|  |  |
| --- | --- |
| **YEAR 10 Autumn TERM**  **‘An ambitious curriculum that meets the needs of all’**  **Medium Term Planning - Topic: Performance and leadership in sports activities.** | |
| **Curriculum Intent** | **In addition to working further on objectives from Year 10, pupils will be taught, following National Curriculum guidelines, the following this term:**   * Understand and apply the fundamental principles and concepts of Sport Studies. * Develop learning and practical skills that can be applied to real-life contexts and work situations. * Think creatively, innovatively, analytically, logically, and critically * Develop independence and confidence in using skills that are relevant to the Exercise, Physical Activity, Sport and Health sector and more widely * Understand topical and contemporary issues in sport, including why people do and do not participate in sport, the promotion of ethics and values, the roles of National Governing Bodies and high-profile events have in sport, as well as how technology is used within sport. * Develop skills as a performer in two different sporting activities and learn how to lead sporting activity sessions. * Create a plan, write, and evaluate an activity session, to further develop leadership skills * Analyse their own performance to help improve themselves and their skills in sport. |
| **Skills/National Curriculum Links** |
| **Cross Curricular Links** | **SMSC: Learning how to express yourself and respect others views/ culture, consider how you can participate in the local community through paid and voluntary work.**  **PSHE/British Values:**  Use of sporting heroes, National games and international events.  **Literacy: Use of subject specific tier 3 terminology and also resources to help guide students to the correct content and sentence structure that needs to be added into their coursework.**  **Numeracy: Numbers, dates, times, amounts and tables and data.**  **Skills Builder: Listening, presenting, leadership, problem solving, creativity, teamwork, planning a lesson, performing a skill.** |
| **Becoming future ready** | **Personal Skills:** Developing leadership skill during the leadership module will help students lead a session. These skills can be transferred to other aspect of life. Teamwork would allow a student to work in a team effectively in a number of situations.  **Careers/Employability:** You will be in a strong position to attain a job in the sports industry. |
| **Adaptation** | Throughout this topic, quality first teaching will provide differentiation:  **By product: Different learners are asked to present outcomes in different ways such as pieces of writing, PowerPoints, presentations, leading sessions that they have planned to a group of students.**  **By resource: Internet, Textbooks, resources from courses, differentiation of resources. Preferred**  **By Intervention**: by providing different levels of supervision and support  **By Progressive Questioning:** exploring pupils’ understanding through interactive dialogue.  **By Grouping:** according to prior attainment, gender, social preference, preferred learning style.  **By Task:**Pupils should be involved in the identification of targets which are meaningful to them and in the selection of an appropriate task from the given range.  **By Offering Optional Activities:** In class or as homework, to extend learning.  This QFT/SEND provision will be explicit within the lesson-by-lesson schemes of work. |
| **QFT/SEND Provision** |
| **Implementation**  **Curriculum Delivery** | To be able to:  **Performance and leadership in sports activities**  **Organising and planning a sports activity session**   * Organise and plan a sports activity session. Appropriate venue – considering the working space required. Timing – suitable for the age and ability of the group. Supervision – will depend on age and activity chosen.   **Consider the safety considerations when planning a sports activity**   * Risk assessment and corrective action – facilities, equipment, clothing. Emergency procedures – what to do in the event of an accident or other emergency, summoning qualified help.   **Understand and create the objectives to meet the needs of the group.**   * Introduction and conclusion – should briefly introduce the leader and the aims of the session, check for any injuries, then briefly conclude the session with a summary. Basic warm up and cool down – should be relevant to the activity and the participants. Skills and technique development – consider how to structure the activities so that they progress, plan for any participants struggling with the activity or finding it too easy |
| **Learning Outcomes (Knowledge)** |
| **Current learning to be developed in the future within:** | Students will build upon these skills as they move through each term. |
| **Assessment** | Refer to assessment maps for formative and summative assessment opportunities. |
| **Impact** | Attainment and Progress – Refer to assessment results / data review documentation. |