

<p><b>Year 10</b></p>	<p><b>Lesson 1</b>  <b>Learning intentions</b>          (what can a student do at the end of the lesson)  <b>UNIT 1</b></p>	<p><b>Lesson 2</b>  <b>Learning intentions</b>          (what can a student do at the end of the lesson)  <b>UNIT 1</b></p>	<p><b>Lesson 3</b>  <b>Learning intentions</b>          (what can a student do at the end of the lesson)  <b>UNIT 2</b></p>
<p>Weeks 1          (Staggered start)</p>	<ul style="list-style-type: none"> <li>• An introduction to the course – To know the units that make up BTEC Sport.</li> <li>• To know the grading criteria and expectations in BTEC Sport.</li> <li>• To know and understand the content and topics covered in Unit 1 – Preparing participants to take part in sport and physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• To identify different sports and physical activity</li> <li>• To know how this may affect different participants</li> <li>• To analyse the benefits of sport</li> </ul>	<ul style="list-style-type: none"> <li>• An introduction to unit 2 – practical performance in Sport.</li> <li>• To know and understand the 3 different learning aims and how the unit is split into practical/theory and assignments.</li> </ul>

<p>Weeks 2</p>	<ul style="list-style-type: none"> <li>• To know and understand the provision of sport</li> <li>• To identify the characteristics of the 3 sectors</li> <li>• To be able to analyse the advantages and disadvantages for each sector</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand the different types and needs of sport participants</li> <li>• To identify how the participants can be grouped</li> <li>• To analyse how these groupings can affect sport participation</li> <li>• To understand the physical, mental and social health benefits to sport and PA</li> </ul>	<ul style="list-style-type: none"> <li>• To know how to set up a badminton court.</li> <li>• To know about the different resources required for a badminton game.</li> <li>• To know and understand the basic grip and handle skill.</li> <li>• To be able to keep a rally.</li> <li>• To take part in a king/queen of the court/ladders game to assess the students.</li> </ul>
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<p>Weeks 3</p>	<ul style="list-style-type: none"> <li>• To know and understand the 5 barriers to sport participation.</li> <li>• To analyse the barriers to sport participation.</li> <li>• To explain how the barriers to participation can impact a sports performer.</li> </ul>	<ul style="list-style-type: none"> <li>• To recall the barriers to participation</li> <li>• To know and understand the methods to address or reduce the barriers to participation</li> </ul>	<ul style="list-style-type: none"> <li>• To recap how to set up a badminton court as well as the grip and handle skills.</li> <li>• To introduce and understand the ready position in badminton.</li> <li>• To know the court dimensions for both singles games and doubles games.</li> <li>• To know and understand the basic singles and doubles rules.</li> <li>• To know and understand the badminton scoring system.</li> </ul>
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<p>Weeks 4</p>	<ul style="list-style-type: none"> <li>• Draft assignment work (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft assignment work (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the backhand and forehand serve in badminton.</li> <li>• To be able to perform the backhand and forehand serve in isolation.</li> <li>• To be able to perform the backhand and forehand serve in a conditioned practice.</li> <li>• To be able to perform the backhand and forehand serve in a competitive game.</li> </ul>
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<p>Weeks 5</p>	<ul style="list-style-type: none"> <li>• Draft assignment work (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• Draft assignment work (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the overhead clear.</li> <li>• To be able to perform the overhead clear.</li> <li>• To be able to perform the overhead clear in isolation.</li> <li>• To be able to perform the overhead clear in a conditioned practice.</li> <li>• To be able to perform the overhead clear in a competitive game.</li> </ul>
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<p>Weeks 6</p>	<ul style="list-style-type: none"> <li>• PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the net shot/net play.</li> <li>• To be able to perform the net shot/net play.</li> <li>• To be able to perform the net shot/net play in isolation.</li> <li>• To be able to perform the net shot/net play in a conditioned practice.</li> <li>• To be able to perform the net shot/net play in a competitive game.</li> </ul>
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<p>Weeks 7</p>	<ul style="list-style-type: none"> <li>• PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</li> <li>• application of knowledge and understanding of suitable physical activities for the needs of a selected participant and the type of sport and activity provision.</li> <li>• application of knowledge and understanding of the barriers to participation for a selected participant and methods to overcome these barriers.</li> </ul>	<ul style="list-style-type: none"> <li>• To know the teaching points for the overhead clear.</li> <li>• To be able to perform the overhead clear.</li> <li>• To be able to perform the overhead clear in isolation.</li> <li>• To be able to perform the overhead clear in a conditioned practice.</li> <li>• To be able to perform the overhead clear in a competitive game.</li> </ul>
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