



"Where children are at the heart of every decision to inspire brighter futures"

Respect, Responsibility, Recognition and Resilience

Teaching strategies to implement Rosenshine's principles in Physical Education		
Daily Review/ Weekly Review/ Termly Review	Flashcards	Recap prior words and definitions on flashcards
	Quiz	Using knowledge organiser to devise a quiz around the vocabulary and definitions children have been exposed to - this could be built up over a project/series of lessons
	Perform the skill	Ask the children if they can demonstrate a skill i.e. a tuck, pike, one leg balance.
	Word generator	Add all taught vocabulary into a generator when it lands on a word children have to give the definition
	Talk Partners	In pairs, give one child the vocabulary list, the other child has to give the meaning of these words. Swap over and have a go.
	Matching Activity	Give children word sort cards - can they match the definition to the vocabulary or can they match the vocabulary to a picture of the skill being performed.
	True or False	Give children a key piece of vocabulary and three definitions. Can children identify the one true definition and two false definitions (Extension - can they explain their understanding and how they knew e.g. drawing upon language choices)
	Picture evaluation	Give children a picture of a process of a skill- can they recall as many pieces of knowledge as possible/evaluate the skill using technical vocabulary
	Skill Evaluation	Show the children a video/picture/physical demonstration of a skill. Can they evaluate the skill based on success criteria?
	Linking learning	Linking learning could mean making comparisons between new learning and previously learnt knowledge. For example, suggesting that children could develop a skill in dance by applying a concept that worked in gymnastics. Another example could be introducing the skill of hitting a ball with a bat by first discussing and linking to previously taught underarm throw.
Missing information	Withdraw some pieces of information from the knowledge organiser/display - children to fill in the blanks.	



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		Withdraw a picture in the process of a skill. Can they explain what step is missing and what happens in this step?
Providing Models	Video of the skill being taught	Children to take note of the video - this may be paused in significant places to show the steps to success (mini goals)
	Pictures of the process of the skill	Pictures shown of how the skill looks from start to finish of the process
	Practical demonstration of skill	Practical demonstration to children of an under arm throw etc.
	Steps to success	Steps to success displayed on whiteboard or poster to refer back to. This can be in the form of visual instructions.
	Verbal prompts	"When you answer the question, I am going to ask, I want to hear/see you use the following terminology/vocabulary"
Scaffolding	Information being withdrawn	At each stage of the practical process children may have some steps of the process omitted in the visual steps to success
	Sentence openers	When evaluating skills children may be provided with specific sentence starters to support them to evaluate e.g. The most difficult part of the performing a balance was...
	Vocabulary and definitions	Children to be provided with a list of vocabulary and their definitions when evaluating performances - children have to choose the appropriate ones to use (this can be lessened over time)
	Knowledge organiser	Over a series of lessons/project information can be withdrawn from the knowledge organiser in order to develop recall of key facts and definitions
	Equipment	Modify the equipment being used, for example, changing the size of the target, then slowly the decreasing it by size as skill progresses.
	Space	Modify the space by increasing or decreasing the area that the skill is being performed in. For



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		example, if children are practising throwing and catching with a partner, the children should be quite close together and then increase the space between them as their skill progresses.
	Peer Support	Children work in partners/in groups to discuss their ideas, practise skills and create sequences of movements