

Plan of Learning for the Year (R181 – Applying the Principles of Training)

Half Term 1

- R181: Task 1 – Topic Area 1: Components of fitness applied in sport

Half Term 2

- R181: Task 1 – Topic Area 1: Components of fitness applied in sport
- R181: Task 2 – Topic Area 1: Components of fitness applied in sport

Half Term 3

- R181: Task 2 – Topic Area 1: Components of fitness applied in sport

Half Term 4

- R181: Task 2 – Topic Area 1: Components of fitness applied in sport
- R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme

Half Term 5

- R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme

Half Term 6

- R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme

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. • Best methods for training and how to improve fitness. 	<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. 	<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.

	<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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