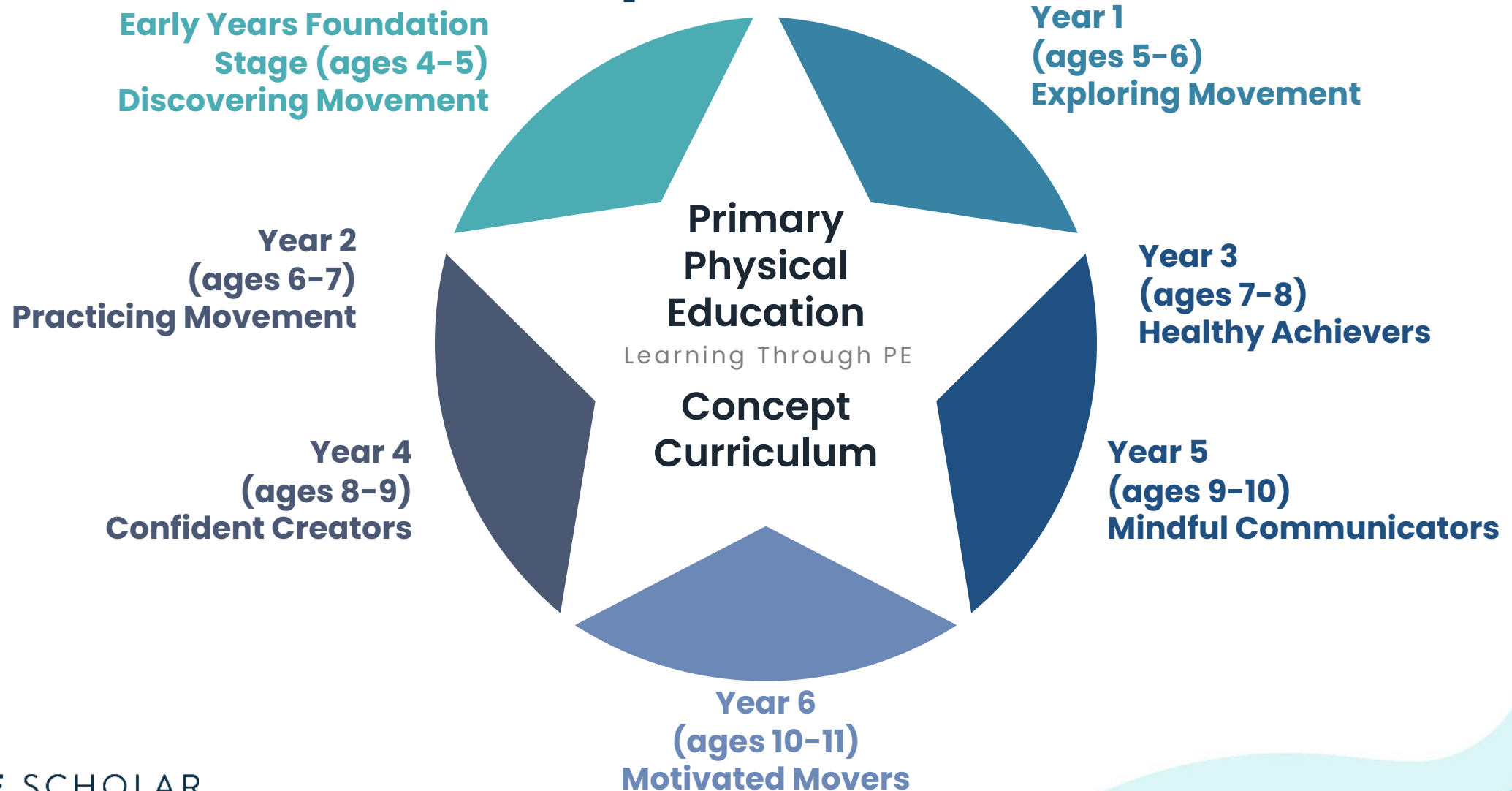




PE SCHOLAR

**Introduction to the
EYFS & KS1
Primary Concept
Curriculum
(Ages 4-7)**

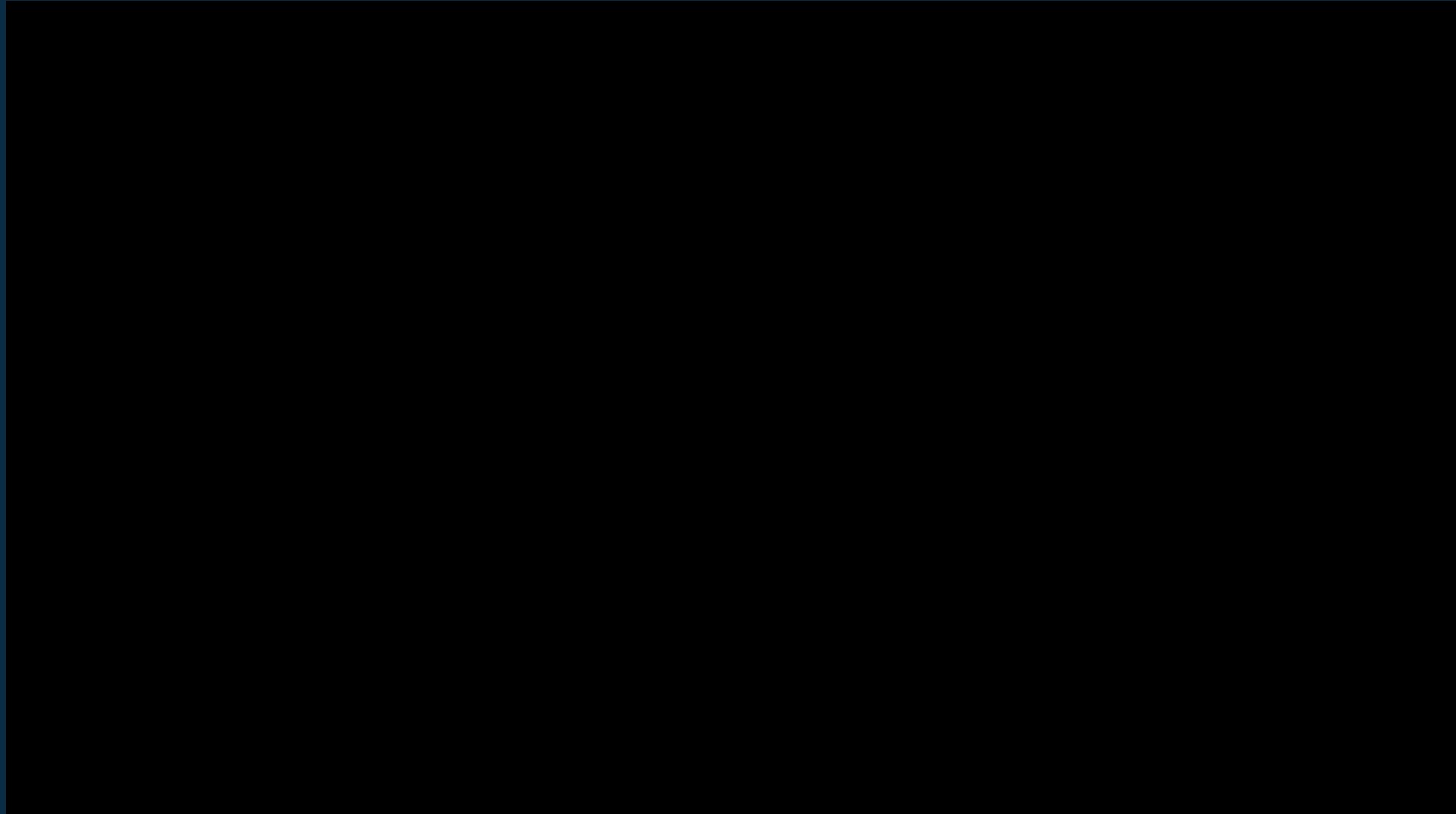
Primary Physical Education Concept Curriculum





PE SCHOLAR

**Watch the introduction to the EYFS & Key Stage 1 (Ages 4-7)
Primary Concept Curriculum below or [click here to view online](#)**



ABC (and D) of Primary PE



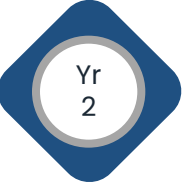
Active for sustained periods of time

Build positive relationship with PE/PA & Sport

Competence - able to move well and confident doing so

Develop character, knowledge and understanding through physical activity

Ages 3-7 Curriculum Map

Year	Focus	Scheme of Work Concepts/Physical Domain			Physical Literacy
	<div data-bbox="384 294 868 448">Discovering Movement</div>	Galactic Explorers (On-going Story)	Super Student School (On-going Story)	We're going to the Zoo I (Individual)	<div data-bbox="2206 215 2364 1275" style="writing-mode: vertical-rl; transform: rotate(180deg);">Exploring Potential</div>
		Preparation for PE	Friendship	Movement Patterns	
		Locomotion, Object Control, Balance & Stability			
	<div data-bbox="384 646 868 801">Exploring Movement</div>	A Pirates Life for Me (On-going Story)	The Enchanted Forest (On-going Story)	We're going to the Zoo II (Individual)	
		Personal, Social & Emotional Development	Self-Esteem	Movement Patterns	
		Expressive Movements, Fundamental Movements & Application of Movements in Practice			
	<div data-bbox="384 999 868 1153">Practicing Movement</div>	The Good Knight (On-going Story)	Dino Island (On-going Story)	We're going to the Zoo III (Individual)	
		Sporting Values	Exploring Fitness	Movement Patterns	
		Expressive Movements, Fundamental Movements & Application of Movements in Practice			



Swimming

Schools in England, as per the National Curriculum, must provide swimming instruction either in Key Stage 1 or Key Stage 2. Consequently please add that into your programme as appropriate. We recommend teachers use the Swim England 'Learn To Swim' framework.

[Access Swim England Learn to Swim Framework Here](#)

Future Schemes of Work

We will be publishing further schemes of work early in 2024. Anyone that has purchased the Primary Concept Curriculum will be notified by email when these resources are ready to be downloaded (no additional cost) via the PE Scholar website. This will also be the case for all future updates. Once you have purchased The Primary Concept Curriculum, you will receive free lifetime updates.



Exploring the Know, Show & Grow model through Ofsted's '3 Pillars of Progression' in the PE curriculum

Know
'Know what'
 (declarative knowledge)

Show
'know how'
 (procedural knowledge)

Grow
'know why'
 (conditional knowledge)



5 ambitious outcomes of high-quality physical education for every child:

1. Lead a healthy and active life;
2. Approach competition with confidence;
3. Perform in a broad range of physical activities;
4. Resilient to challenges in physical activity, sport and wider life;
5. Seek enjoyment and fulfilment through movement

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**'.

Units of Work

Each EYFS (ages 4-5) and KS1 (ages 5-7) Unit of work will consist of 9 lessons. 2 Units of Work will work through an immersive story, with 1 Unit of Work working on movement vocabulary that can be taught out of sequence if required.

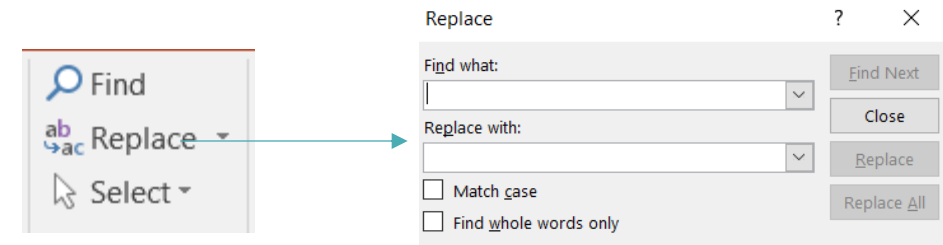
Each unit of work will include:

X2 Dance lessons

X2 Gymnastics lessons

X1 Outdoor Adventurous Activity (OAA) lesson

X4 Multi-activity games based lessons



To make the unit of work personalised to you, use the find and replace tool to '<insert teacher name>' with your own name and '<insert class name>' with the name of your class. Click on the replace button on the 'home' tab.

The Concept Curriculum Delivery

**Formative
Assessment
Informs
Summative
Judgement**

Teach

**Revisit &
Consolidate**

Lesson 1

Lesson 2

Lesson 3

Lesson 4

Lesson 5

Lesson 6

Lesson 7

Lesson 8

Lesson 9

Lesson 10

Lesson 11

Lesson 12+

Lesson 1

Lesson 2

Lesson 3

Revisit &
Consolidate

Lesson 4

Lesson 5

Lesson 6

Revisit &
Consolidate

Lesson 7

Lesson 8

Lesson 9

Revisit &
Consolidate

or

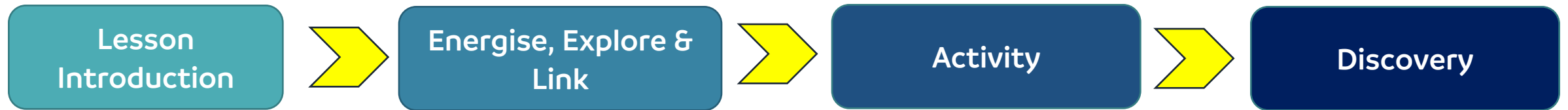
Teach

Deliver lessons as per the scheme of work and lesson plans

Revisit & Consolidate

Following formative assessment, what skills, techniques or concepts need to be re-taught? Consider what misconceptions need to be addressed and what additional practice is required?

L.E.A.D Your PE Lessons



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, skills or activity specific information.

Discussion Points

Feedback provided to a class to highlight key learning or address common misconceptions.

Adaptive Teaching Strategies

As part of the Early Career Framework (Department for Education, 2019) section 5 (Page 17-18) regarding adaptive teaching, the framework states that:

- Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
- Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
- Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
- Flexibly grouping pupils within a class to provide more tailored support can be effective, but care should be taken to monitor the impact on engagement and motivation, particularly for low attaining pupils.
- There is a common misconception that pupils have distinct and identifiable learning styles. This is not supported by evidence and attempting to tailor lessons to learning styles is unlikely to be beneficial.
- Pupils with SEND are likely to require additional or adapted support, working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

The above should be considered when planning concept-driven PE lessons. 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 above, 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.

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. 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:

Locomotor Movements



1. Walking, Jogging & Running
2. Forwards, Backwards & Sideways
3. Changing Direction
4. Skipping & Galloping
5. Jumping
6. Hopping & Leaping
7. Dodging
8. Crawling, Creeping & Slithering
9. Exploring Space

Balance & Stability



1. Feet
2. Front, Back & Side
3. Feet, Hands & Knees
4. Taking off & Landing
5. Staying Still & Moving
6. Stretching
7. Jumping & Hopping
8. Levels
9. Shapes

Object Control



1. Holding & Gripping
2. Picking Up & Putting Down
3. Placing & Aiming
4. Lifting & Carrying
5. Arranging & Assembling
6. Rolling & Bouncing
7. Throwing
8. Dribbling
9. Striking

Know

Show

Look for the icons in the lesson plan to identify the aspects of the physical domain being developed.



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:

Expressive Movements

1. Big & Small Movements
2. Body Shapes
3. Travelling & Pathway
4. Rhythm
5. Stillness
6. Levels
7. Gestures & Expressions
8. Routines
9. Sharing & Showing Ideas



Fundamental Movements

1. Control with my Body
2. Control with an Object
3. Reacting
4. Aiming
5. Exploring Obstacles
6. Striking
7. Rally
8. Dribbling
9. Bouncing



1. Running
2. Jumping
3. Throwing
4. Catching
5. Kicking
6. Skipping
7. Hopping
8. Travelling
9. Rolling



Application of Movement in Practice

1. Passing with Hands
2. Passing with Feet
3. Receiving
4. Shooting
5. Moving with Objects
6. Attacking
7. Defending
8. Winning
9. Losing



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 Know and Grow learning objectives may focus on the concepts seen below:

Unit 1

Preparing for PE

1. Be Safe, Be Respectful, Have Fun
2. Active Listening
3. Communication
4. Safety in PE
5. Creativity
6. Teamwork
7. Effort
8. Fun
9. Unit Summary

Unit 2

Friendship

1. Friends
2. Kindness
3. Talking Respectfully
4. Listening
5. Sharing and Taking Turns
6. Working Together
7. Helping Others
8. Trust
9. Fun

Unit 3

Movement Patterns

1. Different Speeds
2. Hopping
3. Bending & Stretching
4. Static Balances
5. Rolling & Trapping
6. Throwing & Catching
7. Forwards & Backwards
8. Moving in a Sequence
9. Performing a Sequence



Ages 5-6 – Exploring Movement

In each unit of work within the EYFS curriculum the children will develop holistically with the Know, Show and Grow learning objectives. The Know and Grow learning objectives may focus on the concepts seen below:

Unit 1 Personal, Social & Emotional Development

1. Confidence
2. Good Behaviour
3. Friendship
4. Persistence
5. Emotions
6. Cooperation
7. Determination
8. Resolving Conflict
9. Unit Summary

Unit 2 Self-Esteem

1. Self-Esteem
2. Confidence
3. Self-Belief
4. Good Things About Me
5. Our Differences
6. Doing our Best
7. Persistence
8. How I Treat Others
9. Be Proud

Unit 3 Movement Patterns

1. Rhythm
2. Big & Small Shapes
3. Rocking & Rolling
4. Over, Under, On & Off
5. Walking & Jogging
6. Leaping & Galloping
7. Overarm Throwing & Catching
8. Kicking & Receiving
9. Running & Jumping



Lesson 1: The Mayors'

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?

Mixed Games

Know

Know the meaning of confidence and its application to PE.

Show

Show fundamental movement skills including lifting, carrying, holding and gripping.

Grow

Grow in confidence by attempting new activities in PE.



Lesson Introduction

L 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](#)

Energise, Explore and Link

E [Energise, Explore and Link Story Slide](#) [Energise, Explore and Link Activity Slide](#)

Activity 1

Activity 1: Smugglers

Run [Activity 1 Story Slide](#)

[Activity 1 instructions Slide](#)

Activity 2

Activity 2: Treasure Grab

[Activity 2 Story Slide](#)

[Activity 2 instructions Slide](#)

Activity 3

Activity 3: No Handed Treasure

[Activity 3 Story Slide](#)

[Activity 3 instructions Slide](#)

Discovery / DIRT Plenary

- D**
- What is confidence?
 - How have we shown our confidence in our lesson today?
 - Why was confidence important to Destiny?

[Discovery Slide](#)

Teachable Moments

Praise students for demonstrating confidence, even when faced with difficult challenges or following a mistake to keep going.

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

Physical Domain



Locomotion



Balance & Stability



Object Control



Application of Movement in Practice

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?

Energise, explore & Link

Get the children active whilst providing opportunities to explore & link with the concept through movement



“Before I can tell you all about me, we all need get away, quickly! Captain Blackbeard and his crew will be here any minute and if he finds us he will make us walk the plank!”

Ask children to tip toe or crawl quietly to one side of the activity space. They need to move quietly so not to alert Captain Blackbeard. Once they get to one side you can tell them that Captain Blackbeard is near and ask them to move quickly and quietly to the other side. Do this as many times as you wish.

“Well done, I think we have lost him. Captain Blackbeard is afraid of the water, if we jump on these rocks to make it across the lake, I know he will be too scared to follow us. Come on everyone, let's go, quickly.”

Suggested Energise, Explore & Link

Physical Domain: 

Equipment Required Circular disks or spots

Group Size: Whole Class

- Ask all children to stand on one side of the activity space.
- Place lots of circular spots/disks (rocks) all around the activity space
- Children must make their way from one end of the activity space to the other without touching the floor, jumping from one spot to the next.
- If children touch the floor (water) they must start again.

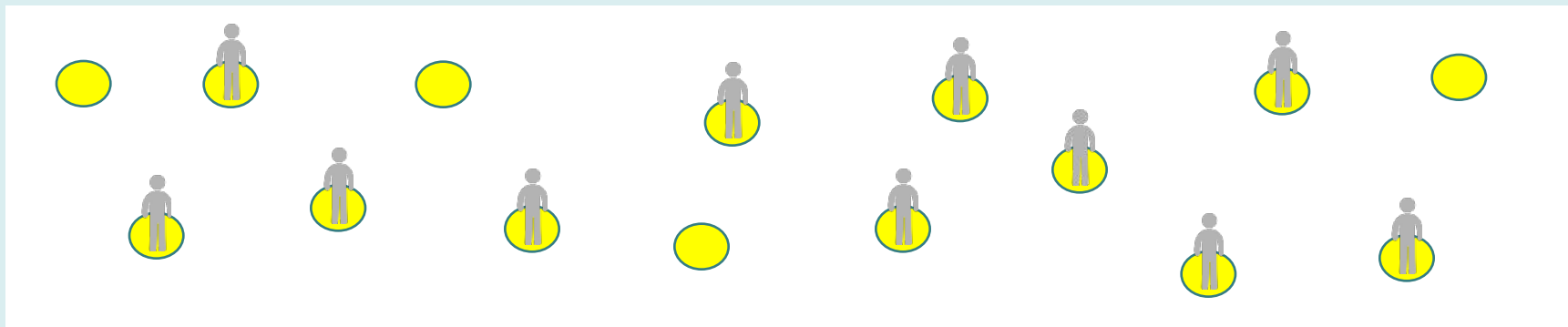
Support & Challenge

- To challenge students you can change the positions of the spots and reduce them in number.
- To support students you can reduce the space between spots or increase them in number.

Teachable Moments

Link Questions:

- How did you show confidence crossing the lake?
- What happened when you made a mistake?



Activity 1

Allow the children the opportunity to practice the activity/movement(s)



“We made it! Captain Blackbeard and his crew are way too scared of water to attempt to cross that lake. D ‘you know something? Crossing that lake showed great confidence didn’t it? Now we have escaped, I can tell you a bit more about me. Captain Blackbeard has been trying to capture me since I was born. He wants my necklace that my daddy once gave to me, I have no idea why. All I know is, he is very grumpy and angry. Can you show me a grumpy face? Can you show me an angry face?”

Let the children show you their grumpy and angry faces.

“Yes, that is what he looks like, very grumpy and angry. Well, I come from the tropical Island of Bhamini, but not much ever happens there. I love adventure and my Mummy always tells me of tales of sea monsters, hidden caves and lost treasure. I would love to lead my own crew on a voyage but as I said before, I don’t have much self-confidence. Captains must be strong, brave and have a crew of willing pirates. It is a shame because the island mayor has just announced a pirate competition to win an old ship. Only the most worthy pirates ever win his pirate competitions. That ship would be perfect for an adventure!”

Teacher (wait for them to respond to questions): “Do you think we should help Destiny with her self-confidence? I think we should show Destiny that she is strong and brave. I think we should help her try and win the ship in the Mayors competition! Shall we be her crew of willing pirates and go on a voyage with Destiny as our Captain?”

“Wait, you would be willing to help me? Wow, thank you. Ok, well to be a pirate you must be good smugglers as you try and take lost treasure. So the first event in the Mayors competition is called ‘Smugglers Run’ ”

Suggested Activity 1: Smugglers Run

Physical Domain:



Equipment Required: Coloured hoops and bean bags

Group Size: 2 teams

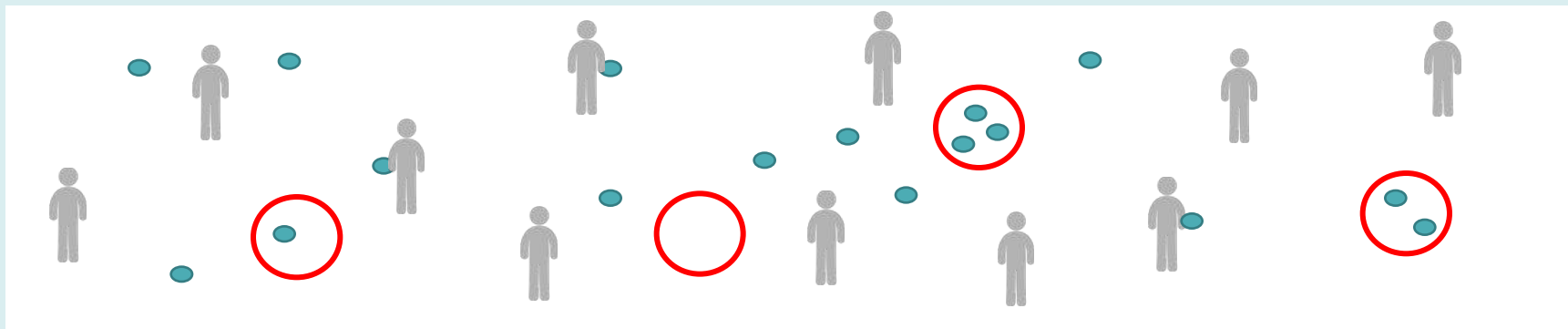
- Scatter coloured hoops and bean bags around the activity space.
- Split the class in half – One half are aiming to smuggle the bean bags into the cones and the other half are trying to smuggle them out.
- The goodies have a 30 second head start to place bean bags in their correct corresponding coloured 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.



Activity 2

Allow the children the opportunity to practice the activity/movement(s)



“You were amazing smugglers. You really showed great confidence to keep going and not give up. You showed me that maybe, just maybe I should believe in myself. We could win that ship! Can you show me how a confident pirate might walk?”

Allow children to demonstrate their impression of a confident pirate.

“I love your confidence, pirates. Ok, the next challenge is called treasure grab. To be a good pirate and to be confident, you have to be brave and try new things, even if they are difficult. The mayor wants competitors to cross the lake, grab some treasure and bring it back over the lake to our booty box. Good luck everyone, I believe in you!”

Suggested Activity 2: Treasure Grab

Physical Domain:



Equipment Required: Boxes, circular spots/disks, bean bags and balls

Group Size: Even teams

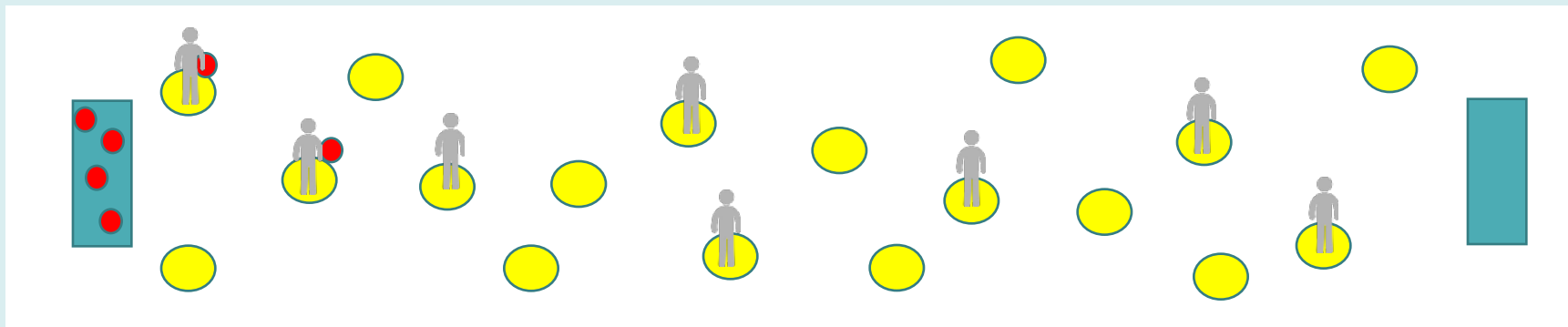
- Split the children into even teams and place a 'booty' box at one end of the activity space with each team. Place a large box of objects, bean bags, balls, etc. (treasure).
- Use the circular disks/spots and spread them out around the activity space.
- Children should jump on the spots one at a time and get to the other side of the lake.
- Once there they must pick up an item of treasure and jump back across the lake over the spots.
- If children drop the treasure or stand in the water they must start again

Support & Challenge

- To support children you can increase the number of spots.
- You can increase the challenge by only permitting children to hop or jumping from one foot to another.

Teachable Moments

- Look out for children that have the confidence to attempt a more challenging jump or movement. This could inform a discussion point with the class.



Activity 3

Allow the children the opportunity to practice the activity/movement(s)

“We did great, didn’t we? We showed bravery and we kept going even when it got difficult. But the Mayor has saved it toughest challenge for last. The Mayor calls this one ‘No Handed Treasure’. This will show us how strong we can be.”



Suggested Activity 3: No Handed Treasure

Physical Domain:

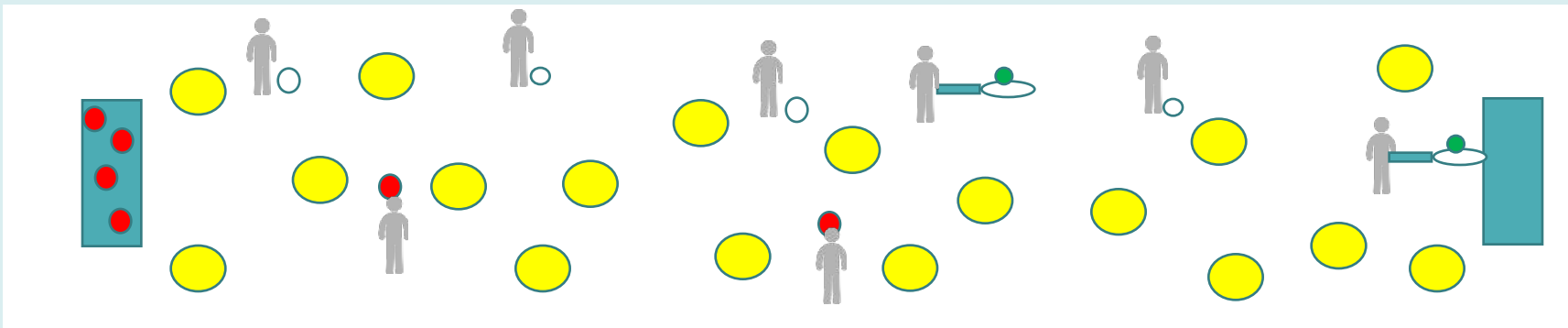


Equipment Required:

Boxes, circular spots/disks, bean bags, football, tennis balls and tennis rackets

Group Size: Even teams

- Keep the children in the same even teams as last time with the 'booty' box at one end of the activity space with each team. Place a large box of objects, bean bags, balls, etc. (treasure).
- Use the circular disks/spots and spread them out around the activity space.
- Children must now avoid the spots/rocks as they are traps that will snatch the treasure away from them.
- Children are only allowed to pick up the treasure with their hands to place the treasure where it needs to be. They can balance beanbags on their heads, dribble footballs with their feet, carry tennis balls on tennis rackets (without hitting a rock). If the treasure falls they are permitted to pick it up to start again.
- If children hit the rock they must start again.



Support & Challenge

- You can make the task easier by reducing the number of rocks or increasing the activity space.
- You can make it more challenging by giving more challenging tasks (repeatedly hitting the tennis ball on racket whilst walking or throwing and catching a ball whilst moving)

Teachable Moments

- This will be a more challenging activity, so praising persistence and determination is important. Praise those students that have the confidence to try to balance all three throughout the duration of the game.

Discovery

What have the children learnt? How have they demonstrated it? Where else will this learning help them?



“Well done pirates, even if we don’t win the competition, I am so proud of what we have achieved. You have helped me see that I am brave, strong and I even have a crew of willing pirates. Even more importantly, I am now confident to be a Captain!”

What is confidence?

How have we shown our confidence in our lesson today?
Why was confidence important to Destiny?

“Here we go everyone, the Mayor of Bhamini is about to announce the winner of his competition for the ship...”

“I have been very impressed by everyone that has taken part in my competition, but there was one crew that really showed their confidence to be great pirates. Therefore, I am please to announce that the winners of the pirate ship are.....Destiny and her crew.”

“We did it everyone, we won the ship. Well done. I wonder what adventures await us! See you next time.”

Congratulate the crew for their amazing effort in today’s lesson. Give each other a clap.

STEP Framework

The STEP framework was created to support teachers support, challenge and adapt PE lessons as necessary to better meet their students needs.

S **Space** – modify the space (e.g. decreasing or increasing the activity area).

T **Task** – modify the task (e.g. timings, challenge, rules, movements, etc.)

E **Equipment** – modify the equipment being used (e.g. size of targets, height and size, etc.)

P **People** – modify the people involved (e.g. alone or with others, size of groups, roles, levels of experience, confidence, etc.)

Assessment Opportunities

Purpose of Assessment in PE

Teacher

Student

T – **Teacher** to know if learning has occurred

E – Enable future lesson planning

S – **Student** to understand their own progress

T – Take learning further and apply (effectively) in other situations

Question and Answer

During every phase of the model there will be opportunities to confirm learning through questioning. Using the questions provided as part of the link phase will ensure students can apply learning to their PE lesson and will provide formative assessment opportunities to gauge depth of understanding.

Teacher Observations

Whilst developing sport-specific skills is still important, look for those teachable moments when students demonstrate progress, knowledge of the concept or positivity and share these examples with the class. Identifying teachable moments, gauging the understanding and learning of the students and informing summative judgements can all be achieved through teacher observations.

Formative Informing Summative Assessment

The curriculum has been planned to apply to holistic assessment frameworks. Three lesson objectives are provided (Know, Show, Grow), each focusing on either the cognitive, physical or affective domains. On-going formative assessment should inform summative judgements, future planning and delivery and provide on-going feedback.

Self-reflection

As part of the discovery phase of the lesson, students are invited to reflect on how the learning from the lesson can apply to other areas of their lives. These reflections can be shared with the class to ensure accurate reflections and demonstrate understanding of the concept.

Peer Observations

When students demonstrate progress, knowledge, application or even difficulty in applying the concept, teachers can use these moments to highlight the importance of the concept as part of their development and relevancy to life to wider life. Ensure students are given the opportunities to see others develop, struggle and apply conceptual learning.

Peer discussions and feedback

Peer discussions and feedback will enable students to support each others development, understand current strengths and areas of development and further embed learning. As part of the lesson introduction, connect and discovery phases, students should be encouraged to discuss the concept and feedback to the class to ensure full understanding of the concept.

Planning Your Own Concept Curriculum

There is no one size fits all concept curriculum. Context is key!

The needs of students in one school, might be very different to the needs of students in another. Therefore, in the Concept Curriculum 2.0 we have provided some complete schemes of work with full lesson plans (practical activities included), but the remaining lesson plans include the conceptual element only. Teachers should decide how best to include the physical elements with the activities in your curriculum. All resources provided in this document can be adapted to meet the needs of your students. We also strongly recommend writing concept-driven lessons that meet the learning needs of your students. Please use the scheme of work and lesson templates provided within the resource to easily and efficiently write your own Concept Curriculum.

Year X Unit X – Insert Overall Concept

Concept Title: Insert Lesson Description	Concept Title: Insert Lesson Description
Concept Title: Insert Lesson Description	Concept Title: Insert Lesson Description
Concept Title: Insert Lesson Description	Concept Title: Insert Lesson Description

PE SCHOLAR

Lesson Description Add Lesson Description	Lesson Introduction Lesson Concept:	Teachable Moments Possible Targeted Learning:
Know Add Know Objective	Energise, Explore and Link Energise and Exploration Activity: Link Questions:	Possible Discussion points:
Show Add Show Objective	Activity 1 Activity 1: (insert your planning here)	Adaptive Teaching Strategies Add adaptive teaching strategies:
Grow Add Grow Objective	Activity 2 Activity 2: (insert your planning here)	
	Activity 3 Activity 3: (insert your planning here)	
	Discovery / DBRT Planary Discovery Questions:	

PE SCHOLAR

Year X Unit X – Insert Overall Concept

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Concept Title

Insert Lesson Description

Lesson 1:
Insert Lesson Intro

Net & Wall

Know
Know...

Show
Show...

Grow
Grow...

L **Lesson Introduction**
The Concepts in today's lesson is:

E **Energise, Explore and Link**
Energise and Explore Activity:
Link Questions:

Activity 1	Activity 2
Activity 1:	Activity 2:




A **Activity 3**
Activity 3:

D **Discovery / DIRT Plenary**
Insert Questions:

Teachable Moments
Insert Teachable Moments
(Discussion Points & Targeted Learning)

Equipment Required in Lesson
Energise, Explore & Link Activity:
Insert Required Equipment
Activity 1:
Insert Required Equipment
Activity 2:
Insert Required Equipment
Activity 3:
Insert Required Equipment

Physical Domain

-  Fundamental Movement Skills/Movement Patterns
-  Activity Specific Skills
-  Application of Movement in Practice

Lesson Observation Prompts

This resource is to support the quality assurance process and provide key prompts and questions for observers to consider.

Know (Cognitive Development)

- Is there evidence of sound subject knowledge?
- Does the lesson include memory retrieval practice?
- Are misconceptions identified?
- Is there secure use of questioning?
- Are cross-curricular learning opportunities identified?
- Is there accurate use of subject specific terminology?
- Does the teacher understand how students learn?

- Is there effective use of formative assessment?
- Is low stakes assessment evident?
- Does teacher observation and reflection inform decision making?
- Does the teacher correct misconceptions?
- Is modelling effective?
- Are varied starting points recognised?
- Are all students challenged and supported?
- Are adaptive teaching strategies employed?
- Are children active for a sustained period of the lesson?

Show (Physical Development)

Grow (Affective Development)

- Is there an awareness of physical, social and intellectual development?
- Are key concepts embedded?
- Are feedback and next steps/target setting provided?
- Is there an understanding of how to promote good physical and mental health?
- Is body language and use of voice considered?
- Are strong relationships built with all students?
- Are clear routines established?
- Are teachable moments to highlight learning opportunities effectively employed?
- Is learning beyond the classroom explored?
- Is Learning personally relevant?
- Do students understand why they are learning this and when it can be applied?

- Is the learning environment safe and stimulating?
- Are assumptions and stereotypical behaviour challenged?
- Is empathy shown towards learners and responded to sensitively?
- Is there planning for and use of appropriate resources?
- Are children's backgrounds and interests recognised?
- Are the needs of different pupils including SEND and EAL, HA met?
- Are barriers to learning identified and addressed?
- Is difference and diversity celebrated?
- Is learning student centred?
- Does the teacher recognise and respond to individual needs?
- Is inclusion promoted?
- Is progress and attitude rewarded?

Inclusive Pedagogy & Environment

Lesson Observation Template

Previous Lesson Recommendations:

Date: Teacher:

Class: Lesson Concept:

Know (Cognitive Development)

General Comments

Grow (Affective Development)

Lesson Objectives, Planning,
Progression, Adaptive Teaching,
Questioning

Strengths

Areas to Develop

Show (Physical Development)

Inclusive Pedagogy & Environment

Agreed Target for Next Lesson:

About PE Scholar

We are passionate about the value of physical activity, physical education and school sport in transforming and enriching people's lives. We strive to support teachers of physical education and sports coaches in providing meaningful and inclusive PE and School Sport experiences that engender a love of learning and promote physical activity for life.

We are guided by the following key principles...



Connecting with Experts

By PE Teachers for PE Teachers
All of our team are passionate, experienced and expert physical educators.

Worldwide Network

Our global network connects you with expertise, insight and innovation from across the world



Making a Difference

Positive Experiences (PE)
We want every person to have positive experiences in physical education and school sport.

Physical Literacy

We strive to promote physical activity for life through an holistic, inclusive & personalised approach



Supporting Practitioners

Commitment
We are committed to supporting physical educators and sports coaches

Confident and Competent

We nurture more confident, competent and reflexive practitioners



Elevating the Profession

Championing Physical Education
We are passionate about the unique value of physical activity, physical education and school sport.

Closing the Research Practice Gap

We make evidence, research and insight easier to access and translate into practice

Need More Support?



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