. Learn from Others</li> </ol> |


PE SCHOLAR

## Unit Plans

### Years 3 & 4: Invasion Games

Context: The aim of invasion games to invade an opponent's territory and score a goal or point. These games require teamwork in order to maintain possession, create attacking opportunities to score and prevent the opposition from scoring.  
 Prior learning: In Year 2 children will have had the opportunity to explore competitive conditioned games in which they are required to attack and defend. Where next?: Year 5 will focus on sporting values through invasion games.

| Know   | Show   | Grow  |
|--|--|---|
| <p><b>Maintaining Possession</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Understand the importance of maintaining possession.</li> <li>• <b>Lesson 2:</b> Explore strategies related to maintaining possession.</li> </ul> <p><b>Attacking and Defending</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 3:</b> Consider how to successfully attack a target or goal.</li> <li>• <b>Lesson 4:</b> Consider how to successfully defend a target or goal.</li> </ul> <p><b>Invading and Denying Space</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 5:</b> Know the importance of moving into and using space.</li> <li>• <b>Lesson 6:</b> Know what tactics are.</li> </ul> | <p><b>Maintaining Possession</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Demonstrate skills in order to maintain possession</li> <li>• <b>Lesson 2:</b> Demonstrate their understanding of strategies related to maintaining possession.</li> </ul> <p><b>Attacking and Defending</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 3:</b> Attack a target or goal in conditioned games.</li> <li>• <b>Lesson 4:</b> Defend a target or goal in conditioned games.</li> </ul> <p><b>Invading and Denying Space</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 5:</b> Recognise space and move into it to receive the ball.</li> <li>• <b>Lesson 6:</b> Implement tactics in conditioned games.</li> </ul> | <p><b>Concepts:</b></p> <ul style="list-style-type: none"> <li>• <b>Lesson 1:</b> Understand the term winning and how it might impact behavior in PE and beyond.</li> <li>• <b>Lesson 2:</b> Understand the term losing and how to behave when we lose in PE and beyond.</li> <li>• <b>Lesson 3:</b> Understand the importance of attacking in sport and competition.</li> <li>• <b>Lesson 4:</b> Understand the importance of defending in sport and competition.</li> <li>• <b>Lesson 5:</b> Explore movement within game situations and understand the importance of movements within PE and sport.</li> <li>• <b>Lesson 6:</b> Consider the concept of tactics and consider strategies to support a positive outcome in sport and competition.</li> </ul> |

PE SCHOLAR

Each unit is broken down into 6 lessons.

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.

# Year 3 & 4 (ages 7-9) – Fun Competition



**Winning**  
Children will explore how it feels to win and how to behave when they do, whilst developing their understanding of the importance of maintaining possession.  
[Lesson 1](#)

**Losing**  
Children will understand that in PE and sport, sometimes we lose and consider how we should behave when we do, whilst exploring strategies to maintain possession.  
[Lesson 2](#)

**Attacking**  
Children will understand what is meant by and the importance of attacking in PE through conditioned games.  
[Lesson 3](#)

**Defending**  
Children will explore the importance of defending in various defensive focused conditioned games.  
[Lesson 4](#)

**Movement**  
Children will explore space and movement into space through adapted touch rugby games.  
[Lesson 5](#)

**Tactics**  
Children will engage in conditioned games to consider tactics and the importance of making decisions at key points in a game.  
[Lesson 6](#)



## Lesson Plans

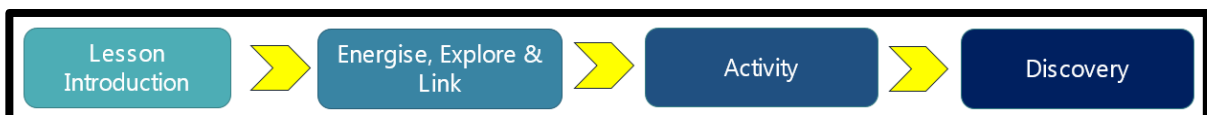
|  |  |  |  |
|--|--|--|--|
| <p><b>Lesson 1: Winning</b><br/>Children will explore how it feels to win and how to behave when they do, whilst developing their understanding of the importance of maintaining possession.</p> | <p><b>Lesson Introduction</b><br/>The concept in today's lesson is: Winning. Winning is an important part of sport and competition. For many, it is the driving reason for participation. We want to always try and do our best to win. Consider how it feels to win. We must also consider how to behave when we do win so that we are respectful to others.</p>                                      |  | <p><b>Teachable Moments</b><br/><b>Discussion Points:</b><br/>Allow children to explore strategies to maintain possession but share good practice with others.<br/><b>Targeted Learning:</b><br/>Ask children to reflect on feelings attached to winning. It is fine to celebrate, but not to boast or make others feel bad.</p> |
| <p><b>Invasion Games</b></p>   | <p><b>Energise, Explore and Link</b><br/><b>Energise and Explore Activity:</b> <a href="#">Energise, Explore and Link Activity Slide</a><br/><b>Link Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is maintaining possession important in an invasion game?</li> <li>• How did you maintain possession in that game?</li> <li>• When you scored a point, how did it feel?</li> </ul> |  | <p><b>Equipment Required in Lesson</b><br/><b>Energise, Explore &amp; Link Activity:</b><br/>Cones and balls<br/><b>Activity 1:</b><br/>Balls<br/><b>Activity 2:</b><br/>Cones and balls<br/><b>Activity 3:</b><br/>Cones and balls</p>  |
| <p><b>Know</b><br/>Know the importance of maintaining possession.</p>  | <p><b>Activity 1</b><br/><b>Activity 1: 6v6 Possession</b><br/><a href="#">Activity 1 instructions Slide</a></p>   | <p><b>Activity 2</b><br/><b>Activity 2: End Zone</b><br/><a href="#">Activity 2 instructions Slide</a></p> | <p><b>Physical Domain</b><br/> Fundamental Movement Skills/Movement Patterns<br/> Activity Specific Skills<br/> Application of Movement in Practice</p>  |
| <p><b>Show</b><br/>Show skills in order to maintain possession.</p>  | <p><b>Activity 3</b><br/><b>Activity 3: Tag End Zone</b><br/><a href="#">Activity 3 instructions Slide</a></p>   |  |  |
| <p><b>Grow</b><br/>Grow by understanding how winning might impact behavior in PE and beyond.</p>   | <p><b>Discovery / DIRT Plenary</b><br/><b>Discovery Questions:</b></p> <ul style="list-style-type: none"> <li>• Why is maintaining possession so important? What might happen if we do not?</li> <li>• How did it feel when you scored or won today?</li> <li>• How should we behave when we win in PE or beyond?</li> </ul>   |  |  |

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. 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.

## 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.
- **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 activity specific 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.




## Link Questions


- ◆ **Know** • Why is maintaining possession important in an invasion game?
- ◆ **Show** • How did you maintain possession in that game?
- ◆ **Grow** • When you scored a point, how did it feel?

 PE SCHOLAR

- **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. 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.

## Discovery Questions

-  • Why is maintaining possession so important?  
What might happen if we do not?
-  • How did it feel when you scored or won today?
-  • How should we behave when we win in PE or beyond?

 PE SCHOLAR [Back to Lesson Plan](#)

## 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.

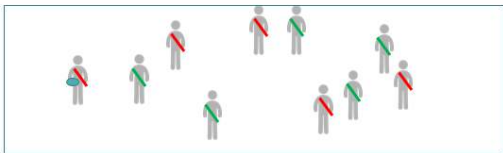


## Activity Slides

### Suggested Activity 1: 6v6 Possession

Physical Domain:  Equipment Required: Balls Group Size: Teams of 6

- Join 2 teams together to create a 6v6 maintaining possession game.
- Increase the size of the playing grid.
- Both teams will be attempting to get 10 successful passes to gain a point.
- Once a team has 10 successful passes they give the ball to the opposition.
- The ball must remain in the air (is not permitted to bounce), if it does then they must start the pass count again.
- If a team regain possession then they must start their pass count again and the other team lose the number of passes they were on.




**Support (making it easier):**

- To support children you can reduce the number of passes required for a point or permit a bounce.

**Progression (making it harder):**

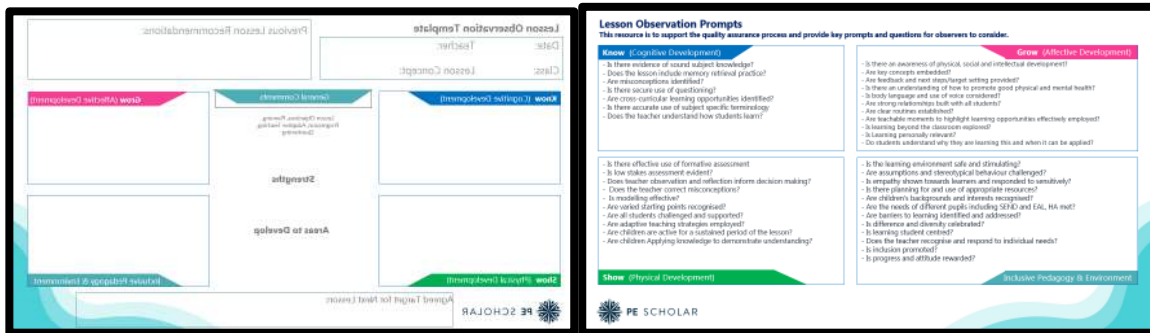
- To challenge children you can increase the pass count or use a smaller ball.

 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)

## Teacher Development and Quality Assurance

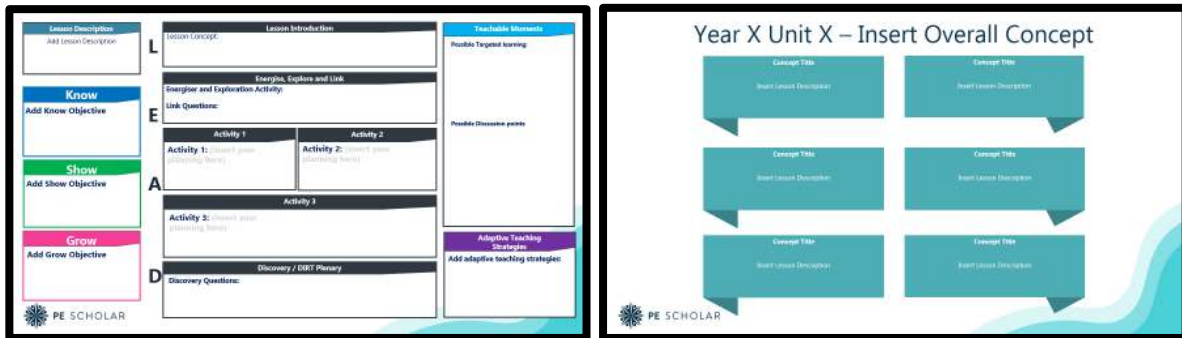


To support the development of the PE teachers delivering and the leaders implementing and embedding the Concept Curriculum, we have created lesson observation sheets. The observation sheets focus on four key mental aspects or a PE lesson:

- 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
- Durden-Myers, E.J. (2018). [Physical Literacy: A Guide for Educators](#). Scholary, UK.
- Erickson, H. Lynn. (2007). [Concept-Based Curriculum and Instruction for the Thinking Classroom](#). Corwin
- Fletcher, T, Chroinin, D. N, Gleddie, D and Beni, S. (2021). [Meaningful Physical Education: An Approach for Teaching and Learning](#). Routledge.
- Harris, Jo. And Cale, Lorraine. (2019). [Promoting Active Lifestyles in Schools](#). Human Kinetics
- Kirk, D. (2010). [Physical education futures](#). Routledge.
- Randall, Vicky and Griggs, Gerald. (2022) [An Introduction to Primary Physical Education](#). Routledge
- Sinek, Simon. (2009). [Start with Why](#). Penguin
- Sullivan, Lee. (2021). [Is PE in Crisis? Leading Meaningful Change in Physical Education](#). Scholary, UK.
- Whitehead, M. (2010) [Physical Literacy Throughout the Lifecourse](#). Routledge.