CoDA Curriculum

(Physical Education, Child Development and Care in Early Years

and Health and social care)



Improving the life chances of all students

At Key Stage 3 students will follow the national curriculum:

PE Curriculum Intent Yr 7 -9

The CoDA PE department thrives on the understanding that we are developing the whole student, not just their practical ability. We feel that developing the whole student will therefore improve their life chances. The CoDA PE KS3 curriculum is based around 3 areas: Head, Heart and Hand. We have used the GCSE PE Specification to inform these areas. The head strand looks at the child's cognitive learning and how key terms and physical understanding helps them in PE. The Heart strand looks at their life skills. We want to build well rounded students who flourish in different areas. This is why we have linked a different life skill to each sport. The last strand is the Hand strand. This is the typical skills based assessment where we look at 9 sports across the year for 5 weeks. They get 8 lessons of content and 2 lessons for their assessment. We work through core and advanced skills in lessons to then finally make an assessment of where we think practically they are at. We feel that through the 3 strands we can develop and enhance the whole student and leave them feeling like they can excel in more than one area in PE. However, our main focus is delivering fun and engaging lessons to help encourage a safe environment for all students to learn.

Each scheme of learning is aimed to encourage students to have a love for sport and physical activity. They will develop a range of skills, in a range of sports as well as a cognitive understanding of sport. Along side this a better understanding of what life skills they will need for everyday life and how to overcome challenges. Students will be taught using a range of teaching styles to encourage them to learn in different ways. The PE curriculum will encourage independent and collaborative learners who develop a passion for PE.

Personal Development

- · Build confidence, self-esteem and emotional wellbeing
- · Develop and practice leadership skills
- · Develop the capacity to be creative and reflective
- · Work as part of a group or team, building trust and developing skills to solve problems, either individually or as a group
- · Develop skills required for cooperation and collaboration

KS3 impact:

- Create an understanding of how life skills can be developed to create better people and sports players.
- Some students perform for the Academy in the city.

At Key Stage 4 students will follow the specifications:

Board, Level, Subject

PE Curriculum Intent Yr 10 – 11

KS4 CORE PE

The CoDA PE department has a passion for life long participation in sport. We therefore designed our curriculum around this focus. We offer 4 week rotations of the following sports: Football, Netball, Badminton, Fitness, Lacrosse, Tag rugby, Handball, Basketball, Invasion/ team games, Trampolining, Rounders, Athletics and Cricket. Depending on the time of year we rotate this in accordance to the students attitude. Due to us knowing our students we are able to design the rotations for the time of year and what would benefit them best. For example, around exam times we give them their favourite sports as it encourages participation and enjoyment as we know there is a strong link between physical activity and learning.

Their lessons have a specific focus depending on the sport. We work through and build upon the skills they learnt in KS3. The structure of these lessons are: Warm up, Drills/ Skills and them games.

KS4 impact:

- Develop a love for Physical Activity and sports
- Encourage students to carry on with lifelong participation in sport
- Develop further students understanding of their body

Year 7

Торіс	<u>Gymnastics/</u> <u>Dance</u>	<u>Football</u>	<u>Netball</u>	<u>Badminton</u>	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	<u>Basketball</u>
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	Gym Year 7	Module outcomes:	Module outcomes:	Module	Module outcomes:	Module	Module outcomes:	Module outcomes:
	Use two balances in a		<u></u>	outcomes:		outcomes:	<u></u>	
	gymnastics routine	To be able to	To be able to	outcomes.	To be able to	oucomes.	To be able to	To be able to
	Use two rolls in a	recall the teaching	recall the teaching	To be able to	recall the teaching	To be able to	recall the teaching	recall the teaching
	gymnastics routine	points of the	points of the	recall the	points of the	recall the	points of the	points of the
	Use two jumps in a	following skills as	following skills as	teaching points of	following skills as	teaching	following skills as	following skills as
	gymnastics routine	well as perform	well as perform	the following	well as perform	points of the	well as perform	well as perform
	Use two twists in a	these skills in a	these skills in a	skills as well as	these skills in a	following	these skills in a	these skills in a
	gymnastics routine	game	game	perform these	game	skills.	game	game
	Dance Year 7- Haka	situation/practice.	situation/practice.	skills in a game	situation/practice.	100m-	situation/practice.	situation/practice.
	Using a formation			situation/practice		Demonstrate		p
	within a dance	Passing with	Chest pass		1 handed passes	the teaching	Underarm throw	Overhead pass
	To be able to change	dominant foot		Underarm serve		points of a		
	formation within a		Bounce pass	(short)	Dribbling with	sprint start	Over arm throw	Bounce pass
	dance	Dribbling with both			dominant hand	200m-		
	To be able to dance in	feet	Footwork	Underarm serve	Dedeter	Demonstrate	2 handed catch	Chest pass
	unison with others	Chapting with	Dedeine	(long)	Dodging	the teaching	Leve heurien	Diveting
	To be able to add	Shooting with dominant foot	Dodging	B I	Man Marking	points of a	Long barrier	Pivoting
End Points	repetition into your		Man marking	Ready position	IVIAIT IVIAI KIIIg	sprint start and		Set shot
(Knowledge and	Haka dance To be able to perform a	Formations	Walt marking	Overhead clear		running on a bend		500 5100
Skills)	canon in your Haka	1 official official		Overneau clear		300m/400m-		Lay up
	dance	Man Marking		Underarm clear		Use pacing		- / - 1
	uunee	-				throughout a		
						race		
						800m- Use		
						pacing		
						throughout a		
						race		
						Long Jump-		
						Perform the		
						teaching points		
						of the jump Triple Jump-		
						Perform the		
						teaching points		
						of the jump		
						High jump-		
						Perform the		
						teaching points		
						of the jump		

		1			1			
						Shot put-		
						Perform the		
						teaching points		
						of the throw		
						Discus- Perform		
						the teaching		
						points of the		
						throw		
						Javelin-		
						Perform the		
						teaching points		
						of the throw		
			Head- Discip		ed in the Do Now starter	task		
What is assessed				Heart- Lifeskills linked	l to each sport			
				Hand- End points li	isted above			
	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill:
	Organisation	Communication	Teamwork	Resilience	Leadership	Perseverance	Responsibility	Respect
	Confidence							
		<u>HT1 & 2</u>	<u>HT1 & 2</u>	<u>HT1 & 2</u>	<u>HT1 & 2</u>	<u>HT5</u>	<u>HT5</u>	<u>HT5</u>
	<u>HT1</u>	Reciprocal Reader	Reciprocal Reader	Reciprocal Reader	Reciprocal Reader	Warm up and	Warm up and cool	Warm up and cool
	Muscles	Words	Words	Words	Words	cool down	down	down
	Bicep, triceps,	Passing, Dribbling,	Passing, Dribbling,	Passing, Dribbling,	Passing, Dribbling,	Benefits of a	Benefits of a warm	Benefits of a warm
	abdominals, Gluteal,	Tackling, Man	Tackling, Man	Tackling, Man	Tackling, Man	warm up,	up, benefits of a	up, benefits of a
	Quadriceps, Hamstring,	Marking, Shooting,	Marking, Shooting,	Marking, Shooting,	Marking, Shooting,	benefits of a	cool down,	cool down,
		Attacking,	Attacking,	Attacking,	Attacking,	cool down,	<u>HT6</u>	<u>HT6</u>
	<u>HT2</u>	Defending,	Defending,	Defending,	Defending,	<u>HT6</u>		
	Bones	Intercepting, Space,	Intercepting, Space,	Intercepting, Space,	Intercepting, Space,		Components of	Components of
	Cranium, Clavicle, Ribs,	Court/Pitch,	Court/Pitch,	Court/Pitch,	Court/Pitch,	Components of	fitness	fitness
Key Vocabulary	Vertebrae, Humerus,	Formations, Tactics,	Formations, Tactics,	Formations, Tactics,	Formations, Tactics,	fitness		
	Radius, Ulna, Femur,	Technique	Technique	Technique	Technique		Muscular	Muscular
	Patella					Muscular	endurance,	endurance,
		<u>HT3</u>	<u>HT3</u>	<u>HT3</u>	<u>HT3</u>	endurance,	cardiovascular	cardiovascular
	<u>HT3</u>	Muscles	Muscles	Muscles	Muscles	cardiovascular	endurance, speed,	endurance, speed,
	CV system	Bicep, triceps,	Bicep, triceps,	Bicep, triceps,	Bicep, triceps,	endurance,	strength, power,	strength, power,
	Arteries, Capillaries,	abdominals, Gluteal,	abdominals, Gluteal,	abdominals,	abdominals, Gluteal,	speed,	flexibility, Agility,	flexibility, Agility,
	Veins, Heart rate, stroke	Quadriceps,	Quadriceps,	Gluteal, Quadriceps,	Quadriceps,	strength,	balance, Co-	balance, Co-
	volume,	Hamstring,	Hamstring,	Hamstring,	Hamstring,	power,	ordination, reaction	ordination, reaction
	<u>HT4</u>					flexibility,	time	time
	Respiratory system	<u>HT4</u>	<u>HT4</u>	<u>HT4</u>	<u>HT4</u>	Agility, balance,	e	e
	diaphragm and	Bones	Bones	Bones	Bones	Co-ordination,		
	intercostals, gaseous	Cranium, Clavicle,	Cranium, Clavicle,	Cranium, Clavicle,	Cranium, Clavicle,	reaction time		
	-	Ribs, Vertebrae,	Ribs, Vertebrae,	Ribs, Vertebrae,	Ribs, Vertebrae,	reaction time		1

	exchange, aerobic and anaerobic exercise	Humerus, Radius, Ulna, Femur, Patella	Humerus, Radius, Ulna, Femur, Patella	Humerus, Radius, Ulna, Femur, Patella	Humerus, Radius, Ulna, Femur, Patella					
Literacy Skills Developed (Writing/Oracy/Tier 2)	Tier Use it in a sentence Tenses of the words Thumbs up/ thumbs down The why? PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports									
Career Links (Employability Skills, Career Opportunities)		PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.								
SMSC Links	PE Students becoming aw PE Students are asked to a PE Students developing th PE Following and respect PE Working in a variety of Developing personal quali PE Participating in a variet PE Understand and accep PE Students working with PE Pupils willing to volunt	reflect on their actions a neir moral stance throug ing the rules of sport and different groups toward ities such as communica ty of individual, team an ting that the decision of and playing competitive	nd how this may affect n a sense of fair play an d the decision of official ls a common goal. tion and influence, shar d partner sports. Pupils the officials should be r inter school fixtures ag	others in their team. List d positive sporting behaves. S. Understanding that sp ing, co-operation, leaded to be given the opportune espected and understan ainst with students from	ening to and acting on th viour. port has rules and that so rship and motivating nity to represent their sch ding the application of ru o different cultures.	odoes normal socionool.	ety.			

Year 8

Торіс	<u>Gymnastics/</u> Dance	<u>Football</u>	<u>Netball</u>	Badminton	<u>Handball</u>	<u>Athletics</u>	<u>Cricket</u>	<u>Basketball</u>
End Points (Knowledge and Skills)	<u>Gymnastics Year 8</u> Use two different transitions in a gymnastics routine Be able to use dance elements in a gymnastics routine Use two steps in a gymnastics routine Understand tumbling lines in a gymnastics routine <u>Dance Year 8 – Street</u> Using different transitions into your dance Using different levels within your dance routine To be able to perform using dynamics To be able to perform a motif of mirroring in your street dance	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice. Passing with non- dominant foot Shooting with non- dominant foot Tackling Dribbling to beat an opponent	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practi ce. Shoulder pass Ball control Shooting One handed catch	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice. Net shots Drop shot Smash Drive	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practi ce. One handed catch Blocking Shooting Dribbling with both hands	Module outcomes: To be able to recall the teaching points of the following skills. 100m- Demonstrate the teaching points of a sprint start 200m- Demonstrate the teaching points of a sprint start and running on a bend 300m/400m- Use pacing throughout a race 800m- Use pacing throughout a race Long Jump- Perform the teaching points of the jump Triple Jump- Perform the teaching points of the jump	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/prac tice. Overarm bowling One handed catch Batting Pick up and throw	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practic e. Dribbling Man marking Jump shot Rebounding

	High jump- Perform the teaching points of the jump Perform the teaching points of the teaching points of the throw Discus- Perform the teaching points of the throw Discus- Perform the teaching points of the throw Javelin- Perform the teaching points of the throw High jump- the teaching points of the throw
What is assessed	ad- Disciplinary literacy words used in the Do Now starter task Heart- Lifeskills linked to each sport Hand- End points listed above

	Lifeskill: Gymnastics –	Lifeskill: Communication	Lifeskill: Teamwork	Lifeskill: Resilience	Lifeskill:	Lifeskill:	Lifeskill:	Lifeskill: Respect
Key Vocabulary	Organisation Dance – Confidence <u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique	<u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique <u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring <u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	HT1&2 Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique <u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring <u>HT4 - Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	<u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique <u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring <u>HT4 – Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Leadership <u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique <u>HT3 - Muscles</u> Bicep, Triceps, Abdominals, Gluteal, Quadriceps, Hamstring <u>HT4 - Bones</u> Cranium, Clavicle, Ribs, Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Perseverance <u>HT5 – Warm</u> <u>up/Cool down</u> Benefits of a warm up, benefits of cool down <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time	Responsibility <u>HT5 – Warm</u> <u>up/Cool down</u> Benefits of a warm up, benefits of cool down <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time	HT5 – Warm up/Cool down Benefits of a warm up, benefits of cool down <u>HT6</u> Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co- ordination, reaction time
Literacy Skills Developed (Writing/Oracy/Tier 2)				Oracy What does this look like in Can you use it in a senten Tenses of the words				
Career Links (Employability Skills, Career Opportunities)		Personal trainer, Sports performe ports phycologist, Leisure operat	•					
SMSC Links	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students are asked to reflect on their ctions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society.							

PE Working in a variety of different groups towards a common goal.		
Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating		ļ
PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.		ļ
PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport		ļ
PE Students working with and playing competitive inter school fixtures against with students from different cultures.		ļ
PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities		

Year 9

Торіс	Gymnastics/Danc e	Football	Netball	Badminto n	Handball	Athletic s	Cricket	Basketbal I
End Points (Knowledge and Skills)	Gymnastics Be able to create a section of take-off and landing in a gymnastics routine Be able to create a section of flight in a gymnastics routine Use two cartwheels in a gymnastics routine Use two round offs in a gymnastics routine To be able to perform a transition sequence within the dance	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice Volley's Ball control (all parts of the body) Keeping possession of the ball Jockeying	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice Rebounds Area Marking Catching on the run Shooting with split landing	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice. Flick serve Backhand underarm clear Backhand overarm clear	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice Fake passes Area marking Positions Attacking and defending	Module outcomes: To be able to recall the teaching points of the following skills. 100m- Demonstrate the teaching points of a sprint start 200m- Demonstrate the teaching points of a sprint start and running on a bend 300m/400m- Use pacing throughout a race 800m- Use pacing throughout a race Long Jump- Perform the	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice Line and length bowling Attacking batting Defensive batting Wicket keeping	Module outcomes: To be able to recall the teaching points of the following skills as well as perform these skills in a game situation/practice Fake and drive Cutting Area Marking Non dominant hand shooting

	To be able to perform a section of retrograde within the dance To be able to perform a section of question and answer within the dance To be able to perform contrasting dynamics within the dance					teaching points of the jump Triple Jump - Perform the teaching points of the jump High jump - Perform the teaching points of the jump Shot put - Perform the teaching points of the throw Discus - Perform the teaching points of the throw Javelin - Perform the teaching points of the throw		
What is assessed			Head- Disci	plinary literacy words use Heart- Lifeskills linked Hand- End points lis	to each sport			
	Lifeskill: Organisation Confidence	Lifeskill: Communication	Lifeskill: Teamwork	Lifeskill: Resilience	Lifeskill: Leadership	Lifeskill: Perseverance	Lifeskill: Responsibility	Lifeskill: Respect
Key Vocabulary	<u>нті</u> Passing Dribbling Tackling Marking Shooting Attacking	<u>нта</u> Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting	<u>нт1</u> Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting	<u>нт1</u> Passing Dribbling Tackling Marking Shooting Attacking Defending	<u>нт1</u> Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting	<u>HT5</u> Warm up and cool down	Cool down Benefits of a warm up, benefits of a cool down, <u>HT6</u> Components of fitness	HT5 Warm up and cool down Benefits of a warm up, benefits of a cool down,

	Defending	Space	Space	Intercepting	Space	Benefits of a warm	Muscular endurancec	<u>HT6</u>
	Intercepting	Court/Pitch	Court/Pitch	Space	Court/Pitch	up, benefits of a		Components of fitness
	Space	Formation	Formation	Court/Pitch	Formation	cool down,		components of intriess
	Court/Pitch	Tactics	Tactics	Formation	Tactics	HT6		Muscular endurance,
	Formation	Technique	Technique	Tactics	Technique			cardiovascular
	Tactics			Technique		Components of		endurance, speed,
	Technique					fitness		strength, power,
		Muscles	Muscles		Muscles	Muscular		flexibility, Agility,
		Bicep, triceps, abdominals,	Bicep, triceps, abdominals,	Muscles	Bicep, triceps, abdominals,	endurance,		balance, Co- ordination, reaction
	Muscles	Gluteal, Quadriceps,	Gluteal, Quadriceps,	Bicep, triceps, abdominals,	Gluteal, Quadriceps,	cardiovascular		time
	Bicep, triceps, abdominals,	Hamstring,	Hamstring,	Gluteal, Quadriceps,	Hamstring,	endurance, speed,		time
	Gluteal, Quadriceps, Hamstring,			Hamstring,		strength, power,		
						flexibility, Agility,		
		<u>HT2</u>	<u>HT2</u>		<u>HT2</u>	balance, Co-		
	HT2	Bones	Bones	<u>HT2</u>	Bones	ordination,		
		Dones	Dones	Bones	bolles	reaction time		
	Bones	Cranium, Clavicle, Ribs,	Cranium, Clavicle, Ribs,	Dones	Cranium, Clavicle, Ribs,			
	Cranium, Clavicle, Ribs, Vertebrae,	Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Vertebrae, Humerus, Radius, Ulna, Femur, Patella	Cranium, Clavicle, Ribs,	Vertebrae, Humerus, Radius, Ulna, Femur, Patella			
	Humerus, Radius, Ulna, Femur,			Vertebrae, Humerus, Radius, Ulna, Femur, Patella				
	Patella							
Literacy Skills				Oracy				
Developed				What does this look Can you use it in a				
(Writing/Oracy/Tie r 2)				Tenses of the v				
12)			C			Constant and the Constant		
Career Links				<pre>coach/ instructor, Sports de nent, Sports Photographer, 5</pre>			· ·	
(Employability	presenter, sports scientist		e operations and manager	Sports Ager				, sports development,
Skills, Career								
Opportunities)								
	DE Chudente la constant	and of different such as						
	PE Students becoming awa				ictivity.			
	PE Students are asked to r		nd now this may affect	others in their team.				
	Listening to and acting on the feedback of others PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.							
SMSC Links	PE Following and respecti	-			ioui.			
	Understanding that sport l	•		J.				
	PE Working in a variety of							
	Developing personal qualit		_	ing, co-operation leader	ship and motivating			
	Developing personal quali		aon and innuclice, shar	ing, to operation, leader				

PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.
PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport
PE Students working with and playing competitive inter school fixtures against with students from different cultures.
PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities

Year 10/11

Торіс	Nutrition	Mental Health	Careers (players, Science, other)	Alternative sports	First aid	Disability sport	Major events	Sedentary lifestyle	Charity
End Points (Knowledge and Skills)	What is Nutrition? What is a balanced diet? The making up of a balanced diet- Carbohydrates, fats, protein, water, minerals, fibre and fruit and veg.	What is mental health? How does sport help? Mindfulness How to find a sporting hobby? Social benefits Coaching to improve mental health	Players: Football, Netball, Handball, Badminton, Cricket and Athletics Science: Physiotherapist, personal trainer, sports analyst, Nutritionist, sports enhancement, Biomechanics. Other: Teacher, sports coach, sports photographer, referee/ umpire, player agent, gym manager	Ultimate frisbee, dodgeball, kinball, kabaddi, shove tide, cheese rolling	What is first aid? Basic first aid CPR	Boccia, wheelchair basketball, blind football, seated volleyball, powerchair football, inclusive dance	Olympics, Euros, World cup (all sports), Wimbledon, Ashes and masters	What is a sedentary lifestyle? Behaviours of a sedentary lifestyle, risks of a sedentary lifestyle, solutions of a sedentary lifestyle, guided hours, how does nutrition help?	What is charity? How do charities work? Choose a charity Plan an event Lead an event
What is assessed				Head, Heart, H Definition, the why and p					
Key Vocabulary	Eat well guide Portion sizes 8 tips for healthy living Carbohydrates, energy drinks, protein, amino acids, fats, water, minerals, fibre and fruit and veg	Psychological Mental Well-being Social Benefits Emotional Stress	Pay Income Contracts Job specification Taxes	Adventure Cultural Diverse	First aid Responder Emergency Cardiopulmonary Resuscitation Bleeding Fracture Sprain Concussion Bandage Defibrillator Pulse	Accessible Diverse	Country Competition	Sedentary lifestyle Risks Solutions Guided hours Nutrition	Charity
Literacy Skills Developed (Writing/Oracy/Tier 2)			1	Oracy What does this look Can you use it in a Tenses of the v	sentence?			1	

Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.
SMSC Links	PE Use of imagination and creativity in composition of dance, sequences and tactics. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.

Sports Leaders Qualification

Topic	Learning outcome 1 – Know the skills and behaviours needed to lead others	Learning outcome 2 – Know how leadership skills and behaviours can be used in a range of situations	Learning outcome 3 – Be able to develop own leadership skills	Learning outcome 4 – Understand the roles and responsibilities of a sports leader	Learning outcome 1 – Be able to plan appropriate sport/physical activities	Learning outcome 2 – Be able to assist in leading appropriate sport/physical activities	Learning outcome 3 – Be able to review their role in the leading of sport/physical activities
End Points (Knowledge and Skills)	 1.1 Outline why the identified skills will be necessary for a sports leader 1.2 Outline the effect that behaviours can have on leadership skills 	2.1 Outline how the identified skills and behaviours might be used in different areas of life	 3.1 Audit own leadership skills 3.2 Create an action plan for developing leadership skills 3.3 Reflect on the development of own leadership skills against an action plan 	4.1 Outline the responsibilities of the roles that a sports leader might take on	1.1 Plan sport/physical activities	 2.1 Use effective communication skills when assisting in the leading of sport/physical activities 2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities 2.3 Use effective motivation methods when assisting in the leading of sport/physical activities 	3.1 Review own role in leading sport/physical activities

						2.4 Adapt an activity in line with the needs of the participant(s)	
						2.5 Lead sport/physical activities	
What is assessed	Task 1.1 Leadership skills and behaviours	Task 1.2 Using leadership skills and behaviours in other environments	Task 1.3 Reflecting on the leadership task	Task 1.2 Using leadership skills and behaviours in other environments	Task 2.1 Plan, assist in leading and review sport/physical activities	Task 2.1 Plan, assist in leading and review sport/physical activities Task 2.2 Leadership	Task 2.1 Plan, assist in leading and review sport/physical activities
	communication,			referee/umpire,		Log verbal and non-	
Key Vocabulary	self-belief, teamwork, self- management, problem solving			safety officer, scorer, timekeeper, coach, manager/organiser.		verbal communication	
Literacy Skills Developed (Writing/Oracy/Tier 2)							
Career Links (Employability Skills, Career Opportunities)		t presenter, Sports Scientist, Sp	orts phycologist, Leisure opera	nstructor, Sports development, s ations and management, Sports I n, Sports development, Sports Ag	Photographer, Sports marketing		
SMSC Links							

BTEC Dance

Year	HT 1	HT 2	HT 3	HT 4	HT 5	HT 6
	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 1</u>	<u>Unit 2</u>	Practise Unit 3
	Introduce the course	Learning Aim: A	Learning Aim: A	Component 1	-To be able to recall and	Create a dance based
	Learning Aim: A	Introduce Unit 1 1 st Choreographer - Bob	Introduce Unit 1 1 st Choreographer - Bob	controlled	apply the different physical and interpretive skills	on a theme and do a
	To apply their knowledge	Fosse 'All That Jazz'	Fosse 'All That Jazz'	assessment write up	-Practical workshops to	practise controlled
Year 1	of the roles and	Theory and practical	Theory and practical	.	help prepare for unit 2	assessment
ieai 1	responsibilities of	lessons	lessons	Deadline close to		
	choreographer, dancer,			Easter		
()	costume designer	Learning Aim: A 2nd Choreographer –	Learning Aim: A 2nd Choreographer –		Unit 3	
(Year 10)	Learning Aim: A	Rosie Kay '5 Soldiers'	Rosie Kay '5 Soldiers'		-Using different stimulus to create dance work	
	Introduce Unit 1	Theory and practical	Theory and practical		e.g Poem, music, props	
	1 st Choreographer - Bob	lessons	lessons		-Exploration of	
	Fosse 'All That Jazz'	Learning Aims D	Leoning Aims D		choreographic devices and	
	Theory and practical lessons	Learning Aim: B -To recall the processes	Learning Aim: B -To recall the processes		different themes in preparation for creating a 7	
	10350113	used in development,	used in development,		minute dance	
	Learning Aim: A	rehearsal and	rehearsal and			
	2nd Choreographer –	performance	performance			
	Rosie Kay '5 Soldiers'	-To understand and	-To understand and			
	Theory and practical lessons	apply different techniques and	apply different techniques and			
	10330113	approaches in	approaches in			
	Learning Aim: B	performance	performance			
	- To recall the processes	-To understand and	-To understand and			
	used in development, rehearsal and	apply different creative	apply different creative			
	performance	and performance process	and performance process			
	-To understand and		Component 1 controlled			
	apply different		assessment			
	techniques and					
	approaches in performance					

	-To understand and apply different creative and performance process					
Key Vocabulary	Unison Repetition Timing Repetition Canon Dynamics Retrograde Use of levels Transition sequence Mirroring	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus Co-ordination Energy Projection	target audience performance space planning managing resources style creative intentions Brief Stimulus Selection Application			
	Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Question and answer Contrasting Dynamics Fragmentation Chicago Jazz Violence Criminal Celebrities Changing Viewpoints	Stage presence Movement memory Gesture Use of posture Musicality Emphasis Alignment Cardiovascular endurance	Development Interpretative skills Physical skills Collaborative skills <u>Literacy words</u> Appreciation Extension Execution Embellish

					Stimulus	Vigorous
	Sexuality	Sexuality	Sexuality	Sexuality	Flow	Determination
	Society	Society	Society	Society	Accent	
	Vaudeville	Vaudeville	Vaudeville	Vaudeville	Cues	
	Burlesque	Burlesque	Burlesque	Burlesque	Processes	
	Feminism	Feminism	Feminism	Feminism		
	Admiration	Admiration	Admiration	Admiration		
	Manipulation	Manipulation	Manipulation	Manipulation		
	Dance theatre	Dance theatre	Dance theatre	Dance theatre		
	Soldiers	Soldiers	Soldiers	Soldiers		
	War	War	War	War		
	Army	Army	Army	Army		
	Injury	Injury	Injury	Injury		
	Sexual Tension	Sexual Tension	Sexual Tension	Sexual Tension		
	Drills	Drills	Drills	Drills		
	Helicopter	Helicopter	Helicopter	Helicopter		
	Patrol	Patrol	Patrol	Patrol		
	Afghanistan	Afghanistan	Afghanistan	Afghanistan		
	Sense of heroism	Sense of heroism	Sense of heroism	Sense of heroism		
	Literacy words	Literacy words	Literacy words	Literacy words		
	Space	Form	Rehearsal	Aesthetic		
	Time	Body awareness	Stage	Theme		
	Relationships	Scene	Intention	Narrative		
	Focus	Strength	Influence	Style		
	Dynamics	Weakness	Enhance	Highlight		
How is it assessed?		Practice component 1	Start completing	Component 1		Practice component 3
		assessment	component 1	completed – 30% of		assessment
				course		

Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)		s – Dancer, Choreograph	•	r, Producer, Dance teach	olem Solving, Creativity, Or er, Drama teacher, Sound roadcaster	-
SMSC Links	Dance students are asked to Listening to and acting on th Dance students have to be re Dance students becoming av Dance students developing t Dance following and respect Dance students learn a varie Working in a variety of differ Developing personal qualitie	reflect on their actions and he e feedback of others eflect of their performances w vare of different cultural attitu- heir moral stance through wo ing other students opinions or ty of different styles of dance ent groups towards a commo s such as communication and	Ides towards aspects of sport a rking as a group and being fair n choreography and creativity and about different choreogra	eir team. and physical activity. to everyone within the group towards the activity phers which celebrates differ on, leadership and motivating	ent cultures and diversity.	

Year 2 (Year 11)	Unit 2 Learning Aim: A Practical workshops in dance related to the 'theme' Learning Aim: B Rehearsal process, review of own development and evaluation of performance skills	Unit 2 Component 2 controlled assessment write up Deadline close to Christmas	Unit 3 Introduce Unit 3 Exploration of choreographic devices and different themes Introduce the external stimulus set by Pearson Late Jan/Early Fed	Unit 3 Exploration of the theme through different choreographic devices and preparing for practical controlled assessment 8 hours practical controlled assessment	Unit 3 Finishing 8 hours practical controlled assessment 3 hours of written controlled assessment in computer room	Left for Y11 EXAMS
Key Vocabulary	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus	Balance Strength Posture Flexibility Expression Facial expression Use of space Focus	target audience performance space planning managing resources style creative intentions Brief	target audience performance space planning managing resources style creative intentions Brief	target audience performance space planning managing resources style creative intentions Brief	
	Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture	Co-ordination Energy Projection Stage presence Movement memory Gesture Use of posture	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	Stimulus Selection Application Development Interpretative skills Physical skills Collaborative skills	
	Musicality Emphasis Alignment Cardiovascular endurance	Musicality Emphasis Alignment Cardiovascular endurance	<u>Literacy words</u> Vehement Formidable Climax			

	<u>Literacy words</u> Embellish Vigorous Determination	<u>Literacy words</u> _ Proficient Adequate Conspicuous				
How is it assessed?	Started completing component 2	Component 2 completed – 30% of the course	Start completing component 3	Component 3 taking place	Component 3 completed – 40% of the course	
Literacy Skills Developed (Writing/Oracy/Tier 2)	Space, Time, Relationships, Focus, Dynamics, Form, Body awareness	Spatial awareness, scene, strength, weakness, rehearsal, stage	Intention (choreographic), influence, enhance, aesthetic, theme, narrative	Style, highlight, stimulus/stimuli, flow, accent, cues	Processes, appreciation, extension, execution, embellish, vigorous	Determination, proficient, adequate, conspicuous, Vehement (powerful), formidable (impressive), climax
Career Links (Employability Skills, Career Opportunities)		s – Dancer, Choreograph	•	r, Producer, Dance teach	blem Solving, Creativity, Org ner, Drama teacher, Sound f roadcaster	-
SMSC Links	Dance students are asked to Listening to and acting on th Dance students have to be r Dance students becoming av Dance students developing t Dance following and respect Dance students learn a varie Working in a variety of differ Developing personal qualitie Participating in a variety of t	reflect on their actions and he e feedback of others eflect of their performances w ware of different cultural attitu- their moral stance through wo ing other students opinions of ty of different styles of dance rent groups towards a commo es such as communication and eams/groups and pupils to be	udes towards aspects of sport rking as a group and being fair n choreography and creativity and about different choreogra n goal. influence, sharing, co-operati given the opportunity to repre-	eir team. and physical activity. to everyone within the group towards the activity aphers which celebrates differ ion, leadership and motivating esent their school and perforr	ent cultures and diversity.	ng part of the audience

GCSE PE Year 10

Half	1174					
term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	To recall the correct terminology of the listed parts of the course and apply knowledge learned to exam style questions. Structure and Function of the Skeletal System	Components of fitness Applying principles of training Practical: Fitness testing/ Handball	Characteristics of a skillful movement Goal setting Mental Preparation Types of feedback Types of Guidance Physical Activity and sport in the UK Practical: Badminton	Commercialisation of sport Ethics in Sport Violence in sport	AEP- Coursework	AEP- Coursework Practical: Athletics
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment End of topic exam/ assessment	Teacher assessment Mock exams
Key Vocabulary	Abduction Adduction Circumduction Extension	Agility Cardiovascular endurance Flexibility Speed	efficiency pre-determined co-ordinated fluent	Social internet TV/visual newspapers/magazines		

· · ·									
	Flexion	Balance	aesthetic	Commercialisation					
	Flexibility	Strength	simple to complex skills	Media					
	Ligament	Muscular endurance	(difficulty continuum)	the value of sportsmanship					
	Cartilage	Power	open to closed skills	gamesmanship deviance					
	Rotation	Co-ordination	(environmental continuum)	anabolic steroids					
	Synovial Joint	Reaction time	Specific, Measurable,	beta blockers					
	Tendon		Achievable, Recorded, Timed	stimulants					
	Articulating bones	Continuous training	Imagery						
		Cool Down	mental rehearsal						
	Agonist	Fartlek training	selective attention						
	Antagonist	FITT	positive thinking						
	Antagonistic pair	Interval training	visual						
	Fixator	Overload	verbal						
			manual						
	Fatigue	Progression	mechanical						
	Hypertrophy	Reversibility	intrinsic						
	Lactic Acid	Specificity	extrinsic						
	Muscle Fibre types	Warm up	knowledge of performance						
		Cool down	knowledge of results						
			positive						
			negative						
	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading			
Literacy Skills Developed (Writing/Oracy/Tier 2)									
Career Links (Employability Skills, Career Opportunities)			hlete, Sports coach/ instructor, Spor and management, Sports Photograp Sports	her, Sports marketing/ PR and comr					
		PE Use of	imagination and creativity in cor	nposition of dance, sequences a	and tactics.				
		PE Students are	e asked to reflect on their action	s and how this may affect other	s in their team.				
			Listening to and acting o	n the feedback of others					
	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.								
			ping their moral stance through						
SMSC Links			ollowing and respecting the rules						
			nderstanding that sport has rule						
			E Working in a variety of differer						
		Developing personal qualiti	es such as communication and i	nfluence, sharing, co-operation	, leadership and motivating				
		PE Participating in a variety of in	ndividual, team and partner spor	ts. Pupils to be given the oppor	tunity to represent their school	I.			

GCSE PE year 11

Half	HT1	HT2	HT3	HT4	HT5	HT6
term						
End Points (Knowledge and Skills)	Socio-cultural factors affecting participation. Preventing injury in physical activity. Health, fitness and well-being	Structure and function of the Cardiovascular and Respiratory System. Effects of exercise on body systems (short and long-term).	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers)	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers)	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers)	Revision for Paper 2 (Preparing of revision resources, exam style question revision, past papers)
	Practical: Trampolining	Practical: Football/Netball recap	Practical: Badminton recap	Practical: Handball recap		
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment Mock exams	Teacher assessment End of topic exam/ assessment	Teacher assessment Mock exams	<u>EXAMS</u>	EXAMS
			Practical and Coursework MARKS IN	Practical Moderation		
Key Vocabulary	Age, Gender, Ethnicity, Religion, Culture, Family, Education, Disability, Disposable income, Discrimination, Environment, Role models, media coverage, opportunity/access. Personal Protective Equipment, Hazards, warm up, cool down,	Heart, arteries, capillaries, veins, aorta, vena cava, atrium, ventricles, pulmonary, systemic, oxygenated blood, deoxygenated blood. Heart Rate, Stroke Volume, Cardiac Output, Tidal Volume, Minute Ventilation, Respiratory	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.	Key words relevant to specific areas being revised.
	correct clothing/footwear Obesity, Coronary Heart Disease, Fitness, Posture, Diabetes, self-esteem, self- confidence, stress, anxiety, body image	Rate				

	Writing, Oracy, reading					
Literacy Skills Developed (Writing/Oracy/Tier 2)						
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.					
	PE Use of imagination and creativity in composition of dance, sequences and tactics.					
	PE Students are asked to reflect on their actions and how this may affect others in their team.					
SMSC Links	Listening to and acting on the feedback of others					
	PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.					
	PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.					
	PE Following and respecting the rules of sport and the decision of officials.					
	Understanding that sport has rules and that so does normal society.					
	PE Working in a variety of different groups towards a common goal.					
	Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating					
	PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.					

CN Sports Studies Year 10

Half	HT1	HT2	HT3	HT4	HT5	HT6
term		піс		ГТТ 4	115	пю
End Points (Knowledge and Skills)	R185 - Performance and leadership in sports activities Topic Area 1 Key components of performance R187 – Increasing awareness of Outdoor and Adventurous Activities Topic Area 1 Provision for different types of Outdoor and adventurous activities in the UK Topic Area 2 Equipment, clothing and safety aspects of participating in Outdoor and adventurous activities	R185 - Performance and leadership in sports activities Topic Area 1 Key components of performance R187 - Increasing awareness of Outdoor and Adventurous Activities Topic Area 3 Key considerations when planning an outdoor activity in a specified location.	R185 - Performance and leadership in sports activities Topic Area 2 Applying practice methods to support improvement in a sporting activity	R185 - Performance and leadership in sports activities Topic Area 1 Key components of performance Topic Area 3 Organising and planning a sports activity session R187 – Increasing awareness of Outdoor and Adventurous Activities Topic Area 4 Evaluate participation of Outdoor Activity	R185 - Performance and leadership in sports activities Topic Area 1 Key components of performance Topic Area 2 Applying practice methods to support improvement in a sporting activity Topic Area 3 Organising and planning a sports activity session Topic Area 4 Leading a sports activity session	R185 - Performance and leadership in sports activities Topic Area 5 Reviewing your own performance in planning and leading a sports activity session R185 + R187 Catch up on any NEA coursework that needs completing
What is assessed?	Teacher assessment R185 Practical assessments R187 Checking understanding through questioning Checking coursework appropriately	Teacher assessment R185 Practical assessments R187 Checking understanding through questioning Checking coursework appropriately	Teacher assessment R185 Practical assessments	Teacher assessment R185 Practical assessments R187 Checking understanding through questioning Checking coursework appropriately	Teacher assessment R185 Practical assessments	Teacher assessment R185 Practical assessments Checking coursework appropriately R187 Checking coursework appropriately
Key Vocabulary	Skills Compositional Ideas Techniques Sporting Activity Strategies Weaknesses Tactics Strengths	Appropriate Venue Equipment Timing Supervision Contingency Plan Sports Activity Session Safety Considerations Organising	Provisions Outdoor Adventurous Activities Locally Nationally Equipment Clothing Safety Technology	First Aid Rescue Evaluation Mental Benefits Physical Benefits Social Benefits	Appropriate Venue Equipment Timing Supervision Contingency Plan Sports Activity Session Safety Considerations Organising Risk Assessment Equipment Emergency Procedures Basic First Aid Introduction Conclusion	Leading Safe Practise Timing Adaptability Reliability Positioning Enthusiasm Confidence

	Key Components Practise Methods Decision Making Performance Participating Contribution Drills Progressive Practise Fixed Variable Whole Part Video Analysis Ability	Risk Assessment Equipment Emergency Procedures Basic First Aid Introduction Conclusion Injuries Meet the Needs Warm up Cool Down Development Plan	Communication Information Terrain Climate Health & Safety Location		Meet the needs Injuries Warm up Cool Down Development Plan	Creativity Reviewing Improvements Leadership Development
Literacy Skills Developed (Writing/Oracy/Tier 2)	Writing, Oracy and Reading					
Career Links (Employability Skills, Career Opportunities)	PE teacher, Physio therapist, Personal trainer, Sports performer/Athlete, Sports coach/ instructor, Sports development, sports lawyer, Sports Journalist, Sports commentator, Sports analyst, Sports broadcast presenter, Sports Scientist, Sports phycologist, Leisure operations and management, Sports Photographer, Sports marketing/ PR and communications, Strength and conditioning coach, Sports development, Sports Agent.					
SMSC Links	PE Use of imagination and creativity in composition of dance, sequences and tactics. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.					

CN Sports Studies Year 11

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	R184 – Contemporary issues in sport Topic Area 1 Issues which affect participation in Sport	R184 - Contemporary issues in sport Topic Area 2 The role of sport in promoting values	R184 - Contemporary issues in sport Topic Area 3 The implications of hosting a major sporting event for a city or country	R184 - Contemporary issues in sport Topic Area 4 The role of National Governing Bodies play in the development of their sport Topic Area 5 The use of technology in sport	R184 - Contemporary issues in sport Exam Revision	School Leavers
What is assessed?	Teacher assessment End of topic exam/assessment	Teacher assessment End of topic exam/assessment <u>Mock exams</u>	Teacher assessment End of topic exam/assessment	Teacher assessment End of topic exam/assessment <u>Mock exams</u>	<u>R184 Exam</u>	
Key Vocabulary	User Groups Gender Ethnic Groups Retired People Families Carers Disabilities Economically disadvantaged Disposable Income Activity Provision Promotion	Team Spirit Fair Play Citizenship Tolerance and Respect Inclusion National Pride Excellence Olympics and Paralympics Creed Symbol Values	Regular and Recurring Sporting Event One-off Sporting Event Scheduling Major Sporting Event Bidding Infrastructure Investment Commercial Social Infrastructure Social Cohesion	National Governing Bodies Performance Pathway Technology Accuracy of officiating Technical analysis Affordability Unequal access Spectator experience	Exam Revision	
	Environment Climate Provision of facilities Social Acceptability	Initiatives Campaigns Etiquette Sporting behaviour	National Morale Direct Tourism Indirect Tourism Relegation			

	Emerging Sports	Sportsmanship Gamesmanship Performance enhancing drugs Whereabouts Rule Testing Methods Sanctions WADA	Terrorism Legacy Debt Scandals							
Literacy Skills Developed (Writing/Oracy/Tier 2)	Sample Collection Sample Collection Writing, Oracy, reading									
Career Links (Employability Skills, Career Opportunities)		rsonal trainer, Sports performer/Atl rts phycologist, Leisure operations a	ind management, Sports Photograp							
SMSC Links	PE Use of imagination and creativity in composition of dance, sequences and tactics. PE Students are asked to reflect on their actions and how this may affect others in their team. Listening to and acting on the feedback of others PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity. PE Students developing their moral stance through a sense of fair play and positive sporting behaviour. PE Following and respecting the rules of sport and the decision of officials. Understanding that sport has rules and that so does normal society. PE Working in a variety of different groups towards a common goal. Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.									

CoDA Curriculum

Health and Social Care



Improving the life chances of all students

Curriculum intent.

• Health and social care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students are able to gain a wealth of knowledge on the health and social care field whilst learning 8 different content areas ranging from practitioner roles to the care needs of individuals. We believe that health and social care is an ideal choice for some students at GCSE as a stepping stone to potential future careers, students also gain valuable experiences including first aid and role play scenarios. We aim that the knowledge and skills the students acquire through this creditable course encourages them to fulfill wider career potential and are able to experience the health and social care vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Student	s will be taught and assessed on their ability to:									
A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.									
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations									
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.									
A04	emonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the									
A04	propriate processes, working practices and documentation.									
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices									
AUS	and documentation relevant to the vocational sector.									
NCFE He	alth and Social care will encourage and enable students to:									
• •h	ealth and social care provision and services									
• • t	he variety of job roles in the health and social care sector and care values that underpin professional practice									
• • t	he importance of legislation, policies and procedures in health and social care and how they relate to a practitioner working in health and social care settings									
• •	numan development across the life span									
• • 0	are needs of the individual									
• • h	ow the individual accesses health and social care services									
• • h	ow the individual's needs are met through partnership working with other professionals									
• • t	he care planning cycle to meet the needs and preferences of the individual									
Student	s will be taught and assessed on their ability to:									
A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.									
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations									
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.									
A04	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the									
AU4	appropriate processes, working practices and documentation.									
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices									
AUS	and documentation relevant to the vocational sector.									

Health and Social Care Year 10

Торіс	CA1 – health and social care provision	CA2 – practitioner roles CA3 – legislation policies and d procedures		CA4 – human development across the life stages	CA5 – care needs of the individual	CA6 – accessing health and social care services	CA7 – partnership working within health and social care	CA8 – the care planning cycle
End Points (Knowledge and Skills)	Health and social care provision: 1.1.1 Types of health and social care provision 1.1.2 Purpose of health and social care provision 1.1.3 Functions of healthcare services 1.1.4 Functions of social care services	2.1 Practitioner roles in health and social care 2.2 The 6 Cs and care values underpinning practice 2.3 Continuing professional development	3.1 Legislation, policies, procedures: 3.1.1 The terms 'legislation', 'policy' and 'procedure' 3.1.2 The relationship between legislation, policy and procedure 3.1.3 Legislation governing health and social care services 3.2 Policies and procedures in health and social care: 3.2.1 Key policies and procedures 3.3 The role of regulatory and inspection bodies 3.4 Roles and responsibilities of the practitioner	 4.1 The life stages of human development 4.2 Areas of human development 4.3 Nature and nurture 4.4 Factors which may impact human development 4.5 Transitions 4.6 Transitions experienced by the individual 4.7 The impact of transitions and biological and environmental factors 4.8 The role of the practitioner when preparing and supporting the individual for transition 	5.1 Holistic needs of the individual 5.2 Conditions and disabilities that require health and social care support 5.3 How conditions and disabilities may impact on care needs 5.4 Care values in practice	6.1 Types of referral used to access health and social care services 6.2 Barriers to access health and social care services for the individua	7.1 Partnership working 7.2 How partnership working meets the needs and preferences of the individual 7.3 Potential barriers to partnership working and strategies to overcome barriers	8.1 The purpose and impact of person- centred practice 8.2 A care plan 8.3 Care planning cycle
	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring	Formative assessment – 1,2,3,4 checks and live monitoring

What is	Formative assessment	Formative assessment	Formative assessment	Formative assessment	Formative assessment	Formative assessment	Formative assessment	Formative assessment
What is	– knowledge check at	– knowledge check at	– knowledge check at	– knowledge check at	– knowledge check at			
assessed	the end of every	the end of every	the end of every	the end of every	the end of every			
	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.
	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment	Summative assessment
	– End of CA assessment	– End of CA assessment	– End of CA assessment	– End of CA assessment	– End of CA assessment			
	out of 30. Written	out of 30. Written	out of 30. Written	out of 30. Written	out of 30. Written			
	paper -exam	paper -exam	paper -exam	paper -exam	paper -exam	paper -exam	paper -exam	paper -exam
	conditions.	conditions.	conditions.	conditions.	conditions.	conditions.	conditions.	conditions.
	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?
	Types of provision	Careers within	Definition of	The life stages and	Different conditions	Types of referrals	Definition of	Care planning cycle.
	Different purposes of	practitioner roles in	legislation, policiies	developments that	– chronic, acute and	How HSC provisions	partnership working	The 3 parts and the
	HSC provision.	HSC.	and procedures.	happen throughout.	disabilities.	are accessed.	and the benefits of	importance.
	Functions of the	CPD and the	The 5 legislations	The factors that	How these	Barries to accessing	PW on individuals	How each part of the
	various HSC services.	importance and how	that impact HSC	impact development	conditions impact	services and how	and professionals.	cycle is achieved.
		it is demonstrated	provisions and how	including transitions.	Maslows hierarchy.	these are overcome.	Barriers to PW and	cycle is defile ved.
		and achieved.	•	-	How the care values		how it can be	
		The 6 C's	they impact	How practitioners		The importance of		
		The care values.	practitioners.	support these	can he	overcoming barriers.	overcome and the	
		The care values.	The regulatory	transitions.	demonstrated in		impact of not	
			bodies that inspect	How these factors	practice within 3		overcoming these	
			provisions and why.	impact health and	areas.		barriers.	
				wellbeing.				
	Provision	Practitioner	Legislation	Infancy	Hierarchy	Accessing	Partnership	Assess
	Setting	Role	Policy	Childhood	Self esteem	Barriers	Barriers	Implement
	Statutory	Responsibilies	Procedure	Adolescence	Physiological	overcome	Communication	Review
	Private	Duties	Governs	Early adulthood	Safety		management	
	Funding	Guidance	Rules	Middle adulthood	Socialisation		-	
	Voluntary	Values	Guidance	Late adulthood	Self actualisation			
Key Vocabulary	Function		inform	Holistic	support			
ney recarding				Development	sapport			
				Physical				
				Cognitive				
				Social				
				Emotional				
				transitions				
	-Key vocabulary	-key vocabulary	-Key vocabulary	-Key vocabulary	-Key vocabulary	 Key vocabulary 	-Key vocabulary	-Key vocabulary
а	-Debate skills – the	-Research skills,	-Debate skills on the	-Creativity skills to	-Presentation skills	-Research skills	-Exam question style	-Planning skills –
Literacy Skills	positives and	using ICT to research	impact of legislation	design a aging	during the Maslow	during accessing	answers most	planning a care plan
Developed	negatives of various	the various roles and	on practice.	human and the 4	PPT task.	services.	lessons.	-Assessing skills to
	hsc provision.	create a powerpoint	-Media skills	areas of	-Team work to	-Documentary on	-Mark schemes	decide which care
(Mriting/Organ)	risc provision.	cicate a powerpoint						
(Writing/Oracy)	-Team work,	over 3 lessons to be	watching clips of	development.	debate the care	NHS struggling to	reading and	plans are good.
(Writing/Oracy)				development. -Describing words	debate the care values within	NHS struggling to meet needs and	reading and evaluating.	plans are good. -Debate whether

	purpose of HSC provisions. -Evaluating a documentary on abuse in care homes to assess the needs of the individuals and the practitoners.	-Debate whether CPD is a waste of time. -Creativity skills used when designing posters of the practitioner job adverts. -Source reading skills.	-Source reading behind why legislations came into place.	-Evaluating case studies to see the development that is delayed or impaired. -Team work skills to create various resources for revision. -Memory development during the quiz's on the life stages development.	-Role play of care values in practice. -Planning skills and writing a script.	barriers that are out of control.	-Creativity skills designing a poster with effecting PW and how it is achieved.	updated and how often.
Career Links (Employability Skills, Career Opportunities)	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify
SMSC Links	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships:

Promoting	 Promoting	Promoting Ethical•Promoting EthicalDecision- MakingDecision- Decision- Making•Enhancing Personal Well- being:•Personal Well- being:	 Promoting	 Promoting	 Promoting	 Promoting
Ethical	Ethical		Ethical	Ethical	Ethical	Ethical
Decision-	Decision-		Decision-	Decision-	Decision-	Decision-
Making Enhancing	Making Enhancing		Making Enhancing	Making Enhancing	Making Enhancing	Making Enhancing
Personal Well-	Personal Well-		Personal Well-	Personal Well-	Personal Well-	Personal Well-
being:	being:		being:	being:	being:	being:

Health and Social Care Year 11

	Task one	Task two	Task 3a	Task 3b	Task 4	Task 5
Торіс	4 hours	1 hour	3 hours	2 hours	2 hours	1 hour
	24 marks	12 marks	16 marks	12 marks	12 marks	8 marks
End Points (Knowledge and Skills)	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks AO4 - 12 marks AO4 - 12 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 3. Legislation, policies and procedures in health and social care 4. Human development across the life span 5. The care needs of the individual 6. How health and social care services are accessed 7. Partnership working in health and social care 8. The planning cycle	Internal assessment AO1 - 4 marks AO2 - 4 marks AO3 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 8 marks Knowledge: 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual	Internal assessment AO1 - 4 marks AO2 - 4 marks AO4 - 4 marks Knowledge: 3. Legislation, policies and procedures in health and social care	Internal assessment AO2 - 4 marks AO3 - 4 marks AO4 - 4 marks Knowledge: 1. Health and social care provision and services 2. Job roles in health and social care and the care values that underpin professional practice 4. Human development across the life span 5. The care needs of the individual 7. Partnership working in health and social care 8. The planning cycle	Internal assessment AO5 - 8 marks Knowledge: 8. The planning cycle
What is assessed	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator

Key Vocabulary	Provision Services Legislation Care Plan Assess Implement Review Duty of care Access partnership	Legislation Policy Procedure Ahere	Independence Duty of care Dignity Confidentiality Safeguarding Rights Respect Needs Individual Practitioner Roles	Legislation Policies Procedure Law Practitioner Risk assessment	Development Life Stages Assess Implement Review Roles Jon Practice Values Continued	Assess Implement Review Evaluation
Literacy Skills Developed (Writing/Oracy)	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills 	 Key vocabulary Presentation skills Planning skills
Career Links (Employability Skills, Career Opportunities)	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill	decision making • observation • resourcefulness • problem solving • planning • evaluation • reflection • interpersonal skills • professional behaviours • respect and appreciation of others • an ability to reflect upon their preferred learning style and identify relevant study skill
SMSC Links	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making 	 Fostering Empathy and Compassion: Promoting Respect for Diversity: Encouraging Social Responsibility: Building Positive Relationships: Promoting Ethical Decision-Making

	٠	Enhancing Personal Well-being:	•	Enhancing Personal Well-being:								

CoDA Curriculum

Child Development and Care in Early Years



Improving the life chances of all students

Curriculum intent.

- Child care is part of our Vocational department at City of Derby Academy and is delivered through the NCFE qualification. Students are able to get from a L1P up to a L2D in this subject and it is assessed through 50% coursework and 50% exam. Students gain understanding of the childcare vocation including, nursery teaching, the Early Years Foundation framework and how children aged 0-5 develop. There are 9 different content areas which include a large amount of practical activities such as sensory walks, play carousels and a day with 'CODA nursery'. Students are also able to take the CODA babies home for a night to experience looking after a baby. We believe that our child care curriculum can be an opportunity for students to choose a subject with career potential. Many of our students have used the qualification to do level 3 at college. We aim that the knowledge and skills the students acquire through this creditable course
- encourages them to fulfill the wider career potential and are able to experience the childcare vocation in the classroom.

At Key Stage 4 students will follow the specifications:

NCFE level ½ Cache

Student	s will be taught and assessed on their ability to:								
	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.								
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations								
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.								
A04	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the								
	appropriate processes, working practices and documentation.								
AO5	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices								
NCEE He	ealth and Social care will encourage and enable students to:								
-	holistic child development								
• • 1	factors that influence a child's development								
	care routines and activities to support a child								
• • •	regulation, policies and procedures in the early years								
• • •	expectations of an early years practitioner								
• • •	roles and responsibilities within early years settings								
• • 1	he importance of observations in early years childcare								
• • 1	he purpose of planning in early years childcare								
Student	s will be taught and assessed on their ability to:								
A01	Recall knowledge and show understanding The emphasis here is for learners to recall and communicate the fundamental elements of knowledge and understanding.								
AO2	Apply knowledge and understanding The emphasis here is for learners to apply their knowledge and understanding to real-world contexts and novel situations								
AO3	Analyse and evaluate knowledge and understanding The emphasis here is for learners to develop analytical thinking skills to make reasoned judgements and reach conclusions.								
A04	Demonstrate the application of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to demonstrate the essential skills relevant to the vocational sector by applying the								
	appropriate processes, working practices and documentation.								
A05	Analyse and evaluate the demonstration of relevant vocational skills, processes, working practices and documentation The emphasis here is for learners to analyse and evaluate the essential skills, processes, working practices								
	and documentation relevant to the vocational sector.								

Child Development and Care Year 10

Topi c	CA1 – child development	CA2 – factors that influence child development	CA3 – care routines, play and activities to support.	CA4 – early years provision	CA5 – legislation policies and procedures	CA6 – expectations of early years practitioner	CA7 – roles and responsibiliti es within early years.	CA8 – importance of observations	CA9 – Planning cycle
	1.1 Aspects of	2.1 Nature and	3.1 Basic care	4.1 Types of	5.1 Regulatory	6.1	7.1 Early years	8.1	9.1 The
	holistic	nurture 2.2	needs 3.2 Basic	early years	authority 5.2	Appearance	practitioner	Observation	purpose of a
	development	Biological and	care routines	provision 4.2	Legislation and	6.2 Behaviour	roles 7.2	and recording	child-centred
	1.1.1 Physical	environmental	and play	The purpose of	frameworks	6.3 Attendance	Partnership	methods 8.1.1	approach 9.2
	1.1.2 Cognitive	factors 2.3	activities to	early years	which	and	working in the	How	The purpose of
	1.1.3	Effects of	support the	provision 4.3	underpin policy	timekeeping	early years	observations	the planning
	Communicatio	biological and	child's	Types of early	and procedure		7.2.1 How	support child	cycle 9.3 The
	n and language	environmental	development	years settings	5.2.1		partnership	development	planning cycle
	1.1.4 Social	factors 2.4	3.2.1 Basic care	4.4 Variation in	Legislation,		working	8.1.2 Objective	
	and emotional	Transitions	routines 3.2.2	early years	framework,		benefits the	and subjective	
End Points (Knowledge		2.4.1 Types of	Play activities	provision	policy and		child, family	observation	
and Skills)		transition 2.4.2	3.3 The role of		procedure		and early years	8.1.3	
		The impact of	the early years		definitions		practitioner 7.3	Components of	
		transitions on	practitioner		5.2.2		Specialist roles	recording	
		the child's	during play		Legislation		within the	observations	
		development	activities		5.2.3 Health		early years	8.1.4 Different	
		2.5 Support			and safety		settings 7.4	methods of	
		strategies			procedure		Specialist roles	observation	
					5.2.4 Equality		outside the	8.1.5 Sharing	
					and inclusion		early years	observations	
					procedure		settings		
					5.2.5				

	1			1	-		1	1	,
					Safeguarding				
					procedure				
					5.2.6				
					Confidentiality				
					procedure				
	Formative	Formative	Formative	Formative	Formative	Formative	Formative	Formative	Formative
	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4	assessment – 1,2,3,4
	checks and live	checks and live	checks and live	checks and live	checks and live	checks and live	checks and live	checks and live	checks and live
	monitoring	monitoring	monitoring	monitoring	monitoring	monitoring	monitoring	monitoring	monitoring
	Formative	Formative	Formative	Formative	Formative	Formative	Formative	Formative	Formative
	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at	assessment – knowledge check at
	the end of every	the end of every	the end of every	the end of every	the end of every	the end of every	the end of every	the end of every	the end of every
	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.	lesson.
	Summative	1035011.	1035011.	1035011.	1035011.	1035011.	1035011.	1035011.	1055011
	assessment – End of	Summative	Summative	Summative	Summative	Summative	Summative	Summative	Summative
	CA assessment out	assessment – End of	assessment – End of	assessment – End of	assessment – End of	assessment – End of	assessment – End of	assessment – End of	assessment – End of
	of 30. Written paper	CA assessment out	CA assessment out	CA assessment out	CA assessment out	CA assessment out	CA assessment out	CA assessment out	CA assessment out
What is	-exam conditions.	of 30. Written paper	of 30. Written paper	of 30. Written paper	of 30. Written paper	of 30. Written paper	of 30. Written paper	of 30. Written paper	of 30. Written paper
assessed	What is assessed?	-exam conditions.	-exam conditions.	-exam conditions.	-exam conditions.	-exam conditions.	-exam conditions.	-exam conditions.	-exam conditions.
	What is holistic	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?	What is assessed?
	development?	Which factors impact	Care routines and	The 4 types of early	What is a legislation,	The expectations of	Roles and	What are the types	What is child cented
	What development	development?	how practitioners	years provision.	policy, procedure	the practitioners	responsibilities	of observations.	approach.
	happens aged 0-5.	How does these	support these.	The various types of	and framework.	-appearance	within settings and	How do the	What is the care
		factors impact?	Basic care needs	settings accessed.	The 4 legislations	-behaviour	how partnership	observations support	planning cycle.
		How do practitioners	with reference to Maslows Hierarchy.		that impact provisions and how	-timekeeping and	working benefits children, families and	children. Different methods of	What is the purpose
		support these factors?	Plau activities, the		they impact policy	attendance.	practitioners.	observation and the	of the care planning cycle.
		What are	benefits of play and		and procedures.		The specialised roles	benefits to	cycle.
		transitions?	how practitioners		The role of the		inside and outside	practitioners and	
			plan play and their		practitioner in		the setting.	negatives.	
			role before, during		relation to		5 5 5 5 5	-0	
			and after.		procedures.				
	Holistic	Nature	Play	Provision	Legislation	Expectations	Roles	Objective	Observe
	Development	Nurture	Creative	Statutory	Policy	Practitioner	Responsibilities	Subjective	Assess
	Physical	Biological	Physical	Voluntary	Procedure	Appearance	Specialised	Formal	Plan
	Gross	Environmental	Imaginative	Funded	Act	Timekeeping	Special	Informal	Implement
Key	fine	Lifestyle	Sensory	Private	Governs	Management	Education	Summative	review
Vocabulary	Cognitive	Transitions	Resources	Government	Informs	Role	expectations	Formative	
,	Memory	Expected	Activities	Variation				Recording	
	Recognising	Unexpected	Planned	Cost				Evaluating planning	
	Social			Accessibility					
	Emotional Attachment			Location					
	Attachment		l	barriers	1				

a Literacy Skills Developed (Writing/Or acy)	Regulation Language Communication Vocabulary -Presentation skills -Debate of which area of development is the most important. -New grammar from the key vocabulary -Listening skills throughout lessons and when discussing topics in groups -Creativity skills when planning activities to suit childrens needs based on their development delay.	-Key vocabulary -Presentation skills, students complete a presentation on the various factors that impact development. -Debate which factors influencing development the most. -New grammar from the key vocabulary. -Debating nature vs nurture. -new vocabulary through key words.	-Key vocabulary -Presentation skills -Debate skills -Literacy linked to the different types of play -Creativity skills participating in the various practicals of each type of play. -Team working during circle time and sensory walk -Literacy skills to plan a document and risk assessment.	-Key vocabulary -Presentation skills -Research skills using ICT to research the various types of settings within early years. -Debate skills to explain the negatives and challenges of early years settings. -New vocabulary and exposure to planning documents.	-Key vocabulary -Presentation skills -Research skills using ICT to research different legislations. -Media skills through watching clips of parliament deciding legislation changes. -Debate skills to debate why provision struggle to meet everyone needs. -Evaluating skills through reading case studies of service users to identify if childrens needs have been met.	-Key vocabulary -Presentation skills completing a group poster and presentation on the various expectations of EYPS. -Vocabulary – experience, responsibilities. -Debate – should EYPs have all the responsibilities that they do and why is it essential to keep children safe. -Team work and creativity designing the perfect EPY.	-Key vocabulary -Research skills using newspaper articles on the various different practitioner roles.	-Key vocabulary -Presentation skills -Team work skills through completing different observations. -Vocabulary and literacy skills to read and evaluate observation sheets.	-Key vocabulary -Planning skills to plan a observation. -Debate which type of observation is the most effective.
Career	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation 	 decision making observation
Links (Employabil	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes	• resourcefulnes
ity Skills, Career	S	S	S	S	S	S	S	S	S
Opportuniti	 problem 	 problem 	 problem 	 problem 	 problem 	 problem 	 problem 	 problem 	 problem
es)	solving	solving	solving	solving	solving	solving	solving	solving	solving
	 planning 	 planning 	 planning 	 planning 	 planning 	 planning 	 planning 	 planning 	 planning
	 evaluation 	 evaluation 	 evaluation 	 evaluation 	 evaluation 	 evaluation 	 evaluation 	 evaluation 	 evaluation

	 reflection 								
	•	•	•	•	•	•	•	•	•
	interpersonal								
	skills								
	 professional 								
	behaviours								
	 respect and 								
	appreciation of								
	others								
	 an ability to 								
	reflect upon								
	their preferred								
	learning style	learning							
	and identify								
	relevant study								
	skills								
	Underst								
	anding Individu								
	al								
	Needs.								
	 Promoti 								
	ng								
	Empathy and								
	Respect.								
SMSC Links	 Facilitati 	• Facilitati	• Facilitati	 Facilitati 	• Facilitati	 Facilitati 	• Facilitati	• Facilitati	• Facilitati
	ng								
	Positive Relation								
	ships.								
	Nurturin								
	g Self-								
	Identity and								
	and Beliefs.	and Beliefs.	Beliefs.	Beliefs.	Beliefs.	and Beliefs.	Beliefs.	Beliefs.	and Beliefs
	Promoti	 Promoti 	Promoti	 Promoti 	 Promoti 	 Promoti 	Promoti	 Promoti 	 Promoti
	ng								

| Critical |
|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Thinking |
| and |
| Moral |
| Reasoni |
| ng. | ng |
| | | | | | | | | |

Child care and early years - Year 11

	Task one.	Task two.	Task three.	Task four.	Task five.	Task six.	
Topic	3 hours	3 hours	3 hours	3 hours	1 hour	1 hour	
	12 marks	20 marks	24 marks	20 marks	8 marks	8 marks	
End Points (Knowledge and Skills)	Internal Assessment AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks Knowledge: 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 4. Early years provision	Internal Assessment AO1 – 4 marks AO2 – 8 marks AO3 – 4 marks AO4 – 4 mark Knowledge: 1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 7. Roles and responsibilities within early years settings 8. The importance of observations in early years childcare 9. planning in early years childcare	Internal Assessment AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 12 marks Knowledge: 1. Child development 2. Factors that influence the child's development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 7. Roles and responsibilities within early years settings 9. Planning in early years childcare	Internal Assessment AO1 – 4 marks AO2 – 4 marks AO3 – 4 marks AO4 – 8 marks Knowledge: 1. Child development 3. Care routines, play and activities to support the child 5. Legislation, policies and procedures in the early years 6. Expectations of the early years practitioner 7. Roles and responsibilities within early years settings	Internal Assessment AO1 – 4 marks AO4 – 4 marks Knowledge: 5. Legislation, policies and procedures in the early years	Internal Assessment AO5 – 8 marks Knowledge: 9. Planning in early years childcare	
What is assessed	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	Internal assessment IV in dept External Moderator	
Key Vocabulary	Biological Environmental Routines Practitioner Support Transitions Expected Unexpected	Routines Roles Responsibilities Planning Play Sensory Physical Creative	Biological Environmental Routines Transitions Support Development Roles Responsibilities	Development Routine Legislation Policy Procedure Follow Practitioner Legal	Legislation Policy Procedure Follow Adhere Law practitioner	Observe Assess Implement Review Formative Summative partnership	

	Provision	Imaginative	Practitioner	Risk		
	Settings	Observation	Cycle	Roles		
	Ū.	Formal	Observe	Responsibilities		
		Informal	Assess			
		Subjective	plan			
		objective	P. 2			
	- Key vocabulary					
	- Presentation skills	 Presentation skills 				
Literacy Skills	- Planning skills	 Planning skills 	 Planning skills 	- Planning skills	- Planning skills	- Planning skills
Developed	- Sentence					
(Writing/Oracy)	structure					
	-					
	 decision making 					
	 observation 					
	 resourcefulness 					
	 problem solving 					
	 planning 					
Career Links	 evaluation 					
	 reflection 					
(Employability	 interpersonal skills 					
Skills, Career	 professional behaviours 					
Opportunities)	 respect and appreciation 					
	of others					
	 an ability to reflect upon 					
	their preferred learning					
	style and identify relevant					
	study skills					
	Understanding	Understanding	Understanding	Understanding	Understanding	Understanding
	Individual Needs.					
	Promoting	Promoting	Promoting	Promoting	Promoting	Promoting
	Empathy and					
	Respect.	Respect.	Respect.	Respect.	Respect.	Respect.
	Facilitating	Facilitating	Facilitating	Facilitating	Facilitating	Facilitating
	Positive	Positive	Positive	Positive	Positive	Positive
SMSC Links	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.	Relationships.
	Nurturing Self-					
	Identity and					
	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.	Beliefs.
	Promoting Critical Thinking					
	and Moral Reasoning.					