

Subject: Sport BTEC 2019 Specification		
Intent	Implementation	Impact
<p>To develop the students knowledge linking to the below content:</p> <ul style="list-style-type: none"> <li>• To develop knowledge and understanding of the human body, its functions and responses during exercise as well as it's capabilities to improve.</li> <li>• To learn skills linked to many sports including football, basketball, running/cardio/gym use, hockey, cricket, rugby, padel, gymnastics.</li> <li>• To develop understanding of rules of a game, sportsmanship, turn taking, sharing, winning and losing, and healthy competition.</li> <li>• To develop a level of 'research' through different means to embed transferable skills.</li> <li>• To learn other skills and knowledge through other subjects by the cross curricular links, including literacy and science.</li> <li>• To use literacy skills to complete set work during sessions, transferring and consolidate current abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Through following the planned units, students will engage with the BTEC curriculum content and build a portfolio of progress towards the unit content and qualification.</li> <li>• Daily sessions will run in the gym which has a fully equipped gym/equipment and a sports court.</li> <li>• Sessions will also contain theory delivery where students learn and are assessed against the range of topics covered in this plan. Separate area in the gym to facilitate this.</li> <li>• Students will have the opportunity to experience different sporting activities and events throughout the year such as attending the 'Fit Farm' and the AP Olympics where skills learnt in sessions can be practiced and transferred. Football training sessions and after-school club opportunities are also offered for the young people attending the provision.</li> <li>• Sports day and competitive events will be planned and participated in throughout the year.</li> </ul>	<ul style="list-style-type: none"> <li>• The skills will potentially open doors and opportunities for next steps in their careers.</li> <li>• Students will have experience of a range of sporting activities that potentially they will enjoy and continue with either outside of, or after leaving the provision.</li> <li>• Positive mental health as a result of exercise and the impact this has on the body- both day to day and long term.</li> <li>• Knowledge of biology and understanding of their body; ability to make more informed choices about healthy lifestyles.</li> <li>• The ability to make secure choices during sporting (or other) conflict as a result of progress and engagement in sessions.</li> <li>• Improvement in physical health which improves quality of life.</li> <li>• The ability to communicate positively with their peers</li> <li>• The ability understand rules and regulations outside of the sports subject</li> <li>• Subject knowledge of the entry level 1 BTEC in sport (see above).</li> </ul>

Sport Long Term Planning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>KEY TOPIC/ VALUE</p> <p>KS3 YEAR 1</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>Motor skill assessment and development.</b></p> <p><b>Personal components of fitness and motor skill development</b></p> <p>Groups of students participate in any of the following activities</p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul>	<p><b>Personal components of fitness and motor skill development</b></p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>Motor skill assessment and development.</b></p> <p>Groups of students participate in any of the following activities</p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul>	<p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p>Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>Motor skill assessment and development.</b></p> <p>Groups of students participate in any of the following activities</p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul>	<p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> <li>• Orienteering</li> </ul> <p>Community -</p>

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	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>KS3 YEAR 2</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>Motor skill assessment and development.</b></p> <p><b>Personal components of fitness and motor skill development</b></p> <p>Groups of students participate in any of the following activities</p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p>	<p><b>Personal components of fitness and motor skill development</b></p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p> <p style="color: red;">Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class</p> <p><b>Motor skill assessment and development.</b></p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p>	<p><b>Personal components of fitness and motor skill development</b></p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p> <p style="color: red;">Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Athletics</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p>	<p><b>Personal components of fitness and motor skill development</b></p> <p><b>Groups of students participate in any of the following activities</b></p> <p>The focus is on understanding and demonstrating skills as well as a development in sportsmanship.</p> <ul style="list-style-type: none"> <li>• Badminton</li> <li>• Handball</li> <li>• Gymnastics</li> <li>• Fitness</li> <li>• Athletics</li> <li>• Football</li> <li>• Ultimate Frisbee</li> <li>• Basketball</li> <li>• Volleyball</li> <li>• Cricket</li> <li>• Paddle ball</li> </ul> <p><b>New knowledge</b></p> <p>skills and content are activity-specific, but also related to themes which extend across groups of activities e.g. outwitting opponents, working at maximal levels, analysis and improvement of performance and healthy active lifestyles</p> <p style="color: red;">Community -</p>

Sport Long Term Planning

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<p>KS4 YEAR 1</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP5: How exercise affects the body</i></p> <p>Learners play games, exercise or run and then report how they feel to their partners. They can use scores from 1–10 to describe heart rate or breathlessness.</p> <p>Learners record pulse and breathing rates when resting, and during and after exercise. They can also use sphygmomanometers, spirometers or peak flow meters if available.</p> <p>Learners establish words and phrases that are new and unknown, they can make a weekly glossary to support their studies. Learners can play games matching simpler words, for example 'bones' with more complex words and phrases like 'skeletal system' to develop their vocabulary and understanding.</p>	<p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP5: How exercise affects the body</i></p> <p>Learners should use their own body to provide answers where possible, for example watch and feel their chests rise and fall, stand on tiptoe to see their calf muscle contract etc. Learners can perform movements and activities during guided discovery tasks and record what happens. They can then discuss why they think their bodies responded in a certain way. Learners use anatomical models to promote discussion where available.</p> <p>Learners explore a range of presentation methods (bar graphs, pie charts, etc.) showing a wide variety of information from magazines and the internet. They try to find patterns in what types of methods seem to occur most often or in relation to certain types of information.</p> <p>Final Assessment</p> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP6: Training for Fitness</i></p> <p>Learners visit a leisure centre or gym to find out about the range of training methods available, and access timetables and training session plans and participate in a class or session where possible. Guest speakers, such as fitness instructors or personal trainers engage learners by leading a practical session and then promoting discussion. Learners cover the skills needed for delivery of an effective session in a plenary activity.</p> <p>Learners participate in sport-specific fitness sessions run by specialist coaches in, for example basketball and track or field athletics.</p> <p>Learners match the different needs of the participant, for example developing strength with different types of training.</p>	<p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP6: Training for Fitness</i></p> <p>Learners take part in different fitness tests such as the 1 repetition maximum test for strength, the multistage fitness test for endurance, or through other sporting activities such as sprint races using timing gates etc. They discuss how they feel because of participating in the tests and/or what types of fitness they think are being tested.</p> <p>Practical sessions led by tutors, or a guest could be paused while learners consider how they can incorporate FITT into the activity. Learners look at case studies, for example a beginner who wants to improve their strength, and then consider the best training methods to meet the aim.</p> <p>Learners need to logically plan and communicate, and this can be introduced from the outset of this unit. Learners should have access to a range of training session plans as a guide.</p> <p>Final Assessment</p> <p>Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class.</p> <p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP7: Playing Sport</i></p> <p>Learners should participate in a range of familiar and unfamiliar sports, small-sided team games and individual sports and explore different skills and techniques in them. Key skills for each sport.</p> <p>Learners participate in sport 'circuit-training' – learning key skills and techniques before moving to the next sport/skill/technique. Take turns observing tutors from the side-lines to develop skills and techniques. Learners explore and develop specific roles of attack and defence in sessions led by specialist coaches, learning the key skills and responsibilities associated with these roles.</p>	<p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP7: Playing Sport</i></p> <p>Component of skills: They practice in pairs on discrete parts of a skill or technique and run 'masterclasses' on these aspects for others. In this way, across the whole group, they all contribute to the learning of the entire skill/technique.</p> <p>Learners follow a 'learning circuit' i.e. practising and performing a skill/technique alone without pressure, then in a small-sided game before progressing to a full-sided or full-pressure situation.</p> <p>Learners can watch video footage of 'experts' and then film each other and compare performances.</p> <p>split into groups to find out about rules and regulations in different sports and the different situations in the sport (i.e. a personal foul) that violates a rule or regulation.</p> <p>Final Assessment</p> <p>Community -</p>

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KS4 YEAR 2	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class</p> <p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP12 Keeping active and healthy</i></p> <p>Learners talk about their lifestyles. what activities they do, how and what they eat, and discuss their findings.</p> <p>Learner's research physical activity guidelines for different specific groups via the internet.</p> <p>Learners interview people from different specific groups, as well as those involved in leading activities for these groups, to find out what the benefits of being physically active are.</p> <p>Learners discuss reasons why people start smoking and play 'true/false' games with smoking fact cards. Afterwards, they can do 'research and tell' where they find out information in small groups on the effects of smoking on sports performance, pregnancy, growth etc. and present their findings to the group</p>	<p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP12 Keeping active and healthy</i></p> <p>Healthy Eating Learners play 'true/false' games with nutrition facts and figures and discuss their favorite foods, eating habits or food myths. Learners look at a fake food diary and make observations – this can serve as a springboard for them to make recommendations or changes.</p> <p>Learners design a healthy eating menu for a specific individual.</p> <p>Final assessment</p> <p>Christmas -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class</p> <p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP10: Contributing to Running a Sports Event</i></p> <p>In groups, learners list as many different types of sports events as they can think of (large and small scale). They can then extend their lists by including the different ways of contributing to those events. Learner's research on different sport events taking place in the local area. Learners can take part in small-sided sports activities and take turns experiencing running and organizing others by applying the rules of the game.</p> <p>Learners explore ways in which they can find out about local sport events. Tutors can supply a range of resources such as local newspapers, leaflets from tourist offices and libraries, and access to the internet.</p> <p>Learners attend local sports events and review their success or discuss factors which would have been considered in their planning.</p>	<p><b>BTEC Introductory Lv1 in Sports</b> <i>Unit SP10: Contributing to Running a Sports Event</i></p> <p>Learners attend a talk given by event organisers who have been invited to explain their role(s). This will help learners to understand their own role when contributing to an event. Learners take individual responsibility for small practical activities such as setting up a game of badminton for two people. They each take on a different role and learn the associated responsibilities, for example umpiring, keeping score or setting up/clearing away equipment.</p> <p>Learners practice role playing according to given scenarios. Tutors can give scenarios where learners need to think on their feet and react well to unplanned events, for example some of the participants don't attend, some of the equipment is missing, the allocated session time is running out, there is a draw in a competition etc.</p> <p>Final assessment</p> <p>Easter -</p>	<p>Ice breakers- who you are, backgrounds, what makes you, you. Ground rules &amp; expectations in class</p> <p>Sports day: Plan, prepare resources, groups and activities. Share with those involved.</p> <p>Run sports day, reflect and evaluate on the day.</p> <p>Keeping active and healthy- recording personal goals.</p> <p>Develop and complete own personal training programme</p> <p>Organise a presentation linking to achievements from sporting events</p> <p>Careers support</p>	<p>Take part in further outdoor and adventurous activities in a range of environments which present intellectual and physical challenges, and which encourage pupils to work in a team, building on trust and developing skills to solve problems, either individually or as a group.</p> <p>Evaluate performance</p> <p>Community -</p>