

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

| Year 10 | Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 1 | Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 1 | Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 1 |
|----------|---|---|---|
| Weeks 17 | <ul style="list-style-type: none"> To know and understand the importance of a cool down. To know and understand the different stages of a cool down. To analyse the impact a cool down has on the body after sport participation. | <ul style="list-style-type: none"> <u>Draft assignment work (computer-based) part 1</u> A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant. 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. | <ul style="list-style-type: none"> <u>Draft assignment work (computer-based) part 1</u> A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant. 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. |
| Weeks 18 | <ul style="list-style-type: none"> <u>Draft assignment work (computer-based) part 1</u> A warm-up plan that includes a pulse raiser, mobiliser and preparation stretches for the selected participant. 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. | <ul style="list-style-type: none"> <u>Draft assignment work (computer-based) part 2</u> Practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include: pulse raiser / mobiliser / preparation stretches 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. | <ul style="list-style-type: none"> <u>Draft assignment work (computer-based) part 2</u> Practical evidence including demonstrations and audio of you delivering a warm-up to a group of participants to include: pulse raiser / mobiliser / preparation stretches 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. |

| Year 10 | Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 1 | Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 1 | Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 1 |
|----------|--|--|--|
| Weeks 19 | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1 • 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. • a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity • 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. | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1 • 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. • a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity • 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. | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 1 • 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. • a fully detailed warm -up plan with specific relevance to the selected participant and chosen physical activity • 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. |
| Weeks 20 | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2 • practical ability in delivering a warm -up and support given to participants taking part in the warm -up. • effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants. • consistently provides appropriate support to participants when taking part in a warm -up. | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2 • practical ability in delivering a warm -up and support given to participants taking part in the warm -up. • effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants. • consistently provides appropriate support to participants when taking part in a warm -up. | <ul style="list-style-type: none"> • PSA (Pearson Set Assignment) with reference to the scenario given (computer-based) – Part 2 • practical ability in delivering a warm -up and support given to participants taking part in the warm -up. • effective demonstrations of activities in a warm -up with a wide range of appropriate teaching points to support participants. • consistently provides appropriate support to participants when taking part in a warm -up. |