



PLANNING IN PE

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INTRODUCTION

Effective planning is at the heart of effective learning and teaching. This chapter examines planning in the long- (schemes of work) (pp. 26–27), medium- (units of work) (pp. 27–32) and short-term (lesson plans) (pp. 32–44). In your school experiences you are not normally required to plan for the long-term (i.e. to design schemes of work). Rather, you are expected to plan units of work and lessons within these units which fit into existing schemes of the department. However, when you start teaching you will be expected to be involved in long-term planning. In order to do this you need to understand the construction of schemes of work. Therefore, this chapter is designed to help you to understand the planning processes; it encourages you to consider the whole planning cycle and then aims to enable you to plan units of work and lessons on school experience.

Your planning is based on the curriculum framework in use in schools in which you are learning to teach. In England, this is the National Curriculum (NC) and the National Curriculum for Physical Education (NCPE). These are used in this chapter as illustrations of a particular model of planning. If you are working within a different curriculum framework, replace the NCPE terminology with appropriate terminology/key points from that framework. The model also emphasises the crucial relationship between planning and assessment, in which information gathered from assessment of pupils' learning is evaluated critically to inform future planning, within the current lesson, in future lessons and for units of work.

This chapter focuses on the mechanics of planning. However, it is important that you think critically at all stages of the planning cycle if you are to provide a valuable learning experience for pupils and enable longer term aims to be achieved. Thus, it is important that you understand and critically evaluate the range of factors which influence planning. Some school-based factors which influence planning are included. However, as you develop your ability to plan, it is important that you consider the broader range of personal factors that influence all aspects of planning, such as your values, beliefs and attitudes about PE; to this end, we have included some texts in the further reading at the end of the chapter.

OBJECTIVES

At the end of this chapter you should be able to:

- understand the relationship between long-, medium- and short-term planning;
- plan units of work and lessons and understand how schemes of work are constructed;
- apply a model of planning that enables you to plan effectively for pupils' PE experiences;
- appreciate that planning is driven by pupils' learning needs;
- use assessment outcomes to inform the next phase of planning;
- understand the importance of thinking critically at all stages in the planning process.

Check the requirements for your course to see which relate to this chapter.

INFLUENCES ON PLANNING IN PE

One of the most significant influences on planning in PE is the statutory framework in the particular context in which you are learning to teach. If you are learning to teach in England, this is the NC, first introduced in 1988 and the NCPE, first introduced in 1992, with the most current version being NCPE 2007 (Qualifications and Curriculum Authority (QCA), 2007a) (available at <http://curriculum.qca.org.uk/index.aspx>). NCPE 2007 is explained in Chapter 15. Since 1992 changes to curriculum requirements in the NCPE have been significant. It is useful to be informed of the debate about, and developments in, the NC since 1988 and the NCPE since 1992 so that you understand the influences of the curriculum framework (see, for example, Murdoch, 1997; 2004 (both of these are available on this book's website: www.routledge.com/textbooks/9780415561648); Penney and Evans, 2000).

In addition to the curriculum framework, there are a number of other possible factors which determine the schemes of work in any one school. These include: teachers' background and experience, including their perceived strengths and weaknesses; history and traditions in relation to what is offered in the curriculum and in extra-curricular activities, which are, in turn, linked to the perceived strengths of staff; and facilities. On a purely practical level in relation to facilities for example, the Office for Standards in Education (Ofsted, 2002a) indicates that, in most schools, the availability of facilities and resources is a significant influence on how the curriculum is planned and delivered. If a school has limited indoor facilities, for example, the activities offered are often dominated by outdoor games, with limited opportunity for activities such as gymnastics and dance. Very few schools have ready access to a swimming pool without the inconvenience of travel and thus swimming is often not included as a part of the planned curriculum experience.

When faced with planning PE learning and teaching experiences for the first time, it is natural to rely on your own previous experiences and the advice and guidance of those you view as more experienced. Whilst it is important to take account of both of these, you

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should avoid passively planning to match what and how you were taught at school or implementing ideas absorbed from other sources without critiquing their origins and how they relate to your aims, objectives and intended learning outcomes (ILOs). Effective planning requires you to be proactive and both critically aware and evaluative in order to physically educate your pupils, thus moving their learning forward. Pupils' learning and your teaching evolve as a result of critical thought and, as a teacher, you are central to the process of promoting change and development in pupils' learning.

A GENERAL FRAMEWORK FOR PLANNING SCHEMES OF WORK

Although you are unlikely to be involved with writing schemes of work on school experience it is important to understand the broader picture they represent so that you can see where the units of work and lessons you do plan fit in. Schemes of work are long-term curriculum planning documents, which are used to outline expectations for learning across a period of time, for example, a year or a Key Stage (KS). Schemes of work need to take into account the particular circumstances of the school in order to provide a range of opportunities with breadth and balance of experience to enable the requirements of the curriculum framework in which you are working to be met. In England, they should identify which particular activities are being used as the contexts for learning for the five key processes, as well as aspects of learning and teaching which meet the broader aims of the National Curriculum. These broader aims are covered in Chapter 14. Careful attention should be paid to how progression and continuity are planned for across years and within and between KSs. Progression has been defined as: 'The sequence built into children's learning through curriculum policies and schemes of work so that later learning builds on knowledge, skills, understandings and attitudes learned previously' (Department of Education and Science (DES), 1990: 1). Continuity has been defined as: 'The nature of the curriculum experienced by children as they transfer from one setting to another' (DES, 1990: 13). Thus, to achieve progression and continuity, increasing demands and expectation are placed on pupils. These can be broken down into four aspects:

- a gradual increase in the complexity of the sequence of movement;
- an improvement in the demonstrated performance qualities;
- greater independence in the learning context; and
- a gradual challenge to the level of cognitive skills required.

These can be tracked through assessment of pupils; through the eight level descriptions in the NCPE document (QCA, 2007a). For example, a scheme of work for KS3 needs to be pitched to cover level descriptions 3 to 7, with, for example, expectations that year 7 pupils are working generally between levels 3 and 5, with expected attainment pitched at level 4 (see Chapter 15).

However, there may be some restrictions to be taken into account when planning and designing a scheme of work, including timetabling, the available facilities, staffing and grouping strategies (see above).

Schemes of work include a range of background information, including:

- Year or KS;
- Focus of scheme of work;

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- Time/number of sessions;
- Aims;
- Activities – to cover the requirements of the NCPE or other curriculum framework into which it fits;
- Resources;
- Outcomes.

Task 3.1 enables you to look in detail at some schemes of work.

Task 3.1 **Schemes of work**

Obtain a copy of the schemes of work for one KS in your placement school. Compare these with those obtained by another student teacher in another school. Discuss with your tutor the coverage of the requirements of the NCPE for this KS.

Store the information in your professional development portfolio (PDP) to refer to when you are developing a unit of work from one scheme of work or, later, when you start your teaching career and you are writing your own schemes of work.

PLANNING UNITS OF WORK

Understanding the mechanics of effective long-term curriculum planning should help you to understand the relationship of long-term planning with medium- and short-term planning of units of work and lessons. Well-planned schemes of work form the basis for planning units of work for particular groups of pupils and individuals; they should be written to meet the needs of a particular group of pupils. Units of work are medium-term plans which should be planned for and, hence, outline expected learning for particular groups of pupils within a year group over a specified period of time. In order to achieve any degree of depth in learning, the Department for Children, Schools and Families (DCSF) (2009) recommend that units of work should be between eight to eighteen hours in duration according to the pupils' stage of development.

Initially, the thought of having to plan a whole unit of work may seem a little daunting. However, if you work to a structure and plan step by step, you should find that it is not as difficult as it might at first seem.

A simple formula for planning might go in this order:

- Who am I teaching? (information about pupils)
- What are the objectives I want the pupils to achieve in the range of curriculum requirements (e.g. in the five key processes)? (These are developed from the aims of the scheme of work into which the unit of work fits)
- What am I teaching? (activity and material)
- How can I teach it? (learning activities, teaching strategies and organisation)

As with schemes of work, before you can begin to plan a unit of work for a specific group you need to record some important basic information, including information about the class you are going to teach – the KS and year group, to ensure appropriate provision (see Figure 3.1).

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The needs of the pupils you are teaching are most important in your planning and they must have first consideration; the activity or material you are teaching comes second. Unless planning for the next phase of learning is based on the outcomes of previous assessments of the group, it is difficult to ensure challenge and development through continuity and progression in learning. Assessment information allows you to pitch the learning experiences appropriately and to take account of both whole group and individual learning needs. Thus, you need to record prior learning on the unit of work plan. Information on prior learning should be gathered from a range of sources. If you are teaching the group for the first time you may need to consult existing assessment outcomes from previous units of work to construct an appropriate unit of work. This might be annual reports on the pupils or might be informal records kept by the teacher in their register or teacher planner. Either way, at the very heart of effective planning is taking into account the prior learning and experience of the group with whom you are working to inform planning.

Once you have the information about the pupils and know what the activity is, then you can begin planning by setting your objectives. Throughout each individual unit of work it is important that you plan objectives related to the total requirements of the curriculum framework and do not focus on one (often on developing motor skills). Thus, in England, the objectives should cover all five key processes. By planning the objectives of the unit of work first, you have a good idea what the outcome should be at the end of the unit and think about what you want to achieve through the length of the unit of work. This forms the basis for development over the unit of work. Thus, you start by planning the end first.

The specificity of the objectives in a unit of work and ILOs in lessons (see below) is crucial as they provide criteria for assessing learning. Thus, your use of language in being able to specify expectations for learning is very important in planning in the medium and short term (and later also in the long term). Words such as control, accuracy or fluency (as in the NCPE attainment target (QCA, 2007a)), do not necessarily provide a clear enough set of criteria to help move learning forward. It is important, therefore, that the outcomes include a *verb* and specification of *context* and *quality* to outline expected attainment of the objective, which in turn relate to the specific curriculum requirements. Thus, effective use of language is a skill which you need to develop, and this needs to be based on good subject knowledge (for further information about developing language see Chapter 5).

The *verb* relates directly to the targeted key process, e.g. pupils will be able to: travel (in Developing Skills in Physical Activity); devise (in Making and Applying Decisions); describe (in Evaluating and Improving); select (in Choices About Healthy, Active Lifestyles); motivate (in Developing Physical and Mental Capacities). Verbs themselves might be able to be broken down further, e.g. travel could be jump, hop, skip. The ability to relate verbs to specific key processes should help to identify outcomes for all key processes, rather than focusing on one key process (there is often a focus on developing skills in physical activity, sometimes at the expense of other key processes). This would help to overcome a concern of Ofsted (2002b: 4) that: 'Pupils' skills of observation and evaluation remain relatively weak because pupils are not always given opportunities to develop these aspects.'

When specifying the *context* for learning, the unique context of each activity and the transferability of learning across different activities should both be recognised. Sometimes the objective is specific to an activity, e.g. pupils will be able to: 'respond to

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different basic rhythmic patterns showing an awareness of beat and pulse', takes account of the uniqueness of the dance context in developing specific aspects of movement to a specific stimulus. On the other hand, sometimes the objective could be applied in a range of activities/contexts, promoting connectivity across different activity contexts, e.g. pupils will be able to: 'devise short phrases of movement which show variation in moments of stillness and fluent movement into and out of held positions'. This could apply to dance, synchronised swimming, gymnastics, for example, and therefore could be used to promote this aspect of performance in all three contexts.

Finally, specific aspects of *quality* in a pupil's response are identified. The meaning of words like control, accuracy and precision need to be clear. Does, for example, control in one context, e.g. gymnastics, equate with control in another, e.g. swimming? Vague use of language can result in a lack of consistency in the assessment of pupil learning, as what one teacher perceives as accuracy may be different to another teacher's perception. A more specific identification of aspects of quality expected from pupils in different activity contexts is needed. For example, pupils will be able to: 'shift the centre of gravity in order to best maintain balance when static or when moving', represents a specific criterion for assessing the ability to demonstrate the expected control in movement at level 4 of the attainment target without limiting the outcome to a specific activity context.

Figure 3.1 is an example of objectives for a unit of work for a year 7 group within the NCPE, using gymnastics as its context for learning and mapping in different aspects of range and content. The objectives are selected from the aims identified for a particular scheme of work, specifically to 'tailor' the unit for a particular group of pupils. Thus, in order to identify objectives for a specific unit of work you would need to refer to the aims of the scheme of work within which you are planning your unit of work.

A unit of work plan also includes information about:

- the duration of the unit of work;
- facilities and resources needed to assist in teaching the unit, e.g. use of the sports hall or the need for video/music resources;
- the specific aspects of language you expect pupils to have acquired by the end of the unit of work;
- the broader aspects of learning to be addressed as referenced to the NCPE (QCA, 2007a).

These are shown on Figure 3.2.

Now complete Task 3.2.

Task 3.2 **Understanding a unit of work plan**

Complete a unit of work plan, using either the template in Figure 3.2 or one provided by your HEI, for a particular group of pupils you are going to teach in the near future (otherwise for a hypothetical group of pupils). Take account of the information identified above which you need to consider in your planning. Discuss your unit of work plan with your tutor and amend if appropriate. As you teach this unit of work, evaluate it carefully and record in your PDP how you might plan such a unit differently in future.

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Focus of a Unit of Work: 1) Pupils' accurate replication of actions, phrases and sequences; 2) exploring and communicating ideas, concepts and emotions; 3) identifying and solving problems; 4) exercising safely and effectively

Learning Context: Gymnastics

Duration of Unit of Work: 12 hours

Objectives (grouped under the five key processes in the NCPE in England):
By the end of this unit of work pupils will be able to:

Developing Skills in Physical Activity:

- Demonstrate a range of different body shapes during flight, balance and travel showing clarity of body shape
- Repeat simple footwork patterns in order to take off and land effectively before and after flight
- Shift the centre of gravity in order to best maintain balance when static and when moving
- Perform simple movement patterns and phrases which show effective transitions between different types of movement

Making and Applying Decisions:

- Select the most appropriate body shape in order to control the degree of rotation during flight
- Devise short phrases of movement which show variation in moments of stillness and fluent movement into and out of held positions
- Create short phrases, motifs or sequences of movement which show appropriately selected variations in body shape and use of whole or part body actions according to the context and apply this understanding when refining patterns of movement
- Devise simple phrases, motifs or sequences showing variation in speed, size, level and direction of movements

Evaluating and Improving:

- Describe an observed response or own response to a set task and identify key features within it using a set of specified criteria
- Identify strengths and areas for improvement in the response and communicate these constructively using key words

Choices about Healthy, Active Lifestyles and Developing Physical and Mental Capacities

- Choose and use a range of conditioning exercises to develop muscular strength and flexibility
- Demonstrate the self-motivation and application to complete the processes of designing and performing a sequence of movement which shows flexibility and muscular strength
- Adopt appropriate posture and understand its importance for maintaining a healthy back

■ **Figure 3.1** Examples of aspects of key processes that could feature as objectives in a unit of work for KS3 pupils

UNIT OF WORK			
TARGETED ASPECTS OF RANGE AND CONTENT:	SELECTED ACTIVITY/ACTIVITIES:		
KEY STAGE AND YEAR GROUP:	DURATION:		
RESOURCES:	LANGUAGE FOR LEARNING:		
PRIOR LEARNING:	NC BIG PICTURE LINKS:		
INTENDED LEARNING OUTCOMES	LEARNING ACTIVITIES	TEACHING AND LEARNING STYLES AND STRATEGIES	
DEVELOPING SKILLS IN PHYSICAL ACTIVITY (SPA)			
MAKING AND APPLYING DECISIONS (MAD)			
DEVELOPING PHYSICAL AND MENTAL CAPACITY (PMC)			
EVALUATING AND IMPROVING (EI)			
MAKING INFORMED CHOICES ABOUT HEALTHY AND ACTIVE LIFESTYLES (CHAL)			

■ **Figure 3.2** Template for a unit of work plan (based on the requirements for the NCPE)

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PLANNING LESSONS

Units of work are devised to meet the identified needs of a group of pupils using the departmental schemes of work, and in turn they are the basis for lesson planning, the next stage in the planning cycle. The unit of work plan should be seen as an outline, or framework, for supporting lesson planning, rather than pre-determining the outcomes and content of each lesson. The detailed planning occurs each week in the lesson plan. Lesson plans focus on the short-term learning needs of pupils. In order to impact on the quality of pupil learning in PE you need to use assessment outcomes to think critically about the quality of learning in one lesson to inform planning of the next. This requires that, if genuine progress is to be made, you assess pupils' learning on an ongoing basis to inform the planning of your next lesson. This may result in adaptations to the unit of work and individual lessons as the unit progresses.

Having an initial overview of where pupils are in terms of their learning, where you want them to be at the end of a unit of work and how they are going to get there is an important starting point for planning a sequence of lessons in a unit of work. It is important that you do not devise a unit of work outline which identifies content and ILOs in a lesson-by-lesson format and then follow this each week with your different groups, moving on to the next lesson specified in a unit of work regardless of what has or has not been learnt or whether the ILOs of the previous lesson were achieved. Such an approach means that you are tempted to follow your plan irrespective of pupil response. Rather, as the sequence of lessons progresses, you use your unit of work to map whether you are on target to meet your initial expectations for the group or whether you need to adjust these expectations as a result of the ongoing response of the group. At times you have to deviate from your original unit of work plan.

An outline of a lesson plan is included in Figure 3.3. Although this model is used in this chapter, it is just one way of writing lesson plans. Your HEI may provide a different format, in which case you should use that. Whichever format you use, it is quite likely that you will be required to think through and plan using a series of headings similar to those in the plan used in this chapter.

Each lesson plan is written for a specific group of pupils with a particular focus for learning, taken from the unit of work. Thus, the lesson plan requires you first to complete background information about:

- the year group/KS of pupils;
- the content/activity;
- the number of the lesson in the sequence of lessons in the unit;
- the time available for the lesson;
- the working area;
- the number of pupils in the lesson; and
- the equipment required.

Practical considerations such as ensuring that the facilities and equipment you are planning for are available are very important at the planning stage. This includes taking account of, for example, the number of pupils in the group and the number of mats available to use in a particular lesson.

Once you have planned these important considerations you can then decide how you are going to achieve the focus for learning in the particular lesson and build your plan around it. At this stage it is important to take into account the action points you have

LESSON PLAN							
DATE	YEAR GROUP/ KS	RANGE AND CONTENT/ ACTIVITY	LESSON IN UNIT	TIME	WORKING AREA	NO. GIRLS/BOYS	EQUIPMENT REQUIRED
ACTION POINTS FROM ASSESSMENT OF WHOLE CLASS LEARNING LAST LESSON			ACTION POINTS FROM ASSESSMENT OF SAMPLE OF PUPILS' LEARNING LAST LESSON				
NCPE KEY PROCESSES	KEY WORDS FOR THIS WEEK'S ILOS - REFER TO LAST WEEK'S ASSESSMENT DATA AND USE THESE TO INFORM YOUR ILOS IN THE SECTION BELOW AND YOUR LPS INSIDE THIS PLAN		NAME OF PUPIL		DIFFERENTIATION REQUIRED FOR THIS LESSON - REFER TO LAST WEEK'S ASSESSMENT DATA AND USE TO INFORM DIFFERENTIATED LEARNING ACTIVITIES COLUMN INSIDE PLAN		
SPECIFIC AND ASSESSABLE INTENDED LEARNING OUTCOMES – CROSS REFERENCE THESE TO YOUR UNIT ILOS, NUMBER AND ANNOTATE AGAINST YOUR SELECTED NCPE KEY PROCESSES FOR THIS LESSON AND WRITE AS ‘VERB, CONTEXT, QUALITY’							
By the end of this lesson pupils will be able to:							
NUMBER	PROCESS						

Figure 3.3 Template for a lesson plan

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Time						
ILOs						
Whole Class Learning Activities						
Differentiated Learning Activities for Individuals and/or Ability Groups						
Learning Points – ensure these address processes identified in the lesson ILOs						
Organisation of Pupils, Equipment, Resources and Space						
Teaching Styles and Strategies						

■ **Figure 3.3** Template for a lesson plan (continued)

ASSESSMENT OF WHOLE CLASS LEARNING																
ILO NO. AND KEY PROCESS																
KEY WORDS FROM THIS LESSON'S ILOS AND LPS																
ASSESSMENT OF WHOLE CLASS LEARNING USING ABOVE KEY WORDS FROM THIS LESSON'S ILOS AND LPS																
ABILITY GROUP	WT	ACH	WB	WT	ACH	WB	WT	ACH	WB	WT	ACH	WB	WT	ACH	WB	WB
APPROX % OF PUPILS																
KEY WORDS FOR NEXT LESSON'S ILOS																
ASSESSMENT OF LEARNING AGAINST ILOS FOR IDENTIFIED SAMPLE OF PUPILS																
PUPIL NAME	ILO 1	ILO 2	ILO 3	ILO 4	ILO 5	ASSESSMENT OF PUPIL LEARNING USING IDENTIFIED KEY WORDS FOR THIS LESSON			ACTION POINTS FOR LEARNING IN NEXT LESSON. USE TO INFORM NEXT LESSON'S DIFFERENTIATION							
EVALUATION OF YOUR OWN LEARNING																

■ **Figure 3.3** Template for a lesson plan (continued)

WT = working towards; ACH = achieving; WB = working beyond

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identified from assessment of whole class learning and from assessment of a sample of pupils' learning in the last lesson, or from other sources if this is the first time you have taught the class. This ensures that you plan one lesson based on the outcomes of, and learning from, the previous lesson – using the crucial link between planning and assessment of, and for, learning (see assessment in Chapter 8).

Just as objectives are identified for units of work, ILOs need to be specified for all lessons. The selected ILOs for a lesson should relate back to the objectives for the unit of work. Ideally, an effectively planned unit of work helps you to establish the focus and level for these. ILOs for lessons should be pitched to meet the needs of the majority of pupils within the group, identified from prior assessment outcomes. Thus, your specific ILOs for the lesson build specifically from the previous lesson. As with objectives for units of work, these outcomes are clearly specified using *verb*, *context* and *quality* (see above), should represent learning across the NCPE key processes and also provide pupils with opportunities to demonstrate broader aspects of learning from the NC (see Chapter 14).

Below is an example of how an ILO for *making and applying decisions* in a lesson using the verb, context, quality framework relates directly to the exemplar unit of work provided in Figure 3.1 above.

- *Unit objective: devise short phrases of movement which show variation in moments of stillness and fluent movement into and out of held positions.*
- *Related lesson ILO: compose a short individual phrase of movement into and out of an inverted balance using rolling actions demonstrating that the end of one movement becomes the beginning of the next.*

Now complete Task 3.3

Task 3.3 **Devising lesson ILOs**

Observe a PE lesson taught by an experienced PE teacher. Write down what you think the ILOs of the lesson are. Afterwards, discuss with the teacher:

- the planned ILOs and those which you identified to see if you are in agreement;
- whether you think the ILOs (both yours and the teachers, if they were different) were achieved in the lesson; and
- how the lesson ILOs relate to the overall unit of work objectives.

Store this in your PDP to reflect on when you write your own ILOs.

Be careful that your lesson plans do not include a predominance of ILOs and, hence, activities for developing skills in physical activity but few relating to any of the other key processes in the NCPE. There should be ILOs and activities for all key processes over the course of a unit of work. ILOs for all key processes not only help you to think more broadly than developing skills; if you do not plan for the key aspects in your ILOs and activities, they are unlikely to be included in a lesson and, therefore, key aspects of learning are omitted. Sometimes assumptions are made, for example, that pupils are able to evaluate and improve effectively. Thus, it is unlikely that ILOs for evaluating and improving the work of a peer are achieved if there are no learning activities to ensure that

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pupils are, for example, taught to stand in the right place to observe, use a set of criteria to observe against, analyse response using these criteria, use appropriate technical language to feedback and to be constructive in their feedback by identifying strengths as well as areas for development. Pupils need to learn how to evaluate and improve; this does not just happen. You, therefore, need to plan how pupils are going to learn this. However, even ILOs and activities for developing skills can be superficial if careful attention is not given to them. ILOs and activities should specify what you want to see in the response and how you expect it to be demonstrated, but also should prompt you, and subsequently the learner, to consider why a skill is performed in such a way and possibly when and where it is most appropriate to use such a skill. For example, you should articulate why the side-on body position opens up the body to release the arm as a lever to vary the level of weight and power behind a throw and not just state that you want to see a side-on body position to throw an implement. By doing this you are also enabling pupils to develop transferable knowledge, skills and understanding to help them make connections across activities.

In planning a lesson, by setting ILOs first, you have begun planning what you hope to achieve at the end of the lesson first (as with setting unit of work objectives first – see above). This is vital in keeping you on course and ensuring that you and your pupils can see a purpose to each task. Having decided on your ILOs, next you need to look at how you can begin to achieve them. Where do you start? What would be the most appropriate way? What do you want to achieve initially? These are questions which you need to ask yourself at this stage. The second stage of planning is, therefore, to go to the beginning and plan the specific content of the lesson. However, you may also want to plan this backwards. For example, if you have an ILO for pupils to compose a short individual phrase of movement into and out of an inverted balance using rolling actions demonstrating that the end of one movement becomes the beginning of the next, the first question might be what shorter sequences might they put together to be able to build up to the longer sequence? The next question might be what learning activities will help pupils learn the individual skills (balance, roll, travel), a range of ways of linking these and the creativity to develop an individual sequence. Likewise, if you have an ILO for pupils to be able to outwit an opponent in a game of 5 v 5 hockey, a question you may ask is: what smaller side game experience would be helpful for them to experience first? e.g. outwitting an opponent in a 2 v 2 situation. The next question might be what skill(s) do they need to master to work effectively in the 2 v 2 situation? e.g. being able to send and receive from both right and left. A final question might be how can I use the introductory warm-up activity to prepare the pupils for the skills I am to work on? Many PE lessons are broken down into three parts: introduction and warm-up; main part; conclusion.

Although the first teaching part of the lesson is the introduction and warm-up, the lesson actually begins at the moment the bell goes. It is important, therefore, that you plan for what happens before you begin teaching. The beginning and end of lessons, especially in PE, can eat into a large amount of lesson time. You must organise and manage the pupils getting changed and into the teaching space as quickly as possible so that you can begin your lesson promptly. If the lesson is 35 minutes long, you could finish up with only 15–20 minutes of teaching, so it is essential that as little time as possible is wasted. You need to plan the time in the changing room and when pupils first enter the working space in order to maximise learning opportunities. You can save a lot of time in the first part of the lesson by planning to use tasks which serve as a warm-up but also involve the practice and development of the topic. The introduction

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and warm-up can be shortened or extended according to the total length of time available (Chapter 6 covers organisation and management in more detail).

Introduction and warm-up

This part of the lesson might start with a brief verbal introduction. Perhaps you could remind pupils of work covered in the previous lesson, explain the ILOs and/or the topic or theme for this lesson or just set up the first task and identify key words pupils will be using during the lesson to support learning. You need to tune-in the pupils to the topic or theme of the lesson. With this in mind, select material for this early part of the lesson which has a bearing on what is to follow; perhaps the warm-up can embed movement patterns which pupils will use later on in the lesson within a particular activity. This not only emphasises what is being covered but it also helps you to give pupils the right sort of preparation and practice. In any case, keep your talk to a minimum at this stage in order that pupils can be involved immediately in activity, especially if it is a cold day. The initial warm-up task needs to be of an aerobic nature to increase the heart and lung rate and begin to warm the pupils.

Main part

This part of the lesson is probably the most important because it is the development of the topic or theme and should help to promote pupil understanding. It forms the major part of the lesson, both in time and work covered. It is generally the part of the lesson in which pupils are introduced to new skills, revise and practice old skills or are given the opportunity to practice and improve a whole activity. However, the structure can take a number of forms, depending on the focus of the lesson. The lesson may, for example, focus on making and applying decisions or evaluating and improving activities. It may include the practice of a particular skill(s) associated with an activity or may be practising the whole activity (e.g. a whole game in order to understand the links between technical and tactical response). It may be piecing together a dance, with pupils developing and practising their dance to show at the end of the lesson (for which time must be given). It may, for example, follow a whole-part-whole approach whereby the whole activity is tried, and then it is broken down into parts before the whole activity is tried again. As well as the focus of the lesson, the actual structure depends on the length of time of the lesson (see also time below). For example, if you have a very short gymnastics lesson, you might only be able to complete a floor work session as there is not time to get apparatus out. Alternatively though, in another short lesson, perhaps the following one, you might spend all the time doing apparatus work. In a longer lesson both floor work and apparatus work may be covered.

Conclusion

This is a very small part of the lesson in terms of time, perhaps only a few minutes, but an extremely important part for a number of reasons and needs to be built into the lesson plan. You must allow for this part of the lesson in your overall plan. You must allow time to recap on what has been covered and what learning has taken place, returning, for example, to the key words that pupils have learned to consolidate their learning and give time for a calm, orderly and purposeful conclusion. Also, make sure that you finish your lesson on time, so that pupils are not late for their next lesson.

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Most of your lesson time should be given to learning activities in the main part of the three-part structure. You need to plan the time to be given to each learning activity/part of the lesson. The 'teaching time' of the lesson (that is the amount of time you actually have on the field or in the gymnasium) determines the overall structure, and the length of time given to each part.

The main body of the lesson plan in Figure 3.3 has been set out in seven columns, under the headings of:

- time;
- ILO to be achieved in this part of the lesson;
- whole class learning activities to achieve the ILO;
- differentiated learning activities to achieve the ILO;
- learning points (some HEIs use the term teaching points instead of learning points);
- organisation of pupils, space, equipment and resources;
- learning and teaching strategies.

This seven-column plan is a useful method of helping you to think through in detail your planning and preparation. It focuses on each aspect of the lesson so that you can prepare yourself carefully with regard to the ILOs. It focuses you on pupils' learning but also ensures that you plan carefully the content/material you plan to teach, the relevant learning points, as well as learning and teaching strategies and the various organisational points of space, equipment and pupil groupings in order to achieve the ILOs. By reading across the seven columns of the lesson plan, you can see a logical link between all these aspects of the lesson.

Writing down a time allocation at the side of each activity/part of your lesson plan may help you to keep within certain time limits, but you must allow for some deviation and be prepared, if necessary, to change the time allocated to each activity/part as you go through the lesson according to your observations of pupils' responses. Think about the following suggestions which also help to save time, but ensure that you still achieve quality in your teaching. Can you:

- Simplify the game (for example, smaller numbers, fewer rules, less complex to set up)?
- Shorten the sequence (for example, fewer moves or skills required)?
- Show half a class at a time instead of many groups (and focus the observation)?
- Cut down on your instructions (keep explanations concise) (see also Chapter 5)?
- Keep up the pace of your teaching (be brisk and avoid any time-wasting) (see also Chapter 7)?

Now complete Task 3.4

Task 3.4 **Managing lesson time**

Observe a lesson taught by an experienced PE teacher. Make a note of the amount of time given to each learning activity. Then plan a lesson for an activity and group of your choice, allowing for 40 minutes of teaching time. Apportion the time as you think most appropriate. If you get an opportunity, try out the plan with a class and evaluate it in terms of time allocation. Store the plan and evaluation in your PDP to refer to, as appropriate, in future planning.

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Learning activities should be selected to enable specific ILOs to be achieved. These should be pitched to meet the learning needs of the majority of pupils within the group. If the ILOs reflect learning across the NCPE key processes and broader aspects of learning, the learning activities should do so as well. Therefore, you should build into your lesson planning a process of cross mapping the selected ILOs to the learning activities. For example, below is a lesson ILO for evaluating and improving and the development of communication as a key skill:

- *Observe a pair motif and provide feedback on how changes in level and pathway are utilised using key words, identifying strengths in response first followed by areas for development.*

This requires pupils to engage in at least one learning activity in which they have the opportunity to observe and analyse performance. To achieve this learning activity, therefore, pupils need to be provided with specified key words that form criteria with which to analyse the response and to understand how to structure feedback, working on their communication skills. This might involve the pupils working in threes, a pair performing the motif while one pupil observes using key words written on to a worksheet or a whiteboard.

You should also consider how you are going to differentiate the learning activities to meet the needs of different groups of pupils, including those pupils who are achieving at levels above or below the majority of the group. You can differentiate in many different ways, for example:

- increasing or decreasing the complexity of the sequence of movement they are performing;
- adapting or changing the working space, equipment or resources in some way;
- altering the way in which you are grouping the pupils;
- adjusting your use of language to the needs of the pupils by, for example, changing the nature of your questioning techniques or supporting spoken language with visual stimuli.

Approaches to differentiation can be by task set (different tasks are set), by the outcome (pupils undertake the same task but different levels of outcome are expected), by assessment (pupils undertake the same tasks but are assessed differently), by approach (some pupils respond better to, for example, a didactic approach whilst you are trying to develop the independence of others).

After you have identified and carefully selected your lesson ILOs and activities and planned the time for each one, you should be planning the detail of making these work. This includes how you are going to organise and manage the pupils, space, equipment and resources to make maximum use of the time available, and taking account of safety factors right from your first point of contact with the pupils. Planning of organisation and management should focus on the whole lesson, but particular attention should be paid to planning transition phases – how pupils move from one task into another. (Organisation and management is covered in Chapter 6 and safety in Chapter 9.) You also need to plan the learning and teaching strategies. You should also cross-reference with your ILOs and learning activities to ensure that they enable the ILOs to be achieved (selecting appropriate teaching strategies is covered in Chapter 10).

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Once you have planned a progressive sequence of learning activities and appropriate teaching strategies and how these are to be organised to support pupil attainment against your ILOs, you need to consider and plan a set of specific criteria to help you assess whether the ILOs have been met during and after the lesson. Learning points (for each of the key processes) enable you to observe, analyse and provide feedback formatively during the lesson as well as summatively against the achievement of the ILOs. Many student teachers find it easiest to identify learning points for how a skill should be performed, but not always why, where and when. They find it more difficult to identify learning points for making and applying decisions and evaluating and improving. Thus, particular attention must be given to planning learning points for those key processes.

Tasks 3.5, 3.6 and 3.7 are designed to help you make sense of the various aspects of lesson planning by working through these in relation to one of your own lessons.

ASSESSING AND EVALUATING YOUR LESSONS

You have identified in your ILOs, learning activities and learning points, criteria for assessment for and of learning (see Chapter 8). You can plan opportunities during the lesson to enable you to utilise the criteria, for example, in a small sided game take time to stand back and observe and analyse the response. The outcome enables you to adapt the next part of the lesson according to pupils' response and progress in the lesson. This requires you to be flexible and to deviate from your lesson plan if needed.

Likewise, you can use the criteria for assessment to evaluate the lesson after you have taught it. Before you can begin to think about planning the next lesson, you need to use information from lesson assessment to evaluate the effectiveness of the lesson in terms of both what pupils learnt and the quality of pupils' learning. Assessment of the quality of learning is broken down into assessment of whole group and individual pupil learning. You can analyse the quality of response across the whole group, estimating how many pupils have achieved the ILOs, how many are still working towards them, and how many are working beyond them. If a low percentage of pupils achieve the expected attainment in one ILO, that tells you that you need to revisit this for the whole group in your ILOs next week. If a high percentage of pupils achieved the expected ILO, you can move the group on to a more challenging aspect of learning. However, you have to consider not only whether the ILOs of the lesson were achieved, but also whether the expected attainment was pitched appropriately in the first place, i.e. whether they were, in fact, realistic and appropriate. The lesson plan outline also encourages you to select a sample of pupils (e.g. a range of ability or gender) within the group to assess against the ILOs. This should help you to plan differentiated tasks for the next phase of learning, within the lesson or in the next lesson. These tasks should be pitched to meet the needs of individuals or the groups that these individuals are representing as part of your whole class planning and to adjust your teaching strategies to meet the needs of the group. This is essential if pupils are to make progress.

Assessment of pupil learning should also prompt you to evaluate the effectiveness of your teaching and what you as the teacher learnt from teaching the lesson. Evaluation of teaching must be informed by assessment of pupil learning if it is to be at all meaningful and impact upon the quality of response by both the learner and the teacher. Knowledge and understanding of learners' responses should help to adapt and change many aspects of your teaching. Therefore, planning structures should prompt you to assess pupil learning and use this information to reflect critically on how to

LEARNING TO TEACH PE IN THE SECONDARY SCHOOL**Task 3.5 Lesson planning**

Take one of your lesson plans and use this monitoring sheet to check that you are taking account of the following considerations in planning your lessons.

Discuss with your tutor and identify areas of strength and areas for development in your planning. Store this in your PDP and complete on future occasions to help you understand how your planning is developing.

Activity and group Lesson in unit Date	
Aspect of Planning	Comment
ILOs are both specific and assessable. They are written in terms of what pupils will learn rather than what you will do or what you will teach and include verb , context and quality	
ILOs relate to the unit of work objectives and do not just include developing skills in physical activity but map across all NCPE key processes	
Key words are identified from the ILOs for this lesson and they have been informed by assessment outcomes from the previous lesson	
Action points are included for a sample of pupils	
Learning activities are differentiated – for individuals and/or groups	
Learning points are 'bullet pointed' and relate to what you expect to observe. These should also represent all the NCPE key processes identified in the ILOs	
Full consideration has been given to organisation and management of pupils, space, equipment and resources, including transitions, taking account of safety factors	
Comments and targets for future lesson planning	

Task 3.6 Structuring lessons

Write out two *different* but *consecutive* lesson plans for short lessons of gymnastics (maximum teaching time 25 minutes), one of which must include apparatus work (some suggested plans for the lay-out of apparatus are included on this book's website: (www.routledge.com/textbooks/9780415561648)). Discuss the plans with your tutor and evaluate the feasibility of each one. Include the plan and evaluations in your PDP for reference in future planning.

Task 3.7 Planning progressions

Select one particular ILO for a lesson you are planning to teach and think out three stages of practice (progressions) which would help a beginner pupil to build up to the outcome. Try these practices out yourself and ask another student teacher to observe. Decide between you whether the progressions are logical, but also how you could adapt the practices to make them easier or harder for pupils of varying abilities. Try these out in a teaching situation. Record your progressions and adaptations in your PDP and refer to them to inform planning of other progressions.

improve pupil learning and also your approaches to teaching. In any evaluation all the questions are focused around one important factor and that is 'what did the pupils achieve?'

The different aspects of a lesson evaluation can be summarised in three questions:

- 1 *What* did the pupils achieve/learn or not achieve/learn?
- 2 *Why* did they achieve/learn or not achieve/learn. In other words why did this learning take place/not take place? What aspects of my planning/teaching were effective/less effective, e.g. was it too difficult, was there not enough time etc.?
- 3 *How* should I plan/teach in the next lesson to accommodate these findings? What do I continue to do next time or what do I need to do differently to promote learning, e.g. differentiate more/better, provide more specific feedback etc.?

The lesson plan in this chapter requires you to assess whole class and individual pupil's learning before evaluating your own teaching. If you structure your evaluation under the three headings:

- assessment of whole class learning;
- assessment of learning for identified sample of pupils;
- evaluation of your learning,

you can begin to be quite critical in your analysis of the lesson of what the pupils achieved and how this matched up with the ILOs, but also the effectiveness of the lesson.

In addition to evaluating whether the ILOs were achieved, there are many aspects

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of your lessons on which you can focus in evaluation. At the beginning of your school experiences these might focus, for example, on your organisation and management, on your voice, on whether you planned the right amount of material for the length of the lesson or how you responded to pupil behaviour. As you gain experience, the focus of the evaluation should change. You cannot consider too many foci in one lesson, therefore you may want to focus some evaluations on selected aspects of the lesson. The aspects on which you focus may be the result of, for example, previous observations or evaluations. You must also consider how you can address any issues or areas for development in the evaluation and try to put this into practice in future lessons. This is prompted on the lesson plan by identifying action points for the next lesson.

You will find it helpful to evaluate the lesson and write down comments about it as soon as possible after you have taught it. This makes it easier to clarify your thoughts whilst they are still fresh in your mind and allows you to reflect on what happened in that particular lesson (especially if you have to teach a similar lesson to a different class on another day).

The information you gather when completing assessment of pupils' learning and evaluations of their learning and your teaching can feed into assessment of pupils over a unit of work. This system should allow you to plan for the next unit of work. This reflects the cyclical nature of planning – teaching – assessing and evaluating. Task 3.8 is designed to help you with evaluating lessons.

Task 3.8 **Evaluating lessons**

Following one of your lessons (possibly the one used in Task 3.5) use this monitoring sheet to evaluate the lesson.

Discuss with your tutor and identify areas of strength and areas for development in your evaluation. Store in your PDP to refer to when working on developing your ability to evaluate lessons.

Aspect of evaluation	Comment
What did the pupils achieve/learn or not achieve/learn?	
Why did they achieve/learn or not achieve/learn?	
What do I continue to do next time or what do I need to do differently to promote learning?	
Comments and targets for future lesson planning	

SUMMARY AND KEY POINTS

Planning is at the heart of what it means to be a professional. It is crucial that you recognise that taking ownership of this process, valuing it and understanding how it impacts on pupils' experiences in school can help to drive forward pupils' learning and your own teaching. This chapter has provided a model for planning in PE which takes you through the processes of long-, medium- and short-term planning in PE. The chapter worked through practical examples of planning units of work and lesson plans. Closely aligned with the need to plan effectively is the need to assess against ILOs. The chapter highlighted how information gathered about how ILOs have been met can be used to plan the next phase of learning and to evaluate the effectiveness of your approaches to teaching. The model illustrates how this cyclical process can be organised. However, at the heart of this chapter is a prompt for you to think critically about your planning and not to repeat practice you experience or copy current practice without questioning it.

Check which requirements for your course you have addressed through this chapter.

FURTHER READING

Capel, S., Breckon, P. and O'Neill, J. (2006) *A Practical Guide to Teaching Physical Education in the Secondary School*, London: Routledge.

This book contains four chapters which cover planning (Chapter 5: Long-term planning of the physical education curriculum; Chapter 6: Medium- and short-term planning on physical education; and two chapters on planning for broader dimensions of pupils' learning: Chapter 7 focuses on citizenship, social, moral, spiritual, cultural and personal development; and Chapter 8 focuses on key skills and the use of information and communications technology). It would be useful to complete activities 5.3, 5.5, 5.7, 6.3, 6.4, 6.9, 6.10.

Cohen, L., Manion, L. and Morrison, K. (2004) *A Guide to Teaching Practice*, 5th edn, London: Routledge.

This book focuses on important basic skills you need to develop for learning to teach. It includes a section on planning.

Kerry, T. (2004) *Learning Objectives, Task Setting and Differentiation*, Cheltenham: Nelson Thornes.

This book should help you to design effective learning objectives, then to focus on setting tasks and differentiation in relation to these identified objectives.