

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 2
Weeks 15	<ul style="list-style-type: none"> <li>To recall the different sports clothing and equipment used in different sports.</li> <li>To know and understand the importance of a quality warm up and give practical examples.</li> </ul>	<ul style="list-style-type: none"> <li>To know about the responses of the cardiorespiratory system in response to the warm up.</li> <li>To know about the responses of the musculoskeletal system in response to the warm up.</li> <li>To analyse the effects of the musculoskeletal and cardiorespiratory system in response to a warm up.</li> </ul>	<ul style="list-style-type: none"> <li>To recap all previous skills and techniques learnt in badminton.</li> <li>To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>
Weeks 16	<ul style="list-style-type: none"> <li>To know and understand why its important to adapt a warm up</li> <li>To be able to create a warm up based on an individuals personal circumstances</li> <li>To be able to demonstrate understanding and analyse the different types of warm ups and adaptations that could occur due to personal differences</li> </ul>	<ul style="list-style-type: none"> <li>To know and understand the different factors involved when delivering a warm up.</li> <li>To analyse how a warm up may be adapted to specific sports performers.</li> </ul>	<ul style="list-style-type: none"> <li>To recap all previous skills and techniques learnt in badminton.</li> <li>To be able to demonstrate and apply all the relevant skills and techniques needed in a conditioned and competitive practice in badminton (Filming for moderation).</li> </ul>

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 1</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 1</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 1</b>
Weeks 17	<ul style="list-style-type: none"> <li>To know and understand the importance of a cool down.</li> <li>To know and understand the different stages of a cool down.</li> <li>To analyse the impact a cool down has on the body after sport participation.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Draft assignment work (computer-based) part 1</u></b></li> <li>A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant.</li> <li>An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Draft assignment work (computer-based) part 1</u></b></li> <li>A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant.</li> <li>An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system.</li> </ul>
Weeks 18	<ul style="list-style-type: none"> <li><b><u>Draft assignment work (computer-based) part 1</u></b></li> <li>A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant.</li> <li>An account to justify the choice of activities in each component of the warm-up related to the needs of the participant, the responses of the cardiorespiratory system and musculoskeletal system.</li> </ul>	<ul style="list-style-type: none"> <li><b><u>Draft assignment work (computer-based) part 2</u></b></li> <li><b>Practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include: pulse raiser / mobiliser / preparation stretches</b></li> <li><b>Practical evidence including audio of you supporting participants to take part in a warm-up for your chosen physical activity using key teaching points to support good practice.</b></li> </ul>	<ul style="list-style-type: none"> <li><b><u>Draft assignment work (computer-based) part 2</u></b></li> <li><b>Practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include: pulse raiser / mobiliser / preparation stretches</b></li> <li><b>Practical evidence including audio of you supporting participants to take part in a warm-up for your chosen physical activity using key teaching points to support good practice.</b></li> </ul>

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 1	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  UNIT 1
Weeks 19	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1</b></li> <li>• application of knowledge and understanding of planning a warm -up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm -up.</li> <li>• a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity</li> <li>• a well -developed account to justify the choices of activities included in each component of the warm -up and their effect on the cardiorespiratory and musculoskeletal systems with specific relevance to the needs of the selected participant and chosen physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1</b></li> <li>• application of knowledge and understanding of planning a warm -up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm -up.</li> <li>• a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity</li> <li>• a well -developed account to justify the choices of activities included in each component of the warm -up and their effect on the cardiorespiratory and musculoskeletal systems with specific relevance to the needs of the selected participant and chosen physical activity.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1</b></li> <li>• application of knowledge and understanding of planning a warm -up for a chosen physical activity for a selected participant and the responses of the cardiorespiratory and musculoskeletal systems to the warm -up.</li> <li>• a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity</li> <li>• a well -developed account to justify the choices of activities included in each component of the warm -up and their effect on the cardiorespiratory and musculoskeletal systems with specific relevance to the needs of the selected participant and chosen physical activity.</li> </ul>
Weeks 20	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2</b></li> <li>• practical ability in delivering a warm -up and support given to participants taking part in the warm -up.</li> <li>• effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants.</li> <li>• consistently provides appropriate support to participants when taking part in a warm -up.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2</b></li> <li>• practical ability in delivering a warm -up and support given to participants taking part in the warm -up.</li> <li>• effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants.</li> <li>• consistently provides appropriate support to participants when taking part in a warm -up.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2</b></li> <li>• practical ability in delivering a warm -up and support given to participants taking part in the warm -up.</li> <li>• effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants.</li> <li>• consistently provides appropriate support to participants when taking part in a warm -up.</li> </ul>