

Plan of Learning for the Year (R182 – The Body's Response To PA (Physical Activity) (R180 – Reducing the risk of sports injuries

Half Term 1

- R182: Task 3 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities

Half Term 2

- R182: Task 3 – Topic Area 1: The cardio-respiratory system and how the use of technology supports different types of sports and their intensities
- R180: Topic Area 1: Different factors which influence the risk and severity of injury

Half Term 3

- R180: Topic Area 2: Warm up and cool down routines
- R180: Topic Area 3: Different types and causes of sports injuries

Half Term 4

- R180: Topic Area 4: Reducing risk, treatment and rehabilitation of sports injuries and medical conditions
- R180: Topic Area 5: Causes, symptoms and treatment of medical conditions

Half Term 5

- R180 Topic areas 1-5.
- R180: Examination

Half Term 6**Feedback, Retrieval & Assessment****Super curriculum opportunities / extra-curricular activities****Cultural Capital, SMSC, Careers and Futures**

- 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.

- 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).

- 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**

- Best methods for training and how to improve fitness.
- Types and causes of injuries.
- Ways in which injuries can/should be treated.
- Common medical conditions.

- 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.

- 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.

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| | <ul style="list-style-type: none">• SSV (Subject Specific Vocabulary) underpins each unit which flow between one another.• Differentiated student resources including, templates, scaffolded tasks/worksheets, resource booklets, online/interactive web pages. |
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