



At the beginning of a unit...

Memory Masters – We plan for **Memory Masters** at the beginning of every unit of learning, as we recognise the value in pupils having the opportunity to **revisit, recall, revise, remember, reinforce, relearn** and **reflect** upon previously taught content. This enables them to **retain** key knowledge across the whole curriculum to know more and remember more.



In every lesson...

Feedback to feedforward – At the beginning of lesson, there is a feedback and feedforward element to review prior learning within the unit, in readiness to build connections and skills.

New Learning and Guided Practice – Key knowledge and concepts are introduced, and it is explained that these will be learnt through key fundamental movement or sport-specific skills.

Assessment of understanding through questioning and observation ensure understanding of vocabulary and practical skills. Questioning techniques are considered e.g. think, pair, share and cold calling.

Independent Practice – Following modelling, children have the opportunity to develop fundamental movement or sport-specific skills.

Think Deeper – An extra challenge enables children to apply knowledge and understanding is assessed. Challenge can be increased or decreased using the STEP approach.

- **Space** – changing the space the game is played in can increase or decrease challenge. E.g. reducing pitch size to increase control needed or increasing pass length to increase power needed.
- **Task** – Change the game – e.g. introduce more/less defenders, add a time limit, give children specific targets.
- **Equipment** – This will depend on the sport. e.g. In rounders, a tennis racquet, cricket bat and rounders bat can be offered to children to increase or reduce level of challenge.
- **People** – Change the teams/opponents/ roles. e.g. give children specific roles such as captain etc. as captain etc.

Let's Reflect – Learning Objective and Success Criteria are revisited to ensure children know what they have learnt. A key question is posed for children to answer, or a key skill is observed. Sentence stems linked to oracy skills support this.



At the end of the unit...

At the end of each unit, pupils will be assessed using the **Real PE Assessment Wheel**, evaluating progress across the key cogs—**Personal, Social, Cognitive, Creative, Physical, and Health & Fitness**. This ensures that every child is measured against consistent, holistic criteria and can clearly see how they are developing within each area of PE.

Evidence of children's development of key skills for each unit will be recorded using Book Creator in Key Stage 1 and Showbie in Key Stage 2.