

Physical Education **BTEC** Plan

Term 4

Year 10

Year 10	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 2	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 2	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 2
Weeks 21	<ul style="list-style-type: none"> To identify the 6 physical components of fitness. To be able to identify the different components of fitness from key definitions. To be able to apply and analyse the physical components of fitness in relation to sporting examples. 	<ul style="list-style-type: none"> To recap what the physical components of fitness are To answer exam based questions relating to the physical components of fitness 	<ul style="list-style-type: none"> To be able to know the different physical components of fitness To be able to apply and analyse the physical components of fitness to sporting examples To answer a series of 4 mark questions relating to the physical components of fitness
Weeks 22	<ul style="list-style-type: none"> To identify the 5 skill related components of fitness. To be able to identify the different components of fitness from key definitions. To be able to apply and analyse the skill related components of fitness in relation to sporting examples. 	<ul style="list-style-type: none"> To be able to know the different skill related components of fitness To be able to apply and analyse the skill related components of fitness to sporting examples To answer a series of 4 mark questions relating to the skill related components of fitness 	<ul style="list-style-type: none"> To answer an exam style question on the skill related components of fitness

Year 10	<p>Lesson 1 Learning intentions (what can a student do at the end of the lesson)</p> <p>UNIT 2</p>	<p>Lesson 2 Learning intentions (what can a student do at the end of the lesson)</p> <p>UNIT 2</p>	<p>Lesson 3 Learning intentions (what can a student do at the end of the lesson)</p> <p>UNIT 2</p>
Weeks 23	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport. 	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport. 	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport.
Weeks 24	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport. 	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport. 	<ul style="list-style-type: none"> • <u>Draft assignment work (computer-based)</u> • How each of these components of fitness will be used during participation in the team sport • The impact of each of these components of fitness on performance in the team sport.

Year 10	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 2	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 2	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 2
Weeks 25	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity. 	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity. 	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity.
Weeks 26	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity. 	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity. 	<ul style="list-style-type: none"> • <u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u> • application of knowledge and understanding of physical fitness and skill-related components of fitness and their impact on performance in a specific physical activity. • A well-developed account of the use of the components of fitness in the given physical activity with no omissions • A well-developed account of the impacts of the components of fitness on performance in the given physical activity.