

Plan Of Learning For The Year (Units 1, 6, 10, 11, 12, 13, 14 and 15)

Half Term 1

- Unit 1 – Sport and exercise physiology.
- Unit 6 – Coaching for performance and fitness.
- Unit 13 – Nutrition for sport and exercise performance.
- Unit 14 – Technology in sport and exercise science.

Half Term 2

- Unit 1 – Sport and exercise physiology.
- Unit 13 – Nutrition for sport and exercise performance.
- Unit 14 – Technology in sport and exercise science.
- Unit 15 – Sports injury and assessment.

Half Term 3

- Unit 1 – Sport and exercise physiology.
- Unit 11 – Sports massage.
- Unit 12 – Sociocultural issues in sport and exercise.
- Unit 14 – Technology in sport and exercise science.
- Unit 15 – Sports injury and assessment.

Half Term 4

- Unit 1 – Sport and exercise physiology.
- Unit 11 – Sports massage.
- Unit 12 – Sociocultural issues in sport and exercise.
- Unit 14 – Technology in sport and exercise science.
- Unit 15 – Sports injury and assessment.

Half Term 5

- Unit 10 – Physical activity for individual and group-based exercise.
- Unit 11 – Sports massage.
- Unit 12 – Sociocultural issues in sport and exercise.
- Unit 14 – Technology in sport and exercise science.
- Unit 15 – Sports injury and assessment.

Half Term 6

- Unit 10 – Physical activity for individual and group-based exercise.
- Unit 11 – Sports massage.
- Unit 12 – Sociocultural issues in sport and exercise.
- Unit 14 – Technology in sport and exercise science.
- Unit 15 – Sports injury and assessment.

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • On-going formative assessment by teachers during lessons. • Self and peer assessment in relations to assignment brief and its criteria. • One-to-one discussions between staff and students. • Written set tasks within lessons and as part of homework/IL (Independent Learning). • Practical lessons to promote understanding and retrieval of subject specific content. • Formal submissions and feedback in-line with awarding body's rules. 	<ul style="list-style-type: none"> • Club links enabling students to experience practical learning and consolidation of subject specific content. • Provide suitable sporting documentaries for students to watch and interact with as part of homework/IL. • Engage with online quizzes to stimulate learning on specific content covered across all units. 	<ul style="list-style-type: none"> • Independent, paired and group work throughout lessons. • Create a sense of belonging, worth and contribution to a team. • Broaden the horizons and increase the aspirations of students. • Learn about iconic sporting figures in relation to units covered. • Provide clear educational pathways for students to move onto in the sporting world.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Referencing and how to conduct one's own research and collate findings. • Styles of academic writing; research projects, data analysis, articles, facts vs opinions. 	<ul style="list-style-type: none"> • Sequencing of learning (units) allows students to access and re-access content delivered. • Units across the two-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content. • SSV (Subject Specific Vocabulary) underpins each unit which flow between one another. 	<ul style="list-style-type: none"> • Continual reference to success criteria within all assignment briefs. • Unified approach to assessment and feedback. Students understand where feedback is, how it is presented, and next steps in improving work. • Differentiated student resources including, templates, scaffolded tasks/worksheets, checklists, resource booklets, online/interactive web pages and student revision guides.