

Lesson Plan					
Day: Wednesday Class: year 4	Date: 26/04/2020	Number of pupils: Ability level: beginners/ intermediate	Duration (mins): 60 minutes Title of unit of work: outdoor education	Current curriculum coverage: Physical education Skills covered: developing number, developing communication and developing thinking	
Resources: Illuminated vests Maps of the sports hall and surrounding outside area Paper with clues on Chocolates Pins Blue tac Answers sheet			Health and Safety Issues: Slippery floors- all floors will be checked for any water spillage to reduce the chance of the children to slip over. Long hair will be tied back if they have a bobble- this will help to increase vision when participating in the activities. Any jewellery will be asked to be removed- this will help reduce any chance of skin being ripped, this includes		
Learning Outcomes: the learning outcome is for the children to work together as groups to overcome a variety of different challenges.					
Lesson Structure					
Time	Activity Sequence	Organisation	Teaching and learning Methods	Points to Remember	Assessment Focus
10 minutes	Warm-Up/Introduction The children will be split into two groups and they will swap over activities after 5 minutes. One group of children will be standing on top of two benches and they will reorganise themselves into alphabetical order regarding their names. Whilst, the second group will be working together to get a ball from one line to the other with pipes. The goal for both activities is to get them communicating with each other and for them to have some fun whilst doing the activities.	All of the children will be put into a line and I will give them a number, this will consist of one and two. Depending on their number they will either go to one activity or the other. After five minutes the groups will then swap around and try out the other activity.	At the beginning of this activity I will be giving instructions on what I want the children to do, I will be observing at the back off and let the children chose how they want to complete the activities.	The points I will need to remember for the two starting activities is that teamwork is key, the will need to work together and communicate with each other to be successful. During this stage I will need to be organised and loud to make sure that everything is in place and to make sure that all the children can understand me.	The focus for this part was to get the children closer as friends and for them to get to know each other better.

35 minutes 5 minutes	Development Firstly, I will get all the children to get into pairs and find a seat on the floor just in front of me. I will then hand each pair a sheet that will have the first clue and twenty answer boxes on them. They will then follow the clue to the answer and write down the answer on their sheet, when they write down the answer then they will be given another clue which is on the back of the first answer sheet. They will go around the sports hall and on the grass area just outside the sports hall to find the rest of the clues and answers. When they have found all the answers it will tell them a story with an extra clue inside the story to find a surprise which would be a chocolate from a celebrations box. After the 35 minutes have been I will get all the children to sit down again and I will get one of the groups that had finished to read out the story so the other groups can fill in the answers. If that group doesn't want to speak or if no one finished then I will read out all of the answers. If some of the children are to finish the orienteering early the I will set up a bomb moving drill where they will have to figure out how to move a container out of and area whilst just using ropes.	The children will be asked to get into pairs, once they have done this then they will be given a sheet between them. They will also be given a map of the area so they can navigate their way around the area. With the sheets that they are given they will have to write down twenty answers that they will find around the area. By collecting all twenty answers they will be able to read a story from the answers and get a secret clue that will take them to one last place. The secret clue will take them to a box of celebrations where they will be able to take one chocolate bar out of. After the thirty-five minutes I will get the children in and tell them the rest of the answers so that they know what the story says. During the extra activity the children who have finished will work together to use rope to try and move an object that is in the centre of an area. The children will not be able to enter into the area.	During the orienteering activity I will telling the children what I want them to do but I will let them get on with the activity, but I will be jumping in to help when it is necessary. At the end of the activity I will be going over all the answers so that everyone can have the story.	During this stage I will need to be loud to make sure that all the children understand what they are doing, and t make sure that they all know what areas they need to stay within, I will also need to be motivating when they come towards the end, to this I will tell them that there is a special prize for whoever completes the activity. At the beginning of this activity I will tell them to be quick when going to the answers because there may be a prize at the end. The points that I will be giving for the orienteering is to use the map for ideas that could help them find each clue. If they are struggling I can give them little pointers that can them to the answer.	The focus for this part of the plan is for the children to work together to get to the final goal, this will include them communicating together and using problem solving skills to work out the different types of clues.
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10 minutes	Warm Down / Conclusion/ Review: For the cool down I will have a massive rope and tie it into a circle. All the children will stand equally around the rope and I will explain how they can work together to create certain balances. This will include a normal squat and a one-legged squat.	The children will be spread equally along the rope. They will then be given detailed instructions by myself to follow. If they do it properly then they will be able to hold up everyone that is on the rope by using every one's body weight.	For the contrasting activity I will be giving demonstrations on all of the different types of movement throughout the activity. So, this section is a teacher-based sections.	During this stage I will need to be loud so that everyone can hear and understand what I need them to do, I will also need to give clear demonstrations so they can see visually what the movements are.	The focus for this part was to get the children working together to get to an end goal of completing different types of movements.
Contingency Activity (what if?):					

My contingency plan consists of having multiple levels of differentiated questions, this ensures I cater to the individual needs of the learners. If the children are having trouble with their clues then it is my role to scaffold and support the learners to complete the story. If they are still finding the questions challenging my role will be to give extra hints to direct them on the path they need to be on, after this point if the learners are still challenged and cannot find the answer I recommend that they work with another pair of learners to allow them to explain and collaborate together to seek the answers.

Justifications

I have chosen to do the two activities for the warmup to improve the learners overall team bonding with their classmates, they will be communicating and collaborating with everyone to complete the activity. Due to the learners communicating with all classmates, they may be introduced to some people that they may not usually talk to on a daily basis. The orienteering exercise is proceeding on from the warmup with developing communication skills between their peers, they will be talking together and using their problem-solving skills to answer a variety of questions which have been differentiated depending on the needs of the learners. I have chosen for the learners to work in pairs as the Professional Standards for Teaching and Leadership state that as a future practitioner I need to be able to develop partners in learning, where the learners can learn from one another sharing ideas and opinions. Finally, I chose a group activity for the contrasting activity/ plenary because It links in with the team building aspect, where this consists of the learners using one another to balance on a rope when completing certain balances.

risk	What can the risk cause	Who can it affect	Likelihood of risk	How bad the risk can be	How can it be avoided
Tripping over laces	The risk is that someone could fall over and knock themselves out whilst running.	It can effect both children and students taking the lecture.	Medium	Medium	Before I start the session I can check all the shoes to make sure that they are all done up properly.
Long hair not tied back	The risk is the long hair will block your vision and the children could run into an object or another person.	It can affect girls mainly and boys with long hair.	low	low	The risk can be avoided by seeing everyone with long hair at the beginning of the session and seeing if they have bobbles to put into their hair.
Water on the hall floor	The risk for water on the floor is that the children or one of the teachers could slip over and possibly break a bone.	This risk can effect both student and teachers	low	Medium	I will be able to avoid this risk by going around the hall with a cloth cleaning up any water on the floor, if there was a leak in the roof then I will use a bucket to catch the water.
The floor outside may be slippery	The risk of the slippery floor can be a high risk especially if it is on concrete, the children or teachers can slip and hit their head on the floor. This could cause serious head damage.	This risk is able to effect both teachers and children.	Medium	High	To prevent this risk from happening I will ask the children to walk around any corners and on any flooring that is wet and could cause them to slip over.
Jewellery- earrings	The risk for earrings is that someone could accidently run into the person with earrings and get them caught in the top of the person. This can cause the earring to rip the ear open.	This can effect any children who may have earrings in	low	Medium	To prevent this risk from happening I will make sure that all earrings are out or covered up by a bit of tape to reduce the chances of the risk happening.