

Plan of Learning for the Year (R181 – Applying the Principles of Training) and (R182 – The Body's Response To PA (Physical Activity))	
<b>Half Term 1</b> <ul style="list-style-type: none"> <li>R181: Task 5 – Topic Area 4: Evaluate own performance in planning and delivery of a fitness training programme</li> </ul>	<b>Half Term 4</b> <ul style="list-style-type: none"> <li>R182: Task 1 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities</li> <li>Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> </ul>
<b>Half Term 2</b> <ul style="list-style-type: none"> <li>R181: Task 3 – Topic Area 2: Principles of training in sport</li> </ul>	
<b>Half Term 3</b> <ul style="list-style-type: none"> <li>R182: Task 1 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities</li> <li>Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Topic Area 3: Short-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> </ul>	<b>Half Term 5</b> <ul style="list-style-type: none"> <li>R182: Task 2 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities</li> <li>Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> </ul>
	<b>Half Term 6</b> <ul style="list-style-type: none"> <li>R182: Task 2 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities</li> <li>Topic Area 2: The musculo-skeletal system and how the use of technology supports different types of sports and their movements</li> <li>Topic Area 4: Long-term effects of exercise on the cardio-respiratory and musculo-skeletal systems</li> </ul>

Feedback, Retrieval & Assessment	Super curriculum opportunities / extra-curricular activities	Cultural Capital, SMSC, Careers and Futures
<ul style="list-style-type: none"> <li>On-going formative assessment by teachers during lessons.</li> <li>Self and peer assessment in relations to MB (Mark Bands).</li> <li>One-to-one discussions between staff and students.</li> </ul>	<ul style="list-style-type: none"> <li>Club links enabling students to experience practical learning and consolidation of subject specific content.</li> <li>Provide suitable sporting documentaries for students to watch and interact with as part of homework/IL.</li> <li>Engage with online quizzes to stimulate learning on specific content (sports injuries).</li> </ul>	<ul style="list-style-type: none"> <li>Independent, paired and group work throughout lessons.</li> <li>Create a sense of belonging, worth and contribution to a team.</li> <li>Broaden the horizons and increase the aspirations of students.</li> </ul>

<ul style="list-style-type: none"> <li>Written set tasks within lessons and as part of homework/IL (Independent Learning).</li> <li>Practical lessons to promote understanding and retrieval of subject specific content.</li> </ul>		<ul style="list-style-type: none"> <li>Learn about iconic sporting figures in relation to units covered.</li> <li>Provide clear educational pathways for students to move onto in the sporting world.</li> </ul>
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Common misconceptions	Connecting New Knowledge	Challenge for all
<ul style="list-style-type: none"> <li>Stereotyping in sport.</li> <li>How the body works and what makes an athlete “fit”.</li> <li>Sexism in sport.</li> </ul>	<ul style="list-style-type: none"> <li>Sequencing of learning (units) allows students to access and re-access content delivered.</li> <li>Units across the three-year course overlap in areas allowing students to access content/knowledge previously learnt and make suitable links to future content.</li> <li>SSV (Subject Specific Vocabulary) underpins each unit which flow between one another.</li> </ul>	<ul style="list-style-type: none"> <li>Continual reference to success criteria across all three MB (Mark Bands).</li> <li>Unified approach to assessment and feedback. Students understand where feedback is, how it is presented, and next steps in improving work.</li> <li>Differentiated student resources including, templates, scaffolded tasks/worksheets, resource booklets, online/interactive web pages.</li> </ul>