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| LESSON TITLE: | |  | | | |  | TRAINEE TEACHER: | | | |  | |  |
| SUBJECT: | | | |  | |  |
| DATE | | PERIOD/TIME | ROOM | | YEAR/GROUP | GROUP DETAILS | | | | | | |  |
| Click or tap to enter a date. | |  |  | |  | Total: | SEND: | More Able: | | EAL: | | PP: | FSM: |
| Learning and Teaching Objectives/Outcomes | | | | | | Previous lesson title/focus: | | | | Next lesson title/focus: | | |  |
|  | | | | | |  | | | |  | | |  |
| Context: (National Curriculum reference/Specification theme or topic): | | | | | | Resources | | | | | | |  |
|  | | | | | |  | | | | | | |  |
| Enrichment/consolidation/wider skills (including Literacy and Numeracy) | | | | | | Risk Assessment (if applicable) | | | | | | |  |
|  | | | | | | Complete/ Not completed (please delete) | | | | | | |  |
| Adaptive Practice *(identify and specify methods: Support, Outcome, Resource &/or Task)* | | | | | | | | | | | | | |
| Individuals/groups for targeted support  Support:  Resource: | | | | SEND/EAL/PP | | | | | More able | | | | |
| Homework / Independent Study | | | | | | Potential errors and misconceptions: | | | | | | |  |
| All: |  | | | | |  | | | | | | |  |
| Challenge: |  | | | | |

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| University Big Question: |  |
| Subject Lens Focus: |  |

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| Timings | Pupil Activity and Learning  (Intent) | Teacher Activity and Assessment  (implementation) | Key Knowledge |
| 5-10 mins | Warm – Recap grip, dribbling,  Distribute 4 different coloured bibs at the start of the lesson to each learner for the game element of the lesson.  Red: F.B, A.D, M.B, N.P, A.X, M.Z.  Blue: L.P, D.H, G.C, R.M, Z.Y. Yellow: J.E, A.H, I.H, A.I, S.O, B.S.  Green: J.K, L.D, S.K, L.L, A.R, H.W. | 1. Dribble from one end to another on the astro- can you show me the correct grip? Keep ball close to stick.   HEALTH AND SAFETY POINTS: Stick must always remain below waist height (no swinging the stick) Cannot hit the other players stick or body. | Introduce key terminology –  1)Left hand at top of stick right hand halfway down stick.  2)Head up, knees bent, ball out in front of you when dribbling.  3)Use reverse stick to keep control. |
|  | Introduction to shooting  ALL LEARNERS MUST SHOW MASTERY AT EACH STAGE BEFORE MOVING ON. Mastery is shown by performing the skill effectively 3 times.   1. Perform the Hit Shot without a ball. 2. Place a ball on a cone. Hit the ball off the cone using the Hit Shot into the goal. 3. Take 5 steps away from the ‘D’. Dribble the ball to the outside of the ‘D’. Stop. Perform a Hit Shot into the net. 4. Receive a ball from your partner. Your partner will perform a push pass to get the ball to you. Stop the ball. Perform the Hit Shot, hitting the ball into the net. 5. Take 5 steps away from the ‘D’. Place a cone on step 3. Dribble around the cone. Stop the ball. Perform the Hit Shot, hitting the ball into the net. 6. Dribble around a passive defender. Dribble the ball in. Stop the ball. Perform the Hit Shot, hitting the ball into the net. 7. Dribble around a live defender. Dribble the ball in. Stop the ball. Perform the Hit Shot, hitting the ball into the net. | Demonstration of the Hit Shot from me.  Questions to readdress the teaching points: ‘Where will my arms and stick face at the end?’ ‘Which body part can I not lift my stick above?’ ‘Where do our hands go?’  ‘What is the difference between a live defender and a passive defender?’.  Can be used to confirm knowledge has been embedded particularly in SEND learners.  Learners to be split into 4 groups using bibs once they are changed, these will be the groups they are in for their activity.  Red: F.B, A.D, M.B, N.P, A.X, M.Z.  Blue: L.P, D.H, G.C, R.M, Z.Y. Yellow: J.E, A.H, I.H, A.I, S.O, B.S.  Green: J.K, L.D, S.K, L.L, A.R, H.W.  Red and Blue on supervised court, Yellow and Green on unsupervised court.  Learners do not collect ball until each person on their goal has completed their challenge!: | Key teaching points:  1-Hands together at top of stick. Lead shoulder to target in goal, front foot in line with the ball.  2- Head down and over ball; eyes focused on ball.  3- Short, quick backswing using forearms/wrists.  4- Momentum forward through front leg  5- Arms and stick finish in line to target  6- Follow through to the waist |
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*Add additional rows for teaching activities as necessary.*

Risk Assessment section

* Only necessary for practical sessions such as Science practicals, Physical Education lessons or Humanities field trips.
* Please indicate the level of risk by inserting ‘X’ into the most appropriate table cell and detail, above in your plan, how you will minimise risk and take remedial action in the event of an incident.

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|  | | | Impact | | | |
| 0 | 1 | 2 | 3 |
| Acceptable | Tolerable | Unacceptable | Intolerable |
| Little or no effect | Effects are felt but not critical | Serious impact to courses of action & outcome | Could result in disasters |
| Likelihood | Improbable | Risk unlikely to occur |  |  |  |  |
| Possible | Risk will likely occur |  |  |  |  |
| Probable | Risk will occur |  |  |  |  |