

Agility, Balance and Coordination

Short term plan: 45 Minute Teaching Plan

Session: Year 7 ABCs		Focus: Identifying and improving the FMS necessary for success in Matball			Core Tasks: (Brief structure of session)		Facilities required: Sports Hall	
Aims: 1) To observe, discuss and evaluate the requirements and demands of the game 2) To plan activities that will improve the FMS necessary to achieving success within the game 3) To demonstrate the ability to learn independently and as part of a group/team		Intended Learning Outcomes (ILOs): 1) For pupils to analyse and identify what FMS are crucial to achieving success within the context of Matball 2) For pupils to create a basic circuit consisting of activities designed to improve these skills 3) For pupils to demonstrate improved performance and tactical knowledge within game situations 4) For pupils to act as coaches where appropriate			- Introduction to the session outcomes in conjunction with an SAQ warm up (game of tig with tag belts) - Introductory game of Matball to identify the skills needed for effective play - Qu & A session on the findings - SAQ circuit designed to improve 3 or 4 of the most important FMS used within the game - Replay of the game with new skills and specialist positions - Plenary and cool down		Equipment required: Cones Mats Variety of balls Agility bag Tag belts Marking tape Work cards	
Time	Activity (Brief description of activities at each stage of session)	Aims (1,2,3)	ILOs (1,2,3)	Differentiation (Are all skill levels / abilities catered for?)	Teaching Points (key points of the activity)	Abilities (C,P,Ph, Cr,S)	Transferable skills (What skills could be applied to other activities)	FMS (L,NL, M)
0-10 mins	Introduction to the session outcomes followed by an SAQ directed warm-up including dynamic stretches Game of 'Tig' using the tag belts			More able pupils can suggest and demonstrate stretches to the rest of the group		Ph, S		L, NL
10-20 mins	Pupils are split into two groups for a game of	1, 3	1, 4	Those with high levels of physical ability can	Get the pupils observing to write	Ph, C, S	Skills involved in other 'diamond'	L, NL, M

	'Matball'. One group plays the game whilst the others observe			play the game, while those with superior cognitive ability can observe	down the skills needed to be successful at the game on work cards Qu & A session of the findings. What are the most important skills needed for improved performance?		games e.g. rounders, softball, baseball, kickball	
20-30 mins	Pupils design and work through an SAQ circuit involving 3/4 activity stations	1, 2	1, 2, 4	The circuit can be made competitive with the observing group assigning pupils to certain activities based on their ability	Circuit is to consist of activity stations focusing on the main skills that came out in the discussion e.g. speed, agility, reaction time, hand-eye coordination. Practice and repeat	S, Ph, C, Cr	Analytical skills Physical ability attributes related to all physical activity e.g. agility, coordination	L, NL, M
30-40 mins	Restart of the 'Matball' game. Pupils on the sideline can now act as coaches and make changes where appropriate	1, 3	1, 3, 4	As in the original version of the game, pupils with higher physical ability play the game and those with higher cognitive/social ability act as coaches	Emphasise that those playing and observing need to make a joint decision on positions and roles within the game Encourage the 'coaches' to provide feedback and emphasise the importance of the skills practised within the SAQ circuit	S, Ph, C, Cr	Leadership skills amongst players/coaches	L, NL, M

40-45 mins	Plenary and Cool down (light jog, static stretches)	1, 3	1		Review of session. Did the SAQ circuit facilitate vital skill improvement within the game? What impact did specialist positions/organisation have on the game?	S, C, Ph		L, NL
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Session Planning: How will the 5 abilities be experienced, developed, or assessed?

Session: ABC's

Abilities	Experienced	Developed	Assessed
Creative	Pupils will be asked to analyse the initial version of the game and identify innovative tactics geared towards achieving success	Having identified the most crucial skills/tactics, pupils will be asked to create an activity circuit based on improving these	Teacher Observation – Do pupils identify the most important skill factors? Does the activity circuit facilitate skill improvement that can be seen in the revised game
Cognitive	Pupils will be asked to observe the game and immediately identify the major skill areas. Can they transfer knowledge/concepts from experiences within similar games	During the revised game, pupils acting as coaches will need to provide feedback and decide on roles/positions within teams to help achieve dominance within games	Teacher Observation and pupil feedback. How were decisions made regarding specialist positions within teams? Did they have a positive impact
Personal	Pupils will aim to build their own individual understanding and interpretation of the game (e.g. rules/principles of play)	Pupils may set differing goals depending on their role within the session e.g. coaches may focus on tactics/strategy, players more on the physical element of the games	Praise from teachers/peers on all aspects of the game e.g. not only impressive physical ability but tactical awareness from those who may be acting as coaches
Physical	All forms of the game will involve physical exertion in the form of kicking, running, sending/receiving, twisting/turning	Having identified the crucial physical aspects of the game (i.e. agility, speed, coordination) students will then work on these during the circuit	Teacher observation – Is there a marked improvement in physical ability within the games after pupils have worked through the activity circuit
Social	Pupils will need to interact effectively with each other to discuss and come to joint decisions regarding the most important skills required for the game	When in coaching roles, pupils must provide feedback and suggest tactics to players. Effective communication will be crucial as they are essentially 'leading' the team from the sideline	Teacher observation – How well do pupils acting as coaches communicate their ideas to the teams. Are players able to take their ideas/tactics on board during the games

Abilities

Key	Ability	Explanation
C	Cognitive	The ability to transfer skills, concepts and applications between activities. This may be a superior awareness of the influence of space in terms of positioning and dominance. Cognitive ability may also be shown in planning and tactics.
Cr	Creative	It has been suggested that creativity is a style of intelligence. The application of this intelligence within Physical Education and sport could involve pupils completing conventional tasks in a novel way, responding creatively to set stimuli, using broad vocabulary when analysing skills and presenting innovative ideas and tactics.
P	Personal	High Personal ability is to be well-motivated and have a constructive approach to achieving goals. High levels of personal ability will help to regulate pupils own learning; help them to practice effectively in their own context and set personal goals. A well motivated pupil of average ability may be more successful than a de-motivated pupil of higher ability.
Ph	Physical	Often understood as skill or fitness related ability, physical ability is associated with high levels of physical performance. Pupils with high levels of physical ability may display excellent Stamina, Speed, Reaction, Flexibility, Coordination, Balance, Agility, Strength
S	Social	Due to the nature of Physical Education and sport, an area of fundamental importance is social ability, or the ability to interact with others. The pupil with good social ability may display excellent communication skills and demonstrate strong leadership qualities within a team environment. Underdeveloped social skills are likely to restrict progress and may not enable an individual to achieve their full potential.

Fundamental Movement Skills (FMS)

Key	Category	Explanation
L	Locomotor	Locomotor skills involve moving the body from point A to point B. These skills include walking, running, jumping, leaping, hopping, skipping and galloping
NL	Non-Locomotor	Non-Locomotor skills involve body stability and balance. These skills include twisting, turning, pivoting and performing balances
M	Manipulative	Manipulative skills involve the control of objects using various body parts. These skills include throwing, passing, striking, catching, kicking and receiving objects

Specialised Movement Skills (SMS)

SMS are sports / activity specific skills that require a combination of refined FMS to perform successfully (Gallahue and Ozmun, 1995). For example, quickly fielding and throwing a moving ball would require a combination of several FMS (running, receiving, twisting, throwing, balancing etc).