



OCL Physical Education Curriculum: Statement of Intent and Long-Term Plan



Purpose of study

Physical education should inspire students to become physically competent in a way which promotes lifelong physical activity. The Oasis Academy Sholing Physical Education Curriculum will improve students' health and wellbeing through a holistic approach that allows them to flourish and become valuable members within their community. Students will be provided with opportunities to develop personally through a wide range of experiences. They will have opportunities to engage and excel in competitive sport, physical activities and leadership, building character and embedding wider core values throughout.

We value character, competence and community in our curriculum:

- **Character:** Physical education can promote the holistic development of students, helping them to become better versions of themselves by emphasising moral traits such as respect and fairness. Within our heart assessment students will be encouraged to promote sportsmanship and fair play, students will develop good habits that will bring out the best in each other both inside and outside of sport and physical activity.
- **Competence:** Through our assessment students will be developing their competence within physical education, which will improve confidence and provide students with the skills and knowledge to lead physically active lives. Physical education will ensure students aspire and take the next steps in their education and personal challenges.
- **Community:** Through teamwork and opportunities to build character, physical education can foster a sense of belonging amongst students. Students learn how to work collaboratively in physical education, which is embedded within the heart assessment, developing leadership skills and helping students to create meaningful relationships and contribute to a positive community culture. Students will understand the pathways within community sport promoting lifelong physical activity. Through sport, students will recognise social and physical barriers to sport within their community and wider topical issues, modelling the nine habits.



Core concepts and principles of progression

The Oasis Academy Sholing Physical Education curriculum is sequentially planned so that the core skills, wider skills and knowledge required to be physically literate are developed over a challenging but realistic period of time.

- **Movement skills:** students develop locomotor, non-locomotor and object control 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.
- **Health and fitness:** students will develop the knowledge and skills required to maintain and improve their health as part of their commitment to lifelong healthy choices. Teachers will encourage the holistic development of students' health and wellbeing ensuring that physical education not only improves their physical development but their intellectual, emotional, social and spiritual development. Students will be able to apply the key concepts and healthy eating model to their wider lives.

- **Technical skills:** Students learn the skills required to take part in a wide range of sports, providing them with the necessary skills to be physically competent and, if they desire, to excel in their chosen sport(s).
- **Tactical knowledge:** students learn how to select and apply appropriate tactics and strategies and apply these to the sport or situation they are in.
- **Leadership:** students will develop teamwork and communication skills that will encourage them to become effective leaders, they will foster leadership qualities through experiences and extra qualifications that will enable students to be active role models to others.
- **Analytical skills:** students will be able to identify strengths and areas for improvement in themselves and others, offering effective advice to improve performance.
- **Sportsmanship:** students will learn the importance of respect and fair play in sport, they will actively role model a positive sporting etiquette.

Aims:

1. To encourage the personal development of students through a range of experiences and activities.
2. To equip students with the skills and knowledge to become physically literate.
3. To develop students holistically, promoting the positive benefits of a healthy lifestyle.
4. To develop an awareness of local, national and global barriers within sport.

Through our carefully sequenced and ambitious curriculum we intend that our varied and diverse physical education provision will achieve these outcomes:

OCL PE Curriculum: Long Term Plan

<i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
Y7	In KS3, students will be given the opportunity to experience and perform in a range on sports and activities including:					
<p>Knowing myself:</p> <p><i>Students will learn about their physical, intellectual, emotional, and social strengths and weaknesses in sport. They will develop teamwork and understand responsibilities required to be successful in Physical Education lessons</i></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) • Outdoor Adventurous Activities • Health Related Fitness Activities 					
Example: Oasis Academy Sholing Rationale						
<p>Activities in year 7 are planned to give students the opportunity to experience progress in a wide range of sporting activities 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 Southampton School Sports partnership local competitions and events. As Oasis Academy Sholing operates as a community lettings venue at the evening a weekend links with Old Netley cricket club, Glebians tennis club, Riverside weightlifting club and Sholing FC. Activities are chosen that promote pathways to our community letting partners.</p>						
	1.1	1.2	2.1	2.2	3.1	3.2
	<i>7.1 (Baseline first week)</i> <i>Football / Badminton</i>	<i>7.1</i> <i>Table Tennis / Rugby</i>	<i>7.1</i> <i>Dance (TLE) / OAA</i>	<i>7.1</i> <i>Basketball / Fitness</i>	<i>7.1</i> <i>Athletics / Alternative Team Games (see extended timetable)</i>	<i>7.1</i> <i>Cricket / Tennis</i>
	<i>7.2 (Baseline first week)</i> <i>Badminton / Football</i>	<i>7.2</i> <i>Rugby / Table Tennis</i>	<i>7.2</i> <i>OAA / Dance (TLE)</i>	<i>7.2</i> <i>Fitness / Basketball</i>	<i>7.2</i>	<i>7.2</i> <i>Tennis / Cricket</i>
	<i>7.3 (Baseline first week)</i> <i>Dance / Netball</i>	<i>7.3</i> <i>Badminton / Rugby</i>	<i>7.3</i>	<i>7.3</i> <i>Netball / Fitness</i>	<i>7.3</i>	<i>7.3</i> <i>Volleyball / Rounders</i>

	<p>7.4 (Baseline first week)</p> <p>Netball / Dance</p>	<p>7.4</p> <p>Rugby / Badminton</p>	<p>Football / Table Tennis</p> <p>7.4</p> <p>Table Tennis / Football</p>	<p>7.4</p> <p>Fitness / Netball</p>	<p>Athletics / Alternative Team Games (see extended timetable)</p> <p>7.3</p> <p>Athletics / Alternative Team Games (see extended timetable)</p> <p>7.4</p> <p>Athletics / Alternative Team Games (see extended timetable)</p>	<p>7.4</p> <p>Rounders / Volleyball</p>
<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>						

Wider skills:

Evaluation - Accurately describe own strengths and areas for improvement in sports and fitness.

Responsibility - Work independently and recognise the consequences of actions and behaviours in sport and physical activity.

Teamwork - Develop the social skills required to work effectively alongside one another demonstrating respect and an awareness of others' feelings and emotions.

Communication - Communicate effectively with peers using verbal and non-verbal methods.

Sportsmanship - Maintain a positive sporting attitude and emotional control during competitive situations.

<i>LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.</i>	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2

<p>Y8</p> <p>Developing a growth mind set:</p> <p><i>Students will learn how to improve their areas of development and understand they have control to improve physically, intellectually, emotionally and socially in sport. Students will positively reinforce</i></p>	<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) • Outdoor Adventurous Activities • Health Related Fitness Activities
<p>Activities in year 8 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 Southampton School Sports partnership local competitions and events. As Oasis Academy Sholing operates as a community lettings venue at the evening a weekend links with Old Netley cricket club, Glebians tennis club, Riverside weightlifting club and Sholing FC. Activities are chosen that promote pathways to our community letting partners.</p>	

improvements in themselves and others.	1.1	1.2	2.1	2.2	3.1	3.2
8.1 <i>Football / Badminton</i>	8.1 <i>Football / Badminton</i>	8.1 <i>Table Tennis / Rugby</i>	8.1 <i>Basketball / Fitness</i>	8.1 <i>Volleyball / OAA & Fitness Tests</i>	8.1 <i>Athletics / Alternative Team Games (see extended timetable)</i>	8.1 <i>Cricket / Tennis</i>
8.2 <i>Badminton / Football</i>	8.2 <i>Badminton / Football</i>	8.2 <i>Rugby / Table Tennis</i>	8.2 <i>Fitness / Basketball</i>	8.2 <i>OAA & Fitness Tests / Volleyball</i>	8.2 <i>Athletics / Alternative Team Games (see extended timetable)</i>	8.2 <i>Tennis / Cricket</i>
8.3 <i>Dance / Netball</i>	8.3 <i>Dance / Netball</i>	8.3 <i>Badminton / Rugby</i>	8.3 <i>Football / Table Tennis</i>	8.3 <i>Basketball / Fitness</i>	8.3 <i>Athletics / Alternative Team Games (see extended timetable)</i>	8.3 <i>Volleyball / Rounders</i>
8.4 <i>Netball / Dance</i>	8.4 <i>Netball / Dance</i>	8.4 <i>Rugby / Badminton</i>	8.4 <i>Table Tennis / Football</i>	8.4 <i>Fitness / Basketball</i>	8.4 <i>Athletics / Alternative Team Games (see extended timetable)</i>	8.4 <i>Rounders / Volleyball</i>

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.

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 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.

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

LTP should be adapted by department to suit local context needs and expertise. The LTP must meet the minimum NC requirements.	Autumn Term		Spring Term		Summer Term	
	1.1	1.2	2.1	2.2	3.1	3.2
<p>Y9</p> <p>Developing Leadership and defining core concepts.</p> <p>Students will develop leadership qualities whilst improving on decision making within sports, they will lead small groups demonstrating and understanding of STEP principle (Space, Task, Equipment, People). Year 9's will be given the opportunity to gain leadership skills and understand different governing bodies.</p>	<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 • Individual sports (e.g., Athletics) • Health Related Fitness Activities • Sports Leadership <p>Activities in year 9 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 Southampton School Sports partnership local competitions and events. As Oasis Academy Sholing operates as a community lettings venue at the evening a weekend links with Old Netley cricket club, Glebians tennis club, Riverside weightlifting club and Sholing FC. Activities are chosen that promote pathways to our community letting partners.</p>					
	1.1	1.2	2.1	2.2	3.1	3.2
	9.1 Football / Badminton	9.1 Table Tennis / Rugby	9.1 Basketball / Fitness	9.1 Volleyball / Sports Leaders	9.1 Athletics / Alternative Team Games (see extended timetable)	9.1 Cricket / Tennis
	9.2 Badminton / Football	9.2 Rugby / Table Tennis	9.2 Fitness / Basketball	9.2 Sports Leaders / Volleyball	9.2 Athletics / Alternative Team Games (see extended timetable)	9.2 Tennis / Cricket
	9.3 Rugby / Netball	9.3 Badminton / Football	9.3 Table Tennis / Sports Leaders	9.3 Basketball / Fitness	9.3 Athletics / Alternative Team Games (see extended timetable)	9.3 Volleyball / Rounders
	9.4 Netball / Rugby	9.4 Football / Badminton	9.4	9.4	9.4	9.4 Rounders / Volleyball

Sports Leaders / Table Tennis

Fitness / Basketball

Athletics / Alternative Team Games (see extended timetable)

9.4

Athletics / Alternative Team Games (see extended timetable)

Core skills:

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

Health and fitness - Demonstrate a reasonable level of fitness 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.

Movement skills - Build upon the fundamental skills taught in Y8 by competently linking movement skills together to perform more complex sporting movements.

Wider skills:

Self-discipline - Students demonstrate the value of discipline and hard work with regular committed efforts to improve health and wellbeing.

Aspirations - Students can explain the importance of PE in their wider lives and they are passionate about the goals they want to achieve.

Respect - Develop the knowledge and skills to ensure that students motivate and instil a sporting attitude within themselves and others through mutual respect.

	<p>Organisation - Being a productive member of the class beginning to manage their time effectively and prioritise tasks that are important.</p> <p>Problem-solving - Demonstrate critical thinking by using inquiry processes to work both individually and collaboratively to overcome problems.</p> <p>Resilience – Students 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 mechanisms and routines that build resilience.</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 • Individual sports (e.g Athletics) • Health Related Fitness Activities <ul style="list-style-type: none"> • Dance • Outdoor Adventurous Activities 					
	<p>In Key Stage 4 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 Southampton 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. Students will have the opportunity to attend local sporting establishments during their PE lessons to create links so they can be confident in accessing these facilities post 16. These links include: Chamberlayne leisure centre, Glebians tennis club, Hedge end golf course and Sholing FC.</p>					

10.1	10.1	10.1	10.1	10.1	10.1	10.1
<i>Basketball</i>	<i>Football</i>	<i>Badminton</i>	<i>Climbing (Itchen)</i>	<i>Athletics / Offsite Tennis</i>	<i>Striking and Fielding / Offsite Golf</i>	
10.2	10.2	10.2	10.2	10.2	10.2	10.2
<i>Football</i>	<i>Basketball</i>	<i>Table Tennis</i>	<i>Badminton</i>	<i>Athletics/ Offsite Tennis</i>	<i>Striking and Fielding / Offsite Golf</i>	
10.3	10.3	10.3	10.3	10.3	10.3	10.3
<i>Fitness/Dance</i>	<i>Badminton</i>	<i>Fitness suite</i>	<i>Climbing (Itchen)</i>	<i>Athletics / Offsite Tennis</i>	<i>Striking and Fielding / Offsite Golf</i>	
10.4	10.4	10.4	10.4	10.4	10.4	10.4
<i>Badminton</i>	<i>Fitness/Dance</i>	<i>Football</i>	<i>Fitness suite</i>	<i>Athletics / Offsite Tennis</i>	<i>Striking and Fielding / Offsite Golf</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 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 style="text-align: center;">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 • Individual sports (e.g Athletics) <ul style="list-style-type: none"> • Dance • Health Related Fitness Activities <p>In Key Stage 4 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 Southampton 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. Students will have the opportunity to attend local sporting establishments during their PE lessons to create links so they can be confident in accessing these facilities post 16. These links include: Chamberlayne leisure centre, Glebians tennis club, Hedge end golf course and Sholing FC.</p>					

11.1 <i>Basketball</i>	11.1 <i>Football</i>	11.1 <i>Badminton</i>	11.1 <i>Climbing (Itchen)</i>	11.1 <i>Athletics</i>	11.1 <i>Striking and Fielding</i>
11.2 <i>Football</i>	11.2 <i>Basketball</i>	11.2 <i>Climbing (Itchen)</i>	11.2 <i>Badminton</i>	11.2 <i>Athletics</i>	11.2 <i>Alternative</i>
11.3 <i>Fitness/Dance</i>	11.3 <i>Badminton</i>	11.3 <i>Fitness suite</i>	11.3 <i>Climbing (Itchen)</i>	11.3 <i>Athletics</i>	11.2 <i>Striking and Fielding</i> <i>Alternative</i>
11.4 <i>Badminton</i>	11.4 <i>Fitness/Dance</i>	11.4 <i>Climbing (Itchen)</i>	11.4 <i>Fitness suite</i>	11.4 <i>Athletics</i>	11.3 <i>Striking and Fielding</i> <i>Alternative</i> 11.4 <i>Striking and Fielding</i> <i>Alternative</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>					

Wider skills:

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 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>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>Research skills</p> <p>Leadership skills</p>	<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 <p>Report writing</p> <p>Analytical writing</p> <p>Technical and tactical knowledge of chosen sports</p>	<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 Serial skills Discrete 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

<p>Barriers to participation in sport and physical activity</p> <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"> • Communication skills • Practical demonstrations • Coaching skills • Organisation • Reflective writing <p>Cover half the paper 3-4 weeks. With Flash Cards and How to Plan Revision.</p> <p>MOCK PAPER</p>		<ul style="list-style-type: none"> • Communication • Specific demands of sport • Decision making strategies • Presenting • IT Skills (PowerPoint, text, images, embedding content) <p>Cover half the paper 3-4 weeks. With Self Testing and Past Papers.</p> <p>MOCK PAPER</p>	<ul style="list-style-type: none"> • Practical demonstrations • 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 • Bioelectrical impedance analysis • Waist to hip ratio 	<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>	<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>EXAM PAPER</p> <p>FULL PAPER</p>	

	<p>Calculate 1RM for strength and 15RM for muscular endurance Technology to measure exercise intensity</p> <ul style="list-style-type: none"> Mathematics 	<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 <p>MOCK PAPER TO BE ON COMPONENTS OF FITNESS AND FITNESS TESTING</p> <p>REVISION TECHNIQUE: Flash Cards and Planning Revision</p>	<ul style="list-style-type: none"> SAQ training Plyometrics 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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BTEC DANCE