



CITY IN THE COMMUNITY

Short Term Plan

- DRA Completed
- Teacher Present

This template aims to support teachers to plan PE lessons which focus on targeted areas of work highlighted and prioritised in the medium term plan.

School: School:

Teacher name: Teacher Name:

Class: Class

What progress have my pupils made against the medium term plan?	What activity will my pupils do when they arrive?
<p><i>CONSIDERATIONS FOR COACH; Did I achieve the outcomes of the MTP? - What went well?</i></p> <p>To develop dribbling skills with changes of speed and direction</p>	<p><i>PEP TALK: Re-cap - what did we learn last week? How did we do this? Today we will be working on (share the BBL's below) PL Values – how can we demonstrate our value in today's lesson?</i></p> <p>Write here...</p>

Building blocks of learning - What skills will I help my pupils develop

Thinking skills	Social & emotional skills	Physical skills
<p>Why is it important to keep control of the ball? How can changing speed and direction help me?</p>	<p>Helping others to improve Perseverance and resilience Learning from mistakes</p>	<p>Variety of movements skills Dribbling skills - controlled touches Balance & coordination Changes of speed Changes of direction</p>

What did I learn about...

CONSIDERATIONS FOR COACH; What could I change for next time to improve the sessions further? - How will I do this?

the pupils?	teaching PE?
Write here...	Write here...

Activity Design

Arrival activity

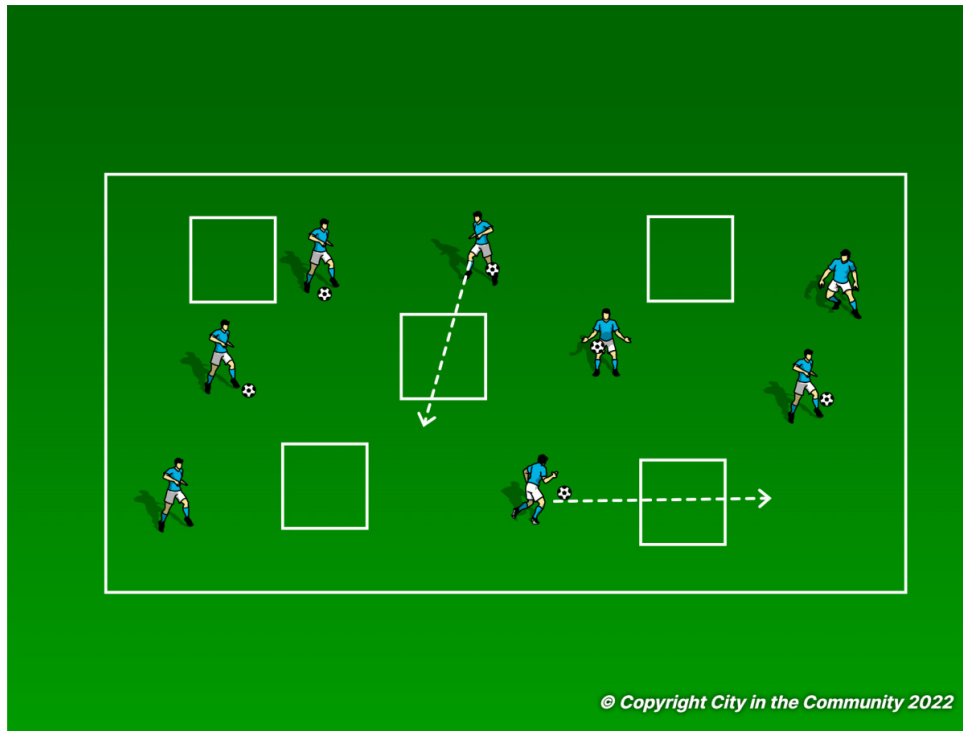
ACTIVATION

Organisation

- Lots of 5×5 squares set up around the area
- Pupils try and to run through as many squares as they can within a time limit, collecting points as they go
- Pupils try to avoid colliding with each other and look for free squares to run through

Progression

- Challenge them to turn right and left when inside the square
- Challenge them to pretend to go one way then the other when inside a square



Main activity

TECHNICAL PRACTICE

Organisation

- Similar set up as the activation
- Inside some of the squares there will now be blockers
- Pupils can decide to either find a free square to go through or try and get past one of the blockers
- Blockers can move from square to square if they wish

Regression

- Do not allow blockers to move, so the pupils know where the free squares will always be

Progression

- Reduce the size of the squares to make it more difficult to get through
- Have a blocker for every square, but make some of the squares larger

