

Plan of Learning for the Year (R181 – Applying the Principles of Training) and (R182 – The Body's Response To PA (Physical Activity))

<p>Half Term 1</p> <ul style="list-style-type: none"> R181: Task 5 – Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme <p>Half Term 2</p> <ul style="list-style-type: none"> R181: Task 3 – Topic Area 2: Principles of training in sport <p>Half Term 3</p> <ul style="list-style-type: none"> R182: Task 1 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems 	<p>Half Term 4</p> <ul style="list-style-type: none"> R182: Task 1 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems <p>Half Term 5</p> <ul style="list-style-type: none"> R182: Task 2 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems <p>Half Term 6</p> <ul style="list-style-type: none"> R182: Task 2 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-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. 	<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.

<ul style="list-style-type: none"> • 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"> • Learn about iconic sporting figures in relation to units covered. • Provide clear educational pathways for students to move onto in the sporting world.
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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.