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| <b>Subject:</b> | PE |
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| <b>Lead Teacher:</b> | Mrs R Cowell-Saunders<br>Mrs D Martin |
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| <b>Year:</b> | AS PE |
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### Curriculum organisation

AS Physical Education – OCR Specification.

Students in the Sixth Form have the opportunity to study AS PE. Our AS Physical Education course develops knowledge, understanding and skills relevant to physical education. Students gain understanding of the scientific and socio-cultural factors that underpin physical activity, and demonstrate their ability as either performer or coach.

Prior learning for students who have studied GCSE will benefit students going into their AS PE course as they will have a basic knowledge and understanding of many of the topic areas, such as Anatomy and physiology, Skills classification and coaching points for a variety of sports.

H155/01 – Physiological factors affecting performance – 1hour 15minute paper.

H155/02 – Psychological and socio-cultural themes in physical education – 1hour 15minute paper.

H155/04 – Practical performance – NEA – Performer or coach

H155/05 – Evaluating and analysing performance for improvement - NEA

| Overview of Topics & Key Information |                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                 | How will your child be learning?                                                                                                |
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| Term                                 | Unit(s) of Work                                                                                                                                                                                   | Key Enquiry Questions                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Key Content/ Terminology                                                                                                                                                                                         | Skills developed                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                 |
| Autumn Term<br>YEAR 1                | <b>PAPER 1</b><br>1.Introduction to paper 1 and practical element.<br>2. Skeletal system<br>3.Skeletal system<br>4.Skeletal system<br>5.Muscular system<br>6.Muscular system<br>7.Muscular system | <ul style="list-style-type: none"> <li>Can I name the bones in the body?</li> <li>Do you know the structure of a synovial joint?</li> <li>What are the planes of movements? Can you give sporting examples?</li> <li>Can I name the muscles in the body?</li> <li>Do I understand muscular contraction?</li> <li>Can I apply sporting examples to movement analysis?</li> <li>Do I understand the motor unit and muscle contraction?</li> <li>What are muscle fibre types and recovery rates?</li> </ul> | Paper 1 link- Applied anatomy and Physiology- The skeleton, including structure of synovial joint.<br>-Planes of movement including flexion, extension, abduction and adduction and joint type.                  | <ul style="list-style-type: none"> <li>Understanding what is required for the EAPI.</li> <li>Review the practical performance criteria for their chosen sport.</li> <li>To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>Start recording training sessions and competition in their practical logbooks.</li> </ul> | <ul style="list-style-type: none"> <li>Classroom lessons</li> <li>Paired work</li> <li>Group work</li> <li>Practical</li> </ul> |
|                                      | <b>PAPER 2 Skills Acquisition –</b><br>1. Classification of skills<br><br>2. Types and methods of practice<br><br>3.Transfer of skills                                                            | <ul style="list-style-type: none"> <li>Can I identify a skill classification?</li> <li>Can I justify the placement of a skill on a continua?</li> <li>Can I describe the Characteristics and uses of each type and method of practice?</li> <li>Can I identify the types of transfer?</li> </ul>                                                                                                                                                                                                         | <ul style="list-style-type: none"> <li>Classification types of skills</li> <li>Types and methods of practice and their characteristics</li> <li>Types of transfer with positive and negative effects.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the strength and weaknesses of the</li> </ul>                                                                                                                                                                                   |                                                                                                                                 |

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|                       |                                                                                                                                                                                                     | <ul style="list-style-type: none"> <li>Do I know and understand the ways of optimising/limiting the positive/negative effects of transfer?</li> </ul>                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                              | performer's skills and use knowledge to describe the performance being observed.                                                                                                                                                                                                                                                                                                                                |  |
|                       | <b>PAPER 1.</b><br>1.Muscular system<br>2.Catch up if needed<br>3.Cardiovascular system<br>4.Cardiovascular system<br>5.Cardiovascular system<br>6.Cardiovascular system<br>7.Cardiovascular system | <ul style="list-style-type: none"> <li>Can I name the muscles in the body?</li> <li>Do I understand muscular contraction?</li> <li>Can I apply sporting examples to movement analysis?</li> <li>Do I understand the motor unit and muscle contraction?</li> <li>What are muscle fibre types and recovery rates?</li> <li>What is the conduction system?</li> <li>What is the cardiac cycle?</li> <li>What is heart rate, stroke volume and cardiac output?</li> </ul> | Paper 1 link- Applied anatomy and Physiology- Muscle system – antagonism, tendons, names of muscles.<br><br>-Cardiovascular – heart, conduction system, rest, exercise and recovery.                                                                                         | <ul style="list-style-type: none"> <li>Understanding what is required for the EAPI.</li> <li>Review the practical performance criteria for their chosen sport.</li> <li>To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>Start recording training sessions and competition in their practical logbooks.</li> </ul> |  |
|                       | <b>PAPER 2</b><br>1.Transfer of skills -<br>2.Learning theories<br>3. Stages of learning<br><br>4.Guidance and feedback.                                                                            | <ul style="list-style-type: none"> <li>Can I identify the types of transfer?</li> <li>Do I know and understand the ways of optimising/limiting the positive/negative effects of transfer?</li> <li>Do I understand the principles and theories of learning movement skills?</li> <li>Do I understand the stages of learning, and can I describe the characteristics of them?</li> <li>Do I understand the types and uses of guidance and feedback.</li> </ul>         | <ul style="list-style-type: none"> <li>Types of transfer with positive and negative effects.</li> <li>The learning theories by name and supported theorists.</li> <li>Stages of learning and their characteristics</li> <li>Guidance and feedback types and uses.</li> </ul> | <ul style="list-style-type: none"> <li>Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</li> </ul>                                                                                                                                               |  |
| Spring Term<br>YEAR 1 | <b>PAPER 1</b><br>1.Respiratory system<br>2. Respiratory system<br>3.Assessment week<br>4.Respiratory system<br>5.Respiratory system<br>6.Catch up if needed                                        | <ul style="list-style-type: none"> <li>How does the respiratory change at rest, during exercise and during recovery?</li> <li>What are the mechanics of breathing?</li> <li>What is the Bohr shift?</li> </ul>                                                                                                                                                                                                                                                        | Paper 1 link- Applied anatomy and Physiology- respiratory system – effects of intensity, regulation of breathing, rest, exercise and recovery.                                                                                                                               | <ul style="list-style-type: none"> <li>Understanding what is required for the EAPI.</li> <li>Review the practical performance criteria for their chosen sport.</li> <li>To practise observing a performer and making notes on the strength and weaknesses of the performer's skills</li> </ul>                                                                                                                  |  |

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|                       |                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                          | and physical attributes.<br>- Start recording training sessions and competition in their practical logbooks.                                                                                                                                                                                                                                                                                                            |  |
|                       | PAPER 2<br>Sports Psychology<br><b>Individual differences</b><br>-Personality<br>- Attitudes<br>- Motivation                 | <ul style="list-style-type: none"> <li>• Can I define personality and identify the theories of personality?</li> <li>• Can I define attitude and the factors which affect attitude formation?</li> <li>• Can I identify the components of attitude?</li> <li>• Do I understand intrinsic and extrinsic motivation and the uses and effects of both?</li> </ul>                                                                                    | Understanding of individual differences and how they affect individual performances.                                                     | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</li> </ul>                                                                                                                                                     |  |
|                       | PAPER 1<br>1.Biomechanics<br>2.Biomechanics<br>3.Biomechanics<br>4.Biomechanics<br>5.Biomechanics                            | <ul style="list-style-type: none"> <li>• What is Newtons law and how can you apply this to sport?</li> <li>• What are vertical and horizontal forces?</li> <li>• How do you draw free body diagrams?</li> <li>• How can you maximise stability in sport?</li> <li>• What are 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class levers?</li> </ul>                                                                                           | <p>Paper 1 link- Applied anatomy and Physiology- biomechanics.</p> <p>Biomechanical principles, levers, use of technology.</p>           | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul> |  |
|                       | PAPER 2<br>Sports Psychology<br><b>Individual differences</b><br>-Arousal<br>-Anxiety<br>-Aggression<br>-Social Facilitation | <ul style="list-style-type: none"> <li>• Can I explain the effects of arousal and understand the three theories, and apply them to sporting performance, supporting with sports examples?</li> <li>• Can I define anxiety, understand the types and responses to anxiety?</li> <li>• Can I identify the theories of aggression?</li> <li>• Do I understand social facilitation and inhibition and its effects on sporting performance?</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding of individual differences and how they affect individual performances.</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</li> </ul>                                                                                                                                                     |  |
| Summer Term<br>YEAR 1 | PAPER 1<br>1.Biomechanics<br>2.Biomechanics<br>3.Assessment                                                                  | <ul style="list-style-type: none"> <li>• What is Newtons law and how can you apply this to sport?</li> </ul>                                                                                                                                                                                                                                                                                                                                      | Paper 1 link- Applied anatomy and                                                                                                        | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> </ul>                                                                                                                                                                                                                                                                                                                        |  |

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|  | <p>4.Coaching session plans</p> <p>5.Coaching session plans</p> <p>6.Coaching session plans</p>                                                                                                            | <ul style="list-style-type: none"> <li>• What are vertical and horizontal forces?</li> <li>• How do you draw free body diagrams?</li> <li>• How can you maximise stability in sport?</li> <li>• What are 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> class levers?</li> <li>• How can I differentiate my sessions?</li> <li>• What factors do I need to consider when planning a session?</li> </ul>                                                                                                                                                                                                                                                        | <p>Physiology-biomechanics.</p> <p>Biomechanical principles, levers, use of technology and coaching sessions completed.</p>                                                                                                                                               | <ul style="list-style-type: none"> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul>                                                         |                                                     |
|  | <p>PAPER 2</p> <p>Group and Team dynamics</p>                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Can I define a group?</li> <li>• Do I understand the stages of group formation and development?</li> <li>• Can I apply Steiners model of group effectiveness?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <ul style="list-style-type: none"> <li>• Stages of group dynamics.</li> <li>• Steiners model of group effectiveness</li> </ul>                                                                                                                                            | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</li> </ul>                                                                                                                                                     |                                                     |
|  | <p>PAPER 1</p> <p>1.Diet and nutrition</p> <p>2.Diet and nutrition</p> <p>3.Diet and nutrition</p> <p>4.Diet and nutrition</p> <p>5.CEW</p> <p>6.Diet and nutrition</p> <p>7. Preparation and training</p> | <ul style="list-style-type: none"> <li>• What is a healthy diet?</li> <li>• What are ergogenic aids and pharmacological aids and why so sports people use these?</li> <li>• What are physiological aids and why do sports people use these?</li> <li>• What are nutritional aids and how do they help us?</li> <li>• What do you need to consider when planning a training programme?</li> <li>• What training methods can be used?</li> <li>• What different types of training are there?</li> <li>• Why do we have to do baseline tests before, during and after a training programme?</li> <li>• How does exercise help prevent lifestyle diseases?</li> </ul> | <p>Paper 1 link- Applied anatomy and Physiology- Diet and nutrition and preparation and training</p> <p>Healthy balanced diet, ergogenic aids, aerobic training, strength training, flexibility training, periodisation and impact of training on lifestyle diseases.</p> | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul> |                                                     |
|  | <p>PAPER 2</p> <p>-Group and Team dynamics</p> <p>-Goal Setting</p>                                                                                                                                        | <ul style="list-style-type: none"> <li>• Do I understand Ringlemanns effect and social loafing?</li> <li>• Can I explain the effectiveness of goal setting?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Ringlemann</p> <p>Social loafing</p> <p>SMART principles</p>                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> </ul>                                                                                                                                                                                                                                                                                           | <ul style="list-style-type: none"> <li>•</li> </ul> |

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|  |  | <ul style="list-style-type: none"> <li>• Can I identify the SMART principles?</li> </ul> |  | To practise observing a performer and making notes on the paper two content to date, using correct language and terminology. |  |
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| Autumn Term YEAR 2 | <p>PAPER 1</p> <ol style="list-style-type: none"> <li>1. Preparation and training</li> <li>2. Assessment</li> <li>3. Preparation and training</li> <li>4. Preparation and training</li> <li>5. Preparation and training</li> <li>6. Preparation and training</li> <li>7. Preparation and training</li> <li>8. Catch up if needed</li> </ol> | <ul style="list-style-type: none"> <li>• What do you need to consider when planning a training programme?</li> <li>• What training methods can be used?</li> <li>• What different types of training are there?</li> <li>• Why do we have to do baseline tests before, during and after a training programme?</li> <li>• How does exercise help prevent lifestyle diseases?</li> </ul> | <p>Paper 1 link- Applied anatomy and Physiology- Preparation and training</p> <p>Aerobic training, strength training, flexibility training, periodisation and impact of training on lifestyle diseases.</p>                                      | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul> | • |
|                    | <p>PAPER 2</p> <p>The Emergence and Evolution of sport from the industrial revolution.</p> <p>-Social and cultural factors that shaped the characteristics and participation of sport and pastimes in pre-industrial Britain</p> <p>-Post 1850 Industrial Britain sports participation.</p>                                                 | <ul style="list-style-type: none"> <li>• Can I name the 7 factors (social and cultural) that shaped sport and pastimes in pre-industrial Britain?</li> <li>• Can I use the same factors to accurately describe the developing world of sport and pastimes post 1850 Britain?</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Social class, gender, law and order, education/literacy, availability of time and money, type and availability of transport.</li> <li>• Amateurism, professionalism</li> <li>• Women's sport</li> </ul> | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> <li>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</li> </ul>                                                                                                                                                     |   |
|                    | <p>PAPER 1.</p> <ol style="list-style-type: none"> <li>1. EAPI practice</li> <li>2. EAPI practice</li> <li>3. EAPI practice</li> <li>4. EAPI practice</li> <li>5. EAPI mock</li> <li>6. EAPI practice</li> <li>7. EAPI practice</li> </ol>                                                                                                  | <ul style="list-style-type: none"> <li>• Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> <li>• Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>• Can I explain 3 tactical/compositional strengths</li> </ul>                                                                                                                    | <p>Paper 1 link – all areas.</p> <p>Observation, performer, skill, fitness, tactics/compositional ideas, Strengths, weaknesses, action plan, coaching points, progression and theory links</p>                                                   | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a</li> </ul>                                                                                                                                                                                                        |   |

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|                       |                                                                                                                                                         | <p>and 3 weaknesses of the performer?</p> <ul style="list-style-type: none"> <li>• Can I analyse the overall success of the performance?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                | <p>performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</p> <p>- Start recording training sessions and competition in their practical logbooks.</p>                                                                                                                                                                                                             |  |
|                       | <p>PAPER 2</p> <p>The emergence and evolution of modern sport - Sport in the 21st century - Global sporting events</p>                                  | <ul style="list-style-type: none"> <li>• Do I understand the influence of public schools?</li> <li>• Can I again identify how the 7 factors shaped 21C sport?</li> <li>• What contemporary factors are shaping the characteristics of and participation in 21C sport.</li> <li>• Do I recognise the background and aims of the modern Olympic games?</li> <li>• Can I explain the political exploitation are the noted Olympic games?</li> <li>• Do I understand the positive and negative impacts of hosting a global sporting event?</li> </ul> | <ul style="list-style-type: none"> <li>• Berlin 1936, Mexico 1968, Munich 1972, Moscow 1980, LA 1984.</li> <li>• Social/economic/political impacts on a host nation.</li> </ul>                | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> </ul> <p>To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.</p>                                                                                                                                                       |  |
| Spring Term<br>YEAR 2 | <p>PAPER 1</p> <p>1. EAPI practice<br/>2. EAPI exam<br/>3. Exam preparation<br/>4. Exam preparation<br/>5. Exam preparation<br/>6. Exam preparation</p> | <ul style="list-style-type: none"> <li>• Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> <li>• Can I explain 3 fitness strengths and 3 weaknesses of the performer?</li> <li>• Can I explain 3 tactical/compositional strengths and 3 weaknesses of the performer?</li> <li>• Can I analyse the overall success of the performance?</li> </ul>                                                                                                                                                                            | <p>Paper 1 link – all areas.</p> <p>Observation, performer, skill, fitness, tactics/compositional ideas, Strengths, weaknesses, action plan, coaching points, progression and theory links</p> | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul> |  |
|                       | <p>PAPER 2</p> <p>1. EAPI practice<br/>2. EAPI exam<br/>3. Exam preparation<br/>4. Exam preparation</p>                                                 | <ul style="list-style-type: none"> <li>• Can I explain 3 skill strengths and 3 weaknesses of the performer?</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                            | <p>Paper 2 link – all areas.</p>                                                                                                                                                               | <ul style="list-style-type: none"> <li>• Understanding what is required from this section of Paper 2 for the EAPI.</li> </ul>                                                                                                                                                                                                                                                                                           |  |

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|                       | 5. Exam preparation<br>6. Exam preparation                                                                               | <ul style="list-style-type: none"> <li>• Can I explain 3 skills strengths and 3 weaknesses of the performer?</li> <li>• Can I explain psychological strengths and 3 weaknesses of the performer?</li> <li>• Can I directly line the emergence of sport to the performance?</li> <li>• Can I analyse the overall success of the performance?</li> </ul> |                                                                                                                                                                       | To practise observing a performer and making notes on the paper two content to date, using correct language and terminology.                                                                                                                                                                                                                                                                                            |  |
|                       | PAPER 1<br>1.Exam preparation<br>2. Exam preparation<br>3. Exam preparation<br>4. Exam preparation<br>5.Exam preparation | <ul style="list-style-type: none"> <li>• What areas are my strengths?</li> <li>• What areas are my weaknesses?</li> <li>• What do I need to focus on to improve my overall grade?</li> <li>• Am I confident in answering 10 marker questions?</li> </ul>                                                                                               | Paper 1 links – all sections.<br><br>Focus on areas of weaknesses.<br><br>Revision strategies<br><br>10 marker questions                                              | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul> |  |
|                       | PAPER 2<br>1.Exam preparation<br>2. Exam preparation<br>3. Exam preparation<br>4. Exam preparation<br>5.Exam preparation | <ul style="list-style-type: none"> <li>• What areas are my strengths?</li> <li>• What areas are my weaknesses?</li> <li>• What do I need to focus on to improve my overall grade?</li> <li>• Am I confident in answering 10 marker questions?</li> </ul>                                                                                               | <ul style="list-style-type: none"> <li>• Paper 2 links – all sections.</li> </ul> Focus on areas of weaknesses.<br><br>Revision strategies<br><br>10 marker questions | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> </ul>                                                                                           |  |
| Summer Term<br>YEAR 2 | PAPER 1<br>1.Exam preparation<br>2. Exam preparation<br>3. Exam preparation<br>4.Study leave                             | <ul style="list-style-type: none"> <li>• What areas are my strengths?</li> <li>• What areas are my weaknesses?</li> <li>• What do I need to focus on to improve my overall grade?</li> </ul>                                                                                                                                                           | Paper 1 links – all sections.<br><br>Focus on areas of weaknesses.<br><br>Revision strategies<br><br>10 marker questions                                              | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> </ul>                                                                                                                                                                                                                                           |  |

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|  |                                                                                                     | <ul style="list-style-type: none"> <li>• Am I confident in answering 10 marker questions?</li> </ul>                                                                                                                                         |                                                                                                                          | <ul style="list-style-type: none"> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> <li>- Start recording training sessions and competition in their practical logbooks.</li> </ul>                                            |  |
|  | <b>PAPER 2</b><br>1.Exam preparation<br>2. Exam preparation<br>3. Exam preparation<br>4.Study leave | <ul style="list-style-type: none"> <li>• What areas are my strengths?What areas are my weaknesses?</li> <li>• What do I need to focus on to improve my overall grade?</li> <li>• Am I confident in answering 10 marker questions?</li> </ul> | Paper 2 links – all sections.<br><br>Focus on areas of weaknesses.<br><br>Revision strategies<br><br>10 marker questions | <ul style="list-style-type: none"> <li>- Understanding what is required for the EAPI.</li> <li>- Review the practical performance criteria for their chosen sport.</li> <li>- To practise observing a performer and making notes on the strength and weaknesses of the performer's skills and physical attributes.</li> </ul> |  |

| Equipment needed for lessons                                                                      | How will learning and progress be assessed?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| Folders<br>Textbook<br>Stationary<br>Notepads<br>iPad or computers – if preferred -not compulsory | Assessment is continuous and we use a variety of strategies: <ul style="list-style-type: none"> <li>• Weekly reviews/ summaries</li> <li>• Group work- NEA and across both papers</li> </ul> Formative assessment: <ul style="list-style-type: none"> <li>• Past papers and exam questions.</li> <li>• Peer assessment- Students reflect on their own performance or assess their peers' work based on provided criteria in NEA and across both papers</li> <li>• Observational Assessments- Teachers observe students during activities, noting strengths and areas for improvement.</li> <li>• Questioning Techniques- Implementing strategies like no-hands-up questioning to engage all students and gauge understanding.</li> <li>• Short Written Tasks- Incorporating brief quizzes or reflections to assess understanding of rules, strategies, or concepts.</li> </ul> |

| Extension & Enrichment opportunities | What can you do to support your child? |
|--------------------------------------|----------------------------------------|
|--------------------------------------|----------------------------------------|

| <ul style="list-style-type: none"> <li>• All lessons are delivered to show differentiation to allow students to build confidence and be able to stretch and challenge their existing performance levels</li> <li>• Students are encouraged to push themselves to try the harder options within lessons in order to make more progress</li> <li>• Students are welcome to attend clubs and represent school teams in order to further their performance level</li> <li>• Participation in OCR moderation.</li> <li>• We also run trip and activities to watch sport at the top level and take teams away on annual tours.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Encourage them to participate in the extra-curricular opportunities for PE to support marks for the NEA practical component.</li> <li>• Support child with filming of practical requirements where necessary.</li> <li>• Ensure that they have full PE kit to be able to participate the group physical activities required for the NEA.</li> <li>• Make sure that if they are injured that a note is provided to explain the injury, how long they will be unable to participate, a supporting doctors / physio note if a longer-term injury and PE kit for them to change into so that they can still take on a role during the lesson.</li> </ul>                                                                                                             |
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| <b>Inclusion</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Inclusion within NEA component</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <ul style="list-style-type: none"> <li>• Teachers follow student passports to ensure that the needs of all students with SEND are met.</li> <li>• Work is enlarged to the necessary size for visually impaired students.</li> <li>• Teachers will ensure that classrooms are quiet learning environments where possible and will dim lights to support students with sensory needs.</li> <li>• Students have the use of laptop if they have a SEND need whereby use of a laptop supports them.</li> <li>• Hearing impaired students are supported through use a radio aid and teachers ensure that students can lip read at all times during lessons.</li> <li>• Dyslexic students are encouraged to use coloured overlays when they are required to read long passages.</li> <li>• Use of dyslexic friendly fonts and coloured backgrounds used in PowerPoints/resources.</li> <li>• Students with ADHD are given movement breaks, fidget toys and lessons are 'chunked' to aid concentration.</li> <li>• Students are seated according to their needs, students work with the SENDCo to decide upon this.</li> </ul> | <ul style="list-style-type: none"> <li>• Within different sports/ sporting examples students learn about a range of performers/coaches/officials with a full range of backgrounds, including those with disabilities.</li> <li>• Students are supported by the teacher if a student requires this.</li> <li>• Equipment is adapted where necessary to accommodate the needs of the students with SEND – e.g. A bigger ball/bat.</li> <li>• Modified rules and regulations can be implemented to aid inclusion and accessibility.</li> <li>• Where necessary students are given frequent demonstrations to revisit previous techniques taught to support their understanding.</li> <li>• Groupings are designed to support students when practicing their isolated skills or competitive games.</li> </ul> |
| <b>Rosenshine's Principles – Individual needs</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <ul style="list-style-type: none"> <li>• Equipment – Differentiated where necessary.</li> <li>• Demonstrate and showcase – students to demonstrate – correct technique – support peers.</li> <li>• Questioning in lessons – Open and closed questions- Probing and Funnel questions (evaluation, analysis and application).</li> <li>• Peer assessment – Technique – WWW and EBI – support peers- technology and performance analysis.</li> <li>• Groupings – when students are completing isolated drills or in a competitive situation.</li> <li>• Standards – Opportunities for students to evaluate their own performance- use of standardised tables- set targets.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

**If you have any questions about this Learning Overview, please contact the named Teacher above.**