|  |  |  |  |
| --- | --- | --- | --- |
| **Date: Time:**  **Year / Class:** | | **Activity:**  **Lesson Number: /** | |
| **Learning Objective/s:** | | **Success Criteria:** | |
| **Prior Knowledge:** | | **Safety and Health Considerations:** | **Equipment/Resources:** |
| **Timing**  **(mins)** | **Organisation (what, where, with whom?)**  **Assessment** **opportunities** | **Teaching Points (How to…)** | **Adaptative Teaching (Challenge or support learning via STEP)** |
| **Getting Ready** |  |  |  |
| **Content** | **Assessment opportunities:** |  |  |
| **Plenary** | **Assessment opportunities:** |  |  |
| **Evaluation / Reflection on teaching and learning:**  What went well?  How do you know the children made progress?  What data do you have that can evidence progress / attainment?  What do you need to do next to support children’s needs /expectations? | | | |

**Primary NC:**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/239040/PRIMARY_national_curriculum_-_Physical_education.pdf>

**Assessment (skills / knowledge):** How will you capture what your children know and can do? (Show and Tell)

<https://www.afpe.org.uk/physical-education/wp-content/uploads/Head-Hands-Heart-Web.pdf>

[https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/#](https://cetl.uconn.edu/resources/assessment-of-learning/assessment-design/comparing-assessment-tools-methods/)

Opportunities for a range of ways to monitor, support and record attainment should be planned for, but can also be unforeseen moments in a lesson.

The use of key questions, modelling, peer talk, demonstration, capturing voice and action as useful ways to inform and enhance learning within PE.