

CoDA Curriculum

(Physical Education, Child Development and Care in
Early Years
and Health and social care)



Improving the life chances of all students

Why Study PE?

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 then 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

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

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

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Year 8

Topic	<u>Gymnastics/ Dance</u>	<u>Football</u>	<u>Netball</u>	<u>Badminton</u>	<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/practice. 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/practice. 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/practice. 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/practice. Dribbling Man marking Jump shot Rebounding

						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- Disciplinary literacy words used in the Do Now starter task Heart- Lifeskills linked to each sport Hand- End points listed above							

Key Vocabulary	Lifeskill: Gymnastics – Organisation Dance – Confidence <u>HT1&2</u> Reciprocal Reader Words: Passing, Dribbling, Tackling, Marking, Shooting, Attacking, Defending, Intercepting, Space, Court/Pitch, Formation, Tactics, Technique	Lifeskill: Communication <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	Lifeskill: Teamwork <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	Lifeskill: Resilience <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	Lifeskill: 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	Lifeskill: Perseverance <u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down HT6 Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time	Lifeskill: Responsibility <u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down HT6 Components of fitness Muscular endurance, cardiovascular endurance, speed, strength, power, flexibility, Agility, balance, Co-ordination, reaction time	Lifeskill: Respect <u>HT5 – Warm up/Cool down</u> Benefits of a warm up, benefits of cool down HT6 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 PE? Can you use it in a sentence? Tenses of the words							
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 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.							

	<p>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</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p> <p>PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport</p> <p>PE Students working with and playing competitive inter school fixtures against with students from different cultures.</p> <p>PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities</p>		
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Year 9

Topic	Gymnastics/Dance	Football	Netball	Badminton	Handball	Athletics	Cricket	Basketball
End Points (Knowledge and Skills)	<u>Gymnastics</u> 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 <u>Dance – Battle off</u> To be able to perform a transition sequence within the dance	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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	<u>Module outcomes:</u> 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

	<p>To be able to perform a section of retrograde within the dance</p> <p>To be able to perform a section of question and answer within the dance</p> <p>To be able to perform contrasting dynamics within the dance</p>					<p>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</p>		
What is assessed	<p>Head- Disciplinary literacy words used in the Do Now starter task</p> <p>Heart- Lifeskills linked to each sport</p> <p>Hand- End points listed above</p>							
Key Vocabulary	<p>Lifeskill: Organisation</p> <p>Confidence</p> <p><u>HT1</u></p> <p>Passing Dribbling Tackling Marking Shooting Attacking</p>	<p>Lifeskill: Communication</p> <p><u>HT1</u></p> <p>Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting</p>	<p>Lifeskill: Teamwork</p> <p><u>HT1</u></p> <p>Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting</p>	<p>Lifeskill: Resilience</p> <p><u>HT1</u></p> <p>Passing Dribbling Tackling Marking Shooting Attacking Defending</p>	<p>Lifeskill: Leadership</p> <p><u>HT1</u></p> <p>Passing Dribbling Tackling Marking Shooting Attacking Defending Intercepting</p>	<p>Lifeskill: Perseverance</p> <p><u>HT5</u></p> <p>Warm up and cool down</p>	<p>Lifeskill: Responsibility</p> <p>Cool down</p> <p>Benefits of a warm up, benefits of a cool down,</p> <p><u>HT6</u></p> <p>Components of fitness</p>	<p>Lifeskill: Respect</p> <p><u>HT5</u></p> <p>Warm up and cool down</p> <p>Benefits of a warm up, benefits of a cool down,</p>

	<p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p> <p>PE Understand and accepting that the decision of the officials should be respected and understanding the application of rules and laws in sport</p> <p>PE Students working with and playing competitive inter school fixtures against with students from different cultures.</p> <p>PE Pupils willing to volunteer their time to attend a range of extra-curricular sporting opportunities</p>
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Year 10/11

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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	<p>PE Use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p>

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)	<p>1.1 Outline why the identified skills will be necessary for a sports leader</p> <p>1.2 Outline the effect that behaviours can have on leadership skills</p>	<p>2.1 Outline how the identified skills and behaviours might be used in different areas of life</p>	<p>3.1 Audit own leadership skills</p> <p>3.2 Create an action plan for developing leadership skills</p> <p>3.3 Reflect on the development of own leadership skills against an action plan</p>	<p>4.1 Outline the responsibilities of the roles that a sports leader might take on</p>	<p>1.1 Plan sport/physical activities</p>	<p>2.1 Use effective communication skills when assisting in the leading of sport/physical activities</p> <p>2.2 Use effective organisational strategies when assisting in the leading of sport/physical activities</p> <p>2.3 Use effective motivation methods when assisting in the leading of sport/physical activities</p>	<p>3.1 Review own role in leading sport/physical activities</p>

						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 Log	Task 2.1 Plan, assist in leading and review sport/physical activities
Key Vocabulary	communication, self-belief, teamwork, self-management, problem solving			referee/umpire, safety officer, scorer, timekeeper, coach, manager/organiser.		verbal and non-verbal communication	
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.						
SMSC Links							

BTEC Dance

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

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

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

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)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Dancer, Choreographer, Stage manager, Actor, Producer, Dance teacher, Drama teacher, Sound technician, Costume designer, Dance practitioner, Community arts worker, Broadcaster					
SMSC Links	<p>Dance students use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>Dance students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>Dance students have to be reflect of their performances within their evaluations</p> <p>Dance students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>Dance students developing their moral stance through working as a group and being fair to everyone within the group.</p> <p>Dance following and respecting other students opinions on choreography and creativity towards the activity</p> <p>Dance students learn a variety of different styles of dance and about different choreographers which celebrates different cultures and diversity.</p> <p>Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>Participating in a variety of teams/groups and pupils to be given the opportunity to represent their school and perform in front of an audience.</p>					

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

	<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)	Employability skills - Teamwork, Leadership, Resilience , Communication skills, Problem Solving, Creativity, Organisation Career opportunities – Dancer, Choreographer, Stage manager, Actor, Producer, Dance teacher, Drama teacher, Sound technician, Costume designer, Dance practitioner, Community arts worker, Broadcaster					
SMSC Links	<p>Dance students use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>Dance students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>Dance students have to be reflect of their performances within their evaluations</p> <p>Dance students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>Dance students developing their moral stance through working as a group and being fair to everyone within the group.</p> <p>Dance following and respecting other students opinions on choreography and creativity towards the activity</p> <p>Dance students learn a variety of different styles of dance and about different choreographers which celebrates different cultures and diversity.</p> <p>Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>Participating in a variety of teams/groups and pupils to be given the opportunity to represent their school and perform in front of an audience.</p> <p>Dance students experience a trip within Y11 which allows them the opportunity to visit a theatre and watch a show and engage in British values by being part of the audience community.</p>					

GCSE PE Year 10

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	<p>To recall the correct terminology of the listed parts of the course and apply knowledge learned to exam style questions.</p> <p>Structure and Function of the Skeletal System</p> <p>Practical: Football/ Trampolining</p>	<p>Components of fitness</p> <p>Applying principles of training</p> <p>Practical: Fitness testing/ Handball</p>	<p>Characteristics of a skillful movement</p> <p>Goal setting</p> <p>Mental Preparation</p> <p>Types of feedback Types of Guidance</p> <p>Physical Activity and sport in the UK</p> <p>Practical: Badminton</p>	<p>Commercialisation of sport</p> <p>Ethics in Sport</p> <p>Violence in sport</p>	AEP- Coursework	<p>AEP- Coursework</p> <p>Practical: Athletics</p>
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 Flexibility Ligament Cartilage Rotation Synovial Joint Tendon Articulating bones Agonist Antagonist Antagonistic pair Fixator Fatigue Hypertrophy Lactic Acid Muscle Fibre types	Balance Strength Muscular endurance Power Co-ordination Reaction time Continuous training Cool Down Fartlek training FITT Interval training Overload Progression Reversibility Specificity Warm up Cool down	aesthetic simple to complex skills (difficulty continuum) open to closed skills (environmental continuum) Specific, Measurable, Achievable, Recorded, Timed Imagery mental rehearsal selective attention positive thinking visual verbal manual mechanical intrinsic extrinsic knowledge of performance knowledge of results positive negative	Commercialisation Media the value of sportsmanship gamesmanship deviance anabolic steroids beta blockers stimulants		
Literacy Skills Developed (Writing/Oracy/Tier 2)	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, reading	Writing, Oracy, 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	<p>PE Use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p>					

GCSE PE year 11

Half term	HT1	HT2	HT3	HT4	HT5	HT6
End Points (Knowledge and Skills)	Socio-cultural factors affecting participation. Preventing injury in physical activity. Health, fitness and well-being Practical: Trampolining	Structure and function of the Cardiovascular and Respiratory System. Effects of exercise on body systems (short and long-term). Practical: Football/Netball recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Practical: Badminton recap	Revision for Paper 1 & 2 (Preparing of revision resources, exam style question revision, past papers) Practical: Handball recap	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)
What is assessed?	Teacher assessment End of topic exam/ assessment	Teacher assessment <u>Mock exams</u>	Teacher assessment End of topic exam/ assessment <u>Practical and Coursework MARKS IN</u>	Teacher assessment <u>Mock exams</u> <u>Practical Moderation</u>	<u>EXAMS</u>	<u>EXAMS</u>
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, correct clothing/footwear Obesity, Coronary Heart Disease, Fitness, Posture, Diabetes, self-esteem, self-confidence, stress, anxiety, body image	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 Rate	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.

Literacy Skills Developed (Writing/Oracy/Tier 2)	Writing, Oracy, 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	<p>PE Use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p>

CN Sports Studies Year 10

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

	<p>Key Components</p> <p>Practise Methods</p> <p>Decision Making</p> <p>Performance Participating</p> <p>Contribution</p> <p>Drills</p> <p>Progressive Practise</p> <p>Fixed</p> <p>Variable</p> <p>Whole</p> <p>Part</p> <p>Video Analysis</p> <p>Ability</p>	<p>Risk Assessment</p> <p>Equipment</p> <p>Emergency Procedures</p> <p>Basic First Aid Introduction</p> <p>Conclusion</p> <p>Injuries</p> <p>Meet the Needs</p> <p>Warm up</p> <p>Cool Down</p> <p>Development</p> <p>Plan</p>	<p>Communication</p> <p>Information</p> <p>Terrain</p> <p>Climate Health & Safety</p> <p>Location</p>		<p>Meet the needs Injuries</p> <p>Warm up</p> <p>Cool Down</p> <p>Development</p> <p>Plan</p>	<p>Creativity</p> <p>Reviewing</p> <p>Improvements</p> <p>Leadership Development</p>
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	<p>PE Use of imagination and creativity in composition of dance, sequences and tactics.</p> <p>PE Students are asked to reflect on their actions and how this may affect others in their team.</p> <p>Listening to and acting on the feedback of others</p> <p>PE Students becoming aware of different cultural attitudes towards aspects of sport and physical activity.</p> <p>PE Students developing their moral stance through a sense of fair play and positive sporting behaviour.</p> <p>PE Following and respecting the rules of sport and the decision of officials.</p> <p>Understanding that sport has rules and that so does normal society.</p> <p>PE Working in a variety of different groups towards a common goal.</p> <p>Developing personal qualities such as communication and influence, sharing, co-operation, leadership and motivating</p> <p>PE Participating in a variety of individual, team and partner sports. Pupils to be given the opportunity to represent their school.</p>					

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 Mock exams	Teacher assessment End of topic exam/assessment	Teacher assessment End of topic exam/assessment Mock exams	<u>R184 Exam</u>	
Key Vocabulary	User Groups Gender Ethnic Groups Retired People Families Carers Disabilities Economically disadvantaged Disposable Income Activity Provision Promotion Environment Climate Provision of facilities Social Acceptability	Team Spirit Fair Play Citizenship Tolerance and Respect Inclusion National Pride Excellence Olympics and Paralympics Creed Symbol Values Initiatives Campaigns Etiquette Sporting behaviour	Regular and Recurring Sporting Event One-off Sporting Event Scheduling Major Sporting Event Bidding Infrastructure Investment Commercial Social Infrastructure Social Cohesion National Morale Direct Tourism Indirect Tourism Relegation	National Governing Bodies Performance Pathway Technology Accuracy of officiating Technical analysis Affordability Unequal access Spectator experience	Exam Revision	

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

CoDA Curriculum

Health and Social Care



CITY OF DERBY
ACADEMY

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

Students will be taught and assessed on their ability to:	
AO1	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.
AO4	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 relevant to the vocational sector.
NCFE Health and Social care will encourage and enable students to:	
<ul style="list-style-type: none"> • health and social care provision and services • the variety of job roles in the health and social care sector and care values that underpin professional practice • the 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 • human development across the life span • care needs of the individual • how the individual accesses health and social care services • how the individual's needs are met through partnership working with other professionals • the care planning cycle to meet the needs and preferences of the individual 	
Students will be taught and assessed on their ability to:	
AO1	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.
AO4	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 relevant to the vocational sector.

Health and Social Care Year 10

[illegible]

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

[illegible]

[illegible]

Health and Social Care Year 11

[illegible]

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)	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making 	<ul style="list-style-type: none"> • Fostering Empathy and Compassion: • Promoting Respect for Diversity: • Encouraging Social Responsibility: • Building Positive Relationships: • Promoting Ethical Decision-Making

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CoDA Curriculum

Child Development and Care in Early Years



CITY OF DERBY
ACADEMY

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

Students will be taught and assessed on their ability to:	
AO1	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.
AO4	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 relevant to the vocational sector.
NCFE Health and Social care will encourage and enable students to:	
<ul style="list-style-type: none"> - holistic child development • 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 • the importance of observations in early years childcare • the purpose of planning in early years childcare 	
Students will be taught and assessed on their ability to:	
AO1	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.
AO4	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 relevant to the vocational sector.

Child Development and Care Year 10

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

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

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Child care and early years - Year 11

Topic	Task one. 3 hours 12 marks	Task two. 3 hours 20 marks	Task three. 3 hours 24 marks	Task four. 3 hours 20 marks	Task five. 1 hour 8 marks	Task six. 1 hour 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 Settings	Imaginative Observation Formal Informal Subjective objective	Practitioner Cycle Observe Assess plan	Risk Roles Responsibilities		
Literacy Skills Developed (Writing/Oracy)	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills - Sentence structure - 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills 	<ul style="list-style-type: none"> - Key vocabulary - Presentation skills - Planning skills
Career Links (Employability Skills, Career Opportunities)	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills 	<ul style="list-style-type: none"> • decision making • observation • resourcefulness • problem solving <ul style="list-style-type: none"> • 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 skills
SMSC Links	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>	<ul style="list-style-type: none"> • Understanding Individual Needs. • Promoting Empathy and Respect. • Facilitating Positive Relationships. • Nurturing Self-Identity and Beliefs. <p>Promoting Critical Thinking and Moral Reasoning.</p>

