Implementation in PE – ‘Rosenshine Principles in Action’

Daily Review in PE:

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| Activity | Example |
| Corners | 4 corners (A,B,C,D) or different answers on each corner. Children to travel in different ways to the correct corner, to match the question. |
| Flashcards | Recap prior taught vocab through flashcards and the use of lolly pop sticks (prev taught vocab on lolly sticks, pull out at random) |
| Quizzes | Ask children different ‘yes’ or ‘no’ questions. Give different movements for both. E.g. if they think the answer is yes they do star jumps, if they think no they could do squats. |
| Match the definition to the vocab | Give children the definition, can they match the vocab. E.g. describe a type of balance, can they identify the key word and model the action. |

Questioning in PE for a Weekly Review:

*‘Questioning should aim to stimulate learners to analyse, evaluate and link ideas together.’*

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| A ‘Bad’ Question | A ‘Good’ Question |
| What is a warm up? | Name **three** reasons why it is important to have a warm up before you exercise. |
| What is a cool down? | Compare a warm up and a cool down. What is the same? What is different? |
| Why did you make that pass? | Explain why you chose to make that pass and what impact it will have on the game. |

Curriculum Support Format

*PE at Towngate Academy Is taught alongside the objectives set out in the National Curriculum and the skills from the Progression Grid.*

E.G. Dance – Key Stage One

The N.C objective for dance is: ***perform dances using simple movement patterns.*** This has been broken down into a series of lessons.

A theme should be selected to fit in with your current topic learning – below is an example of how you can incorporate ‘Plants’.

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| Key Objectives | Core Learning Activity | Core Questions | Deeper Learning Activity | Deeper Questions |
| **1. Dig the Garden**  To develop balance and co-ordination.  To perform dances using simple movement patterns with a  partner in the context of plants and growing. | New vocab: expression, canon & unison.  Warm up: children to travel in different ways e.g. a tall, thin shape, a wide shape or a curved shape. When the teacher whistles, plays the tambourine children are to stop and grow on the spot.  Children are to partner up, teacher model different movements they can do which represent ‘digging’ motions as if they are getting ready to plant a seed. Children to work together to practice their movement in unison. Once confident with this the children are then to move on to adding an extra movement (raking soil) and adding canon to their routine. | Can you explain the difference between unison and canon?  How can these improve your performance? | Can create a range of suitable movements and remember and  perform these, in both canon and unison, as part of a motif to  show preparing a garden.  Can adapt their motif to include changes of level and add  appropriate facial expressions. | Explain how adding expression can improve your performance.  Explain how adding unison and canon impacts your performance. |
| **Scaffolding:**  Provide children with images of movements they could use and vocab definitions. |
| **Get Growing**  To develop balance and co-ordination.  To perform dances using simple movements patterns to  represent the growth of a plant. | Review: canon, expression & unison. Introduce: rippling and bending.  Warm up: children to travel in different ways e.g. a tall, thin shape, a wide shape or a curved shape. When the teacher whistles, plays the tambourine children are to stop and grow on the spot. Model dance movements and children to create movements that represent roots growing.  Children to practice this and think about the different ways they can represent this movement with their partner (canon, unison, expression)  Evaluate performances. | Can you include/identify bending in your movements?  Can you include/identify rippling in your movements?  Evaluate your partner’s movements. | Children are able to demonstrate growth in different movements and combine these using control. Children are expected to continue to add canon, expression and unison and talk about how this impacts the performance. | How can this be improved? Suggest your ideas using key vocab. |
| **Scaffolding:**  Provide children with images of movements they could use and vocab definitions.  Provide children with sentence stems of how they can evaluate a performance. |
| **Seeds**  To develop balance and co-ordination.  To perform dances using simple movements patterns as part of  a group. | Review/recap prior learning: perform their dance routines so far from previous two lessons.  Put children into groups (around 5/6) Children are to think about being a dandelion, how all the seeds are together and then the wind blows and they are to move. Encourage children to spin at different points to show the seed landing on the floor.  Independent task: children represent a flower as a team and individually seeds. They are to decide how they are going to travel as the wind comes, will it be at the same time? | How are you going to travel? (quickly/slowly) Why?  How does this routine differ from the movements we have done before?  If all our movements are the same, how could we improve it further? | Challenge these children to travel in different ways as they explode. Can you show different  levels in your explosion? Are you all travelling in different directions? Are you showing  different positions with your arms? Are you travelling at different speeds? | What impact does travelling at different speeds and different ways have? |
| **Scaffolding:**  Support these children by modelling a suitable movement for their explosion. They can all perform the same movement. |
| **Our Own Dance**  To develop balance and co-ordination.  To perform dances using simple movements patterns created  with a partner in the context of plants growing in the garden. | Recap prior learning and vocab.  Children are to work in partners to develop their own sequence to music, using their ideas from the previous lesson. | How you can you add expression to the routine?  What moves can you add to impact the audience? | These children must include canon, expression and unison. | How can the speed be changed to impact the audience?  Where do you believe using canon will have the most impact? |
| **Scaffolding:**  Images of movements they can use.  Modelling of movements they can use. |

E.G. Games (Basketball): Upper Key Stage Two

The N.C objectives for games are: ***use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending and compare their performances with previous ones*** and ***demonstrate improvement to achieve their personal best.***

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| Key Objectives | Core Learning Activity | Core Questions | Deeper Learning Activity | Deeper Questions |
| **Expert Dribbling**  To develop flexibility, strength, technique, control and balance in  the context of the basketball dribbling technique. | Set up a series of different trails and chn are to dribble their ball through. Chn to move through the trail at a walking pace to develop accuracy and control. | Describe the ball bouncing technique used in basketball.  Which height should you bounce to and why?  Why is it important to look up when dribbling? | Increase the pace as to which they travel around the trails. Attempt using their non-dominant hand. Change the height they bounce at (lower). |  |
| **Scaffolding:**  The arrangement of the trails. |
| **Skilful Passing**  To develop flexibility, strength, technique, control and balance;  Use running, jumping, throwing and catching in isolation and in  combination in the context of basketball passing techniques. | Bounce pass, chest pass, and overhead pass.  Chn to learn these passes and practice in partners or small groups.  Explain that the children will try to combine the skills of dribbling and  passing in the next activity. Demarcate an area with cones, approximately ten metres by ten metres. Half the class will dribble around the area with a basketball, the other half will jog around without a ball. On the whistle, all players stop and the players with a ball must pass to a player without a ball. Emphasise that before the ball is passed, eye contact must be made, and the player’s name being passed to must be called out. Each time the whistle is blown, specify the type of pass they should make. | When would you use the overhead pass? Which pass would you use when the defender is standing very close?  When would you use the chest pass? | Dribble the ball at a jogging pace; work in a smaller area. |  |
| **Scaffolding:**  Share posters of the different passes and make sure these are visible. |
| **Footwork and Pivoting**  To develop flexibility, strength, technique, control and balance in  the context of pivoting and footwork in basketball. | Pivot, pivoting, defender and attacker.  **New skill to be taught: pivoting**.  Jog around, avoiding the hoops on the floor.  On one whistle blow, place one foot inside a hoop and the other foot outside. The foot inside the hoop is not allowed to move. The other foot can move to change direction before jogging off again.  On two whistle blows, land with both feet inside a hoop. You then may choose your anchor foot and place the other foot outside the hoop to move and change direction.  **Apply new skill**  With a basketball per group of four or five, take it in turns to dribble five metres, pivot 180° and then chest pass to the next person in line. Explain that prior to the 180° pivot, players must perform a jump stop (jump up in the air and land on both feet when they reach the cone). | When and why do players pivot in a game? Can you explain how to pivot? What happens if a player lands on their right/left foot? | Increase the distance between the cones; pivot on a different foot each time; perform a stride stop (one foot and then the other) before pivoting; use a different pass each time; race against others. |  |
| **Scaffolding:**  Pivot posters displaying skill and how it is achieved.  Complete the drill at a walking pace; decrease the distance between the cones. |
| **Keeping Possession**  To develop flexibility, strength, technique, control and balance;  Play competitive games, modified where appropriate, and apply  basic principles suitable for attacking and defending in the context of keeping possession in basketball. | Model & then let children practice the skill of protecting the ball. Half are dribbling, half defenders.  Model the skill: crossover and explain how this is one of the ways you can stop a defender getting the ball, give children time to practice.  Explain that the children will now be playing a game that involves keeping possession of the ball for as long as possible using the skills and strategies they have learnt to help them.  • Dribble around the area, avoiding the snatchers, who will be trying to knock the balls out.  • Return as a snatcher once your ball is lost.  • The last player dribbling is the winner.  **As children become secure with this include a pivot.** | How could a defender steal the oncoming ball from an attacker? How does a crossover help maintain possession? | Organise the children in ability groups so they play in the same grid; increase the number of snatchers; players to swap the hands they are dribbling with, using the crossover, every time the whistle is blown.  **As children become secure with this include a pivot.** |  |
| **Scaffolding:**  Posters with explanations and demonstrations of key moves (PE leader has masters of these) |
| **Smart Marking**  To develop flexibility, strength, technique, control and balance;  Play competitive games, modified where appropriate, and apply  basic principles suitable for attacking and defending in the context of marking and dodging in basketball. | Skill practice: Explain that another way of marking in basketball involves limiting the space for all the attacking players on court, even if they are not in possession of the ball, to try and prevent them from receiving a pass and advancing up the court towards the hoop.  Mini game:  Explain that the children will now get a chance to apply their newly  learnt skills in a game. They will put into practise both marking and getting free while also having to think about the other basketball skills and rules they have learn over the past few lessons (dribbling, pivoting, passing, shielding the  ball).  Play in a team of 5v4; add in additional hoops at the end of the court to score in; play a  walking only game; points can be scored for making five consecutive passes in a row. | What does ‘marking’ look like? What is the stance (body position) of a defender who is marking? What is one of the main jobs of a defender? | Every player in the team must be passed the ball before the team can score a point; play in a team or 3v4; specify the type of pass players must use when passing the ball. |  |
| **Scaffolding:**  Walking pace  Posters (pe leader masters) |
| **Let’s Play!**  To play competitive games, modified where appropriate, and apply  basic principles suitable for attacking and defending in the context of basketball. | Play in a team of 6v5; add in additional hoops at the end of the court to score in; play a walking only game; additional points can be scored for making five consecutive passes in a row. | What is the aim of an attacker?  What is the aim of a defender?  What skills help an attacker keep possession of the ball?  What is the stance of a defender?  How can an attacking player get away from a defender? | Every player in the team must be passed the ball before the team can score a point; play in a team or 4v5. |  |
| **Scaffolding:**  Use of displays – posters, vocab, modelling. Teacher participation. |

**Stretch and Challenge in PE (GDS):**

**Learners:**

GDS learners in PE demonstrate greater confidence and accuracy with the skills and knowledge in all of or one of the Physical Educational strands set outs in the National Curriculum. A GDS learner has mastered the learning for their age and stage and is therefore able to delve into more detail. They can confidently explain what the skills and knowledge they have to others, are experts at forming patterns, relationships and connections between their knowledge, skills and application.

**Teachers:**

As teachers, we will provide opportunities for GDS learners to be challenged in all or one of the Physical Education strands they are showing secure knowledge and a secure demonstration of skills. This will be achieved through thought provoking questions, which will allow the learners to delve into more detail and understanding. Provide opportunities for GDS learners to make links between the knowledge and skills they acquire and how this impacts newly taught knowledge and skills. Teachers will consistently encourage through effective modelling the consistent and accurate use of relevant vocabulary. Teachers, during lessons, will provide continuous challenge and opportunity for GDS learners to demonstrate their ability and further develop it.