

FA Skills Programme – Short Term Plan





School:	Example Academy	Date:	12/04/16	Time:	50 Mins	Year:	2	Lesson no:	1/6
Prior Learning:	As part of a previous half terms PE, pupils were taught basketball. They were taught basic attacking/defending principles & practiced a variety of movements with the ball in their hands (dribbling in all directions, passing, receiving) last half term.								

	Work Area	Vocabulary	Responsibilities of additional staff	Notes
Pre Lesson Info	-Yard (25x50)	-Travel -Control -Stop -Safely	- Assist with organisation of lessons e.g. giving out footballs - Assist with one to one support of pupils, linked to learning outcomes - Provide any further support to SEN - Assist with initial assessment of pupils	-28 Children in class -2 SEN
Learning Focus:	Pupils will develop ways to travel with the ball in a safe way during unopposed and semi-opposed activities.			
Learning Outcomes	Technical (Doing)	Physical (Doing)	Psychological (Thinking & Doing)	Social (Discussing & Doing)
		- Most pupils will be able to demonstrate travelling with the ball inside an area under control	- Some pupils will be able to identify what travelling with the ball under control inside an area will look like	- All pupils will be able to identify what 'playing safely' means

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Diagram	Organisation		Differentiation – AFL – Inclusion	
	<p>- Area marked out at 25x25 -Pupils gets one ball each & are asked to travel with the ball using their feet inside the area -Approx. 10 mins followed by set 1 questions Progression -Pupils play 'The Cube.' Pupils start with nine lives and lose a life each time they fail on one of the following levels;</p> <ol style="list-style-type: none"> 1) Don't let your ball go outside the area 2) As level 1 + don't let your ball touch another person 3) As Level 1 & 2 + don't let your ball touch another persons ball <p>Play each level for around 5 minutes asking</p>	<p>questions in set 2 between each level. Pupils can refresh their lives if all nine are lost Pupils are encouraged to be honest with their lives and to try their hardest to keep their nine lives for as long as possible</p> <p>Progression - include some defenders with a ball. Pupils lose a life in level 4 if their ball goes outside the area or a defender touches the top of the ball.</p> <p>Defenders are encouraged to catch different people each time. Play level 4 for five minutes before increasing/ decreasing number of defenders.</p>	<p>Technical (Doing)</p>	<p>Psychological (Thinking & Doing)</p> <p>S - Change the size of the playing area T - Pupils can score bonus points for travelling in between two other pupils E - Safe areas (shapes) can be included where no guards can enter. P - One individual may be given their own guard within the game to specifically play against each other. (differentiation)</p>
	<p>Questions & Challenges</p> <p>Set 1 Questions -What does 'play safely' mean? -What can we do to make sure we don't risk the safety of other people?</p> <p>Set 2 Questions -What did you have to do on that level? -What did you have to do to have success on that level?</p> <p>Challenges - Try to keep your ball moving all of the time -Try to move quicker when you think you can</p> <p>Lesson Plenary Questions -What does 'playing safely' mean? What can we do so that we don't risk the safety of others? -What does travelling with the ball under control look like?</p>	<p>Physical (Doing)</p> <p>Most pupils will be able to demonstrate travelling with the ball inside an area under control.</p> <p>Observe & provide feedback to pupils on the following; Can pupils use both feet to move the ball? Can pupils keep the ball within reach as they move? Can pupils move into space as they travel with the ball (how do they know where the space is as they travel?) (AFL)</p>	<p>Social (Discussing & Doing)</p> <p>Ask pupils to discuss with a partner, then to swap partners and discuss with someone different each time (Inclusion)</p>	

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Lesson Review:	
What Went Well	The organisation of the session helped get the pupils playing quickly and with good understanding of the activity, which in turn gave each pupil an opportunity to develop each of the LOs. Explanation of the levels was also good and helped pupils understand the expectations for each level. Pupils were engaged throughout the lesson and I was happy with the level of activity within the lesson for each pupil. Pupils were able to demonstrate a good level of 'playing safely' within the lesson when on own, in small groups and as a whole class. Through a high level of activity time I feel I was able to work well with the teacher to gain a good understanding of the group, and assess them to identify some good opportunities for development moving forwards, Finally, the language and technical information used helped the pupils understand and demonstrate the key skills being looked at within this lesson through use of words they gave me to explain what they were doing, and linking this to information needed to help them understand.
Even Better If	I was able to give the supporting adults specific roles within the lesson to support the individual development of pupils. I was able to use the STEP principle in more detail to really impact the learning of our more able pupils in this lesson. I got to know more names within the class quicker so that I could provide more specific feedback and praise to individuals as they were participating within the lesson.
Changes for Next Time	Provide specific information to the supporting adults, with details linked to specific development opportunities for individual pupils. Use differentiation for more able pupils linked to task for use of both feet, and people so individuals can be matched up 1v1 or 2v1 within the practice dependent on their needs. Try to pick up and remember names quickly so that specific praise and feedback can be given throughout the lesson using individual names (relevant and specific feedback). Also helps as an intervention to be able to praise and highlight good practice of individuals within the lesson.
Key	  