

Physical Education **BTEC** Plan

Term 3 – Year 11

6 week term (Jan onwards)

Year 11	Lesson 1 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 2 Learning intentions (what can a student do at the end of the lesson) UNIT 3	Lesson 3 Learning intentions (what can a student do at the end of the lesson) UNIT 3
Weeks 15	<ul style="list-style-type: none"> To know about the physical components of fitness. To understand the physical components of fitness. To be able to apply and analyse the physical components of fitness in relation to sporting examples. To be able to identify the different components of fitness from key definitions. 	<ul style="list-style-type: none"> To be able to apply the physical components of fitness to different sporting examples. Being able to give specific practical examples linking with the 6 components of physical fitness. 	<ul style="list-style-type: none"> To be able to know about the different physical components of fitness. To explain and analyse a selection of components of physical fitness in relation to a given specific sport. To complete a 6/8 mark exam question on the physical components of fitness.
Weeks 16	<ul style="list-style-type: none"> To know about the 5 different skill related components of fitness. To understand the skill related components of fitness. To be able to apply and analyse the skill related components of fitness in relation to sporting examples. To be able to identify the different components of fitness from key definitions. 	<ul style="list-style-type: none"> To be able to identify the different skill related and physical related components of fitness. To be able to give specific practical examples linking with the 5 components of skill related fitness. To explain and analyse the different skill related components of fitness in relation to practical sporting examples to achieve optimal sports performance. To complete several exam questions including a 6/8 mark exam question on the physical components of fitness. 	<ul style="list-style-type: none"> To be able to know about the different skill related components of fitness. To explain and analyse a selection of components of physical fitness in relation to a given specific sport. To complete a 6/8 mark exam question on the physical components of fitness.

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Weeks 17	<ul style="list-style-type: none"> To know about the cardiorespiratory system. Recall the components of Physical Fitness and give practical examples to accompany this. Begin to identify the difference between the cardiovascular and respiratory systems. Explain the functions of the Cardiovascular System. 	<ul style="list-style-type: none"> To recall the functions of the cardiovascular system and know about the respiratory system. To be able to describe the difference between aerobic and anaerobic endurance. To be able to explain and apply the knowledge of the cardiorespiratory system to exam questions. 	<ul style="list-style-type: none"> To know what exercise intensity is. To know and understand the different ways that exercise intensity/HR can be measured (RPE – Borg Scale/Training thresholds and zones). To understand and apply HR and target zones to train either aerobically or anaerobically.
Weeks 18	<ul style="list-style-type: none"> To know the SPOR principle of training and the FITT principle of training to optimise performance levels in athletes. To describe and understand the SPOR principle and describe how the FITT principle can be used to optimise training. To apply and analyse SPOR and FITT to a training programme and its links to optimising training programmes. 	<ul style="list-style-type: none"> To recall the 4 components of the FITT (Basic) principles of training and apply to sporting examples. To know and understand the remaining additional principles of training. To be able to identify the principles of training through key definitions. To apply knowledge of both basic and additional principles of training to a variety of sporting examples. 	<ul style="list-style-type: none"> To recap the various basic and additional principles of training. To be able to link and apply the basic and additional principles of training to sports performers. To be able to complete several exam questions including an 8 mark exam question on the physical components of fitness.

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Weeks 19	<ul style="list-style-type: none"> To recall the fitness tests for each component of Fitness. To know and understand the requirements for the fitness tests. To understand the impact and implications of the fitness tests for each component of fitness. To know and understand the importance of a quality warm up and cool down and provide practical examples To be able to apply the knowledge and understanding to exam questions 	<ul style="list-style-type: none"> To understand the impact and implications of the fitness tests for each component of fitness. To know and understand the importance of a quality warm up and cool down and provide practical examples To be able to apply the knowledge and understanding to exam questions 	<ul style="list-style-type: none"> To know and understand the different fitness tests for each component of fitness. To carry out a fitness test for each of the components of fitness. To record the results for each fitness test and measure it amongst the national averages.
Weeks 20	<ul style="list-style-type: none"> To recall the importance of a warm up and a cool down while providing practical examples. To know about the different training methods that develop flexibility. To be able to explain and analyse the different training methods that develop flexibility in relation to a sport. 	<ul style="list-style-type: none"> To recall the different training methods that develop flexibility. To know about the different training methods that develop strength. To be able to explain and analyse the different training methods that develop strength in relation to a sport. 	<ul style="list-style-type: none"> To know and understand the Pre-test procedures that need to take place before any fitness test. To understand and define the terms reliability and validity of a test. To identify and apply pre-test procedures as well as reliability and validity of tests and its impact to performance to examples and questions.

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).

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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.

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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.