

Lesson Plan					
Class: year 4		Date: 29/04/2022	Number of pupils: 15	Duration (mins): 60	NC ref & Level/Syllabus: key stage 2
Resources: - printed laminated sheets for the centre of the sports hall (North, East, South, West) - printed A4 sheets for the students to use with directions - students will need comfortable clothing -			Health and Safety Issues: Carefully identify in priority order relevant health and safety issues you need to address prior to and during the lesson to ensure pupil and your safety. This should be based on Risk Assessment and make reference to BAALPE Safe Practice guidelines - fire safety procedure - medical issues - not harming other pupils -		
Title of unit of work: orienteering compass/ be able to develop orienteering/navigational skills			Learning Outcomes: By the end of the lesson most pupils should know how to effectively use a		
Lesson Structure					
Time	Activity Sequence	Organisation	Teaching and learning Methods	Points to Remember	Assessment Focus
10 mins	Warm-Up/ Introduction <u>Introduction</u> Students are expected not expected to excel nor are they expected to have a high level of competency in the activities but more over to learn something. Progress will be determined by competition. A valid assessment could also be students asking questions as this shows engagement The format of the activities will be in the form of a story. <u>The activities are as follows</u> - orienteering <u>Warm-up</u> “You only need five minutes for a warm up because a pulse raiser, mobilisation and light stretching is all you need” Penny (2022) <u>Pulse raiser</u>	whole class	Indicate which style you are going to use. e.g. command reciprocal, guided discovery, problem solving For more information refer to teaching styles and accelerated Learning files in the Teaching Experience Folder on Blackboard. From these you need to identify priorities and select the most appropriate methods to secure the highest quality learning and maximise pupil achievement in your lesson. command	Keep the group engaged	

	- jogging from one end of the sports hall to the other <u>Mobilisation (from one end of sports hall to the other)</u> - High knee - Heel flicks - Hopping - Side step <u>Light stretching</u> - Touch toes - Lean from side to side - Tricep stretches <u>Finally</u> squats as a group starting from 1 up to 15 around a circle students call out an individual number in ascending sequence from left to right of the group		-	The reason for this is it makes it easy to divide the group whilst making what would usually be considered a boring task a fun task which includes the following - numeracy - team building (as if a member of the group gets the number wrong we start from the beginning) - this could also help with inclusion for the less confident members of the group		
40 min	<u>Development section</u>					
	<u>The first activity is:</u> orienteering					

	<u>Outline of the session:</u> <u>1st session (10 mins)</u> The groups will be given a direction (North,East,South or West) in which they must venture (following a compass layed out on the floor in the centre of the sports hall). The groups will then find instructions of directions they must take around various areas of the sports hall (N,E,S,W). At the five minute mark groups willl be introduced to the completive side of the activity. Now being told that it is a race of who can complete all the directions first. Before all finally at all of the groups final locations they will be at the same point <u>second session (10 mins)</u> - at this point we will add directions of NE,NW,SE and SW - after an adjustment period of the students getting used to the additional locations we shall add blind folds <u>Session three (10 mins)</u> - in session three the blind folds shall initially be taken away - for the first five minutes groups will be tasked with using fundanebtak skills, - each group will be delegated one of the following fundamental skill: - hopping - jumping/bounding - skipping - they will then rotate which fundamental skill they partake in In line with national curriculum for wales practising these fundamental skills “Develop, consolidate, and then apply, the basic actions of travelling, balancing and stillness, jumping and landing and rotation. Actions should be developed using the floor and apparatus, as appropriate” - Physical education in curriculum - Hopping, skipping and jumping/bounding are all fundamental skills and are one of the opportunities National curriculum for wales requires students to be eligible for development.	three groups of five	the teaching method used for the session will be a blend of the following - EDIP - Self check - Guided discovery - Problem solving - Command	safety - these activities are safe however teacher on site (me) is first aid trained behavioural expectations - students are expected to behave however “banter” shall be aloud - Any discriminations, bullying or rude acts shall be dealt with within session positive attitude - a positive attitude shall be brought by the staff on site. Intervention - intervention shall happen only when necessary as this is strongly based off of the self check method. however intervention to help students shall be given through guided discovery method Feedback - Feedback shall be given to students through the medium of at the end of each “block” of activity	question and answer E.g. everyone run to north! or singling out student who appeared to be struggling at some point throughout the session with a question.
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	<u>Techniques that will be focused on will be:</u> - Leadership within the groups - Learning the basic skills of using a compass				
	<u>The expectations of standards and qualities are as follows:</u> No students are expected to excel however engagement with the activity is expected				
	<u>Planned activity levels:</u> This activity will involve running This is a high level of activity but shouldn't be too sternous as it is only for a short period of time				
	<u>Skills and techniques that can be used in the future by students:</u> Skills of reading a compass are highly useful whether students go on to complete awards such as DofE or could even use compass skills to save their life in the future.				
	<u>Organization:</u> <u>Pupils:</u> Three groups of five Mixed abilities <u>Equipment:</u> <u>Resources:</u> Printed out laminated sheets detailing (N,E,S,W) Printed out A4 sized sheets of directions for the children to follow.				

	<u>Opportunities:</u> <u>Intervention:</u> - When students look stuck asking them a question so they can work out the answer for themselves instead of just giving the answer to them straight up. Following guided discovery. An example of this could be student(s) confused by a direction - Another intervention moment could be if it appeared a student was being left out/not learning or understanding to a similar level of the group and accommodating for them through putting them in a position of leadership and making sure they became confident in their actions as this could also play a larger role in a students overall confidence levels <u>Feedback:</u> The time at which the teacher/facilitator interacts with students through the form of feedback is something often questioned. However here are sometimes when within this activity you could/would give feedback: - At the end of the initial five minute session would be a good place to give feedback on how the groups have done so far - After the “Race” could also be a potentially beneficial time to give feedback and praise for the group. - It would most certainly be a good time to give feedback to individual groups after the use of guided discovery techniques whilst also showing the group praise.				
	<u>Demonstrations to be used:</u> - Demonstration shall be given after the initial explanation of the exercise. As this follows the “EDIP” teaching/coaching method.				
	<u>How the activity will develop:</u> - the inclusion of the “race game” this will also keep the group engaged				
	<u>Challenge and quality</u> - The main challenge within this exercise shall be the race element as this could lead some pupils to struggle. - The quality of this individual block is high and requires nothing more than engagement from students. this quality shall be continuously developed dynamically throughout the lesson in order to keep students engaged thus making sure there is a consistent high level of learning -				
	<u>Consolidation of learning</u> - The consolidation of learning shall happen in the second block of learning.				
	<u>Opportunities for planning and evaluating learning.</u> - We can implement Kolb’s experiential learning (1984) to evaluate the learning of the students. Even if we do not see them go through all four stages of the cycle it will be extremely beneficial if we can start them on their journey with creating a concrete experience and giving them “homework” of how they think they could improve their orienteering skills at the end of the lesson				

	<u>Maintaining high standards and correct techniques.</u> - overseeing fifteen children is not an easy task, however you can delegate leaders throughout groups if their is not one naturally selected. This will allow high standards to be maintained in line with the expectation set out in the introduction - maining the correct technique is something that will be easy to oversee as it is most likely going to be an entire group that is pursing techniques in a questionable fashion. - it will also be wise to “float” around groups in order to identify the students who are finding the task at hand more challenging and thus easier too help said student(s) on an individual basis.				
	<u>Opportunities for assessment</u>				
10 mins	Warm Down / Conclusion warm down will include - stretching hamstring stretch - lift heel to bum - 15 seconds each side calf stretch - two hands against wall butterfly sat down one leg stretched out try (reach) - change legs whilst the warm up is happening: - praise students on their succession from the session. - on top of this give feedback about what they can improve - encourage them to join scouts/guides - inform them on when they can use the skills they have been taught and how they	whole group	command		asses the group individually or as a collective on skills taught E.g.
Contingency Activity (what if?): Considerations for poor weather, under achievement, facility out of use, illness, non participants				Home engagement:	
Reference list - Finlay James Derriford Penny, (2022) - D.C.E.L.L.S (2008) physical education in national curriculum. Cardiff. Welsh Government -					

RISK ASSESMENT

Hazard	Risk level out of 5	Controlled risk	Controlled risk level
Fire	5	Fire escape procedure	2
Pulling muscle	2	First aider on site	1
Breaking bone	3	First aider on site	1
Internal injury	5	First aider on site	3
Falling/tripping over	2-4	First aider on site	1