



This is a step by step guide to help you  
**DIFFERENTIATE LESSONS**  
with the SPIRALPE™ platform



**“Check out the platform for lots of other handy tips and ‘How To’ guides. Click on the ? at the top of each page for instructions if you get stuck!”**

## Change your PE Lessons in 4 Steps

The STEP framework in PE is a very simple way to understand how to adapt and differentiate PE lessons to make sure everyone is getting the most engaging experience.

It allows you to modify elements of your activity to better meet the needs of either the individual pupil, or group of pupils.

**Space:** Where the activity is happening  
E.g. modify the space by increasing or decreasing the area in which a task is to be performed or changing the distance or areas in which to score points.

**Task:** What is happening?  
E.g. modify the task by changing the demands, the rules of the activity, the number of times the child is to repeat the task, teaching cues, direction/level/pathway of movement or length of time to complete the task.

**Equipment:** What is being used?  
E.g. modify the equipment by changing the size of the target, level of equipment, amount of equipment, height of the equipment or the arrangement of the equipment.

**People:** Who is involved?  
E.g. modify the people involved by having children work alone, with a partner, bigger teams, smaller teams, as leader or follower, on different activities, or in a small group.



***Children work at a challenge level they are comfortable with, to clear success and progression criteria so that once they have secured a skill they can move to the next level.***

## **PRACTICAL DIFFERENTIATION**

**The way we have built the lessons gives teachers drills which challenge each child at an appropriate level for their ability.**

Let me give you an example taken from lesson 60 (year 1, week 21).

In the drill in Technical basics all of the children start a cone which is 1m away from a hula hoop. The lesson plan says 'when the skill is secure they can move to the 3m cone and then on to the 5m cone. This means that children who have not secured the skill and need more practice stay at a cone, but the children who can move on to the next challenge do. The important part of this is that all the children are engaged in the same activity at the same time, but they are working at the right level for their ability. We don't stop the whole class and make a task harder for all of them (why would you when some are not ready!) Instead we set an achievable start challenge then allow the children to make decisions on their own progress.

This really helps engagement and helps the children to focus on their own development as they are concentrating on their own practice and their own improvement. There is a lot to be said for practice being the best teacher, so by allowing children to practice a skill, they can secure it and develop at their pace.

This approach and set up allows teachers to easily see which children are at the 1m cone and they can step in and give them some support.

Across the curriculum lessons we are continually changing partners and opponents to give children different challenges – and this happens after 1 or 2 minutes, so if the children are playing something competitive, they get to play against opponents at lot of different levels of ability. It's how the most children get the most opportunity to get the widest range of experiences.

**All of this practical thinking is built into the way the lesson plans have been put together. There is also a link to the attached document in every lesson of the LIVE platform to remind teachers how to use the STEP principal.**