

Plan Of Learning For The Year (Unit/Topic/Project Context)

Half Term 1 - Chapter 4 (Paper 2)

- Exam – Review of year 1 study – what can you remember?
- Badminton practical lessons
- Skill and ability (definitions) – classification of skill.
- Types of goals (performance and outcome). The use of evaluation of setting performance and outcome goals.
- SMART targets – The use of SMART targets to improve/optimize performance.
- Basic information processing model.
- Revision of ALL content.
- Formal assessment 1 – review of all knowledge up till now.

Half Term 2– Chapter 4/5 (Paper 2)

- Guidance on performance – identify and evaluate the effectiveness of types of guidance.
- Table tennis practical.
- Feedback on performance – identify and evaluate the effectiveness of types of feedback.
- Application of how optimal arousal has to vary in relation to the skill / stress management techniques.
- Aggression (direct/indirect) personality types (introvert/extrovert) and motivation (intrinsic/extrinsic)
- Start of chapter 5 – socio-cultural influences eg. Factors affecting participation – gender and age.
- Factors affecting participation eg – family, peers, ethnicity and disability.
- Etiquette, sportsmanship, gamesmanship, contract to complete.

Half Term 3 – Chapter 5 (paper 2)

- Performance enhancing drugs (PEDs). Why do people take them? What harm do they cause?
- Netball / basketball practical's
- Revision and recap for FA2.
- Formal assessment 2 – Review of ALL learning.
- Commercialisation – the media with examples and impacts.
- Commercialisation – sponsorship with examples and impacts.

Half Term 4 - Chapter 5 (paper 2)

- The impact of technology – Hawkeye, performance analysis aids, TV match officials – positive and negative impacts.
- Spectator behaviour – hooliganism and how to combat it.
- *Chapter 2 (paper 1)* – What is a lever? Types of levers: first class, second class and third class levers.
- Handball practical's
- Level recap and mechanical advantage.
- Basic movements recap: flexion, extension, abduction, dorsi/plantar flexion and rotation.
- Planes of movement – frontal, transverse, sagittal.

Half term 5 - Chapter 1-6 (paper 1 and 2)

- Revision for unit 4, 5, 3, 6, 1 and 2.
- Formal assessment 3 – MOCK EXAM
- Lacrosse running/hockey/goalball practical's
- How to answer 6 mark questions – paper 1 (Units 1, 2 and 4)

Half Term 6 – Chapter 1-6 (paper 1 and 2)

- How to answer 6 mark questions – paper 2 (Units 3, 5 and 6)
- How to answer 9 mark questions – paper 1 (Units 1-6)
- Athletics practical's
- Formal assessment 4 – long answer questions (units 1-6)

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> • Self and peer assessment • On-going formative assessment during lessons by teacher • Student/teacher one-to-one discussions • Termly teacher assessed tasks • Termly formal assessments • Regular vocabulary learning homework and quizzing 	<ul style="list-style-type: none"> • Links to professional athletes – observe documentaries of their success. • Use of videos to analyse performances and utilise these to develop own practical performance. 	<ul style="list-style-type: none"> • Learning about other countries, cultures and traditions of how some countries may produce athletes which will be ‘better’ at other sports due to the countries natural facilities. • Cultural factors that affect an individual’s lifestyle factors. • Working independently, in pairs and in groups. • Understanding the role of individuals in a team. • Develop understanding of individual differences and the impact people may face due to these.

Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> • Differentiating between training methods and training types. • Application of written notes and how to apply these to exam style questions. • Understanding command words of exam questions. • Understanding mark schemes to use correct terminology. 	<ul style="list-style-type: none"> • Regular revisiting of core vocabulary, grammar, opinions, key verbs in new contexts. • Planning / preparing revision material for frequent review of learning. 	<ul style="list-style-type: none"> • Core vocabulary list with key words and terminology defined. • Regular use of scaffolds and structured practice. • Clearly defined success criteria and use of clear feedback to model a perfect answer. • Stretch activities built into each lesson