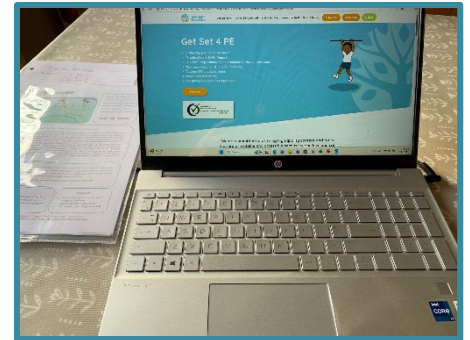


Lesson Management – planning ahead for transitions

Transitions between activities or progressions within an activity can lead, to low level disruption and to an unnecessary lack of focus.

When reading the lesson plan from your scheme of work / planning, look at how you can manage these changes between the progressive activities suggested in the plan.
(Other schemes of work are available)



For instance, in a Games lesson, the plan may start with pupils working in pairs within a grid square which they have set up using 4 cones to mark out their playing area.

The pupils will then progress their skills and apply them in a simple game adaptation. For this they will need to create 2 'goals' through which they should try to dribble the ball (e.g. in Hockey or Football type activities). This set up will require pupils getting 4 more cones from a central point, waiting while their partner gets them and then setting them up upon their return to their working space on the field / playground. This can waste time and allow pupils to become disengaged or off task.



By planning ahead, reading through the lesson plan, and looking at these transitions between activities, you can see that this could lead to issues. The quicker the changes are set up the sooner the pupils are back on task, learning and being active. To help try this **TOP TIP!**



From the first activity after the warm up, get the pupils to take out 8 cones to form their working area – 4 of one colour, 4 of another.

This is to deliver the first planned activity which may be dribbling a ball in the set area, passing to, and receiving the ball from a partner.



1. Place white cones over the top of Orange ones as shown

Place down the four cones of one colour to form the work space for the first activity, but place the four cones of the other colour under each one. When the pupils are then told to create two 'goals' on the sidelines of their grid they can take off the top cones and use each of these to make up



2. The white cones can now be removed and placed down to form 'Goals' along the two endlines as shown.

This also works if you want the pair to then go to working on their own in a grid as they can use the four top cones to set up a separate grid square for one of them to work in, or as an area to defend against an attacker etc.



Try it as a way of keeping pupils engaged and having faster transitions between learning activities.

Let us know how it goes! We love to hear about your successes!