

EDSTART

PE MENTORING



How to Plan a High-Quality PE Lesson

Using the EDSTART KNOW – GO – SHOW Framework

- Planning purposeful PE lessons
- Ensuring learning, progress and engagement
- Supporting all pupils to succeed



- High-quality PE starts with clear planning and purpose.
- Deliver structured and progressive lessons.
- Keep pupils active and engaged.
- Ensure learning is clear and measurable.
- Adapt activities for all abilities.
- Build skills week by week across a unit.



WHY PLANNING MATTERS?

- Each EDSTART PE Curriculum lesson plan includes core components, allowing you to plan with both structure and flexibility.
- The framework provides consistency across lessons but gives you freedom to adapt to your own confidence, facilities, and class needs



- Your mentor will support you in using this structure effectively by helping you to:
 - Link lessons into progressive units: ensuring each lesson builds on the last and prepares for the next, creating clear skill development over time.
 - Plan for all learners: use the STEP model (Space, Task, Equipment, People) to modify activities for inclusion and challenge so that every pupil experiences success.
 - Choose purposeful activities: select warm-ups, drills, and small-sided games that directly support your learning objective rather than unrelated physical tasks.
 - Manage transitions and time: keep pupils active by reducing waiting time, organising resources beforehand, and using clear signals for starting and stopping.
 - Embed safety and behaviour management: plan how pupils will move safely around the space, handle equipment responsibly, and follow routines confidently



EDSTART KNOW, GO, SHOW MODEL



EDSTARTKNOW

EDSTARTGO

EDSTARTSHOW

- holistic approach to teaching and learning in Physical Education.
- Separating learning into three clear strands that develop the whole child.



- Lessons are not limited to physical activity alone but ensure children grow cognitively, physically, and socially.
- This model also strengthens assessment by making success criteria explicit in each area, helping pupils understand what progress looks like

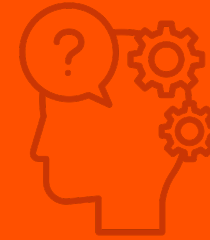
KNOW, GO, SHOW MODEL



EDSTART PE MENTORING

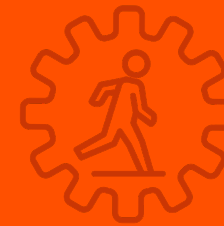
EDSTARTKNOW

focuses on what children understand and remember about physical education.



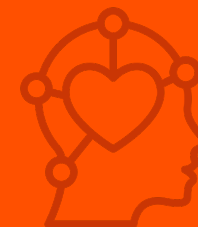
EDSTARTGO

represents the action and movement of PE. It is where children develop coordination, movement skills, fitness, and the ability to apply these skills in different contexts and games.



EDSTARTSHOW

captures the personal, social, and emotional side of physical education. It emphasises values such as teamwork, leadership, respect, resilience, and fair play,



KNOW, GO, SHOW MODEL

- focuses on what children understand and remember about physical education. It covers rules, tactics, terminology, health benefits, and the reasons behind why we move in certain ways.
- teachers should encourage questioning, reflection, and discussion so pupils can make meaningful connections between their PE experiences and their wider learning and wellbeing.
- this cognitive element is woven into every lesson plan and success criteria, ensuring children are not just “doing” PE but thinking about it, too.



- represents the action and movement of PE. It is where children develop coordination, movement skills, fitness, and the ability to apply these skills in different contexts and games.
- Lessons are designed to build physical competence progressively, with teachers using the STEP principle (Space, Task, Equipment, People) to adapt and challenge every learner.
- Success criteria within lesson plans ensure pupils are clear on what physical outcomes they are working towards.



- captures the personal, social, and emotional side of physical education. It emphasises values such as teamwork, leadership, respect, resilience, and fair play, all of which are integral to meaningful participation in PE and sport.

- Teachers create opportunities for children to collaborate, communicate, and support each other in every lesson, with success criteria highlighting these behaviours. Reflection is encouraged so pupils understand the impact of their actions on others.



- Review learning at the end of the lesson:
- Ask pupils:
 - What did you learn today?
 - What helped you improve?
 - How did the technique help in the game?
- Reflection helps consolidate learning.



- Adapt activities so all pupils succeed:
- **Space**
- **Task**
- **Equipment**
- **People**
- Use STEP to support or challenge pupils.



DIFFERENTIATION USING STEP

- Change the area, distance, targets, or orientation.
- Support: Reduce court size for shorter rallies; bring targets closer; add safe waiting zones.
- Stretch: Increase distances; widen channels to encourage scanning and movement; create “no-go” zones to prompt decision-making.
- Quick wins: Tape/cones create mini courts; arrows on the floor to guide rotation; hoop = target zone; line = serving line.



- Alter the rules, repetitions, tempo, focus, or information.
- Support: Fewer decisions (e.g., “two touches before pass”); longer holds; one outcome focus (accuracy only).
- Stretch: Add constraints (weak-hand only, time-bound scoring); layer tactics (must pass through a “gate”).
- Questioning stems: “What would happen if we add one defender?” “How could you keep the ball and move forward?”



- Vary size, weight, bounce, grip, height, or feedback.
- Support: Larger/lighter balls; lower nets; beanbags instead of balls; bigger targets; wrist bands for grip.
- Stretch: Smaller/heavier balls; higher nets; smaller targets; introduce rebound or uneven surfaces.
- Inclusive tips (SEND): Use tactile/bright equipment; audible balls; textured markers; weighted scoops for stability.



- Change groupings, roles, numbers, or interaction patterns.
- Support: Pair with a coach/peer; make roles explicit (feeder/performer/observer); 2v0 rehearsals.
- Stretch: 3v2 overloads; rotating leadership (caller, coach, official); asymmetrical teams to prompt tactical choices.
- Leadership & voice: Give sentence stems: “I noticed...”, “Try moving your foot to...”, “Your next focus is...”



- High-quality PE starts with purposeful planning. Every lesson in the EDSTART PE Curriculum follows a clear, consistent structure designed to promote engagement, inclusion, and progression.

HOW TO PLAN A LESSON?



- LEARNING OBJECTIVE.
- SUCCESS CRITERIA.
- WARM UP.
- SKILL DEVELOPMENT.
- APPLICATION.
- PLENARY & COOL DOWN.



HOW TO PLAN A LESSON?

- High-quality PE lessons:
 - Have a clear learning objective.
 - Follow the Know – Go – Show structure.
 - Keep pupils active and engaged.
 - Adapt using STEP.
 - End with reflection and feedback.

