

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	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 23	<ul style="list-style-type: none"> • Draft assignment work (computer-based) • 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"> • Draft assignment work (computer-based) • 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"> • Draft assignment work (computer-based) • 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"> • Draft assignment work (computer-based) • 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"> • Draft assignment work (computer-based) • 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"> • Draft assignment work (computer-based) • 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.

Physical Education **BTEC** Plan

Term 4 – Year 11

5 week term (Feb onwards – till Easter hols)

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 21	<ul style="list-style-type: none"> • How to interpret normative data tables for fitness test results. • Analyse and evaluate test results. 	<ul style="list-style-type: none"> • To know the advantages and disadvantages for the different fitness training methods. 	<ul style="list-style-type: none"> • To know the different provisions (Public, Private, Voluntary) for taking part in fitness training methods.
Weeks 22	<ul style="list-style-type: none"> • To know the terms aims and objectives • To understand the terms and be able to define the differences between aims and objectives • To know and understand short, medium and long term goals 	<ul style="list-style-type: none"> • To understand personal attitudes with consideration to sport, physical activity and their chosen sport. • To understand and apply the different types of motivation when referring to the mind, attitudes and motivations in sport and PE. 	<ul style="list-style-type: none"> • To understand personal attitudes with consideration to sport, physical activity and their chosen sport. • To understand and apply the different types of motivation when referring to the mind, attitudes and motivations in sport and PE.

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 23	<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 24	<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 the different provisions (Public, Private, Voluntary) for taking part in fitness training methods.

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 25	<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 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.