

Sport and wellbeing

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Facilities

The facilities at Impington Village College are excellent and allow a broad curriculum to be delivered. These include:

- Swimming pool
- 4 Netball courts
- 6 Tennis courts
- 1 Gym
- 1 Large sports hall
- 4 Trampolines
- Extensive playing fields
- Fitness suite

Key Stage 3 Learning

Students receive 3 hours over two weeks made up with one hour of dance.

Students follow a comprehensive curriculum of:

- Outwitting an opponent
- Exercising safely and effectively to improve health and well being



- Accurate replication of action, phrases and sequences
- Performing at maximum levels in relation to speed, height, distance, strength and accuracy
- Identifying and solving problems

Exercising safely and effectively to improve health and well being.

Year 7 Curriculum Flow

'L' SIDE	Girls group ONE	Girls group TWO	Boys group ONE	Boys group TWO
Block ONE – 6 weeks Ways of learning	Generic introduction to DS, MAD and EI strands First 3 lessons (2 weeks) one lesson for each strand		Generic introduction to DS, MAD and EI strands First 3 lessons (2 weeks) one lesson for each strand	
	Hockey 4 weeks/6 lessons	Hockey 4 weeks/6 lessons	Rugby 4 weeks/6 lessons	Rugby 4 weeks/6 lessons
Block TWO – 8 weeks Communities and our place in them	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons	Netball 4 weeks/6 lessons	Basketball 4 weeks/6 lessons	Dodgeball 4 weeks/6 lessons
		Dodgeball 4 weeks/6 lessons	Football 4 weeks/6 lessons	Basketball 4 weeks/6 lessons
Block THREE – 8 weeks The ingenuity of individuals	Netball 4 weeks/6 lessons	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons	Dodgeball 4 weeks/6 lessons	Orienteering 4 weeks/6 lessons
	Dodgeball 4 weeks/6 lessons		Orienteering 4 weeks/6 lessons	Football 4 weeks/6 lessons
Block FOUR – 8 weeks Environments	Orienteering 4 weeks/6 lessons	Football 4 weeks/6 lessons	Athletics 4 weeks/6 lessons	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons
	Football 4 weeks/6 lessons	Orienteering 4 weeks/6 lessons	Striking & Fielding 4 weeks/6 lessons	
Block FIVE – 8 weeks Our health and societies	Athletics 4 weeks/6 lessons	AthleticsDS/HAL 4 weeks/6 lessons	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be	Athletics 4 weeks/6 lessons
	Striking & Fielding 4 weeks/6 lessons	Striking & Fielding 4 weeks/6 lessons		Striking & Fielding 4 weeks/6 lessons

			fitness. 6 swim/6 fitness lessons	
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'R' SIDE	Girls group	Boys group	Mixed group
Block ONE – 6 weeks Ways of learning	Generic introduction to DS, MAD and EI strands First 3 lessons (2 weeks) one lesson for each strand		
	Hockey – single girls group 4 weeks/6 lessons	Rugby - single boys group 4 weeks/6 lessons	Hockey – to join girls Rugby – to join boys 4 weeks/6 lessons DS
Block TWO – 8 weeks Communities and our place in them	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons	Basketball 4 weeks/6 lessons	Football 4 weeks/6 lessons
		Football 4 weeks/6 lessons	Basketball/Netball 4 weeks/6 lessons
Block THREE – 8 weeks The ingenuity of individuals	Netball 4 weeks/6 lessons	Dodgeball 4 weeks/6 lessons	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons
	Dodgeball 4 weeks/6 lessons	Orienteering 4 weeks/6 lessons	
Block FOUR – 8 weeks Environments	Orienteering 4 weeks/6 lessons	Swimming & Fitness 6 weeks swim, 2 weeks 'fitness' – non swim lessons will also be fitness. 6 swim/6 fitness lessons	Dodgeball 4 weeks/6 lessons
	Football 4 weeks/6 lessons		Orienteering 4 weeks/6 lessons
Block FIVE – 8 weeks Our health and societies	Athletics 4 weeks/6 lessons	Athletics 4 weeks/6 lessons	Athletics 4 weeks/6 lessons
	Striking & Fielding 4 weeks/6 lessons	Striking & Fielding 4 weeks/6 lessons	Striking & Fielding 4 weeks/6 lessons

Year 8 Curriculum Flow

<i>L Side</i>		<i>R Side</i>	
Group	Activity	Group	Activity
BOYS GROUP 1	SWIMMING	GIRLS GROUP	HOCKEY

GIRLS GROUP 1	HOCKEY	BOYS GROUP	SWIMMING
BOYS GROUP 2	RUGBY	MIXED GROUP	FITNESS
GIRLS GROUP 2	FITNESS		
Group	Activity	Group	Activity
BOYS GROUP 1	RUGBY	GIRLS GROUP	SWIMMING
GIRLS GROUP 1	SWIMMING	BOYS GROUP	RUGBY
BOYS GROUP 2	FITNESS	MIXED GROUP	HOCKEY
GIRLS GROUP 2	HOCKEY		
Group	Activity	Group	Activity
BOYS GROUP 1	FITNESS	GIRLS GROUP	NETBALL
GIRLS GROUP 1	NETBALL	BOYS GROUP	BASKETBALL
BOYS GROUP 2	BASKETBALL	MIXED GROUP	SWIMMING
GIRLS GROUP 2	SWIMMING		
Group	Activity	Group	Activity
BOYS GROUP 1	BASKETBALL	GIRLS GROUP	FITNESS
GIRLS GROUP 1	FITNESS	BOYS GROUP	FITNESS
BOYS GROUP 2	SWIMMING	MIXED GROUP	
GIRLS GROUP 2	NETBALL		
Group	Activity	Group	Activity
BOYS GROUP 1	ATHLETICS	GIRLS GROUP	ATHLETICS
GIRLS GROUP 1	ATHLETICS	BOYS GROUP	ATHLETICS
BOYS GROUP 2	ATHLETICS	MIXED GROUP	ATHLETICS
GIRLS GROUP 2	ATHLETICS		
Group	Activity	Group	Activity
BOYS GROUP 1	STRIKING	GIRLS GROUP	STRIKING
GIRLS GROUP 1	STRIKING	BOYS GROUP	STRIKING
BOYS GROUP 2	STRIKING	MIXED GROUP	STRIKING

GIRLS GROUP 2	STRIKING		
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Key Stage 4 Learning

Students receive 4 hours over a two week timetable. PE is compulsory and the school offers a flexible options system to broaden their KS3 learning.

GCSE and BTEC

We have an extremely strong examination history and our results are significantly above national average.

Year 9 Curriculum Flow

<i>L Side</i>		<i>R Side</i>	
Group	Activity	Group	Activity
BOYS GROUP 1	STRIKING	BOYS GROUP 1	STRIKING
BOYS GROUP 2	TRAMPOLINING	BOYS GROUP 2	TRAMPOLINING
GIRLS GROUP 1	SWIMMING/LEADERSHIP	GIRLS GROUP 1	SWIMMING/LEADERSHIP
	OPTIONAL		OPTIONAL
GIRLS GROUP 2	GAMES	GIRLS GROUP 2	GAMES
Group	Activity	Group	Activity
BOYS GROUP 1	BASKETBALL	BOYS GROUP 1	BASKETBALL
BOYS GROUP 2	FITNESS	BOYS GROUP 2	FITNESS
GIRLS GROUP 1	SWIMMING/LEADERSHIP	GIRLS GROUP 1	SWIMMING/LEADERSHIP
	BASKETBALL		BASKETBALL
GIRLS GROUP 2	GAMES	GIRLS GROUP 2	GAMES
Group	Activity	Group	Activity
BOYS GROUP 1	SWIMMING/LEADERSHIP	BOYS GROUP 1	SWIMMING/LEADERSHIP
BOYS GROUP 2	GAMES	BOYS GROUP 2	GAMES
GIRLS GROUP 1	GAMES	GIRLS GROUP 1	GAMES

GIRLS GROUP 2	TRAMPOLINING	GIRLS GROUP 2	TRAMPOLINING
Group	Activity	Group	Activity
BOYS GROUP 1	SWIMMING/LEADERSHIP	BOYS GROUP 1	SWIMMING/LEADERSHIP
BOYS GROUP 2	GAMES	BOYS GROUP 2	GAMES
GIRLS GROUP 1	TRAMPOLINING	GIRLS GROUP 1	TRAMPOLINING
GIRLS GROUP 2	FITNESS	GIRLS GROUP 2	FITNESS
Group	Activity	Group	Activity
BOYS GROUP 1	TRAMPOLINING	BOYS GROUP 1	TRAMPOLINING
BOYS GROUP 2	SWIMMING/LEADERSHIP	BOYS GROUP 2	SWIMMING/LEADERSHIP
GIRLSGROUP 1	GAMES	GIRLS GROUP 1	GAMES
GIRLS GROUP 2	BADMINTON	GIRLS GROUP 2	BADMINTON
Group	Activity	Group	Activity
BOYS GROUP 1	FITNESS	BOYS GROUP 1	FITNESS
BOYS GROUP 2	SWIMMING/LEADERSHIP	BOYS GROUP 2	SWIMMING/LEADERSHIP
GIRLS GROUP 1	GAMES	GIRLS GROUP 1	GAMES
GIRLS GROUP 2	GAMES	GIRLS GROUP 2	GAMES

Home Learning Pledges

Key Stage 4 (Years 9, 10 & 11) - GCSE PE - 1 task per fortnight maximum 60 minutes (we encourage all students to engage in one extra-curricular club or activity)

Key Stage 4 (Years 9, 10 & 11) - CORE PE - No Homework (we encourage all students to engage in one extra-curricular club or activity)

Department Information and Policies

Changing Room Policy

- Students entering the changing rooms should be aware that they are our changing rooms and not theirs to do what they want in
- Students should be encouraged to respect our / their school teaching environment
- Registers must be taken for **all** lessons
- Registers must be taken formally at the beginning of the lesson, recording: absence / non-participation due to sickness note or no kit



- No keys should be offered to students in order to open the changing rooms without a member of staff present
- All students should be checked for 'health and safety' concerns, jewellery, hair, footwear etc.
- Students should bring full kit on all occasions. If not participating practically they will perform other roles: coaching, managing, equipment helper etc. This will give the opportunity for students to explore their own personal learning and participation styles in line with the National Curriculum

Sanctions

Staff are encouraged to use their own judgement and discretion. The focus is to encourage participation, eliminating confrontation.

Any pupil whose attitude to Physical Education gives concern should be referred through the department system, and school behavioural policy for further action, if deemed necessary. Physical activity is not to be used as a punishment.

Valuables

Changing rooms will be locked during the lesson but the department takes no responsibility for lost valuables.

PE Kit Requirements

Girls

Compulsory

Black IVC embroidered shorts
Green embroidered IVC polo shirt
Green IVC socks
Football boots
Trainers, not those used as school shoes and not canvass type
Shin pads
Gum shield

Not Compulsory

IVC Black jumper
IVC Black rain jacket
Plain Black tracksuit bottoms

Boys

Compulsory

Black IVC embroidered shorts
Green embroidered IVC polo shirt
IVC Rugby shirt
Green IVC socks
Football boots
Trainers, not those used as school shoes and not canvass type
Shin pads
Gum shield

Not Compulsory

IVC Black jumper
IVC Black rain jacket Black
Plain Black tracksuit bottoms

Examination Subjects

GCSE Blue Polo Top
(Purchased through Finance dept.)
BTEC Blue Polo top
(Purchased through Finance dept.)

Occasionally items of kit are outgrown during term time or may be lost. IVC kit should be ordered at the earliest opportunity, the student should bring an alternative to wear and a note in their planner should accompany them.



In year 11 IVC PE kit may be replaced with appropriate sports clothing for Core PE lessons only. A change of suitable footwear is still required and clothing must be suitable to the activity. Normal sanctions apply for when kit is not produced.

In the case of injury or illness it is expected that students will bring and change into weather appropriate kit for their lessons, for long term injury, provision will be made on an individual basis.

Lost Property

Named articles can be returned via the Form Tutor. All un-named articles should be placed in the lost property box in the House Hub

Jewellery

No jewellery is to be worn during lessons or extra curricular activities, this includes new piercings.

At Impington we are sensitive to the medical and cultural needs of all of our students, however if jewellery is worn due to these reasons, students will still be asked to remove or cover them for health and safety reasons and seen fit by the member of staff.

Equipment

All students are to be encouraged to handle equipment safely, as set out in the schemes of work, and to look after it.

No pupil should expect to take equipment without being supervised.

All equipment should be returned to its correct storage point at the end of every lesson. The doors leading to the gymnasium and the sports hall should be locked at the end of a session.

Department Fixture Policy

Aim

1. Fully inclusive programme catering for all ranges of ability
2. To provide formal and informal, inter and intra competitions

Objectives

1. Communication: Keep the department and whole school informed
2. To be in control and not leave the department 'open to criticism'
3. To allow the best preparation for our teams to return victorious

Extra Curricular Clubs

We run a number of extra-curricular clubs and activities, the full list can be found on the [Clubs and Activities](#) page



Y7/8 IVC Athletics Curriculum Overview

Key Content/Topics:

What are students learning this term?

Long Jump

- Running phase
- Take off phase
- Landing phase

Shot Put

- How to hold the shot
- Shot always in contact with neck until releasing
- Rotating upper body before releasing shot

Sprint

- Three phases of sprinting
- Correct leg action
- Correct arm action
- Correct posture

Javelin

- Correct grip
- Correct arm action
- Correct releasing phase

Pacing

- Middle/Long distance
- Keeping same pace
- Correct breathing rhythms
- Correct body posture
- Leg and arm action

Relay

- Correct changeover: downsweep and upsweep
- No eye contact throughout changeover
- Changeover whilst moving
- Correct running technique

High Jump

- Correct technique: Scissors and Fosbury Flop
- Correct running phase
- Correct take off phase

- Correct landing phase

Middle Distance

- 800m and 1500m
- Correct running technique
- Correct breathing technique
- Correct pacing

Assessed Tasks:

What work will be marked this term?

- Students will be formatively assessed throughout all lessons with feedback provided as necessary
- End of unit practical assessment (skills and competitive scenarios)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Work as part of a team
- Be able to take, and act upon, feedback
- Leadership skills
- Provide support, guidance for peers
- Demonstrating good sportsmanship
- Show empathy when winning

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join an athletics club with parents
- Take-up park runs/fitness classes with parents
- Watch local Cambridge clubs fixtures with parents (particularly Cambridge Coleridge Athletics club)
- Join a PE extra curriculum club
- Join the Histon athletics club on Friday after school

Assessment Criteria:

What skills are students developing this term?

- To accurately replicate the technique for an effective long jump. To perform and record distance achieved
- To understand the rules regarding take-off and landing
- To understand the components of fitness involved in jumping events
- To accurately replicate the technique for an effective shot put
- To understand the rules regarding throwing and ball landing
- To understand the fitness needs of throwing events
- To develop the ability to recognise good performances

- To perform and record distance achieved
- To be able to perform the basic technique for an effective sprint race
- To replicate the correct posture, arm action and leg action
- To evaluate performance of self and others and suggest ways technique may be improved
- To understand components of fitness involved in short distance races
- To accurately replicate the technique for an effective javelin throw
- To perform the event and record distance achieved
- To understand and appreciate the need to make decisions about refinement of technique after each throw
- To understand the rules regarding the throw and landing
- To accurately replicate sprinting technique and demonstrate knowledge of change over skills (relay)
- To understand rules regarding sprint relay and adhere to them
- To make decisions about pupils strengths and placement in the relay teams legs
- To accurately replicate basic technique for an effective 800m race
- To understand the need to pace the race in order to sustain 2 laps
- To develop components of fitness involved in 800m/1500m
- To evaluate performance of self and others and suggest ways technique may be improved
- To accurately replicate the technique for an effective high jump
- To understand the rules regarding take off and competition
- To understand the components of fitness involved in high jump.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Long Jump
- Running phase
- Take off phase
- Landing phase
- Shot Put
- Sprint: 100m/200m
- Leg and arm action
- Starting phase
- Javelin
- Correct grip
- Pacing
- Middle Distance
- Relay
- Changeover
- Baton
- DownswEEP
- Upsweep
- High Jump
- Scissors Method
- Fosbury Flop Method
- Correct running technique
- Correct arm technique
- Stopwatch
- Timing

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Athletics Coach
- Commentator
- Athletics Official
- PE Teacher

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Attend athletics club outside of lessons (lunchtime or after-school), or in their own time outside of school
- Attend training for 6 weeks and play in at least one fixture

Y7/8 IVC Football Curriculum Overview

Key Content/Topics:

What are students learning this term?

Passing

- To be able to use different types of passing: using different sides of the foot
- To be able to use strong and weaker foot

Ball Control

- Inside of the foot
- Outside of the foot
- Using both strong and weaker foot
- To be able to stop the ball as close as possible to feet

Dribbling

- Dribble with strong and weaker foot
- Using inside and outside of the foot
- Dribble whilst moving fast

Shooting

- Different types of shot
- Using both strong and weaker foot



Heading

- Defensive heading
- Attacking heading
- Body position whilst heading

Tackling

- Block
- Jockeying

Defending

- Interceptions
- Marking – with and without ball
- Shadow marking

Set plays

- Long and short corner – attacking & defending
- Throw ins
- Goal kick

Positions

- Attacking
- Midfield
- Defenders
- Goalkeeper

Assessed Tasks:

What work will be marked this term?

- Students will be formatively assessed throughout all lessons with feedback provided as necessary
- End of unit practical assessment (skills and match play)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Work as part of a team
- Be able to take, and act upon, feedback
- Leadership skills
- Knowledge of elite football teams/Premier League/European Championship/World Cup
- Provide support, guidance for peers
- Refereeing and applying rules correctly and fairly
- Demonstrating good sportsmanship
- Show empathy when winning



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join a football team with parents
- Watch local Cambridge team home matches with parents (particularly Cambridge United and Cambridge City)
- Join a PE extra curriculum club
- Watch football on TV

Assessment Criteria:

What skills are students developing this term?

- To be able to perform the basic Football skills of passing and receiving
- To be able to perform these in a small sided game
- To understand and know where passing is used in football.
- To be able to outwit opponents with passes
- To be able to perform the basic dribbling with control
- To be able to outwit opponents with the use of these techniques
- To be able to perform skills in a small sided game making decisions about how best to advance on opposition
- To be able to outwit opponents using learnt skills and techniques
- To understand the importance of width and playing into space in order to attack
- To develop strategic and tactical play in football
- To understand and know the benefits of different types of shot on goal
- To develop their understanding and knowledge of how to execute a successful shot on goal
- To develop their understanding and knowledge of how to head the ball correctly and safely
- To perform the different types of heading in a different situation e.g. defensive & attacking
- To appreciate how to adjust shot selection based on opponents positioning
- To develop their understanding and knowledge of how to outwit an opponent using the skills learnt
- To be able to perform basic defensive skills i.e Tackling
- To understand when to defend and how to stop opponents from advancing.
- To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques.
- To be able to develop the knowledge and understanding of the rules of football

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Dribbling
- Receiving
- Positions
- Passing (long & short)
- Attacking
- Defending
- Set Plays
- Short corner
- Long corner



- Throw in
- Direct free-kick
- Indirect free-kick
- Goal kick
- Penalty flick
- Scoring
- Shooting
- Heading
- Possession
- Rules
- Sportsmanship
- Outwitting opponents
- Marking
- Tactics
- Movement
- Communication
- Teamwork
- Intercepting
- Football boots
- Shin pads
- Goalkeeper gloves
- Goal box
- Penalty box
- Goal line/half-way line/centre circle/centre spot/penalty spot/corner arc/touchline

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Football Coach
- Football Referee
- PE Teacher

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Attend football club outside of lessons (lunchtime or after-school), or in their own time outside of school
- Attend training for 6 weeks and play in at least one fixture

Y7/8 IVC Hockey Curriculum

Key Content/Topics:



What are students learning this term?

Grip & stick handling

- Keeping low, bent knees
- Left hand at top, right at bottom
- Looking up

Passing

- Push
- Slap
- Hit
- Smash
- On the move

Receiving

- Open side
- Reverse side
- On the move

Movement

- Diamond
- Diagonal runs
- 2 options
- Timing

Positions

- Attacking
- Defending
- Midfield
- Goalkeeper

Dribbling



- Open side
- Reverse side
- Indian

Shooting

- Set plays – long/short corner
- Movement in the D

Defending

- Interceptions
- Marking
- Shadow marking
- Set plays – long/short corner

Tackling

- Block
- Jab
- Reverse

Set plays (long corner, short corner – attacking & defending)

Umpiring

- Fair application of rules

Knowledge of rules

Assessed Tasks:

What work will be marked this term?

- Students will be formatively assessed throughout all lessons with feedback provided as necessary
- End of unit practical assessment (skills and match play)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Work as part of a team
- Be able to take, and act upon, feedback



- Leadership skills
- Knowledge of elite netball teams/Commonwealth Games
- Provide support, guidance for peers
- Umpiring and applying rules correctly and fairly
- Demonstrating good sportsmanship
- Show empathy when winning

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join a hockey team with parents
- Watch local Cambridge team home matches with parents (particularly Cambridge City Ladies 1st's)
- Watch hockey during Commonwealth Games and Olympics.

Assessment Criteria:

What skills are students developing this term?

- To be able to accurately replicate the correct hockey stick grip. To be able to dribble with the ball under control.
- To be able to perform these in a small-sided game to maintain ball possession & begin to evaluate how to outwit the opposition. To develop their understanding and knowledge of the basic rules of hockey.
- To be able to perform basic passing & receiving technique with accuracy. To recognise the use of push pass within game. To be able to propel the push pass with direction in order to outwit opponents. To be able to replicate passes under pressure and develop tactics ideas.
- To be able to outwit opponents using passing and receiving. To perform skills in a small sided game making decisions about how best to advance on opposition. To understand the importance of width in order to attack. To explore ideas, concepts of attacking play when in space and with ball possession.
- To develop their understanding and knowledge of how to shoot correctly & safely. To perform and accurately replicate the correct techniques hit shot. To be able to evaluate team strategies and individual strengths & weaknesses.
- To perform block tackle technique in isolation and under pressure in a game. To understand when to use the block tackle in a game. To develop the knowledge of strong and weak side and evaluate own strong side. To understand the rules of hockey and begin to officiate correctly.
- To demonstrate the quality of their skills in a game situation showing their ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to demonstrate their knowledge and understanding of the rules in hockey + officiating.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Dribbling
- Open side
- Reverse side
- Block tackling
- Jab tackling
- Receiving



- Aerials
- Positions
- Passing (long & short)
- Attacking
- Defending
- Short corner
- Long corner
- Penalty flick
- Scoring
- Shooting
- Sweeper
- Possession
- Centre pass
- Umpire
- Rules
- Sportsmanship
- 10-yards
- Space
- Outwitting opponents
- Marking
- Zonal marking
- Tactics
- Movement
- Communication
- Teamwork
- Intercepting

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Hockey Coach
- Hockey Official
- PE Teacher

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Attend hockey club outside of lessons (lunchtime or after-school), or in their own time outside of school
- Attend training for 6 weeks and play in at least one fixture

Y7/8 IVC Netball Curriculum Overview

Key Content/Topics:



What are students learning this unit?

Passing & foot work rule

- Chest
- Bounce
- Shoulder
- Overhead
- Lob
- Pivoting

Creating space/outwitting opponents

- Timing
- Spatial awareness
- Movement (dynamic)
- Side-line set plays
- Positions

Attacking play/dodging

- Double dodge
- Drive dodge
- Roll-off
- Two-moves
- Feeds into the circle
- Taking the ball up the court
- Centre pass set-plays

Shooting

- Rebound
- Technique
- Under pressure
- Back-line set plays
- Working with GS/GA
- Movement in the circle

Defending/positional awareness

- Interceptions
- Defensive set plays
- Marking
- 1st, 2nd, 3rd stage marking
- Marking in the circle
- Body blocking

Game/rule/tactical knowledge & decision making

- Tactics per position

- Altering tactics per opponents
- Selecting and applying correct skill per situation
- Timing movements made

Assessed Tasks:

What work will be marked this unit?

- Students will be formatively assessed throughout all lessons with feedback provided as necessary
- End of unit practical assessment (skills and match play)

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Work as part of a team
- Be able to take, and act upon, feedback
- Leadership skills
- Knowledge of elite netball teams/Commonwealth Games
- Provide support, guidance for peers
- Umpiring and applying rules correctly and fairly
- Demonstrating good sportsmanship
- Show empathy when winning

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join a netball team with parents
- Watch a netball super league match with parents (matches are regularly played at The Copperbox in East London)
- Join a local netball club

Assessment Criteria:

What skills are students developing this unit?

- To be able to perform fundamental netball passing and handling skills. To be able to perform these in a small-sided game to maintain ball possession & begin to outwit opponents. To develop an understanding and knowledge of the basic footwork rule of netball.
- To be able to outwit opponents using learnt skills and techniques. To understand the importance of 'getting free' in order to attack. To develop their understanding of strategic and tactical play to beat and outwit an opponent. To develop understanding of netball rules and court positions
- To be able to move accurately into a space to receive a well-timed pass. To perform skills in a small-sided game making decisions about how best to advance on opposition. To explore ideas, concepts of attacking play when in space and with ball possession. Identify individual and team strengths and areas for improvement.
- To develop their understanding and knowledge of where on the court shooting can take place. To accurately replicate the technique for a correct shooting action. To be able to evaluate pupils shooting technique and suggest ways to improve.

- To be able to identify the distinct roles of each playing position and the areas permitted. To confidently describe the rules and laws regarding contact. To be able to outwit opponents using learnt defending skills and techniques. To develop the skill of anticipation in a game situation.
- To demonstrate the ability to outwit an opponent in a game situation using the appropriate skills and techniques. The pupils are to develop their knowledge and understanding of the rules in netball. To demonstrate the ability to evaluate performances and suggest ways to improve.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Static passing
- On-the-move passing
- Co-ordination
- Accuracy
- Power
- Balance
- Footwork
- Pivoting
- Repossession
- Held-ball
- Landing foot
- Chest
- Bounce
- Shoulder
- Overhead
- Shooting
- Attacking
- Defending
- positions
- Passing
- Dodging
- Timing
- Obstruction
- Contact
- Offside
- Over a third
- Receiving

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Netball Coach
- Netball Umpire
- PE Teacher

Intervention Tasks:



Home Learning tasks set for students who are underachieving

- Attend netball club outside of lessons (lunchtime or after-school), or in their own time outside of school
- Attend training for 6 weeks and play in at least one fixture

Y7/8 IVC Rugby Curriculum Overview

Key Content/Topics:

What are students learning this term?

Passing

- Passing off both hands
- Spin passes
- End-Over-end passes
- Alternative running lines
- Offloading
- Decision making

Tackling

- Smother tackling
- Choke tackling
- Front on tackling
- Side on tackling
- Ring of steel

Rucking

- Jackling
- Counter-Rucking

Mauling

- Attacking and defending mauls

Scrummaging

- Tower of power
- Driving angles

Outwitting / Beating opponents



- Sidesteps
- Dummying
- Handoffs
- Set plays
- Numerical advantages
- Support play

Defending / Positional Awareness

- Interceptions
- Anticipation
- Decision making
- Drift defence

Assessed Tasks:

What work will be marked this term?

- Students will be formatively assessed throughout all lessons with feedback provided as necessary.
- End of unit practical assessment (skills and match play).

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Develop communication
- Be able to reflect and or act upon feedback provided
- Provide support and guidance for peers
- Showing compassion for teammates and opposition
- Officiating and applying the rules correctly and fairly
- Develop leadership skills

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join a rugby team
- Attend clubs inside / outside of the school
- Watch local rugby matches (Shelford RUFC and Cambridge RUFC).

Assessment Criteria:

What skills are the students developing this term?

- To be able to accurately perform passing off both hands. To be able to perform these in isolated practice and / or game situations.
- To understand and apply the fundamental aspects of passing in rugby.
- To be able to safely perform a tackle in isolated practice / game scenarios.



- To develop knowledge and understanding of the different types of tackles and the situations in which these are most appropriate.
- To confidently describe the rules / laws regarding tackling, rucking and scrummaging.
- To be able to identify the distinct roles / characteristics applicable to the different positions.
- To be able to accurately identify space and receive a well-timed pass within isolated practice and game scenarios.
- To explore concepts of attacking play (e.g. set plays / utilising different running lines).
- To demonstrate the ability to outwit / beat an opponent in a game situation using the relevant skills and techniques (e.g. sidesteps / handoffs / attacking overload).
- To be able to accurately identify and attack space within game scenarios.
- To be able to evaluate both attacking and defensive opportunities / options during group discussions.
- To understand the importance of using width when attacking.
- To be able to evaluate basic tactics within game situations.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Passing
- Attacking
- Defending
- Anticipation
- Penalty
- Free Kick
- Offside
- Tackling
- Positioning
- Laws
- Ruck
- Scrum
- Line out
- Quick tap
- Communication
- Teamwork
- Overload
- Outwitting opponents
- Switch
- Wedge
- Line speed
- Guards
- Kicking
- Jackling
- Tower of power
- Sidestep
- Movement
- Intercepting
- Scoring

Careers Links(CAEIG):



Links to careers/any places this is addressed in lessons

- Rugby coach
- Rugby official
- PE Teacher

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Attend extracurricular rugby clubs (after school or during their own time)
- Attend training for 6 weeks and play in at least one fixture

Y7/8 IVC Striking and Fielding Curriculum Overview

Key Content/Topics:

What are students learning this term?

Fielding

- Long barrier
- Catching
- Throwing
- Wicket-keeping (Cricket)
- Backstopping (Rounders)

Bowling

- Overarm bowling (cricket)
- Underarm bowling (rounders)

Striking (Cricket)

- Shot selection
 - Drive shot
 - Hook shot
 - Pull shot
 - Cut shot
 - Defensive shot
- Bat positioning
- Body positioning / stance

Striking (Rounders)

- Bat positioning



- Angle of the bat
- Body positioning

Officiating

- Umpire roles
- Hand signals

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Develop communication
- Be able to reflect and or act upon feedback provided
- Provide support and guidance for peers
- Showing compassion for teammates and opposition
- Officiating and applying the rules correctly and fairly
- Develop leadership skills

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Join a local cricket team e.g. Histon Cricket Club.
- Watch 20/20 cricket matches
- Play social rounders with family / friends
- Attend extra-curricular clubs inside / outside of the school

Assessment Criteria:

What skills are students developing this term?

- To be able to perform a range of fielding techniques.
- To develop knowledge and understanding of the different types of fielding techniques and the situations in which these are most appropriate.
- To be able to demonstrate accurate bowling in isolated practices and / or game situations.
- To understand the importance of judgement as a batter in response to fielders' actions.
- To be able to strike the ball with precision and control.
- To be able to evaluate the importance of shot selection in striking and fielding activities.
- To understand the different roles within striking and fielding
 - Bowler, wicketkeeper, fielding positions etc.
 - Bowler, backstop, fielding bases etc.
- To be able to implement the principles of play when selecting and applying tactics to produce a successful outcome.
- To be able to evaluate tactics during group discussions.
- To be able to begin to develop the ability to evaluate their own and other students' performances.
- To be able to demonstrate knowledge and understanding in striking and fielding games.
- To be able to perform effective teamwork and communication skills.

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Runs / Rounders / Half rounder
- Batting
- Fielding
- Bowling
- Long barrier
- Catching
- Throwing
- Shot selection
- Batting angle
- Fielding positions
- Leg side / offside
- Backstop
- Wicket keeper
- Bases
- Stumps
- Umpire
- Anticipation
- Outs
- Shot selection
- Backing up
- Backward area
- Batting area
- Crease
- Wicket
- No ball
- Wide
- Leg side / Offside

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- PE Teacher
- Coach
- Official

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Attend extracurricular cricket clubs (after school or during their own time)
- Attend training for 6 weeks and play in at least one fixture
- Play social rounders with friends / family



Y9 Strand 1 IVC PE Curriculum Overview

Key Content/Topics:

What are students learning this term?

- Components of Fitness

Know the definition, know a suitable fitness test and give practical examples of where each component is important.

- Cardiovascular endurance, muscular endurance, speed, power, agility, balance, co-ordination, muscular strength, reaction time, flexibility

- Fitness Tests

Collect and use data comparing to normative data, follow test protocols, understand reliability and validity of data with regards to fitness testing

- 12 minute cooper run, multi stage fitness test, press up test, sit up test, 30m sprint test, grip strength dynamometer test, one repetition maximum test, vertical jump test, standing jump test, sit and reach test, Illinois agility test, stork stand test, wall throw test, ruler drop test

Assessed Tasks:

What work will be marked this term?

Components of fitness 1 topic test

Components of fitness 2 topic test

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Social- group work completed in class

Moral- fitness testing and the ethical issues surrounding testing

Cultural- respecting people from other countries and understanding their culture

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Complete fitness testing at the local gym

Visit the Science museum during sport specific workshops

Go and watch a sporting fixture



Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Key Words

Cardiovascular endurance, muscular endurance, speed, power, agility, balance, co-ordination, muscular strength, reaction time, flexibility

- Literacy

Writing frameworks for 6 mark questions

- Numeracy

Comparing data using normative data tables

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Personal trainer

Physical Education Teacher

Sports Coach

Performance analyst

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Spaced practice- Complete components of fitness zig zag revision questions.

Retrieval practice- Create a mind map of the components of fitness.



Dual coding- Design 6 top trump cards, connecting pictures of key elite athletes with components of fitness.

Elaboration- write a paragraph with definitions of the 3 most important components of fitness for your favourite sport. Think of 3 sports that use the same components, think of 2 sports that use different components, explain why they are different.

SENCA- GCSE PE OCR Topic Physical Training- Components of Fitness

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y9 Strand 2 IVC PE Curriculum Overview

Key Content/Topics:

Principles of Training

Know the definition and be able to apply them to personal training and exercise programmes.

- Specificity, overload, progression, reversibility, frequency, intensity, time and type

Types of training

Describe how the type of training, give examples of a session and make links to key components of fitness. Be able to provide practical examples linking to specific sports.

- Continuous, Fartlek, Interval and Circuit training.



Assessed Tasks:

Principles of training topic test

SMSC & British Values:

Group work completed in class

Encouraging active, healthy lifestyle through exercise

Supporting others with training programmes

Enrichment Ideas:

Design a family training program

Visit the Science museum during sport specific workshops

Go and watch a sporting fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Continuous, fartlek, interval, circuit, Specificity, overload, progression, reversibility, frequency, intensity, time and type

Literacy

Writing frameworks for 6 mark questions

Numeracy

Intensity percentages for training programmes

Careers Links(CAIEG):

Personal trainer



Physical Education Teacher

Sports Coach

Performance analyst

Intervention Tasks:

Spaced practice- Complete principles of training zig zag revision questions.

Retrieval practice- Create a mind map of the principles of training.

Dual coding- Design a circuit using pictures you take to explain each exercise along with written instructions.

Elaboration- design a training programme for a marathon runner and a person who has not exercised in two years. Justify your application of the principles of training for each individual athlete.

SENCA- GCSE PE OCR Topic Physical Training- Principles of training

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y9 Strand 3 IVC PE Curriculum Overview

Key Content/Topics:



Types of training

Describe how the type of training, give examples of a session and make links to key components of fitness. Be able to provide practical examples linking to specific sports.

- Weight, plyometrics and HIIT training.

Warm Up/Cool Down

Understand the key components of a warm up and be able to describe the benefits. Be able to apply it to a practical situation.

- Pulse raising, mobility, stretching, dynamic movements and skill rehearsal.

Understand the key components of a cool down and be able to describe the benefits. Be able to apply this in a practical situation.

- Low intensity exercises and stretching.

Assessed Tasks:

Principles of training topic test

SMSC & British Values:

Group work completed in class

Encouraging active, healthy lifestyle through exercise

Supporting others with training programmes

Enrichment Ideas:

Design a family training program

Visit the Science museum during sport specific workshops

Go and watch a sporting fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group



Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

High intensity, interval, weight, mobility, dynamic.

Literacy

Writing frameworks for 6 mark questions

Numeracy

Intensity percentages for training programmes

Careers Links(CAEIG):

Personal trainer

Physical Education Teacher

Sports Coach

Performance analyst

Intervention Tasks:

Spaced practice- Complete principles of training zig zag revision questions.

Retrieval practice- Create a mind map of the principles of training.

Dual coding- Design a circuit using pictures you take to explain each exercise along with written instructions.

Elaboration- design a training programme for a marathon runner and a person who has not exercised in two years. Justify your application of the principles of training for each individual athlete.

SENCA- GCSE PE OCR Topic Physical Training- Principles of training

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)



Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y9 Strand 4 IVC PE Curriculum Overview

Key Content/Topics:

Preventing Injury in Physical Activity and Training

Know and understand how the risk of injury in physical activity and sport can be minimised. Be able to provide specific sporting examples.

- Personal protective equipment, correct clothing, appropriate level of competition, lifting and carrying equipment safely, use of warm up and cool down

Know the potential hazards in a range of physical activity and sport. Be able to provide examples from sport.

- Sports hall, fitness centre, playing field, artificial outdoor areas, swimming pool.

Assessed Tasks:

Preventing Injury Topic Test

SMSC & British Values:

Group work completed in class

Encouraging active, healthy lifestyle through exercise

Understand injury within sport and first aid basic procedures

Keeping people safe during exercise

Enrichment Ideas:

Join a gym and complete an induction

Attend a first aid in sport course



Visit the local swimming pool

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Personal protective equipment

Concussion

Risk assessment

Hazard

Risk

Literacy

Writing frameworks for 6 mark questions

Numeracy

Numerical input upon risk assessment (likelihood and risk ratings)

Careers Links(CAIEG):

Personal trainer

Physical Education Teacher

Sports Coach

Gym manager

Intervention Tasks:

Spaced practice- Complete preventing injury zig zag revision questions.



Retrieval practice- Create a mind map of the ways to minimise injury in sport.

Dual coding- Create a risk assessment for a sports facility of your choice.

SENCA- GCSE PE OCR Topic Preventing Injury in Physical Activity

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y9 Strand 5 IVC PE Curriculum Overview

Key Content/Topics:

Health, fitness and wellbeing

Know what is meant by the terms; health, fitness and wellbeing.

Understand the different benefits of physical activity (social, physical and emotional aspects).

Understand the consequences of a sedentary lifestyle.

Apply knowledge to difference age groups and link this to data provided about health, fitness and wellbeing.

Assessed Tasks:

Health, fitness and wellbeing Topic Test

SMSC & British Values:



Group work and independent work within lessons

Encouraging active, healthy lifestyle through exercise

Use of data to gain an ethical understanding

Understanding differences amongst people and culture

Enrichment Ideas:

Join a gym and complete an induction

Attend a first aid in sport course

Visit the local swimming pool

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Healthy lifestyle

Fitness

Wellbeing

Sedentary

Literacy

Writing frameworks for 6 mark questions

Numeracy

Data analysis to recognise trends

Careers Links(CAIEG):



Personal trainer

Physical Education Teacher

Sports Coach

Gym manager

Life coach

Psychologist

Intervention Tasks:

Spaced practice- Complete health, fitness and wellbeing zig zag revision questions.

Retrieval practice- Create a mind map of the benefits of physical activity.

Design a leaflet to go into a doctors surgery explaining the consequences of a sedentary lifestyle.

SENCA- GCSE PE OCR Topic Health, Fitness and Wellbeing

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y9 Strand 6 IVC PE Curriculum Overview

Key Content/Topics:



Diet and Nutrition

Know the definition and components of a balanced diet.

Understand the effect diet and hydration has on energy use for physical activity.

Apply practical examples from sport and physical activity to diet and nutrition.

Assessed Tasks:

Diet and Nutrition Topic Test

SMSC & British Values:

Group work and independent work within lessons

Encouraging active, healthy lifestyle through diet and nutrition

Understanding differences amongst people and culture based upon dietary needs

Enrichment Ideas:

Design a meal plan for your family based on an elite sports persons' diet.

Cook a balanced meal for your family.

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Balanced diet

Saturated/Unsaturated

Fats

Protein



Carbohydrates

Hydration

Glycogen stores

Literacy

Writing frameworks for 6 mark questions

Numeracy

Percentages in food plans

Careers Links(CAEIG):

Personal trainer

Physical Education Teacher

Sports Coach

Gym manager

Life coach

Psychologist

Nutritionist

Doctor

Intervention Tasks:

Spaced practice- Complete diet and nutrition zig zag revision questions.

Keep a food diary for a week. Was your diet balanced? Did you have enough of each food group?

Design a 4 week food plan to ensure you have a healthy balanced diet.

SENCA- GCSE PE OCR Diet and Nutrition

Year 9 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)



Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y10 Strand 1 IVC PE Curriculum Overview

Key Content/Topics:

Engagement Patterns

- Current trends in different social groups participation in sport and activity
- Explain how different socio-cultural factors affect participation in sport
- Understand strategies used to improve participation through provision, promotion and access.
- Apply to sporting examples

Commercialisation

- The meaning of commercialisation
- The influence of the media on sport
- The different types of media within sport

Assessed Tasks:

Engagement pattern topic test

SMSC & British Values:

Group work completed in class

Encouraging active, healthy lifestyle through exercise

Awareness of specific social groups

The impact of media in sport

Enrichment Ideas:

Design a sports club at school to engage as many different social groups as possible



Visit the Science museum during sport specific workshops

Attend a range of sporting activities

Go and watch a sporting fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Sport England, participation rates, socio-economic and commercialisation

Literacy

Writing frameworks for 6 mark questions

Numeracy

Compare data for participation rates, drawing graphs, completing data tables

Careers Links(CAIEG):

Sports Development Officer

Physical Education Teacher

Sports Coach

Intervention Tasks:

Spaced practice- Complete engagement patterns zig zag revision questions.

Retrieval practice- Create a mind map of the engagement patterns.

Dual coding- Using data tables, produce graphs to show the data in a different way for analysis purposes.



Elaboration- outline the problems with participation rates within England. Explain the reasons affecting the participation rates within England. Evaluate strategies that are being used to overturn low participation rates for specific social groups.

SENCA- GCSE PE OCR Topic Socio-cultural Influences- Engagement Patterns

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week

Y10 Strand 2 IVC PE Curriculum Overview

Key Content/Topics:

Commercialisation

- Explain the 'golden' triangle
- The influence of sponsorship on sport
- Positives and negatives of commercialisation
- Application to practical examples with issues surrounding commercialisation in sport

Ethical and Socio-cultural Issues

- Definitions of sportsmanship, gamesmanship and deviance and be able to apply them in practical situations.
- Know the reasons why performance enhancing drugs are used, including practical examples.
- Know the reasons for player violence and give practical examples.

Assessed Tasks:



Commercialisation topic test

Ethical and Socio-cultural topic test

SMSC & British Values:

Group work completed in class

Ethical issues in sport

The impact of media in sport

Values and ethos

Enrichment Ideas:

Design a sports club at school to engage as many different social groups as possible

Visit the Science museum during sport specific workshops

Attend a range of sporting activities

Go and watch a sporting fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Commercialisation, sportsmanship, etiquette, gamesmanship, deviance.

Literacy

Writing frameworks for 6 mark questions

Careers Links(CAEIG):

Physical Education Teacher



Sports Coach

Sport TV Presenter

Manager in Sport

Newsreader

Radio presenter

Sports Journalist

Intervention Tasks:

Spaced practice- Complete commercialisation and ethical and socio-cultural zig zag revision questions.

Retrieval practice- Create a mind map of the ethical and socio-cultural issues in sport.

Dual coding- produce a video with information regarding drugs in sport; you must include text, pictures and examples from real life scenarios where sporting performance has been impacted.

Elaboration- think of practical examples of media and sponsorship in sport. Pick one type of media and one type of sponsorship. Write the positives and negatives for media, sponsorship and sport. Use practical examples to support your work. Write a paragraph evaluating the impact of commercialisation on sport.

SENCA- GCSE PE OCR Topic Socio-cultural Influences- Engagement Patterns

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y10 Strand 3 IVC PE Curriculum Overview

Key Content/Topics:

Coursework

Explain the 6 most important components of fitness required for chosen team sport.

Describe how to perform the 'ideal' skills and tactics required in chosen team sport.

Analyse your strengths and weaknesses with regards to the 'ideal' skills and tactics from your chosen team sport.

Complete fitness testing and compared your results to normative data. Explain your strengths and weaknesses and how this impacts performance in chosen team sport.

Assessed Tasks:

Coursework 1st draft

SMSC & British Values:

Reflection of oneself

Ethical issues surrounding testing

Enrichment Ideas:

Fitness Testing for Families

Watch a sporting fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Components, skills, techniques and tactics.



Literacy

Writing framework support for lower students

Paragraph writing

Numeracy

Compare to normative data table

Careers Links(CAEIG):

Physical Education Teacher

Personal Trainer

Sports Coach

Performance Analyst

Intervention Tasks:

Step by step instruction help sheets used to support students through tasks.

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	1-2 hours per section
Will this work be marked by a teacher?	Yes
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y10 Strand 4 IVC PE Curriculum Overview



Key Content/Topics:Ethical and socio-cultural issues in physical activity and sport

Know and understand ethics in sport

- Sportsmanship, gamesmanship, deviance.

Know the effect of drugs in sport and reasons why a sports performer uses drugs.

Understand the reasons for player violence and be able to provide practical examples.

Assessed Tasks:

Ethical and socio-cultural issues in physical activity and sport topic test

SMSC & British Values:

Ethical issues in sport

Morality in sport

Use of drugs in sport

Violence in sport and preventative measures

Enrichment Ideas:

Science museum- impact of drugs on the body

Attend sports fixture

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:Key Words

Sportsmanship



Deviance

Gamesmanship

Performance enhancing

Literacy

Writing framework support for lower students

Structuring 6 mark questions

Careers Links(CAEIG):

Physical Education Teacher

Personal Trainer

Sports Coach

Performance Analyst

Sports Official

Sports Scientist

Intervention Tasks:

Complete ethical and socio-cultural questions from the Zig Zag resource pack.

Create a leaflet regarding performance enhancing drugs.

Research two violence in sport issues. Where did it happen? What happened? What was the punishment? Do you think the punishment was suitable? Why?

SENECA revision resource online- Ethical and Socio-cultural issues in physical activity and sport

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	1 hour (ideally complete in 2x 30 minute sections to produce the best work)
Will this work be marked by a teacher?	No

How will Home Learning/ intervention tasks be used if a student is underachieving?

Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y10 Strand 5 IVC PE Curriculum Overview

Key Content/Topics:

Sports Psychology

Know and understand psychological factors that affect performance in sport.

Know how movement is learned and performed in sport.

Understand the characteristics and classification of skilful movement.

Know how to complete goal setting and provide practical examples from sport.

Assessed Tasks:

Sports psychology 1 topic test

SMSC & British Values:

Making goals realistic and achievable

Group work and independent work

Learning key terms

Psychological appreciation of people

Enrichment Ideas:

Attend a sports fixture

Watch documentaries on sport psychology

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures



Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Efficiency, pre-determined, co-ordinated, fluent, aesthetic.

Specific, measurable, achievable, recorded, timed.

Literacy

Writing framework support for lower students

Structuring 6 mark questions

Numeracy

Use of numerical information within goal setting

Careers Links(CAEIG):

Physical Education Teacher

Personal Trainer

Sports Coach

Sport Official

Sports Psychologist

Intervention Tasks:

Complete sport psychology from the Zig Zag resource pack.

Pick out three different sporting movements. Put them on the skill continuums. Justify your answer.

SENECA revision resource online- Sport Psychology

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
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How long should each task take?	1 hour (ideally complete in 2x 30 minute sections to produce the best work)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y10 Strand 6 IVC PE Curriculum Overview

Key Content/Topics:

Sports Psychology

Know mental preparation techniques and explain how they improve performance in sport.

Know and understand types of guidance, advantages and disadvantages and link to practical examples.

Know and understand types of feedback that affects learning and performance of skills.

Assessed Tasks:

Sports psychology 2 topic test

SMSC & British Values:

Use of feedback to support people.

Group work and independent work.

Enrichment Ideas:

Attend a sports fixture

Watch documentaries on sport psychology

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions



Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words

Mechanical, manual, intrinsic, extrinsic.

Literacy

Writing framework support for lower students

Structuring 6 mark questions

Careers Links(CAEIG):

Physical Education Teacher

Personal Trainer

Sports Coach

Sport Official

Sports Psychologist

Intervention Tasks:

Complete sport psychology from the Zig Zag resource pack.

Research types of guidance. Find examples of sport where the 4 types of guidance are being used.

Provide an example sentence for each type of feedback that could be given.

SENECA revision resource online- Sport Psychology

Year 10 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	1 hour (ideally complete in 2x 30 minute sections to produce the best work)

Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y11 Strand 1 IVC PE Curriculum Overview

Key Content/Topics:

What are students learning this term?

Applied Anatomy and Physiology

Skeletal System

- Be able to locate the major bones in the body.
- Apply examples to the functions of the skeleton
- Major joints in the body
- Types of movement at the joints

Use practical examples to show and analyse different movements.

Muscular System

- Be able to locate the major muscles in the body.
- Understand antagonistic pairs and be able to apply knowledge to practical situations

Assessed Tasks:

What work will be marked this term?

Anatomy and Physiology- Musculoskeletal Test

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Group work completed in class

Respecting our bodies and how they work

Ethical issues regarding testing for body improvements



Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Visit the Science museum during sport specific workshops

Go and watch a sporting fixture

Online sports therapy course

Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Key Words

Antagonistic, skeletal, muscular, agonist, antagonist, fixator, axial, appendicular.

Literacy

Writing frameworks for 6 mark questions

Spelling

Bones and muscles in the body

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Physical Education Teacher

Sports Coach

Sports Analyst



Movement Coach

Science Teacher

Physiotherapist

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Spaced practice- Complete musculoskeletal zig zag revision questions.

Retrieval practice- Design a power point presentation you could deliver to a year 7 Science class about how the body works.

Dual coding- label key diagrams- skeleton, muscular system, joints.

Elaboration- highlight all the key muscles in the body, match together which muscles work as pairs, provide a sporting example of how each muscle pair works, relate the muscle pairs to your sport which you wrote about for your coursework.

SENCA- GCSE PE OCR Topic Skeletal and Muscular System

Year 11 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y11 Strand 2 IVC PE Curriculum Overview

Key Content/Topics:

Applied Anatomy and Physiology Movement Analysis



- Know the three classes of lever and apply them in practical situations.
- Know the planes of movement and apply them to sporting examples
- Know the axes of rotation and give a sporting example.

Cardiovascular System

- Know the structure and function of the cardiovascular system
- Understand the path of blood through the body and describe the blood vessels
- Know the definition of heart rate, stroke volume and cardiac output and how to work these out.
- Explain how the cardiovascular system adapts to exercise needs.

Assessed Tasks:

Anatomy and Physiology- Movement Analysis and Cardiovascular System Test

November Mock Exam

SMSC & British Values:

Group work completed in class

Respecting our bodies and how they work

Ethical issues regarding testing for body improvements

Enrichment Ideas:

Visit the Science museum during sport specific workshops

Go and watch a sporting fixture

Online sports therapy course

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Being able to work effectively within a group

Relating knowledge to sport specific situations in a real life context

Literacy/Numeracy:

Key Words



Cardiovascular, circulatory, pulmonary, arterioles, venules, haemoglobin, antigen, vasodilation, vasoconstriction,

Literacy

Writing frameworks for 6 mark questions

Numeracy

Work out maximum heart rate

Work out cardiac output

Careers Links(CAEIG):

Physical Education Teacher

Sports Coach

Sports Analyst

Movement Coach

Physiotherapist

Intervention Tasks:

Spaced practice- Complete movement analysis zig zag revision questions.

Retrieval practice- Grasp it revision sheets for all topics.

Dual coding- label key diagrams- levers and cardiovascular system.

SENCA- GCSE PE OCR Topic Movement Analysis

Elaboration- independence booklets for all topics.

Year 11 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.</p>
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Y11 Strand 3 IVC PE Curriculum Overview

Key Content/Topics:

Revision

Students will be sitting their exam in May and will use this time to consolidate their learning and understanding of all the five key topics and develop their exam technique.

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and wellbeing

Coursework 2nd draft

Students to work on improvements suggested by the teacher in sections 1-4.

Complete sections 5- describe skills used in chosen sport in comparison to the key skill continuum (open, closed, simple, and complex). Explain muscles pairs used within the sport and link this to skills/techniques used in chosen sport.

Assessed Tasks:

Coursework final draft

Revision exam questions

SMSC & British Values:

Working together in groups

Respecting others in sport

Engagement patterns within different specific groups

Enrichment Ideas:

Museum visits



Watch a sports fixture

Revision questions

Kahoot

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different culture

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Literacy

- Explain
- Describe
- Identify
- Justify
- Demonstrate
- How
- Why
- Link
- What
- List
- Evaluate
- Analyse
- State

Writing in paragraphs

Use of key words

Careers Links(CAEIG):

Physical Education Teacher

Sports Coach

Sports Scientist

Sport Development Officer



Intervention Tasks:

Spaced practice- mini tests completed at the start of every lesson- varied topics

Research to find answer of incorrect answers.

Elaboration- begin with a topic overview in the centre of the page. Add around the edge as many key words as possible. Write descriptions of the key words. Link the key words together. How do the key words link to sport?

Independence packs

Think It, Know It, Grasp It packs

Paper Specific Work Booklets

Year 11 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	30 minutes to 1 hour (if tasks are 1 hour this should be completed in 2 x 30 minutes sections)
Will this work be marked by a teacher?	No
How will Home Learning/ intervention tasks be used if a student is underachieving?	Tasks will be shared with House teams for students to complete in period 6. Alternatively students can attend faculty support sessions which will be available once a week.

Y11 Strand 4 IVC PE Curriculum Overview

Key Content/Topics:

Revision

Students will be sitting their exam in May and will use this time to consolidate their learning and understanding of all the five key topics and develop their exam technique.

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology



- Health, fitness and wellbeing

Assessed Tasks:

Revision exam questions

SMSC & British Values:

Working together in groups

Respecting others in sport

Engagement patterns within different specific groups

Enrichment Ideas:

Museum visits

Watch a sports fixture

Revision questions

Kahoot

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different culture

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Literacy

- Explain
- Describe
- Identify
- Justify
- Demonstrate
- How
- Why
- Link
- What



- List
- Evaluate
- Analyse
- State

Writing in paragraphs

Use of key words

Careers Links(CAEIG):

Physical Education Teacher

Sports Coach

Sports Scientist

Sport Development Officer

Intervention Tasks:

Spaced practice- mini tests completed at the start of every lesson- varied topics

Research to find answer of incorrect answers.

Elaboration- begin with a topic overview in the centre of the page. Add around the edge as many key words as possible. Write descriptions of the key words. Link the key words together. How do the key words link to sport?

Independence packs

Think It, Know It, Grasp It packs

Paper Specific Work Booklets

SENECA

Year 11 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	2 hours per week- split into 4x 30 minute sections
Will this work be marked by a teacher?	At times

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Student will be expected to attend intervention sessions and faculty support sessions.</p>
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Y11 Strand 5 IVC PE Curriculum Overview

Key Content/Topics:

Revision

Students will be sitting their exam in May and will use this time to consolidate their learning and understanding of all the five key topics and develop their exam technique.

- Applied anatomy and physiology
- Physical training
- Socio-cultural influences
- Sports psychology
- Health, fitness and wellbeing

Assessed Tasks:

Revision exam questions

Mock Exam

SMSC & British Values:

Working together in groups

Respecting others in sport

Engagement patterns within different specific groups

Enrichment Ideas:

Museum visits

Watch a sports fixture

Revision questions

Kahoot

Assessment Criteria:

Developing their knowledge of specific content relevant to the learning objective



Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different culture

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Literacy

- Explain
- Describe
- Identify
- Justify
- Demonstrate
- How
- Why
- Link
- What
- List
- Evaluate
- Analyse
- State

Writing in paragraphs

Use of key words

Careers Links(CAEIG):

Physical Education Teacher

Sports Coach

Sports Scientist

Sport Development Officer

Intervention Tasks:

Spaced practice- mini tests completed at the start of every lesson- varied topics

Research to find answer of incorrect answers.

Elaboration- begin with a topic overview in the centre of the page. Add around the edge as many key words as possible. Write descriptions of the key words. Link the key words together. How do the key words link to sport?



Independence packs

Think It, Know It, Grasp It packs

Paper Specific Work Booklets

SENECA

Year 11 Home Learning Expectations: Physical Education

When/how will homework be set?	Once a week
How long should each task take?	2 hours per week- split into 4x 30 minute sections
Will this work be marked by a teacher?	At times
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend intervention sessions and support sessions.

Y9 Strand 1 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this term?

LO1 - Understand reproduction and the roles and responsibilities of parenthood

The wide range of factors which affect the decision to have children

Pre-conception health,

Roles and responsibilities of parenthood

To recognise and evaluate methods of contraception, their efficiency and reliability

The structure and function of male and female reproductive systems

How reproduction takes place,

The signs and symptoms of pregnancy

Assessed Tasks:



What work will be marked this term?

Work will be 'IMPed' every 4-5 lessons (depending on the length of the task given)

Summative end of objective assessment

Class books will be monitored

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Babysitting opportunities

Visits to nursery schools

Visit to the 'baby museum'

Trips to the park/play areas

Cook/make things together

Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Relationships

Pre-conceptual



Fertilisation

Pregnancy

Contraceptives

Love & nurture

Genetic counselling

Reproduction

Menstrual cycle

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Nursery nurse

Primary education

EYFS

Midwifery

Nursing

Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Completion of revision guide

Own note-taking (presented to RPe as evidence)

Re-submission of original homework set

Attend a supervised lunchtime/period 6 session(s)

Year 9 Home Learning Expectations: Child Development

<p>When/how will homework be set?</p>	<p>Homework will be set accordingly and as necessary – this may be to complete work from the lesson, complete preparatory work for a following lesson or to complete an independent research task</p>
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How long should each task take?	This will depend on their flightpath – some tasks will be shorter than others, and some tasks will have extension tasks to complete as part of the homework
Will this work be marked by a teacher?	This will depend on the work set
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y9 Strand IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this term?

LO2 - Understand antenatal care and preparation for birth

The roles of the different health professionals supporting the pregnant mother

The importance of antenatal and parenting classes

Routine checks carried out at an antenatal clinic

Specialised diagnostic tests,

The choices available for delivery

The stages of labour and the methods of delivery, including pain relief

Assessed Tasks:

What work will be marked this term?

Work will be 'IMPed' every 4-5 lessons (depending on the length of the task given)

Summative end of objective assessment

Class books will be monitored

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term



Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, birthing decisions etc)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Babysitting opportunities

Visits to nursery schools

Visit to the 'baby museum'

Trips to the park/play areas

Cook/make things together

Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Midwife

Paediatrician

Blood tests

Ultrasound scans

Diagnostic testing

Home/hospital birth

Ventouse/forceps delivery

Labour



Antenatal

Careers Links(CAIG):

Links to careers/any places this is addressed in lessons

Nursery nurse

Primary education

EYFS

Midwifery

Nursing

Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Completion of revision guide

Own note-taking (presented to RPe as evidence)

Re-submission of original homework set

Attend a supervised lunchtime/period 6 session(s)

Year 9 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this may be to complete work from the lesson, complete preparatory work for a following lesson or to complete an independent research task
How long should each task take?	This will depend on their flightpath – some tasks will be shorter than others, and some tasks will have extension tasks to complete as part of the homework
Will this work be marked by a teacher?	This will depend on the work set
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y9 Strand 3 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this term?

LO3 - Understand postnatal checks, postnatal provision and conditions for development

The postnatal checks of the new-born baby

The specific needs of the pre-term (premature) baby

The postnatal provision available for the mother and baby and the postnatal needs of the family

Conditions for development

The need for acceptable patterns of behaviour and approaches to discipline

Assessed Tasks:

What work will be marked this term?

Work will be 'IMPed' every 4-5 lessons (depending on the length of the task given)

Summative end of objective assessment

Class books will be monitored

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, birthing decisions, etc)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Babysitting opportunities

Visits to nursery schools

Visit to the 'baby museum'

Trips to the park/play areas

Cook/make things together



Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

APGAR score

Postnatal care

Reflexes

Physical checks

Special care baby units

Conditions for Development

Health Visitor

Behaviour

Discipline

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Nursery nurse

Primary education

EYFS

Midwifery

Nursing



Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Completion of revision guide

Own note-taking (presented to RPe as evidence)

Re-submission of original homework set

Attend a supervised lunchtime/period 6 session(s)

Year 9 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this may be to complete work from the lesson, complete preparatory work for a following lesson or to complete an independent research task
How long should each task take?	This will depend on their flightpath – some tasks will be shorter than others, and some tasks will have extension tasks to complete as part of the homework
Will this work be marked by a teacher?	This will depend on the work set
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y9 Strand 4 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this term?

LO4 - Understand how to recognise, manage and prevent childhood illnesses

How immunity to disease and infection can be acquired

How to recognise and treat common childhood ailments and diseases



When to seek treatment by a doctor and when emergency medical help should be sought

Diet-related illnesses

The needs of an ill child

How to prepare a child for a stay in hospital

Assessed Tasks:

What work will be marked this term?

Work will be 'IMPed' every 4-5 lessons (depending on the length of the task given)

Summative end of objective assessment

Class books will be monitored

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, birthing decisions, immunisations, etc)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Babysitting opportunities

Visits to nursery schools

Visit to the 'baby museum'

Trips to the park/play areas

Cook/make things together

Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play



Being able to work effectively within a group

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Immunity

Disease

Ailments

Signs & symptoms

Hospital stay

Obesity

Deficiency

Nutrients/balanced diet

Eat well plate

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Nursery nurse

Primary education

EYFS

Midwifery

Nursing

Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Completion of revision guide

Own note-taking (presented to RPe as evidence)

Re-submission of original homework set

Attend a supervised lunchtime/period 6 session(s)



Year 9 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this may be to complete work from the lesson, complete preparatory work for a following lesson or to complete an independent research task
How long should each task take?	This will depend on their flightpath – some tasks will be shorter than others, and some tasks will have extension tasks to complete as part of the homework
Will this work be marked by a teacher?	This will depend on the work set
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y9 Strand 5 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this term?

LO5 - Know about child safety

How to create a safe, child-friendly environment

Safety labelling

To be aware of the most common childhood accidents

Social safety

internet safety

Assessed Tasks:

What work will be marked this term?

Work will be 'IMPed' every 4-5 lessons (depending on the length of the task given)

Summative end of objective assessment



Class books will be monitored

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, birthing decisions, immunisations, etc)

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

Babysitting opportunities

Visits to nursery schools

Visit to the 'baby museum'

Trips to the park/play areas

Cook/make things together

Assessment Criteria:

What skills are students developing this term?

Developing their knowledge of specific content relevant to the learning objective

Developing their ability to apply this knowledge to exam style questions

Showing an awareness of the influence & expectations of different cultures

Developing ability to articulate answers well and with sensitivity

Presentation skills when completing group work/role play

Being able to work effectively within a group

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

Safe environment

Child friendly

Safety labelling

Accidents

Treatments



Avoidance

Social safety

Internet safety

Awareness

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

Nursery nurse

Primary education

EYFS

Midwifery

Nursing

Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

Completion of revision guide

Own note-taking (presented to RPe as evidence)

Re-submission of original homework set

Attend a supervised lunchtime/period 6 session(s)

Year 9 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this may be to complete work from the lesson, complete preparatory work for a following lesson or to complete an independent research task
How long should each task take?	This will depend on their flightpath – some tasks will be shorter than others, and some tasks will have extension tasks to complete as part of the homework
Will this work be marked by a teacher?	This will depend on the work set

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Student will be expected to attend a supervised support/catch-up session to help counteract underachievement</p>
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Y10 Strand IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO1 - Understand the key factors when choosing equipment for babies from birth to 12 months

Room one – babies up to 12 months, key equipment for each of the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

Students must:

- select pieces of equipment for each of the four types listed above
- choose at least three factors to consider for each type of equipment
- include a range of examples to support your evidence.

Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums



- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- A wide range of relevant examples are given for all types of equipment needed for babies from birth to 12 months.
- Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected.
- Clearly draws upon relevant skills/knowledge/understanding from Unit R018.
- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Equipment
- Feeding
- Travel
- Sleeping
- Clothing
- Ergonomics
- Safety
- Hygiene
- Cost
- Children

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving



- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y10 Strand 2 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO2 - Understand key factors when choosing equipment for children from one to five years

Room two – children aged 1 to 5 years, key equipment for each of the following:

- travelling equipment
- feeding equipment
- sleeping equipment
- clothing and footwear.

You must:

- select pieces of equipment for each of the four types listed above
- choose at least three factors to consider for each type of equipment
- include a range of examples to support your evidence.



Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- A wide range of examples are given for all of the types of equipment for children from one to five years.
- Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected.
- Clearly draws upon relevant skills/knowledge/understanding from Unit R018.
- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Equipment
- Feeding
- Travel
- Sleeping
- Clothing
- Ergonomics
- Safety



- Hygiene
- Cost
- Children

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y10 Strand 3 IVC Child Development Curriculum Overview



Key Content/Topics:

What are students learning this unit?

LO3 - Know the nutritional guidelines and requirements for children from birth to five years

Students will be learning the nutritional requirements for children in each stage:

1. 0-6 months
 2. 6-12 months
 3. 1-5 years
- the macro and micro nutrients
 - the functions and sources of nutrients
 - other dietary needs (fibre and water)
 - eat well plate and making healthy choices.

Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- Describes in detail all of the functions and sources of all nutrients.

- Describes in detail all of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).
- Explains government guidelines relating to healthy eating.
- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Nutrients
- Eat well plate
- Nutrition
- Requirements
- Macronutrients
- Micronutrients
- Calories
- Balanced
- Diet
- Sources
- Choices
- Healthy
- Functions

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during
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	lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y10 Strand 4 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO4 - Be able to investigate and develop feeding solutions for children from birth to five years

In your practical demonstrations you must choose one of the following tasks.

Task A

- Investigate feeding options for breast feeding mums planning to return to work at the supermarket and use the on-site nursery. Compare breast feeding, bottle feeding and a combination of the two to enable them to make informed choices. You should also make a bottle feed suitable for a 0 to 6 month old baby.

Students must:

- consider nutrition and other factors in your investigation
- list the resources required
- make a bottle feed following appropriate hygiene practices
- produce an information sheet to include: - nutritional analysis
 - a comparison of all three feeding options (breast, bottle and combination feeding)
 - an evaluation

Assessed Tasks:

What work will be marked this unit?



- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- Thorough investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).
- The investigation and feeding solution are developed independently with comprehensive consideration of factors and thorough nutritional analysis.
- Hygiene practices followed thoroughly and effectively.
- Evaluation is comprehensive with a thorough comparison.
- There will be few, if any, errors in spelling, punctuation and grammar.
- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Breastfeeding
- Bottle feeding
- Bottles
- Teats
- Formula feed
- Breast milk
- Bottles
- Calcium
- Nutrients

- Colostrum
- Bonding
- Requirements
- Hygiene

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y10 Strand 5 IVC Child Development Curriculum Overview



Key Content/Topics:

What are students learning this unit?

LO1 - Understand the physical, intellectual and social developmental norms from birth to five years

Students must present materials, in their own words, on the developmental norms from birth to five years, to cover:

- physical development
- intellectual development
- social development.

Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- Explains all of the physical, intellectual and social developmental norms from birth to five years.
- Student's research skills will be significantly enhanced, as will their ability to work independently



Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Physical
- Intellectual
- Social
- Development
- Milestones
- Stages
- Months
- Motor skills
- Language
- Interaction

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work

<p>How will Home Learning/ intervention tasks be used if a student is underachieving?</p>	<p>Student will be expected to attend a supervised support/catch-up session to help counteract underachievement</p>
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Y10 Strand 6 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO2 - Understand the physical, intellectual and social developmental norms from birth to five years

Students must present materials, in their own words, to cover the below:

- the types of play
- the benefits of learning through play.

Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:



What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

Uses a wide range of specific examples of types of play, explains in detail all of the benefits of learning through play.

- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Physical
- Intellectual
- Social
- Development
- Milestones
- Stages
- Months
- Motor skills
- Language
- Interaction
- Stages
- Play
- Benefits

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 10 Home Learning Expectations: Child Development



When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/ intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y11 Strand 1 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO3 - Be able to plan different play activities for a chosen developmental area with a child from birth to five years

Students must:

Carry out an initial observation of an age appropriate child (i.e. not a young baby) to collect information which will inform your choice and planning. Plan two different play activities that you can carry out with the child. The play activities must be for one developmental area.

Produce plans for the two play activities which must include:

- the developmental area chosen
- aims
- types of activities chosen
- reasons for choice
- safety considerations
- timescale
- resources
- methods of observation
- methods of recording.

Students should demonstrate their ability to draw upon relevant skills, knowledge and understanding from Unit R018.



Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

Produces plans for activities for a chosen developmental area, most of which are explained:

- aims
- types of activities chosen
- reasons for choice
- safety considerations
- timescales
- resources

Clear use of initial observation to inform planning.

Produces an explanation of the different methods of observation and recording to be used.

Clearly draws upon relevant skills/knowledge/understanding from Unit R018.

Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Physical
- Intellectual
- Social
- Development
- Milestones
- Stages
- Months
- Motor skills
- Language
- Interaction
- Stages
- Play
- Benefits
- Activities
- Observation

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 11 Home Learning Expectations: Child Development [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons

Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y11 Strand 2 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

R018 – revision and preparation for final exam in January

Covering all 5 objective areas from R018, with a specific focus on exam technique and use of key terminology

Assessed Tasks:

What work will be marked this unit?

- Independent revision will be expected
- This will not be marked but be monitored to ensure revision is being completed
- Mock exams and exam questions will be IMPed as necessary

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together



Assessment Criteria:

What skills are students developing this unit?

Students will be refreshing their knowledge of R018 – objectives 1-5

They will be developing their exam technique and ability to answer exam questions accurately and concisely

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words

- Development
- Milestones
- Needs
- Nutrition
- Play
- Safety
- Illnesses
- Immunisations
- Labour
- Medical assistance
- Contraception
- Pre-conceptual care
- Antenatal care
- Postnatal care
- Medical professionals
- Requirements
- Hospital
- Reflexes
- APGAR score
- Green cross code
- Internet safety

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving



- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Attend a supervised lunchtime/period 6 session(s)

Year 11 Home Learning Expectations: Child Development [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons
Will this work be marked by a teacher?	Formative assessment of preparatory work
How will Home Learning/intervention tasks be used if a student is underachieving?	Student will be expected to attend a supervised support/catch-up session to help counteract underachievement

Y11 Strand 3 IVC Child Development Curriculum Overview

Key Content/Topics:

What are students learning this unit?

LO4 - Be able to carry out and evaluate different play activities for a chosen developmental area with a child from birth to five years

Students must:

Carry out the activities you have planned in Task 3.

They must:

- introduce the activities to the child
- carry out the play activities
- observe and record the activities
- compare the child with the expected developmental norms for the area chosen
- evaluate the play activities
- make suggestions for



Assessed Tasks:

What work will be marked this unit?

- Work will be formatively assessed during lessons, and any preparatory work will be formatively assessed
- Only one summative assessment may be completed prior to final submission and final marking

SMSC & British Values:

Links to SMSC and British Values through topics or activities this term

- Respect traditions & expectations from other cultures (e.g. with meeting needs, breastfeeding in public, etc)
- Being able to work well independently & as part of a group

Enrichment Ideas:

Ideas for parents/carers- e.g. visits to museums

- Babysitting opportunities
- Visits to nursery schools
- Visit to the 'baby museum'
- Trips to the park/play areas
- Cook/make things together

Assessment Criteria:

What skills are students developing this unit?

Students will be able to demonstrate knowledge of:

- Carries out activities for a chosen developmental area and produces comprehensive records for the observations.
- Provides a detailed explanation, with reasoning, of comparisons to the expected developmental norm chosen.
- A wide range of examples will be given for the comparisons.

With reference to both the plan and the activities:

- A thorough evaluation is produced with detailed and relevant suggestions for improvements with justification for those changed.
- A conclusion that explains whether the aims were met with some relevant justification.
- There will be few, if any, errors in spelling, punctuation and grammar.
- Student's research skills will be significantly enhanced, as will their ability to work independently

Literacy/Numeracy:

Links to literacy/numeracy- e.g. key words



- Physical
- Intellectual
- Social
- Development
- Milestones
- Stages
- Months
- Motor skills
- Language
- Interaction
- Stages
- Play
- Benefits
- Activities
- Observation

Careers Links(CAEIG):

Links to careers/any places this is addressed in lessons

- Nursery nurse
- Primary education
- EYFS
- Midwifery
- Nursing
- Child care

Intervention Tasks:

Home Learning tasks set for students who are underachieving

- Completion of revision guide
- Own note-taking (presented to RPe as evidence)
- Re-submission of original homework set
- Attend a supervised lunchtime/period 6 session(s)

Year 11 Home Learning Expectations: Child Development [common for each strand of the year within a subject]

When/how will homework be set?	Homework will be set accordingly and as necessary – this will mostly be to complete work not finished during lessons, or to complete research prior to the next lesson
How long should each task take?	This will depend on the amount of work completed during lessons

<p>Will this work be marked by a teacher?</p>	<p>Formative assessment of preparatory work</p>
<p>How will Home Learning/intervention tasks be used if a student is underachieving?</p>	<p>Student will be expected to attend a supervised support/catch-up session to help counteract underachievement</p>

Y9 Home Learning Strand 1 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example. Pick three different sports people and compare each component of fitness and rank in order of importance for each elite performer.

Research different fitness tests for each component of fitness- find normative data tables for each test, describe the test procedures, explain how the test is both valid and reliable

Securing/Developing

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example.

Research different fitness tests for each component of fitness- find normative data tables for each test and describe the test procedures

Emerging

Research the 10 component of fitness; find a definition for each component of fitness.

Research different fitness tests for each component of fitness- find normative data tables for each test

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.



Excelling/Mastering

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory with little support from exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable. Describe the suitability and practicality of completing these tests in school.

Securing/Developing

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory and exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable.

Emerging

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Supported using notes and faculty support sessions.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging



10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y9 Home Learning Strand 2 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Research the SPOR and FITT principles; find a definition for each key word and describe the importance of each principle with regards to designing a training program. Pick three different sports people and compare each principle of training and explain how this might differ within their program.

Research continuous, fartlek, interval and circuit training. What are the key features of the session? What components of fitness do they help to improve? Give a practical example of a session a person could have in their training program. Write a paragraph explaining why a particular sports person would use this method of training.

Securing/Developing

Research the SPOR and FITT principles; find a definition for each key word and describe the importance of each principle with regards to designing a training program.

Research continuous, fartlek, interval and circuit training. What are the key features of the session? What components of fitness do they help to improve? Give a practical example of a session a person could have in their training program.

Emerging

Research the SPOR and FITT principles; find a definition for each of the key words.

Research continuous, fartlek, interval and circuit training. What are the key features of the session? What components of fitness do they help to improve?

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering



Workbook specific to principles of training and types of training (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Design a personal training program; you must include at least two types of training. Explain why you have picked this type of training for yourself and how this will impact on your performance in sport.

Securing/Developing

Workbook specific to principles of training and types of training (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Design a personal training program; you must include at least two types of training. Explain why you have picked this type of training for yourself.

Emerging

Workbook specific to principles of training and types of training (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Design a personal training program; you must include at least two types of training.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question



Y9 Home Learning Strand 3 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Research plyometric, weight and HIIT training. What are the key features of the session? What components of fitness do they help to improve? Give a practical example of a session a person could have in their training program. Write a paragraph explaining why a particular sports person would use this method of training.

Describe the 5 parts of a warm up and the 2 parts of a cool down. Explain the importance of completing a warm up and a cool down. Research the differences between different warm up styles to make warm ups more sport specific.

Securing/Developing

Research plyometric, weight and HIIT training. What are the key features of the session? What components of fitness do they help to improve? Give a practical example of a session a person could have in their training program.

Describe the 5 parts of a warm up and the 2 parts of a cool down. Explain the importance of completing a warm up and a cool down.

Emerging

Research plyometric, weight and HIIT training. What are the key features of the session? What components of fitness do they help to improve?

Describe the 5 parts of a warm up and the 2 parts of a cool down.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Workbook specific to types of training and warm up/cool down (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Design three different warm up and cool downs for 3 different sports. One must be individual and one must be team. Explain why you have included specific parts within the warm up and cool down. Write



a paragraph explaining the similarities and differences between the 3 warm up/cool downs you have designed.

Securing/Developing

Workbook specific to principles of training and types of training (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Design three different warm up and cool downs for 3 different sports. One must be individual and one must be team. Explain why you have included specific parts within the warm up and cool down.

Emerging

Workbook specific to principles of training and types of training (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Design three different warm up and cool downs for 3 different sports. One must be individual and one must be team.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question



Y9 Home Learning Strand 4 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Research injuries in sport. What injuries occur in sport? Describe the signs and symptoms. Explain how they can be treated. Provide a sporting example of where the injury might occur.

Describe the 5 ways to minimise injury in sport. Explain the importance of minimising risk. Research the differences between ways to minimise risk and link them to sporting examples.

Securing/Developing

Research injuries in sport. What injuries occur in sport? Describe the signs and symptoms. Explain how they can be treated.

Describe the 5 ways to minimise injury in sport. Explain the importance of minimising risk.

Emerging

Research injuries in sport. What injuries occur in sport? Describe the signs and symptoms.

Describe the 5 ways to minimise injury in sport.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Workbook specific to preventing injury in physical activity and sport (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Complete a risk assessment for two different sports facilities. Describe the differences in risks at the two separate locations. Justify how risks have been minimised in these locations.

Securing/Developing

Workbook specific to preventing injury in physical activity and sport (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Complete a risk assessment for two different sports facilities. Describe the differences in risks at the two separate locations.



Emerging

Workbook specific to preventing injury in physical activity and sport (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Complete a risk assessment for two different sports facilities.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y9 Home Learning Strand 5 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering



Research key terms health, fitness and wellbeing. Describe how these could impact a person's lifestyle. Explain the physical, social and emotional benefits completing physical activity has.

Research the term sedentary lifestyle. Find consequences of living a sedentary lifestyle. Explain the importance of not living a sedentary lifestyle.

Securing/Developing

Research key terms health, fitness and wellbeing. Describe how these could impact a person's lifestyle.

Research the term sedentary lifestyle. Find consequences of living a sedentary lifestyle.

Emerging

Research key terms health, fitness and wellbeing.

Research the term sedentary lifestyle.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Workbook specific to health, fitness and wellbeing (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Design a presentation you can deliver regarding the benefits of physical activity and sport. Describe social, physical and emotional benefits. Explain the importance the role physical activity has on leading an active healthy lifestyle. Comment on the consequences that can occur should you choose not to participate.

Securing/Developing

Workbook specific to health, fitness and wellbeing (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Design a presentation you can deliver regarding the benefits of physical activity and sport. Describe social, physical and emotional benefits. Explain the importance the role physical activity has on leading an active healthy lifestyle.

Emerging

Workbook specific to health, fitness and wellbeing (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Design a presentation you can deliver regarding the benefits of physical activity and sport. Describe social, physical and emotional benefits.



Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y9 Home Learning Strand 6 IVC PE**Independently:**

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Research key terms health, fitness and wellbeing. Describe how these could impact a person's lifestyle. Explain the physical, social and emotional benefits completing physical activity has.

Research the term sedentary lifestyle. Find consequences of living a sedentary lifestyle. Explain the importance of not living a sedentary lifestyle.

Securing/Developing

Research key terms health, fitness and wellbeing. Describe how these could impact a person's lifestyle.

Research the term sedentary lifestyle. Find consequences of living a sedentary lifestyle.

Emerging

Research key terms health, fitness and wellbeing.

Research the term sedentary lifestyle.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Workbook specific to diet and nutrition (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Create a week's food plan for an elite athlete of your choice. Think about what they would need in their diet to complete all their exercise demands over a week. Explain the reasoning behind your selection of certain food groups to benefit the athlete. Make a comparative paragraph to an alternative athlete commenting on how their diet plans would differ.

Securing/Developing

Workbook specific to diet and nutrition (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Create a week's food plan for an elite athlete of your choice. Think about what they would need in their diet to complete all their exercise demands over a week. Explain the reasoning behind your selection of certain food groups to benefit the athlete.

Emerging

Workbook specific to diet and nutrition (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Create a week's food plan for an elite athlete of your choice. Think about what they would need in their diet to complete all their exercise demands over a week.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.



Excelling/Mastering

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Securing/Developing

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Emerging

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 1 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research engagement patterns in different social groups in sport. Find 5 facts about different social groups. Describe reasons for high or low participation rates within those groups. Research initiatives used to overcome barriers to sports participation.

Research the different types of media and sponsorship in sport. Why is media and sponsorship so important? Look at the golden triangle. Is commercialism positively or negatively impacting sport?

Grades 4-6

Research engagement patterns in different social groups in sport. Find 5 facts about different social groups. Describe reasons for high or low participation rates within those groups.

Research the different types of media and sponsorship in sport. Why is media and sponsorship so important? Look at the golden triangle.



Grades 1-3

Research engagement patterns in different social groups in sport. Find 5 facts about different social groups.

Research the different types of media and sponsorship in sport.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to engagement patterns and commercialisation (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Produce a power point presentation of the use of commercialisation in sport. Describe what media and sponsorship it and the different types within sport. Explain using examples the importance of commercialisation for sports performers and compare the positives and negatives of media and sponsorship in sport.

Grades 4-6

Workbook specific to engagement patterns and commercialisation (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Produce a power point presentation of the use of commercialisation in sport. Describe what media and sponsorship it and the different types within sport. Explain using examples the importance of commercialisation for sports performers.

Grades 1-3

Workbook specific to engagement patterns and commercialisation (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Produce a power point presentation of the use of commercialisation in sport. Describe what media and sponsorship it and the different types within sport.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions



Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 2 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle. Link to practical examples to show your understanding. Find facts and figures to show the impact that sponsorship and media has on sport.

Research key terms; sportsmanship, gamesmanship and deviance. Explain how these impact performance within sport. Use examples from sport to support and show your understanding.

Grades 4-6

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle. Link to practical examples to show your understanding.

Research key terms; sportsmanship, gamesmanship and deviance. Explain how these impact performance within sport.

Grades 1-3

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle.



Research key terms; sportsmanship, gamesmanship and deviance.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance. Explain the positive and negative impacts this has on the performer and provide sporting examples to support your understanding.

Grades 4-6

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance. Explain the positive and negative impacts this has on the performer.

Grades 1-3

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question



Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 3 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research 6 most important components of fitness for your chosen sport for your coursework.
Research the ideal skills and tactics needed within your chosen sport.

Complete fitness testing to a high level.

Grades 4-6

Research 6 most important components of fitness for your chosen sport for your coursework.
Research the ideal skills and tactics needed within your chosen sport.

Complete fitness testing to a good level.

Grades 1-3

Research 6 most important components of fitness for your chosen sport for your coursework.
Research the ideal skills and tactics needed within your chosen sport.

Complete fitness testing.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.



Grades 7-9

Analyse another person's performance in your chosen sport. Describe their strengths and weaknesses in relation to components of fitness, skills and tactics. Explain the importance and impact this has on performance and comment on how this is impacting specifically on the performers performance and highlight how they can improve.

Grades 4-6

Analyse another person's performance in your chosen sport. Describe their strengths and weaknesses in relation to components of fitness, skills and tactics. Explain the importance and impact this has on performance.

Grades 1-3

Analyse another person's performance in your chosen sport. Describe their strengths and weaknesses in relation to components of fitness, skills and tactics.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

Coursework preparation plan.

Completion of coursework in controlled conditions.

Grades 4-6

Coursework preparation plan.

Completion of coursework in controlled conditions.

Grades 1-3

Coursework preparation plan.

Completion of coursework in controlled conditions.

Y10 Home Learning Strand 4 IVC PE

Independently:



These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle. Link to practical examples to show your understanding. Find facts and figures to show the impact that sponsorship and media has on sport.

Research key terms; sportsmanship, gamesmanship and deviance. Explain how these impact performance within sport. Use examples from sport to support and show your understanding.

Find three examples of elite sports people who have been banned for drugs. Describe what drug they used? Explain the implications this had? Evaluate the use of performance enhancing drugs in sport.

Grades 4-6

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle. Link to practical examples to show your understanding.

Research key terms; sportsmanship, gamesmanship and deviance. Explain how these impact performance within sport.

Find three examples of elite sports people who have been banned for drugs. Describe what drug they used? Explain the implications this had?

Grades 1-3

Research the golden triangle; find key definitions and describe the positives and negatives of the golden triangle.

Research key terms; sportsmanship, gamesmanship and deviance.

Find three examples of elite sports people who have been banned for drugs. Describe what drug they used?

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance. Explain the positive and negative impacts this has on the performer and provide sporting examples to support your understanding.



Grades 4-6

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance. Explain the positive and negative impacts this has on the performer.

Grades 1-3

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Create a leaflet explaining the different types of performance enhancing drugs. Describe why the performer would take the drug to enhance their performance.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 5 IVC PE



Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research skill continuums; simple to complex, open to closed. Describe the different skill continuums. Add 3 sports to each continuum for examples. Explain why you have selected this spot on the continuum for the skill.

Research goal setting. Describe what SMART targets are. Provide 3 examples of different SMART targets. Explain the importance of goal setting within sport.

Grades 4-6

Research skill continuums; simple to complex, open to closed. Describe the different skill continuums. Add 3 sports to each continuum for examples.

Research goal setting. Describe what SMART targets are. Provide 3 examples of different SMART targets.

Grades 1-3

Research skill continuums; simple to complex, open to closed. Describe the different skill continuums.

Research goal setting. Describe what SMART targets are.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to sports psychology (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Create a picture board of skilful movement. Describe what skilful movement is? Explain the 5 key components. Relate to specific sporting examples that link to each component.

Grades 4-6

Workbook specific to sports psychology (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Create a picture board of skilful movement. Describe what skilful movement is? Explain the 5 key components.



Grades 1-3

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Create a picture board of skilful movement. Describe what skilful movement is?

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 6 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9



Research mental preparation techniques. Provide at least 3 examples and describe what it involves. Explain 2 sporting examples of when the technique could be used. Comment on the effectiveness of the technique.

Find the different types of guidance used in sport. Describe the key features of the guidance types. Explain the advantages and disadvantages of each type. Relate the guidance types to sport, when is each one most likely to be used.

Grades 4-6

Research mental preparation techniques. Provide at least 3 examples and describe what it involves. Explain 2 sporting examples of when the technique could be used.

Find the different types of guidance used in sport. Describe the key features of the guidance types. Explain the advantages and disadvantages of each type.

Grades 1-3

Research mental preparation techniques. Provide at least 3 examples and describe what it involves.

Find the different types of guidance used in sport. Describe the key features of the guidance types.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to sports psychology (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Design a presentation on types of feedback. Describe the different types of feedback. Explain using sporting examples how this is used in sport. Evaluate how feedback impacts the performance of a team and an individual.

Grades 4-6

Workbook specific to sports psychology (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Design a presentation on types of feedback. Describe the different types of feedback. Explain using sporting examples how this is used in sport.

Grades 1-3

Workbook specific to commercialisation, ethical and socio-cultural issues (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Design a presentation on types of feedback. Describe the different types of feedback.



Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 1 IVC PE**Independently:**

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Research types of guidance and feedback; what are the different types? How can these be used in sporting situations? Explain the importance of guidance and feedback for sports performance. Analyse the positives and negatives of using these methods and their appropriateness.

Complete level 1, 2 and 3 on Anatomy Arcade 'Whack a Bone' and 'Poke a Muscle'.

www.anatomyarcade.com



Grades 4-6

Research types of guidance and feedback; what are the different types? How can these be used in sporting situations? Explain the importance of guidance and feedback for sports performance.

Complete level 1 and 2 on Anatomy Arcade 'Whack a Bone' and 'Poke a Muscle'.

www.anatomyarcade.com

Grades 1-3

Research types of guidance and feedback; what are the different types? How can these be used in sporting situations?

Complete level 1 on Anatomy Arcade 'Whack a Bone' and 'Poke a Muscle'.

www.anatomyarcade.com

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to sports psychology and anatomy and physiology (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Create a flow diagram that explains how the bones link to muscles and then what movement this creates. You must include key words, descriptions of the antagonistic pairs and give a sporting example of bone, joint, muscle and movement in action.

Grades 4-6

Workbook specific to sports psychology and anatomy and physiology (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Create a flow diagram that explains how the bones link to muscles and then what movement this creates. You must include key words and descriptions of the antagonistic pairs.

Grades 1-3

Workbook specific to sports psychology and anatomy and physiology (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Create a flow diagram that explains how the bones link to muscles and then what movement this creates. You must include key words



Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 2 IVC PE**Independently:**

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Revise and revisit all prior learning in preparation for November mock exam. Focus on AO1, AO2 and AO3 knowledge. Practice making plans for longer answer questions.

Research the structure and function of the cardiovascular system. Describe the key features and the path of blood around the body. Work out key mathematical equations and analyse how this adapts for exercise demands.

Grades 4-6

Revise and revisit all prior learning in preparation for November mock exam. Focus on AO1, AO2 and AO3 knowledge.

Research the structure and function of the cardiovascular system. Describe the key features and the path of blood around the body. Work out key mathematical equations.

Grades 1-3

Revise and revisit all prior learning in preparation for November mock exam. Focus on AO1 and AO2.

Research the structure and function of the cardiovascular system. Describe the key features and the path of blood around the body.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson). Work from memory with little support from exercise books.

Grades 4-6

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson). Work from memory and exercise books.

Grades 1-3

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson). Supported using notes and faculty support sessions.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question



Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 3 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Revise and revisit all prior learning in preparation for March mock exam. Focus on AO1, AO2 and AO3 knowledge. Practice making plans for longer answer questions.

Research the structure and function of the respiratory system. Describe the key features and the process of gas exchange. Work out key mathematical equations and analyse how this adapts for exercise demands.

Grades 4-6

Revise and revisit all prior learning in preparation for November mock exam. Focus on AO1, AO2 and AO3 knowledge.

Research the structure and function of the respiratory system. Describe the key features and the process of gas exchange. Work out key mathematical equations.

Grades 1-3

Revise and revisit all prior learning in preparation for November mock exam. Focus on AO1 and AO2.

Research the structure and function of the respiratory system. Describe the key features and the process of gas exchange.

Make:



These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson).
Work from memory with little support from exercise books.

Grades 4-6

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson).
Work from memory and exercise books.

Grades 1-3

Workbook specific to anatomy and physiology (completed in relation to what is learnt in the lesson).
Supported using notes and faculty support sessions.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 4 IVC PE



Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9

Revise and revisit all prior learning in preparation for March mock exam. Focus on AO1, AO2 and AO3 knowledge. Practice making plans for longer answer questions.

Reflective task with March mock exam- review all incorrect answers, improve answers through use of memory or in class notes for support.

Grades 4-6

Revise and revisit all prior learning in preparation for March mock exam. Focus on AO1, AO2 and AO3 knowledge.

Reflective task with March mock exam- review all incorrect answers, improve answers through use of memory, in class notes or revision guides for support.

Grades 1-3

Revise and revisit all prior learning in preparation for March mock exam. Focus on AO1 and AO2.

Reflective task with March mock exam- review all incorrect answers, improve answers through use of in class notes, revision guides or faculty support.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

Dual coding task linking themes between learning from different topics considering description of points, impact and importance of points and similarities and differences between the points.

Selecting appropriate learning scientist techniques to help with revision based tasks provided on Google Drive. Answering exam questions from memory.

Grades 4-6

Dual coding task linking themes between learning from different topics considering description of points and impact and importance of points.

Selecting appropriate learning scientist techniques to help with revision based tasks provided on Google Drive. Answering exam questions from memory and in class notes.



Grades 1-3

Dual coding task linking themes between learning from different topics considering description of points.

Selecting appropriate learning scientist techniques to help with revision based tasks provided on Google Drive. Answering exam questions from in class notes and revision guides.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9

10 GCSE PE based exam questions

Extra 6 mark based question

10 GCSE PE based exam questions

Extra 6 mark based question

Grades 4-6

10 GCSE PE based exam questions- receive writing structure for longer answer questions

10 GCSE PE based exam questions- receive writing structure for longer answer questions

Grades 1-3

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

10 GCSE PE based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 5 IVC PE

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Grades 7-9



Revise and revisit all prior learning in preparation for summer exam. Focus on AO1, AO2 and AO3 knowledge. Practice making plans for longer answer questions.

Grades 4-6

Revise and revisit all prior learning in preparation for summer exam. Focus on AO1, AO2 and AO3 knowledge.

Grades 1-3

Revise and revisit all prior learning in preparation for summer exam. Focus on AO1 and AO2.

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Grades 7-9

GCSE PE Topic Tests

SENECA

Information power points interpreted as pictures

Watch sports videos and pick out a topic from the hat. Write yourself a question to answer using the video as the practical example.

Grades 4-6

GCSE PE Topic Tests

SENECA

Information power points interpreted as pictures

Grades 1-3

GCSE PE Topic Tests

SENECA

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Grade 7-9



Past paper questions

Range of topics and papers mixed together

Focus on longer answer questions.

Faculty support session available

Grades 4-6

Past paper questions

Range of topics and papers mixed together

Focus on practical example questions.

Faculty support session available

Grades 1-3

Past paper questions

Range of topics and papers mixed together

Focus on memory questions

Faculty support session available

Y10 Home Learning Strand 1 IVC BTEC Sport

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Distinction

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example. Pick three different sports people and compare each component of fitness and rank in order of importance for each elite performer.

Research different fitness tests for each component of fitness- find normative data tables for each test, describe the test procedures, explain how the test is both valid and reliable

Merit

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example.



Research different fitness tests for each component of fitness- find normative data tables for each test and describe the test procedures

Pass

Research the 10 component of fitness; find a definition for each component of fitness.

Research different fitness tests for each component of fitness- find normative data tables for each test

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Distinction

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory with little support from exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable. Describe the suitability and practicality of completing these tests in school.

Merit

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory and exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable.

Pass

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Supported using notes and faculty support sessions.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Distinction

10 BTEC Sport based exam questions



Extra 6 mark based question

10 BTEC Sport based exam questions

Extra 6 mark based question

Merit

10 BTEC Sport based exam questions- receive writing structure for longer answer questions

10 BTEC Sport based exam questions- receive writing structure for longer answer questions

Pass

10 BTEC Sport based exam questions- receive writing frame and key words to include in the longer answer question

10 BTEC Sport based exam questions- receive writing frame and key words to include in the longer answer question

Y11 Home Learning Strand 1 IVC BTEC Sport

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Distinction

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example. Pick three different sports people and compare each component of fitness and rank in order of importance for each elite performer.

Research different fitness tests for each component of fitness- find normative data tables for each test, describe the test procedures, explain how the test is both valid and reliable

Merit

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example.

Research different fitness tests for each component of fitness- find normative data tables for each test and describe the test procedures

Pass

Research the 10 component of fitness; find a definition for each component of fitness.



Research different fitness tests for each component of fitness- find normative data tables for each test

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Distinction

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory with little support from exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable. Describe the suitability and practicality of completing these tests in school.

Merit

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory and exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable.

Pass

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Supported using notes and faculty support sessions.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Distinction

10 BTEC Sport based exam questions

Extra 6 mark based question

10 BTEC Sport based exam questions

Extra 6 mark based question



Merit

10 BTEC Sport based exam questions- receive writing structure for longer answer questions

10 BTEC Sport based exam questions- receive writing structure for longer answer questions

Pass

10 BTEC Sport based exam questions- receive writing frame and key words to include in the longer answer question

10 BTEC Sport based exam questions- receive writing frame and key words to include in the longer answer question

Y10 Home Learning Strand 1 IVC OCR Sport Science

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Distinction

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example. Pick three different sports people and compare each component of fitness and rank in order of importance for each elite performer.

Research different fitness tests for each component of fitness- find normative data tables for each test, describe the test procedures, explain how the test is both valid and reliable

Merit

Research the 10 components of fitness; find a definition for each component of fitness and describe the importance of each component in relation to a sporting example.

Research different fitness tests for each component of fitness- find normative data tables for each test and describe the test procedures

Pass

Research the 10 component of fitness; find a definition for each component of fitness.

Research different fitness tests for each component of fitness- find normative data tables for each test

Make:



These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Distinction

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory with little support from exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable. Describe the suitability and practicality of completing these tests in school.

Merit

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Work from memory and exercise books.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table and an explanation of how the test is both valid and reliable.

Pass

Workbook specific to components of fitness (completed in relation to what is learnt in the lesson).
Supported using notes and faculty support sessions.

Design fitness test protocol cards; must include how to complete the test, what component it tests, pictures that link to the test, normative data table.

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Distinction

Coursework Assignment piece 1

Distinction criteria

Merit

Coursework Assignment piece 1

Merit Criteria

Pass

Coursework Assignment piece 1



Pass Criteria

Y9 Home Learning Strand 1 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Draw a timeline of how reproduction takes place

Consider: ovulation, conception, fertilisation, implantation, development of embryo, development of foetus, multiple pregnancies

add descriptions and images at each stage of reproduction

Securing/Developing

Draw a timeline of how reproduction takes place

Consider: ovulation, conception, fertilisation, implantation, development of embryo, development of foetus, multiple pregnancies

add descriptions at each stage of reproduction

Emerging

Draw a timeline of how reproduction takes place

Consider: ovulation, conception, fertilisation, implantation, development of embryo, development of foetus, multiple pregnancies

When will this be completed?

Before it is covered in lessons

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Design a poster on the different types of contraception



E.g: contraceptive pill, male condoms, female condoms, CAP, IUD, implant, injection, natural method, etc

DISTINCTION – images, labels, descriptions and reliability as a minimum

Securing/Developing

Design a poster on the different types of contraception

E.g: contraceptive pill, male condoms, female condoms, CAP, IUD, implant, injection, natural method, etc

MERIT – images, labels and description as a minimum

Emerging

Design a poster on the different types of contraception

E.g: contraceptive pill, male condoms, female condoms, CAP, IUD, implant, injection, natural method, etc

PASS – images and labels as a minimum

When will this be completed?

In the middle of the strand

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Complete exam questions on R018 LO1

Focus on long answer questions

Securing/Developing

Complete exam questions on R018 LO1

Focus on short answer questions

Emerging

Complete exam questions on R018 LO1

Focus on short/one mark answer questions



When will this be completed?

Towards the end of the strand

Y9 Home Learning Strand 2 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Go to your local Doctor's surgery and collect any leaflets to do with

Childbirth

Pregnancy

Family

Labour

Etc

DISTINCTION – choose a minimum of TWO, summarise what they say and compare them

(which is more informative, which did you pick up first, why?, etc)

Securing/Developing

Go to your local Doctor's surgery and collect any leaflets to do with

Childbirth

Pregnancy

Family

Labour

Etc

MERIT – choose TWO and summarise what they say

Emerging

Go to your local Doctor's surgery and collect any leaflets to do with



Childbirth

Pregnancy

Family

Labour

Etc

PASS – choose ONE and summarise what it tells you

When will this be completed?

Before it is covered in lessons

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Design a flow diagram of the THREE stages of Labour

Include images and basic descriptions to summarise the key points from a mother's water breaking to the delivery of the placenta

What could go wrong during labour

e.g. placenta praevia

How would this be dealt with?

e.g. emergency caesarean

Securing/Developing

Design a flow diagram of the THREE stages of Labour

Include images and basic descriptions to summarise the key points from a mother's water breaking to the delivery of the placenta

What could go wrong during labour

e.g. placenta praevia

Emerging

Design a flow diagram of the THREE stages of Labour



Include images and basic descriptions to summarise the key points from a mother's water breaking to the delivery of the placenta

When will this be completed?

In the middle of the strand

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Complete exam questions on R018 LO2

Focus on long answer questions

Securing/Developing

Complete exam questions on R018 LO2

Focus on short answer questions

Emerging

Complete exam questions on R018 LO2

Focus on short/one mark answer questions

When will this be completed?

Towards the end of the strand

Y9 Home Learning Strand 3 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

What postnatal provision is available to the mother on ...?

The role of the birth partner/father



What support the mother should get from family/friends

How the midwife/GP/Health visitor may be of help

Research what is checked at 6 weeks?

Research what is involved at the 6-8 week Health Visitor review?

Securing/Developing

What postnatal provision is available to the mother on ...?

The role of the birth partner/father

What support the mother should get from family/friends

How the midwife/GP/Health visitor may be of help

Research what is checked at 6 weeks?

Emerging

What postnatal provision is available to the mother on ...?

The role of the birth partner/father

What support the mother should get from family/friends

How the midwife/GP/Health visitor may be of help

When will this be completed?

Before it is covered in lessons

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Describe what happens during a '...' routine (use images to help)

E.g. bedtime, bathing, feeding

Describe a minimum of THREE routines

What is SIDS?

How can it be avoided?



Securing/Developing

Describe what happens during a ‘...’ routine (use images to help)

E.g. bedtime, bathing, feeding

Describe a minimum of TWO routines

What is SIDS?

How can it be avoided?

Emerging

Describe what happens during a ‘...’ routine (use images to help)

E.g. bedtime, bathing, feeding

Describe a minimum of ONE routines

What is SIDS?

How can it be avoided?

When will this be completed?

In the middle of the strand

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Complete exam questions on R018 LO3

Focus on long answer questions

Securing/Developing

Complete exam questions on R018 LO3

Focus on short answer questions

Emerging

Complete exam questions on R018 LO3

Focus on short/one mark answer questions



When will this be completed?

Towards the end of the strand

Y9 Home Learning Strand 4 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Choose THREE ailments and THREE diseases

Create a poster on the below information

General signs of ailment/disease

Possible causes of the ailment/disease

The treatment for that ailment/disease

Securing/Developing

Choose TWO ailments and TWO diseases

Create a poster on the below information

General signs of ailment/disease

Possible causes of the ailment/disease

The treatment for that ailment/disease

Emerging

Choose ONE ailment and ONE disease

Create a poster on the below information

General signs of ailment/disease

Possible causes of the ailment/disease

The treatment for that ailment/disease

When will this be completed?



Before it is covered in lessons

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Write a story on how parents can prepare their child for a hospital stay

Consider: what we've talked about in lesson, and any additional information you've researched

think about: acting our fears, ward visits, use of books/DVDs, etc

think about: the characters you might have (Mum, Dad, child, siblings, nurses, doctors, etc)

write this as a short story (3-4 paragraphs minimum)

Securing/Developing

Write a story on how parents can prepare their child for a hospital stay

Consider: what we've talked about in lesson, and any additional information you've researched

think about: acting our fears, ward visits, use of books/DVDs, etc

think about: the characters you might have (Mum, Dad, child, siblings, nurses, doctors, etc)

write this as a short story (3-4 paragraphs minimum)

Emerging

Write a story on how parents can prepare their child for a hospital stay

Consider: what we've talked about in lesson, and any additional information you've researched

think about: acting our fears, ward visits, use of books/DVDs, etc

think about: the characters you might have (Mum, Dad, child, siblings, nurses, doctors, etc)

write this as a short story (3-4 paragraphs minimum)

When will this be completed?

In the middle of the strand

Progress:



These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Complete exam questions on R018 LO4

Focus on long answer questions

Securing/Developing

Complete exam questions on R018 LO4

Focus on short answer questions

Emerging

Complete exam questions on R018 LO4

Focus on short/one mark answer questions

When will this be completed?

Towards the end of the strand

Y9 Home Learning Strand 5 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Find and draw the following symbols?

Kitemark

Fire resistant

BSI safety mark

Lion mark

Age advice

CE symbol



What do they mean?

On what objects/items/equipment would you find each safety mark?

Why is it important for a parent to be aware of these symbols?

Securing/Developing

Find and draw the following symbols?

Kitemark

Fire resistant

BSI safety mark

Lion mark

Age advice

CE symbol

What do they mean?

On what objects/items/equipment would you find each safety mark?

Emerging

Find and draw the following symbols?

Kitemark

Fire resistant

BSI safety mark

Lion mark

Age advice

CE symbol

What do they mean?

When will this be completed?

Before it is covered in lessons

Make:



These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Create a poster on Internet and Social Safety

What do parents need to be aware of?

What do children need to be aware of?

(e.g. in-app purchases, social media, explicit websites, befriending strangers, etc)

as a parent, how could you keep your child safe online?

(e.g. safety strategies, website blocks, agree boundaries, parental blocks, etc)

Securing/Developing

Create a poster on Internet and Social Safety

What do parents need to be aware of?

What do children need to be aware of?

(e.g. in-app purchases, social media, explicit websites, befriending strangers, etc)

as a parent, how could you keep your child safe online?

(e.g. safety strategies, website blocks, agree boundaries, parental blocks, etc)

Emerging

Create a poster on Internet and Social Safety

What do parents need to be aware of?

What do children need to be aware of?

(e.g. in-app purchases, social media, explicit websites, befriending strangers, etc)

When will this be completed?

In the middle of the strand

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.



Excelling/Mastering

Complete exam questions on R018 LO5

Focus on long answer questions

Securing/Developing

Complete exam questions on R018 LO5

Focus on short answer questions

Emerging

Complete exam questions on R018 LO5

Focus on short/one mark answer questions

When will this be completed?

Towards the end of the strand

Y9 Home Learning Strand 6 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Make revision cue cards, mind-maps, etc

Based on specific objective marks throughout yr9, these will be targeted to the objectives where knowledge is weakest and needs to be improved

Collect a list of objective specific key terms and create a summary of what each means

Securing/Developing

Make revision cue cards, mind-maps, etc

Based on specific objective marks throughout yr9, these will be targeted to the objectives where knowledge is weakest and needs to be improved

Collect a list of objective specific key terms and create a summary of what each means

Emerging



Make revision cue cards, mind-maps, etc

Based on specific objective marks throughout yr9, these will be targeted to the objectives where knowledge is weakest and needs to be improved

Collect a list of objective specific key terms and create a summary of what each means

When will this be completed?

Throughout strand

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Complete revision booklet as an on-going process

Securing/Developing

Complete revision booklet as an on-going process

Emerging

Complete revision booklet as an on-going process

When will this be completed?

Throughout strand

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Know the main exam key words and what they mean

E.g. justify, evaluate, analyse, etc

Be able to plan answers, paying particular attention to the key words

Use past paper questions and complete

Three coloured pens - red = know it, green = used class book, blue = used further research



Securing/Developing

Know the main exam key words and what they mean

E.g. evaluate, describe, demonstrate etc

Be able to plan answers, paying particular attention to the key words

Use past paper questions and complete

Three coloured pens - red = know it, green = used class book, blue = used further research

Emerging

Know the main exam key words and what they mean

E.g. identify, state, demonstrate etc

Be able to plan answers, paying particular attention to the key words

Use past paper questions and complete

Three coloured pens - red = know it, green = used class book, blue = used further research

When will this be completed?

Throughout strand

Y10 Home Learning Strands 1-6 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering

Work relating to LO1 and LO2 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

A wide range of relevant examples are given for all types of equipment needed for babies from birth to 12 months.

Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected.

A wide range of examples are given for all of the types of equipment for children from one to five years.



Explains in detail the key factors for consideration for the types of equipment with well-developed reasons for the choice of equipment selected and rejected.

Securing/Developing

Work relating to LO1 and LO2 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

A range of examples are given for most of the types of equipment needed for babies from birth to 12 months.

Explains the key factors for consideration for the types of equipment with clear reasons for the choice of equipment selected.

A range of examples are given for most of the types of equipment for children from one to five years.

Explains the key factors for consideration for the types of equipment with clear reasons for the choice of equipment selected.

Emerging

Work relating to LO1 and LO2 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

A limited range of examples are given for some of the types of equipment needed for babies from birth to 12 months.

Outlines the key factors for consideration for the types of equipment with limited reasons for the choice of equipment selected.

A limited range of examples are given for some of the types of equipment for children from one to five years.

Outlines the key factors for consideration for the types of equipment with limited reasons for the choice of equipment selected.

When will this be completed?

LO1&2 of R019

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Work relating to LO3 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons



Describes in detail all of the functions and sources of all nutrients.

Describes in detail all of the functions and sources of all nutrients.

Explains government guidelines relating to healthy eating.

Securing/Developing

Work relating to LO3 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Describes most of the functions and sources of most nutrients.

Briefly describes most of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).

Describes government guidelines relating to healthy eating.

Emerging

Work relating to LO3 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Outlines some of the functions and sources of some nutrients.

Outlines some of the nutritional requirements for the stages (0 to 6 months, 6 to 12 months, 1 to 5 years).

Outlines some elements of government guidelines relating to healthy eating.

When will this be completed?

LO3 of R019

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.

Excelling/Mastering

Work relating to LO4 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Thorough investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).

The investigation and feeding solution are developed independently with comprehensive consideration of factors and thorough nutritional analysis.



Hygiene practices followed thoroughly and effectively.

Evaluation is comprehensive with a thorough comparison.

Securing/Developing

Work relating to LO4 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Detailed investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).

Needs minimal support to investigate and develop a feeding solution with detailed consideration of factors and nutritional analysis.

Hygiene practices mostly followed effectively.

Evaluation is detailed with a sound comparison.

Emerging

Work relating to LO4 of R019 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Limited investigation and development of a feeding solution for one age range (0 to 6 months, 6 to 12 months, 1 to 5 years).

Needs support to investigate and develop a feeding solution with limited consideration of factors and basic nutritional analysis.

Hygiene practices may be followed but not always effectively.

Evaluation is brief with a basic comparison.

When will this be completed?

LO4 of R019

Y11 Home Learning Strands 1-5 IVC Child Development

Independently:

These tasks are designed to build students' independence using flipped learning. This could include doing research, some reading or recapping prior learning before a lesson.

Excelling/Mastering



Work relating to LO1 and LO2 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Explains all of the physical, intellectual and social developmental norms from birth to five years.

Uses a wide range of specific examples of types of play, explains in detail all of the benefits of learning through play.

Securing/Developing

Work relating to LO1 and LO2 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Explains most of the physical, intellectual and social developmental norms from birth to five years.

Uses a range of specific examples of types of play, explains most of the benefits of learning through play.

Emerging

Work relating to LO1 and LO2 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Outlines some of the physical, intellectual and social developmental norms from birth to five years.

Uses a few specific examples of types of play, outlines some of the benefits of learning through play.

When will this be completed?

LO1&2 of R020

Make:

These tasks are designed to support students' learning, based around Learning Scientists themes. They will include a focus on memory, revision techniques and note-taking.

Excelling/Mastering

Work relating to LO3 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Produces plans for activities for a chosen developmental area, most of which are explained:

- aims
- types of activities chosen
- reasons for choice
- safety considerations
- timescales
- resources



Clear use of initial observation to inform planning.

Produces an explanation of the different methods of observation and recording to be used.

Securing/Developing

Work relating to LO3 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Produces plans for activities for a chosen developmental area, most of which are described:

- aims
- types of activities chosen
- reasons for choice
- safety considerations
- timescales
- resources

Some reference to initial observation that informs planning.

Produces a description of the different methods of observation and recording to be used.

Emerging

Work relating to LO3 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Produces plans for activities for a chosen developmental area, most of which are outlined:

- aims
- types of activities chosen
- reasons for choice
- safety considerations
- timescales
- resources

Some reference to initial observation.

Produces an outline of the different methods of observation and recording to be used.

When will this be completed?

LO3 of R020

Progress:

These tasks will help students secure their progress by practising/preparing for the next assessment. This could include planning or completing exam style questions.



Excelling/Mastering

Work relating to LO4 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Carries out activities for a chosen developmental area and produces comprehensive records for the observations.

Provides a detailed explanation, with reasoning, of comparisons to the expected developmental norm chosen.

A wide range of examples will be given for the comparisons.

With reference to both the plan and the activities:

A thorough evaluation is produced with detailed and relevant suggestions for improvements with justification for those changed.

A conclusion that explains whether the aims were met with some relevant justification.

Securing/Developing

Work relating to LO4 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Carries out activities for a chosen developmental area and produces detailed records for the observations.

Provides a sound explanation of some comparisons to the expected developmental norm chosen.

A range of examples will be given for some of the comparisons.

With reference to both the plan and the activities:

A sound evaluation is produced with some relevant suggestions for improvements.

A conclusion that explains whether the aims were met.

Emerging

Work relating to LO4 of R020 – homework tasks will be set of a research nature to assist the collection of knowledge/information ready for the below criteria to be covered and met in lessons

Carries out activities for a chosen developmental area and produces brief records for the observations.

Provides a basic explanation of some comparisons to the expected developmental norm chosen.

A limited range of examples will be given for some of the comparisons.

With reference to both the plan and the activities:



A basic evaluation is produced which may give limited suggestions for improvements.

A conclusion that outlines whether the aims were met.

When will this be completed?

LO4 of R020

