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| --- | --- |
| **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.