

Choice of playing area

'Decide as a group if you would like to change the size or position of the playing area'

Level of challenge

'Catch with one hand. If you are finding it tricky catch with 2 hands for a while. To make it harder catch with your other hand'

Choice of equipment

'What type of ball would you like to use for this game?'

Choice of music

'What type of music would you like for your dance?'

Choice of activity

'We are all going to do a gymnastics roll, choose 1 of the 3 rolls we have practised you would like to do'

Competitive or collaborative?

'On this side of the hall we will keep the score, on the other side we will play just for fun. Choose which side you want to play on'

Autonomy over how to practise

'Choose if you would like to practise throwing with a partner or against the wall'

Autonomy over time

'We have 20 minutes. Pick one of the six stations to work at. Move on to another station when you feel ready'

Goal setting

'Look back at your PE goal setting work card. You have 10 minutes in today's lesson to work on your goal'

Choice of movement

'Travel around the space to warm up using hands and feet. Pick your favourite animal walk'

Self-paced progression

'When you complete the activity successfully 3 times show a friend and then move onto the next level task'



Autonomy and Choice in the PE Lesson

Autonomy and choice need to be carefully structured and guided by the teacher to support curricular objectives and progressive development.