

# Physical Education **BTEC** Plan

Term 5

# Year 10

April holidays onwards

6 week term

Year 10	<b>Lesson 1</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b>
Weeks 27	<ul style="list-style-type: none"> <li>• To know and understand what skill, strategies and tactics are</li> <li>• To know the importance of the use of different skills, strategies and tactics</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand what strategies and tactics are</li> <li>• To know the importance of the use of different strategies and tactics in sport</li> </ul>	<ul style="list-style-type: none"> <li>• To know what isolated and competitive practices are in sport.</li> <li>• To know and understand the advantages and disadvantages of isolated and competitive practices in sport.</li> <li>• To compare isolated practices with competitive practices.</li> </ul>
Weeks 28	<ul style="list-style-type: none"> <li>• To know what isolated and competitive practices are in sport.</li> <li>• To know and understand the advantages and disadvantages of isolated and competitive practices in sport.</li> <li>• To compare isolated practices with competitive practices.</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand why officials are needed in sport</li> <li>• To know the different types of officials and their roles in sport</li> </ul>	<ul style="list-style-type: none"> <li>• To know and understand what the different responsibilities of officials are and how they can impact a sport.</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 2</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b> <b>Practical</b>
Weeks 29	<ul style="list-style-type: none"> <li>To know and understand the different rules and regulations required in sport.</li> <li>To analyse the impact of officials and their rules and regulations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Draft assignment work (computer-based)</b></li> <li>Produce a presentation outlining the different roles and responsibilities. Your presentation should include an account of: The different roles and responsibilities of officials in your selected sport Rules and regulations around: a) The number of players b) How players can score when taking part in your selected sport Actions the officials would be expected to take to ensure the rules associated with: The number of players Scoring are adhered to when taking part in your selected sport.</li> </ul>	<b>Draft video evidence</b> Produce a series of video clips that will demonstrate sports skills for your selected sport being demonstrated in isolated practices and in competitive situations. Your video clips should include practical demonstrations of: <ul style="list-style-type: none"> <li>At least three sports skills being performed in isolated practices</li> <li>Sports skills and strategies being performed in a competitive situation.</li> </ul>
Weeks 30	<ul style="list-style-type: none"> <li><b>Draft assignment work (computer-based)</b></li> <li>Produce a presentation outlining the different roles and responsibilities. Your presentation should include an account of: The different roles and responsibilities of officials in your selected sport Rules and regulations around: a) The number of players b) How players can score when taking part in your selected sport Actions the officials would be expected to take to ensure the rules associated with: The number of players Scoring are adhered to when taking part in your selected sport.</li> </ul>	<ul style="list-style-type: none"> <li><b>Draft assignment work (computer-based)</b></li> <li>Produce a presentation outlining the different roles and responsibilities. Your presentation should include an account of: The different roles and responsibilities of officials in your selected sport Rules and regulations around: a) The number of players b) How players can score when taking part in your selected sport Actions the officials would be expected to take to ensure the rules associated with: The number of players Scoring are adhered to when taking part in your selected sport.</li> </ul>	<b>Draft video evidence</b> Produce a series of video clips that will demonstrate sports skills for your selected sport being demonstrated in isolated practices and in competitive situations. Your video clips should include practical demonstrations of: <ul style="list-style-type: none"> <li>At least three sports skills being performed in isolated practices</li> <li>Sports skills and strategies being performed in a competitive situation.</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 2</b>	<b>Lesson 2</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b>	<b>Lesson 3</b> <b>Learning intentions</b> (what can a student do at the end of the lesson)  <b>UNIT 2</b> <b>Practical</b>
Weeks 31	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• application of knowledge and understanding of the two given areas of development.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions</li> <li>• a well-developed account of the given sport specific key rules and regulations</li> <li>• a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• application of knowledge and understanding of the two given areas of development.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions</li> <li>• a well-developed account of the given sport specific key rules and regulations</li> <li>• a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• Demonstration of practical ability through participation in their chosen sport.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in isolated practices</li> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in competitive situations</li> <li>• selects and performs appropriate strategies effectively on all occasions during competitive situations.</li> </ul>
Weeks 32	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• application of knowledge and understanding of the two given areas of development.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions</li> <li>• a well-developed account of the given sport specific key rules and regulations</li> <li>• a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• application of knowledge and understanding of the two given areas of development.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• a well-developed account of the main officials and their key responsibilities in the chosen sport with minor omissions</li> <li>• a well-developed account of the given sport specific key rules and regulations</li> <li>• a well-developed account of the actions the official would normally take to ensure adherence to the given sport specific rules with no omissions.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><u>PSA (Pearson Set Assignment) with reference to the scenario given (computer-based)</u></b></li> <li>• Demonstration of practical ability through participation in their chosen sport.</li> </ul> Evidenced through: <ul style="list-style-type: none"> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in isolated practices</li> <li>• performs sporting techniques for sports skills with high levels of accuracy, fluency and control in competitive situations</li> <li>• selects and performs appropriate strategies effectively on all occasions during competitive situations.</li> </ul>