

PHYSICAL EDUCATION LESSON PLAN TERM 1 WEEK 3

Name:					Age Group: 9-12 years old
Unit: Baseline Assessment					Lesson No: 1, 2
Unit Objective: To understand the students' current level of performance, to give students' a starting point from which progress can then be measured					
Class:	Class Size:	Venue: Hall / Basketball Court	Duration: 1 hr	Equipment Required: Low and high hurdles, platform box	Date:

Lesson Objectives:	Psychomotor	
	Cognitive	
	Affective	

Assumptions on Student Learning:	
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Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
Start: Ensure students are feeling well, reminders to mask-off during lesson, go through lesson schedule					
1.	<ul style="list-style-type: none"> ▪ Increase core temperature to prepare body for exercise ▪ Increase blood flow to muscles 	<ul style="list-style-type: none"> ▪ Dynamic Warm Up ▪ Run 5 rounds around perimeter of basketball court 		<u>Dynamic Warm Up</u> <ul style="list-style-type: none"> ▪ Jog on the spot ▪ Arm rotations (front and back) ▪ Torso rotations ▪ High knees ▪ Calf raises 	10 mins
Transition 1: Water break					
2.		FGS PE Baseline Assessment <ul style="list-style-type: none"> ▪ Refer to test components on PE website ▪ Refer to video on PE website 	<ul style="list-style-type: none"> ▪ Teacher will demonstrate each test component before getting the students to attempt ▪ Video modelling is available on the website 		45 mins
Transition 2: Water break					
3.	<ul style="list-style-type: none"> ▪ To return the muscles trained to their original resting length ▪ Prevent injury and reduce lactic acid build-up 	Static Cool Down		<u>Static Cool Down</u> <ul style="list-style-type: none"> ▪ Neck stretch ▪ Deltoid stretch ▪ Tricep stretch ▪ Side stretch ▪ Quadricep stretch ▪ Calf stretch 	5 mins

Task No.	Objective	Activity	Teaching Cues	Routines and Organisation	Practice Time
Close: Recap of the lesson, student reflection on the lesson					

Reflections (Choose 1 aspect of the lesson to reflect on – positive or negative one. It can be written in point form – not more than 1 page)

1. What happened? (What did my students do? What did I do?)
2. Why? (Why did I think things happened this way? Why did I choose to act the way I did?)
3. So what? (What have I learnt from this?)
4. Now what? (What do I want to remember to think about in a similar situation? How do I want to act in future?)