



Active Insight: Evidence in Action

Tip #268



One Activity, Three Levels

Overview

Differentiating in Years 3–6 enables students to apply and modify movement strategies at appropriate levels. Providing multiple challenge levels supports inclusion, progression, and wellbeing. This approach ensures all students experience success, build confidence, and develop skills within the same structured and adaptable physical activity environment. Flexible teaching and purposeful task adjustments also encourage engagement, independence, and meaningful participation for students with diverse strengths, needs, and learning experiences.

Key Teaching Ideas

Design activities with support, core, and extension levels. Provide clear options and flexibility. Encourage movement between levels based on success. Support inclusive participation and autonomy, enabling students to build confidence and engage meaningfully at appropriate challenge levels. Use encouragement and positive feedback to help students take risks, recognise progress, and develop independence within varied movement and learning experiences.

Practical Application

- Provide easier and harder options within the same activity structure
- Adjust distance or targets to vary challenge and support success
- Modify rules or time to create appropriate levels of difficulty
- Use varied equipment to support different ability levels effectively
- Allow student choice when selecting appropriate challenge levels independently

Next Steps

Use TREE to adapt quickly and effectively. Flexible differentiation supports inclusion, engagement, and progression for all learners in shared activities.

