

Plan Of Learning For The Year (R182 – The Body’s Response To PA (Physical Activity))

<p>Half Term 1</p> <ul style="list-style-type: none"> R182 TA1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities. <p>Half Term 2</p> <ul style="list-style-type: none"> R182 TA1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities. <p>Half Term 3</p> <ul style="list-style-type: none"> R182 TA2: The Musculo-skeletal system and how the use of technology supports different types of sports and their movements. 	<p>Half Term 4</p> <ul style="list-style-type: none"> R182 TA2: The Musculo-skeletal system and how the use of technology supports different types of sports and their movements. <p>Half Term 5</p> <ul style="list-style-type: none"> R182 TA3: Short-term effects of exercise on the cardio-respiratory and muscular-skeletal systems. <p>Half Term 6</p> <ul style="list-style-type: none"> R182 TA3: Short-term effects of exercise on the cardio-respiratory and muscular-skeletal systems.
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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 MB (Mark Bands). 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. 	<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 (sports injuries). 	<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"> Stereotyping in sport. How the body works and what makes an athlete “fit”. Sexism in sport. 	<ul style="list-style-type: none"> Sequencing of learning (units) allows students to access, and re-access content delivered. Units across the three-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 across all three MB (Mark Bands). 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, resource booklets, online/interactive web pages.