












UNIVERSITY of WORCESTER		Date and Time of Session:		Number of Children:		Year Group:	
	Learning Objective	<ul style="list-style-type: none">What is your learning objective or learning intention? Make this statement 'child friendly.'What are the children learning to do/ know?What is the outcome that you want children to achieve?How are you sharing this with the children and signposting throughout the session?Refer to school curriculum/ progress mapping documents for support to pitch appropriately for your age group.		 Success Criteria	<ul style="list-style-type: none">These are the skills, knowledge and understanding you will be assessing during and after the session.What are the steps to success?How will the children be achieving these? What are you looking for?These will be subject-specific.Keep them short and specific.These can support your assessment and are steps towards achieving the learning objective.Co-construct your success criteria with children		
	National Curriculum Link	<ul style="list-style-type: none">Link to the National Curriculum statutory requirement statement/s					
	Prior Knowledge and Experience	<ul style="list-style-type: none">How does this session build on previous learning from other year groups?How does this session fit in with your current sequence of learning?Is it clear where this session leads to next?		 Common Misconceptions	<ul style="list-style-type: none">Identify potential misunderstandings that children may have developed.Can you pre-empt any questions or misconceptions prior to teaching and prepare them accordingly?What might you be watching for in the session to identify these?		
	Resources to prepare	<ul style="list-style-type: none">List the resources/equipment you will use during the session.Check they are available at least one day before teaching.		 Safety Considerations	<ul style="list-style-type: none">What potential risks have you identified with the equipment or within the PE environment?Do children know how to safely use the equipment or move around the environment?Have you outlined your behaviour expectations to ensure safety?		
 Timings	 Teaching and Learning Input				 Meeting the needs of all learners, including those with SEND	 Assessment of and for Learning	
<i>Consider how you will use timing in the session to secure effective pace.</i>	<ul style="list-style-type: none">Will this follow a subject specific pedagogical model? E.g games- basedWhat classroom techniques will you adopt in your PE lesson? Consider how Rosenshine's principles of instruction are applicable in PE.How will you organise the children e.g., groups/individuals, avoid queues of children.How will you ensure children remain physically active for the duration of the lesson?Explicitly model and teach fundamental movement skills (FMS)Be aware of the location of the lesson and impact on modelling. E.c can children see the model or hear the verbal cues? Model from different angles and speeds, breaking down key information to support cognitive load.How is physically literacy being developed across the physical, cognitive and effective domains of learning?How can you develop a mastery climate in PE, promoting self-referenced improvement, effort and learning? (TARGET)				<i>Consider PE specific adaptive strategies in addition to support all pupils:</i> <ul style="list-style-type: none">STEP principle: Space, Task, Equipment, People.TARGET: Offer children choice in their learning.TARGET: Use cooperative and inclusive groupingsTeach new skills in isolation before combination.Provide one developmental point at a time	<ul style="list-style-type: none">Co-construct your success criteria with childrenEngage in short, quick interactions with children as they practice. Provide instant feedback.TARGET: Praise effort and progress over performance. Emphasise individual improvement over comparisonHow will you assess learning linked to the success criteria?<ul style="list-style-type: none">QuestioningObservationPeer/ Self-assessment	

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