

OCL PE Curriculum: Long Term Plan

Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
Y7 Knowing myself: <i>Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses. They will develop teamwork and understand responsibilities required to be successful in sport and health lessons</i>	<p>In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g., Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					
<p>EXAMPLE Rationale</p> <p>Activities in Year 7 start with baseline testing lessons of locomotion, object control, stability skills and fitness. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.</p>						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<i>Baseline & HRF</i>	<i>Badminton/Basketball</i>	<i>OAA/Rounders/Ultimate</i>	<i>Rugby & Football</i>	<i>Athletics</i>	<i>Athletics</i>
	<i>Baseline & Football/Rugby</i>	<i>Football/Rugby</i>	<i>Netball/Hockey</i>	<i>OAA & Rounders</i>	<i>Softball & Rounders</i>	<i>Softball & Rounders</i>
	<i>Baseline & Badminton/Basketball</i>	<i>Netball/Hockey</i>	<i>Gymnastics & Dance</i>	<i>Netball/Hockey</i>	<i>Cricket</i>	<i>Cricket</i>
	<i>Baseline & Netball/Hockey</i>	<i>Gymnastics & Dance</i>	<i>HRF</i>	<i>Gymnastics & Dance</i>	<i>Tennis</i>	<i>Tennis</i>
	<i>Gymnastics & Dance</i>	<i>HRF</i>	<i>Badminton/Basketball</i>	<i>HRF</i>		
				<i>Badminton/Basketball</i>		

	<p>Core skills:</p> <p>Movement skills - Demonstrate fundamental movement skills of running, jumping, throwing, catching, and hitting across a range of activities.</p> <p>Health and fitness - Demonstrate a good level of physical activity within lessons by applying the components of fitness.</p> <p>Leadership – Students will demonstrate good communication skills and will be able to work confidently within a team.</p> <p>Technical skills - Replicate the skills required in these activities and how they affect performance.</p> <p>Dance - Move with increased fluency and demonstrate creativity within performances.</p> <p>Analytical skills – Identify strengths and areas for improvement within performances.</p> <p>Competition - Demonstrate skills and techniques in a variety of activities with confidence when under pressure.</p> <p>Tactical knowledge - Identify ways to improve chances of success and suggest tactics to use in a variety of activities and situations.</p> <p>Sportsmanship – Students will understand the basics of fair play and behave in an appropriate manner in sporting situations.</p> <p>Wider skills:</p> <p>Evaluation - Accurately describe own strengths and areas for improvement in sports and fitness.</p> <p>Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.</p> <p>Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others’ feelings and emotions.</p> <p>Communication - Communicate effectively with peers using verbal and non-verbal methods.</p> <p>Sportsmanship - Maintain a positive sporting attitude and emotional control during competitive situations.</p>					
	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
Y8	<p style="text-align: center;">In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games 					

Developing a growth mind set:

Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally and socially. Students will positively reinforce improvements in themselves and others.

- Striking and fielding
 - Dance
- Individual sports (e.g., Athletics and Gymnastics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities

Rationale

Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
HRF	Badminton/Basketball	OAA/Rounders/Ultimate	Rugby & Football	Athletics	Athletics
Football/Rugby	Football/Rugby	Netball/Hockey	OAA & Rounders	Softball & Rounders	Softball & Rounders
Badminton/Basketball	Netball/Hockey	Gymnastics & Dance	Netball/Hockey	Cricket	Cricket
Netball/Hockey	Gymnastics & Dance	HRF	Gymnastics & Dance	Tennis	Tennis
Gymnastics & Dance	HRF	Badminton/Basketball	HRF Badminton/Basketball		

Core skills:

Movement skills - Build upon the fundamental skills taught in Y7 by competently demonstrating them across a range of activities.

Health and fitness - Demonstrate acceptable levels of fitness relative to normative data and recognise where improvements can be made.

Leadership – Demonstrate basic leadership skills and begin to lead on small aspects of the lessons such as group warmups.

Competition - Demonstrate improved technique in a variety of activities in a game setting.

Dance - Link basic dance movements together with fluency and precision.

Sportsmanship – Students will be respectful to their peers and demonstrate empathy and honesty when playing competitively.

Tactical knowledge - Identify and implement basic tactics within a variety of activities.

Technical skills - Build upon the techniques taught in Y7 and demonstrate them with increased confidence.
Analytical skills – Describe strengths and areas for improvement and suggest ways to improve future performances.

Wider skills:

Integrity - Maintain respect for oneself their peers and the activity undertaken, be always open and honest.

Compassion - Be responsive to others’ emotions and demonstrate a genuine concern for one’s own and others’ health and wellbeing.

Collaboration - Work effectively as part of a team with minimal instructions and contribute to group discussions.

Self-motivation - Demonstrate an inner drive to improve and be successful. Engaging in tasks for enjoyment and satisfaction.

Empathy - Identify and respond appropriately to the feelings of others, positively reinforce improvements within oneself and their peers.

Perseverance - Demonstrate a continued effort to achieve something despite difficulties or failure.

Autumn Term

Spring Term

Summer Term

1.1

1.2

2.1

2.2

3.1

3.2

Y9

Developing Leadership

Students will develop leadership qualities, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's

In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:

- Invasion games
- Net/Wall games
- Striking and fielding
 - Dance
- Individual sports (e.g., Athletics and Gymnastics)
 - Outdoor Adventurous Activities
 - Health Related Fitness Activities
 - Leadership

will be given the opportunity to gain leadership skills and work with governing bodies for different sports.

Rationale

Additional to earlier KS3 activities students will be undertake a young leaders award. Activities are planned to give students the opportunity to experience progress in a wide range sport and activity available in the physical education national curriculum. Availability of facility, time of year, teacher expertise and local opportunities are taken into consideration when designing the long-term plan. Activities are also designed to align with the local school sports partnership, local competitions, and events. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>HRF</i>	<i>Badminton/Basketball</i>	<i>OAA/Rounders/Ultimate</i>	<i>Rugby & Football</i>	<i>Athletics</i>	<i>Athletics</i>
<i>Football/Rugby</i>	<i>Football/Rugby</i>	<i>Netball/Hockey</i>	<i>OAA & Rounders</i>	<i>Softball & Rounders</i>	<i>Softball & Rounders</i>
<i>Badminton/Basketball</i>	<i>Netball/Hockey</i>	<i>Gymnastics & Dance</i>	<i>Netball/Hockey</i>	<i>Cricket</i>	<i>Cricket</i>
<i>Netball/Hockey</i>	<i>Gymnastics & Dance</i>	<i>HRF</i>	<i>Gymnastics & Dance</i>	<i>Tennis</i>	<i>Tennis</i>
<i>Gymnastics & Dance</i>	<i>HRF</i>	<i>Badminton/Basketball</i>	<i>HRF</i> <i>Badminton/Basketball</i>		

Core skills:

Leadership - Lead, organise and manage a sporting activity through a variety of roles with confidence.

Health and fitness - Demonstrate fitness levels that are above average and understand how to improve one's fitness.

Tactical knowledge - Select and apply a range of tactics in a variety of activities with success.

Sportsmanship – Students will demonstrate good sportsmanship and will create a positive learning atmosphere.

Technical skills - Build upon the techniques taught in Y8 and demonstrate them with increased confidence under high pressure situations.

Dance - Link more complex dance movements together with fluency and precision.

Analytical skills – Students will effectively assess their performance and identify and implement activities that will help to improve future performances.

Competition - Demonstrate a good technique when performing skills in a competitive environment.

	<p>Movement skills - Build upon the fundamental skills taught in Y8 by competently linking movement skills together to perform more complex sporting movements.</p> <p>Wider skills:</p> <p>Self-discipline - Students demonstrate the value of discipline and hard work with regular committed efforts to improve health and wellbeing.</p> <p>Aspirations - Students can explain the importance of PE in their wider lives and they are passionate about the goals they want to achieve.</p> <p>Respect - Develop the knowledge and skills to ensure that students motivate and instil a sporting attitude within themselves and others through mutual respect.</p> <p>Organisation - Being a productive member of the class who can manage their time effectively and prioritises tasks that are important.</p> <p>Problem-solving - Demonstrate critical thinking by using inquiry processes to work both individually and collaboratively to overcome problems. Students</p> <p>Perseverance - Are persistent in their attempts to improve their health and wellbeing despite any difficulties or delays in achieving their goals.</p>					
<p><i>LTP should be adapted by department to suit local context needs and expertise.</i></p> <p>The LTP must meet the minimum NC requirements.</p>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y10</p> <p>Improving resilience:</p> <p><i>Students will learn about mental health (factors that can support positive mental health and barriers that prevent it). Students will explore how to handle pressure, coping</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities 					

mechanisms and routines that build resilience.

Rationale

In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at college/university. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities.

At Mayfield we have trialled a new approach to KS4 PE in Y10 last year, allowing the students to choose the activity that they would like to take part in for the half term. We have found that this improved engagement and relationships with students. Therefore we are going to continue to use this approach and play to PE staff members' strengths.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Student Choice	Student Choice	Student Choice	Student Choice	Student Choice	Student Choice
<i>Fitness</i>	<i>HIIT Workout</i>	<i>Cheer/Gymnastics</i>	<i>Dance</i>	TBC	TBC
<i>Handball</i>	<i>Football</i>	<i>Basketball</i>	<i>Netball</i>		
<i>Hockey</i>	<i>Badminton</i>	<i>Circuits</i>	<i>Football</i>		
<i>Boxercise</i>	<i>Fitness</i>	<i>Hockey</i>	<i>Fitness</i>		

Core skills:

Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one's own fitness.

Sportsmanship – Students will demonstrate consistently good sportsmanship and instil a positive sporting attitude within their peers.

Dance – Create and perform routines incorporating different dynamics and styles.

Competition - Demonstrate a strong technique when performing skills in a competitive environment.

Leadership – Plan and lead sporting activities with minimal supervision to peers and younger children.

Analytical skills – Reflect upon performances and analyse strengths and areas for improvement. Select appropriate activities to improve future performances.

Tactics - Confidently implement a range of tactics in a variety of activities with success.

Movement skills – Perform complex movement skills with good technique and apply these to a variety of sporting contexts.

Technical skills – Perform more complex technical skills under pressure with good technique.

	<p>Wider Skills:</p> <p>Self-control - Students can override impulses to respond to situations in a positive manner. Students can effectively manage actions, feelings, and emotions.</p> <p>Resilience - Students can take setbacks positively and channel their disappointment to do better next time. They will develop coping mechanisms that will help them to cope with failure.</p> <p>Confidence - Students are willing to challenge themselves, speak openly and promote a positive relationship with the activities taught.</p>					
<p><i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i></p>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p style="text-align: center;">Y11</p> <p>Making healthy choices</p> <p><i>Students will be given responsibility for making their activity choices in lesson. Students will understand the short and long term physical and mental health benefits to exercise. Students will plan exercise beyond the school day and be able to discuss with teachers any support they may require.</i></p>	<p>In KS4, students will be given the opportunity to experience and perform in a range on sports and activities that they can take part in out of school and in later life to lead a healthy and active lifestyle including:</p> <ul style="list-style-type: none"> • Invasion games • Net/Wall games • Striking and fielding <ul style="list-style-type: none"> • Dance • Individual sports (e.g Athletics and Gymnastics) <ul style="list-style-type: none"> • Outdoor Adventurous Activities • Health Related Fitness Activities <p>In KS4, activities are planned to encourage lifelong involvement in an active and healthy lifestyle. Student voice will be involved with activities on the long-term plan along with, availability of facility, time of year, teacher expertise and local opportunities. Activities will still be designed to align with the local School Sports partnership local competitions and events but also looking at other local opportunities to exercise and sports that may be played recreationally at university. Activities are also chosen that promote pathways to our community sports clubs and local physical activity opportunities..</p>					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Student Choice	Student Choice	Student Choice	Student Choice	Student Choice	Student Choice
	<i>Fitness</i>	<i>HIIT Workout</i>	<i>Cheer/Gymnastics</i>	<i>Dance</i>		
	<i>Handball</i>	<i>Football</i>	<i>Basketball</i>	<i>Netball</i>		
	<i>Hockey</i>	<i>Badminton</i>	<i>Circuits</i>	<i>Football</i>		
	<i>Boxercise</i>	<i>Fitness</i>	<i>Hockey</i>	<i>Fitness</i>		
<p>Core skills:</p> <p>Tactical knowledge - Confidently implement a range of tactics in a variety of activities with success.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p>Dance – Plan, lead and perform more complex routines demonstrating more complex dynamics and in a range of styles.</p> <p>Health and fitness - Demonstrate a good knowledge of health and fitness and actively improve upon one’s own fitness.</p> <p>Leadership – Plan and lead sporting activities competently and enthusiastically to peers and younger children.</p> <p>Analytical skills - Critically analyse performances explaining strengths and areas for improvement. Select and justify appropriate activities to improve future performances.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment.</p> <p>Technical skills - Perform more complex technical skills under pressure with strong technique.</p> <p>Movement skills - Perform complex movement skills with strong technique and apply these to a variety of sporting contexts.</p> <p>Wider skills:</p>						

Independence - Students are self-aware, self-monitoring and self-correcting. They take initiative and know what they need to do. They take ownership of their mistakes and work to the best of their ability.

Inclusion - Students accept diversity and inclusion as a way of life and embrace cultures, traditions, and beliefs with respect and without judgement.

Lifelong participation - Students have a love for health and wellbeing they actively seek physical activities and sports that they can play outside of the Academy. They have the knowledge and skills to lead healthy, active lives.

BTEC TECH Award in Sport

Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 1	1.2 Unit 1	2.1 Unit 1	2.2 Unit 2	3.1 Unit 2	3.2 Unit 2
BTEC Sport Y10	<p>Topic: Explore types and provision of sport and physical activity for different types of participants</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Types and providers of sport and physical activities</p> <ul style="list-style-type: none"> Types of sport and physical activity Outdoor activities Physical fitness activities Benefits of sport and physical activities Provision of sport and physical activity Characteristics of provision sectors Advantages and disadvantages of provision sectors. <p>Types and needs of sport and physical activity participants</p> <ul style="list-style-type: none"> Age of participants Disabled participants Participants with long-term health conditions Physical activity needs of participants <p>Barriers to participation in sport and physical activity</p> <ul style="list-style-type: none"> Cost of participation 	<p>Topic: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Different types of sports clothing and equipment required for participation in sport and physical activity</p> <ul style="list-style-type: none"> Clothing Footwear Sport-specific equipment Protection and safety equipment Equipment for people with disabilities Assistive technology Facilities Officiating equipment Performance analysis <p>Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <ul style="list-style-type: none"> Clothing Footwear Sport-specific equipment Protection and safety equipment 	<p>Topic: Preparing participants to take part in sport and physical activity</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Planning a warm-up</p> <ul style="list-style-type: none"> Types of pulse raiser activities Types of mobilisers activities Types of preparation stretch activities Response of the cardiorespiratory system Response of the musculoskeletal system <p>Adapting a warm-up for different categories of participants and different types of physical activities</p> <ul style="list-style-type: none"> Adapting warmups for different categories of participants Adapting warmups for specific physical activities <p>Delivering a warm-up to prepare participants for physical activity</p> <ul style="list-style-type: none"> Organisation and demonstration of activities Supporting participants as they take part in the warmup 	<p>Topic: Understand how different components of fitness are used in different physical activities</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Components of physical fitness</p> <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Muscular strength Speed Flexibility Body composition <p>Components of skill-related fitness</p> <ul style="list-style-type: none"> Power Agility Reaction time Balance Coordination <ul style="list-style-type: none"> Report writing Analytical writing Technical and tactical knowledge of chosen sports 	<p>Topic: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>GLH: 2 x Practical; 1 x Theory Lessons</p> <p>Techniques, strategies, and fitness required for different sports</p> <ul style="list-style-type: none"> Skills Strategies Isolated practices Competitive situations <p>Officials in sport</p> <ul style="list-style-type: none"> Key officials and their roles in competitions Responsibilities of the officials <p>Rules and regulations in sports</p> <ul style="list-style-type: none"> National governing bodies Number of players Length of play Scoring systems Playing areas Equipment Start and restart of play Non-adherence to rules Application of rules and regulations Continuous skills 	<p>Topic: Demonstrate ways to improve participants sporting techniques</p> <p>GLH: 2 x Practical; 1 x Theory Lessons</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <ul style="list-style-type: none"> Drills that can be used to improve specific techniques in different sports Conditioned practices Demonstrations of the technique Teaching points <p>Drills to improve sporting performance</p> <ul style="list-style-type: none"> Organisation and demonstration of drills and conditioned practices to participants supporting participants taking part in practical drills and conditioned practices Performance analysis Leadership skills Communication Practical demonstrations Organisation

<ul style="list-style-type: none"> • Access to sport and physical activity • Time barriers • Personal barriers • Cultural barriers <p>Methods to address barriers to participation in sport and physical activity for different types of participants</p> <ul style="list-style-type: none"> • Cost • Access • Time • Personal barriers • Cultural barriers • Report writing • Analytical writing • Comparative writing • Physical development • Emotional development • Social development • Global, international, and local issues in sport and health 	<ul style="list-style-type: none"> • Equipment for people with disabilities • Assistive technology • Facilities • Officiating • Performance analysis <p>Limitations of using technology in sport and physical activity</p> <ul style="list-style-type: none"> • Time • Access to technology • Cost of technology • Accuracy of data • Usability • Research skills • Analytical writing • Comparative writing • Presenting • IT Skills (PowerPoint, text, images, embedding content) 	<ul style="list-style-type: none"> • Research skills • Leadership skills • Communication skills • Practical demonstrations • Coaching skills • Organisation • Reflective writing 		<ul style="list-style-type: none"> • Serial skills • Discrete skills • Communication • Specific demands of sport • Decision making strategies • Presenting • IT Skills (PowerPoint, text, images, embedding content) 	<ul style="list-style-type: none"> • Research skills • In-depth knowledge of chosen sport
<p>Core skills:</p> <p>Health and fitness - Demonstrate a strong knowledge of how to live a healthy active life and the different opportunities to be physically active.</p> <p>Analytical skills - Critically analyse case studies explaining what their physical activity needs are and the provisions available to them. Select and justify appropriate activities to achieve participants' needs.</p> <p>Wider skills: Inclusion. Students understand and apply different strategies and techniques to ensure that sport and physical activity are accessible to all.</p>	<p>Core skills:</p> <p>Movement skills - Demonstrate excellent movement skills, refine these skills so they can be applied across variety of sporting contexts.</p> <p>Technique skills - Perform more complex technical skills under pressure with strong technique and success.</p> <p>Leadership – Plan and lead sporting activities to help improve yours and your peers' health and fitness.</p> <p>Wider skills: Organisation. Students can systematically plan, organise and monitor different activities with minimal supervision.</p>	<p>Core skills:</p> <p>Tactical knowledge - Demonstrate a good knowledge of basic rules, regulations and basic tactics for major sports and apply this knowledge to practical performance and officiating roles.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment, apply knowledge of the sport to outwit opponents.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p>Wider skills: Reflective. Students will think about their learning and progress in lessons. They will critically evaluate their performances and identify and describe ways in which they can improve.</p>			

BTEC Level 1/2 TECH Award in Sport

Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 1	1.2 Unit 1	2.1 Unit 1	2.2 Unit 2	3.1 Unit 2	3.2 Unit 2
BTEC Sport Y10	<p>Topic: Explore types and provision of sport and physical activity for different types of participants</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Types and providers of sport and physical activities</p> <ul style="list-style-type: none"> Types of sport and physical activity Outdoor activities Physical fitness activities Benefits of sport and physical activities Provision of sport and physical activity Characteristics of provision sectors Advantages and disadvantages of provision sectors. <p>Types and needs of sport and physical activity participants</p> <ul style="list-style-type: none"> Age of participants Disabled participants Participants with long-term health conditions Physical activity needs of participants <p>Barriers to participation in sport and physical activity</p>	<p>Topic: Examine equipment and technology required for participants to use when taking part in sport and physical activity</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Different types of sports clothing and equipment required for participation in sport and physical activity</p> <ul style="list-style-type: none"> Clothing Footwear Sport-specific equipment Protection and safety equipment Equipment for people with disabilities Assistive technology Facilities Officiating equipment Performance analysis <p>Different types of technology and their benefits to improve sport and physical activity participation and performance</p> <ul style="list-style-type: none"> Clothing Footwear Sport-specific equipment 	<p>Topic: Preparing participants to take part in sport and physical activity</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Planning a warm-up</p> <ul style="list-style-type: none"> Types of pulse raiser activities Types of mobilisers activities Types of preparation stretch activities Response of the cardiorespiratory system Response of the musculoskeletal system <p>Adapting a warm-up for different categories of participants and different types of physical activities</p> <ul style="list-style-type: none"> Adapting warmups for different categories of participants Adapting warmups for specific physical activities <p>Delivering a warm-up to prepare participants for physical activity</p> <ul style="list-style-type: none"> Organisation and demonstration of activities Supporting participants as they take part in the warmup 	<p>Topic: Understand how different components of fitness are used in different physical activities</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Components of physical fitness</p> <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Muscular strength Speed Flexibility Body composition <p>Components of skill-related fitness</p> <ul style="list-style-type: none"> Power Agility Reaction time Balance Coordination <ul style="list-style-type: none"> Report writing Analytical writing Technical and tactical knowledge of chosen sports 	<p>Topic: Be able to participate in sport and understand the roles and responsibilities of officials</p> <p>GLH: 2 x Practical; 1 x Theory Lessons</p> <p>Techniques, strategies, and fitness required for different sports</p> <ul style="list-style-type: none"> Skills Strategies Isolated practices Competitive situations <p>Officials in sport</p> <ul style="list-style-type: none"> Key officials and their roles in competitions Responsibilities of the officials <p>Rules and regulations in sports</p> <ul style="list-style-type: none"> National governing bodies Number of players Length of play Scoring systems Playing areas Equipment Start and restart of play Non-adherence to rules Application of rules and regulations 	<p>Topic: Demonstrate ways to improve participants sporting techniques</p> <p>GLH: 2 x Practical; 1 x Theory Lessons</p> <p>Planning drills and conditioned practices to develop participants' sporting skills</p> <ul style="list-style-type: none"> Drills that can be used to improve specific techniques in different sports Conditioned practices Demonstrations of the technique Teaching points <p>Drills to improve sporting performance</p> <ul style="list-style-type: none"> Organisation and demonstration of drills and conditioned practices to participants supporting participants taking part in practical drills and conditioned practices Performance analysis Leadership skills Communication Practical demonstrations

<ul style="list-style-type: none"> • Cost of participation • Access to sport and physical activity • Time barriers • Personal barriers • Cultural barriers <p>Methods to address barriers to participation in sport and physical activity for different types of participants</p> <ul style="list-style-type: none"> • Cost • Access • Time • Personal barriers • Cultural barriers <ul style="list-style-type: none"> • Report writing • Analytical writing • Comparative writing • Physical development • Emotional development • Social development • Global, international, and local issues in sport and health 	<ul style="list-style-type: none"> • Protection and safety equipment • Equipment for people with disabilities • Assistive technology • Facilities • Officiating • Performance analysis <p>Limitations of using technology in sport and physical activity</p> <ul style="list-style-type: none"> • Time • Access to technology • Cost of technology • Accuracy of data • Usability <ul style="list-style-type: none"> • Research skills • Analytical writing • Comparative writing • Presenting • IT Skills (PowerPoint, text, images, embedding content) 	<ul style="list-style-type: none"> • Research skills • Leadership skills • Communication skills • Practical demonstrations • Coaching skills • Organisation • Reflective writing 		<ul style="list-style-type: none"> • Continuous skills • Serial skills • Discrete skills • Communication • Specific demands of sport • Decision making strategies • Presenting • IT Skills (PowerPoint, text, images, embedding content) 	<ul style="list-style-type: none"> • Organisation • Research skills • In-depth knowledge of chosen sport
<p>Core skills:</p> <p>Health and fitness - Demonstrate a strong knowledge of how to live a healthy active life and the different opportunities to be physically active.</p> <p>Analytical skills - Critically analyse case studies explaining what their physical activity needs are and the provisions available to them. Select and justify appropriate activities to achieve participants' needs.</p> <p>Wider skills: Inclusion. Students understand and apply different strategies and techniques to ensure that sport and physical activity are accessible to all.</p>	<p>Core skills:</p> <p>Movement skills - Demonstrate excellent movement skills, refine these skills so they can be applied across variety of sporting contexts.</p> <p>Technique skills - Perform more complex technical skills under pressure with strong technique and success.</p> <p>Leadership – Plan and lead sporting activities to help improve yours and your peers' health and fitness.</p> <p>Wider skills: Organisation. Students can systematically plan, organise and monitor different activities with minimal supervision.</p>	<p>Core skills:</p> <p>Tactical knowledge - Demonstrate a good knowledge of basic rules, regulations and basic tactics for major sports and apply this knowledge to practical performance and officiating roles.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment, apply knowledge of the sport to outwit opponents.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p>Wider skills: Reflective. Students will think about their learning and progress in lessons. They will critically evaluate their performances and identify and describe ways in which they can improve.</p>			

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 3	1.2 Unit 3	2.1 Unit 3	2.2 Unit 3	3.1	3.2
BTEC Sport Y11	<p>Topic: Explore the importance of fitness for sports performance</p> <p>GLH: 1 X Practical; 2 x Theory Lessons</p> <p>The importance of fitness for successful participation in sport</p> <ul style="list-style-type: none"> • Aerobic endurance • Muscular endurance • Muscular strength • Speed • Flexibility • Body composition • Power • Agility • Reaction time • Balance • Coordination <p>Fitness training principles</p> <ul style="list-style-type: none"> • FITT principles • Additional principles of training <p>Exercise intensity and how it can be determined</p> <ul style="list-style-type: none"> • Intensity • Target zones and training thresholds • The Borg (6-20) Rating of Perceived Exertion • Relationship between heart rate and RPE 	<p>Topic: Investigate fitness testing to determine fitness levels</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Importance of fitness testing and requirements for administration of each fitness test</p> <ul style="list-style-type: none"> • Reasons for fitness testing • Pre-test procedures • Knowledge of published standard test methods and equipment • Accurate measurement and recording of test results • Interpretation of test results • Select tests for given purposes and participants • Reliability of tests • Validity of results • Practicality <p>Fitness test methods for components of physical fitness</p> <ul style="list-style-type: none"> • Multi-stage fitness test • Yo-yo test • Harvard step test • 12-minute cooper run or swim • One-minute press-up • One-minute sit-up • Timed plank test • Sit and reach test • Calf muscle flexibility test • Shoulder flexibility test • 30-metre sprint test • 30-metre flying sprint • Grip dynamometer • 1 rep max • Body mass index 	<p>Topic: Investigate different fitness training methods</p> <p>GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Requirements for each of the following fitness training methods</p> <ul style="list-style-type: none"> • Warmups • Cool downs • Linking fitness training method to components of fitness • Application of the principles of training to each training method • Application of appropriate training intensities for training methods <p>Fitness training methods for physical components of fitness</p> <ul style="list-style-type: none"> • Continuous training • Fartlek training • Interval training • Circuit training • Static active stretches • Static passive stretches • Proprioceptive neuromuscular facilitation • Free weights and fixed resistance machines • Acceleration sprints • Resistance drills <p>Fitness training methods for skill-related components of fitness</p> <ul style="list-style-type: none"> • SAQ training • Plyometrics 	<p>Topic: Investigate fitness programming to improve fitness and sports performance</p> <p>GLH: 1 x Practical; 2 x Theory</p> <p>Investigate fitness programming to improve fitness and sports performance</p> <ul style="list-style-type: none"> • Aims • Objectives • Lifestyle and physical activity history • Attitudes, the mind and personal motivation for training <p>Fitness programme design</p> <ul style="list-style-type: none"> • Personal information to aid programme design • Selection of appropriate training method/activity • Application of the training principles <p>Motivational techniques for fitness programming</p> <ul style="list-style-type: none"> • Types of motivation • Goal setting • SMARTER targets • Motivation • Benefits of motivation 	<p>Revision for Unit 3 Exam</p>	

	<p>Calculate 1RM for strength and 15RM for muscular endurance Technology to measure exercise intensity</p> <ul style="list-style-type: none"> • Mathematics 	<ul style="list-style-type: none"> • Bioelectrical impedance analysis • Waist to hip ratio <p>Fitness test methods for components of skill-related fitness</p> <ul style="list-style-type: none"> • Illinois agility test • T test • Stork stand test • Y balance test • Alternate-hand wall-toss test • Stick flip coordination test • Vertical jump test • Standing long/broad jump • Margaria-Kalamen power test • Ruler drop test • Online reaction time test <p>Interpretation of fitness test results</p> <ul style="list-style-type: none"> • Comparison to normative data • Analyse and evaluate test results • Recommendations for improvements to fitness based on results 	<ul style="list-style-type: none"> • Specific training exercises for balance • Specific training exercises for coordination • Specific training exercises for reaction time <p>Additional requirements for each of the fitness training methods</p> <ul style="list-style-type: none"> • Advantages and disadvantages <p>Provision for taking part in fitness training methods</p> <ul style="list-style-type: none"> • Public provision • Private provision • Voluntary provision <p>The effects of long-term fitness training on the body systems</p> <ul style="list-style-type: none"> • Aerobic endurance training • Flexibility training • Muscular endurance training • Muscular strength and power training • Speed training 		
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	<p>Core skills:</p> <p>Health and fitness skills - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p>Movement skills – Understand the importance of movement skills and how they are developed.</p> <p>Technique skills - Understand the importance of good technique and how they are developed.</p> <p>Wider skills:</p> <p>Perseverance - Students are persistent in their attempts to improve their knowledge of fitness despite any difficulties or delays in achieving their goals.</p>	<p>Core skills:</p> <p>Health and fitness skills - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p>Analytical skills – Analyse test results against normative data and use this information to improve participant’s fitness.</p> <p>Wider skills:</p> <p>Aspirational - Students demonstrate a strong desire to achieve a high level of success and set challenging goals.</p>	<p>Core skills:</p> <p>Health and fitness skills - Demonstrate a strong knowledge of health and fitness for sport and exercise.</p> <p>Movement skills – Understand the importance of movement skills and how they are developed.</p> <p>Technique skills - Understand the importance of good technique and how they are developed.</p> <p>Analytical skills – Analyse test results against normative data and use this information to improve participant’s fitness.</p> <p>Wider skills:</p> <p>Resilience - Students work through their hardships with a positive outlook. They overcome barriers to success and embrace the challenges they face.</p>
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Long Term Plan Performing Arts Dance

	Autumn term September - December	Spring term January-April	Summer term April-July	
Dance	Component 1 September-January (Assignment preparation)	Component 1 December-January (Set Assignment)	Component 2 (Assignment preparation) February -May	Component 2 May-June (Set Assignment)
BTEC Year 10	<p>Exploring the Performing Arts</p> <p>GLH- 1 x Practical 2 x Theory</p> <p>Exploring 3 styles of dance to prepare for set assessment</p> <p>Learning Aim A1 – Investigate how professional performance work is created</p> <p>Creative stylistic qualities:</p> <ul style="list-style-type: none"> • Treatment of theme/issue • Production elements • Form/structure/narrative • Response to a stimulus • Style/genre • Contextual influence • Collaboration with other professionals • Influences by other professionals <p>Purpose and its influence</p> <ul style="list-style-type: none"> • To educate • To inform • To entertain • To provoke • To challenge viewpoint • To raise awareness • To celebrate 	<p>Exploring the Performing Arts</p> <p>GLH- 3 x Theory</p> <p>Assessed assignment focused on 1 practitioner/style of dance to respond to the stimulus.</p> <p>Set Task 1 – Learners will investigate an example of professional performing arts work covering the following:</p> <ul style="list-style-type: none"> • Stylistic qualities • Features • Intentions • Purpose of work • Skills and responsibilities required • Influence of work <p>Set task 2 – Learners will actively explore techniques, processes and approaches used in the</p>	<p>Developing Skills and techniques in Performing Arts</p> <p>GLH- 2 x Practical 1 x Theory</p> <p>Learning Aim A -Use of rehearsal or production. Developing skills and technique with reference to existing performance types and styles.</p> <ul style="list-style-type: none"> • Health and safety • Behaviour and attitude • Cooperation • Being supportive • Punctuality • Consistency • Commitment • Being prepared • Interpreting existing performance material • Reviewing and recording logs • Responding to feedback <p>Learning Aim B1 – Apply skills and techniques in performance or realisation</p> <p>Physical skills:</p> <ul style="list-style-type: none"> • Action • Alignment • Accuracy 	<p>GLH- 3 x Practical</p> <p>Assessed assignment focused on 1 practitioner/style of dance to respond to the set stimulus.</p> <p>Set task 1 – Learners will prepare for a performance. Using existing practitioners’ repertoire.</p> <p>Set task 2 – Learners will showcase performance to an audience.</p> <p>Set task 3 – Learners will review the development and application of skills and techniques during the process and after.</p>

<p>Learning Aim A2 – Roles, responsibilities and skills</p> <p>Exploring the roles, responsibilities and skills used to create work, developing their knowledge and understanding of how they contribute to performance.</p> <p>Performance roles:</p> <ul style="list-style-type: none"> • Dancing • Singing • Acting <p>Non- performance roles:</p> <ul style="list-style-type: none"> • Choreographer • Director • Writer • Designer <p>Responsibilities:</p> <ul style="list-style-type: none"> • Rehearsing • Performing • Contribution to the creative intention • Refining performance <p>Learning Aim B-Demonstrate understanding of the skill, techniques and approaches used by professionals to create performance work.</p> <p>B1-Processes used in development, rehearsal, and performance</p> <ul style="list-style-type: none"> • Responding to a stimulus to generate ideas for performance • Exploring and developing ideas to develop material • Discussion with performers • Setting tasks for performers • Sharing ideas and intentions • Developing performance 	<p>creation of professional work.</p>	<ul style="list-style-type: none"> • Balance • Body language • Coordination • Contraction • Characterisation • Communication • Dynamics • Energy • Expression • Posture <p>Learning Aim C – Review own development and application of performance</p> <p>C1- Review rehearsal process</p> <ul style="list-style-type: none"> • Developing skills • Responding to feedback • Identify strengths and areas for development • Actions and targets • Reference to professional working practices • Use of appropriate dance terminology <p>C2-Review performance outcomes</p> <ul style="list-style-type: none"> • Applying skills • Responding to audience feedback • Identify strengths and areas for improvement • Actions and targets for future development • Reference to professionals 	
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	<ul style="list-style-type: none"> Refining movement B2-Production process <ul style="list-style-type: none"> Rehearsal Production Technical rehearsal Dress rehearsal Performance Post-performance evaluation/review 			
	Component 1		Component 2	
	<p>Core Skills</p> <p>Physical Skills:</p> <p>Learners will develop skills practically within dance giving them a greater understanding of the requirements needed to be a performer. Learners will have the opportunity to explore different styles of dance and focus on skills and technique.</p> <p>Analytical Skills:</p> <p>Exploring professional practitioners work, researching case studies, and analysing professional repertoire. Students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.</p> <p>Wider skills:</p> <p>Learners will develop their knowledge of other professional performers and understand what is required to create and be part of the Arts. Learners will enhance their communication and social skills when performing.</p>		<p>Core Skills:</p> <p>Physical Skills:</p> <p>Learners will develop their skills physically being able to replicate professional dance pieces. Demonstrate excellent movement skills, refine these skills so they can be applied across variety of dance styles.</p> <p>Analytical Skills: Learners will be able to identify their own strengths and areas for development and create targets to ensure progress.</p> <p>Technique skills - Perform more complex technical skills under pressure with strong technique and success.</p> <p>Movement skills - students develop locomotor, non-locomotor skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan</p> <p>Leadership – Plan and lead dance activities to help improve yours and your peers' technique and skills.</p>	

Dance	Autumn term September - December	Spring term January-April	Summer term April-July
BTEC Year 11	Component 3		Component 3 May – June Set assessment
	<p>Responding to a brief</p> <p>AO1- Understanding how to respond to a brief</p> <ul style="list-style-type: none"> • Target audience • Performance space • Planning and managing resources • Running time • Style of work • Starting point for ideas • Theme • Props • Existing repertoire • Structure of work • Style and genre of work • Skills required • Creative intention • Working effectively as a group • Responding to others <p>AO2- Select and develop skills and technique in response to a brief</p> <ul style="list-style-type: none"> • Skills and techniques of performer • Skills and techniques of the group • Understanding performance skills • The style and genre of the work being created • The influence of practitioners • Appropriate skills and technique • Taking part in skill development workshops • Rehearsal process <p>AO3- Apply skills and techniques in a workshop performance in response to a brief</p> <ul style="list-style-type: none"> • Physical skills 		<p>Responding to a brief</p> <p>Learners will have to sit 3 x 1 hour theory assessments in exam conditions.</p> <p>1 x Final performance</p> <p>AO1- Understanding how to respond to a brief</p> <p>AO2- Select and develop skills and technique in response to a brief</p> <p>AO3- Apply skills and techniques in a workshop performance in response to a brief</p> <p>AO4- Evaluate the development process and outcome in response to a brief</p>

	<ul style="list-style-type: none"> • Energy • Focus • Concentration • Interpretive skills • Collaborative skills • Ability to communicate stimulus • Working effectively with others • Contribution to performance • Ideas of performance <p>A04- Evaluate the development process and outcome in response to a brief</p> <ul style="list-style-type: none"> • Contribution to initial ideas • The brief • Contribution to development • Individual strengths and areas for improvement • Effectiveness of the response to the brief • Overall impact of the work of the group 	
Component 3		
	<p>Physical Skills:</p> <p>Learners will develop their skills physically being able to create their own choreography and learn how to work with other performers to create a dance piece. Demonstrate excellent movement skills, refine these skills so they can be applied across variety of dance styles that respond to the brief.</p> <p>Technique skills - Perform more complex technical skills under pressure with strong technique and success. Being able to contribute to the performance sharing ideas and showcasing skills developed from component 1 & 2.</p> <p>Movement skills - students develop locomotor, non-locomotor skills, these are the building blocks of developing physical literacy. The success of developing these skills can positively affect health throughout an individual's lifespan</p> <p>Leadership – Working in groups to create a performance piece that links with the stimulus of the brief. Learners will need to work together and share ideas to create 8–10-minute dance.</p>	