

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

<p><b>Half Term 1</b></p> <ul style="list-style-type: none"> <li>R181: Task 1 – Topic Area 1: Components of fitness applied in sport</li> </ul> <p><b>Half Term 2</b></p> <ul style="list-style-type: none"> <li>R181: Task 1 – Topic Area 1: Components of fitness applied in sport</li> <li>R181: Task 2 – Topic Area 1: Components of fitness applied in sport</li> </ul> <p><b>Half Term 3</b></p> <ul style="list-style-type: none"> <li>R181: Task 2 – Topic Area 1: Components of fitness applied in sport</li> </ul>	<p><b>Half Term 4</b></p> <ul style="list-style-type: none"> <li>R181: Task 2 – Topic Area 1: Components of fitness applied in sport</li> <li>R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme</li> </ul> <p><b>Half Term 5</b></p> <ul style="list-style-type: none"> <li>R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme</li> </ul> <p><b>Half Term 6</b></p> <ul style="list-style-type: none"> <li>R181: Task 4 – Topic Area 3: Organising and planning a fitness training programme</li> </ul>
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<b>Feedback, Retrieval &amp; Assessment</b>	<b>Super curriculum opportunities / extra-curricular activities</b>	<b>Cultural Capital, SMSC, Careers and Futures</b>
<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> <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>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> <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>

<b>Common misconceptions</b>	<b>Connecting New Knowledge</b>	<b>Challenge for all</b>
<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> <li>Best methods for training and how to improve fitness.</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> </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> </ul>

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