

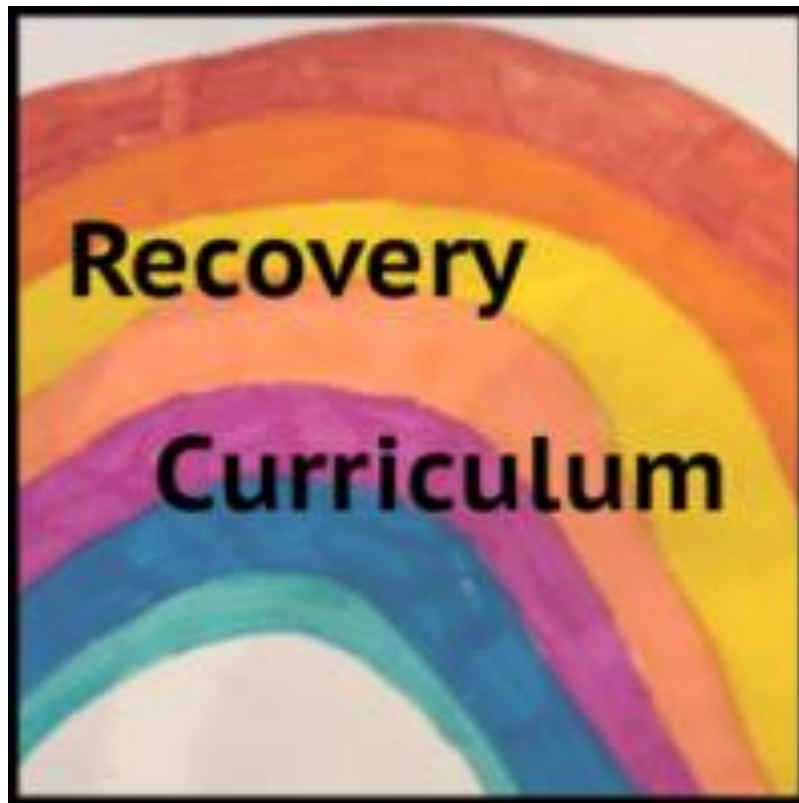
# RECOVERY CURRICULUM

Subject: Physical Education – Core PE

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Updated:



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| Subject:  | Physical Education – Core PE              | Teacher:   | AJM, MJL, JSH, SOF, SAH |
| Year:   | Years 7 – 11                              | Class:   | ALL                     |
| Unit title:   | All inclusive physical activity programme |  |                         |
| Duration:   | All though pandemic                       |  |                         |
| Intent  |   |  |                         |
| Intent Statement – at Landau Forte Amington, we believe learning powerful knowledge helps students achieve and creates a fairer society. How are you trying to accomplish this, with this unit/topic?   |   |  |                         |
| This topic will focus on student recovery following the pandemic, which has resulted in students experiencing the following possible losses: routine, structure, friendship, opportunity and freedom. It will support students academically, socially and emotionally, in order to transition students back to Academy life and support with the issues resulting from loss.  |   |  |                         |
| Aims – what do you want pupils to be able to know and do by the time they finish this unit/topic?   |   |  |                         |
| <ul style="list-style-type: none"><li>Engaged in physical activity</li><li>Understand the reasons for participating in physical activity</li></ul>  |   |  |                         |
| Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?   |   |  |                         |
| <b>Ambitious</b> – To want to strive to work above personal abilities and challenge themselves with new goals and ambitions; trying a new sport, achieving personal bests. Helping other students to improve by evaluating performances   |   |  |                         |
| <b>Brave</b> – To move out of a personal comfort zone and attempt a task or challenge that will require the individual to use and adapt skills and knowledge that they think that they don't possess and through practice and repetition it becomes habitual and will have a positive impact on their lifestyle, for example, continuous running pushes the individual to continue the activity outside of school by completing Par Runs. |   |  |                         |
| <b>Kind</b> – to accept and appreciate the contribution and efforts that every individual gives to both a team and individual sporting environment.   |   |  |                         |
| Content – what is being covered, ensuring breadth & depth?  |   | National Curriculum/Exam Specification - how does the content link to the NC or Exam Spec?   |                         |
| <ul style="list-style-type: none"><li>Activities that allow for social distancing eg football, table tennis, badminton, fitness activities, football tennis</li></ul>   |   | 1. Know, understand and apply the 6 key concepts of leading a healthy and active lifestyle which include: principles of training, methods of training, fitness components, fitness |                         |

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| <ul style="list-style-type: none"> <li>Year 7 – induction activities to allow us to assess the groups</li> <li>Year 8 – Induction programme to reassess the students and make group changes where necessary</li> <li>Year 9 – 11 A curriculum that offers variety within the constraints of government legislation.</li> </ul> | <p>testing and short- and long-term effects of exercise on the body systems.</p> <p>2. Analyse and evaluate their own and others performance and suggest ways to improve in order to produce effective outcomes.</p> |
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Powerful Knowledge - what powerful knowledge is included in this SoW? Consider what knowledge is it important for our students to know, so that when they leave school they can engage in and lead discussions, with people from the most advantaged backgrounds?

- How to participate in a physically active lifestyle
- To understand the physical, mental and social reasons for participating in a physically active lifestyle.

## Implementation

### GAPS

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| <b>Identification</b> – how are you going to identify the gaps in knowledge/skills?  | <b>Triage</b> – how are you going to rank order these gaps in knowledge/skills and ‘fill’ them, in order of importance? |
| <ul style="list-style-type: none"> <li>Gradually develop endurance and resilience to perform activities</li> <li>Students may complete questionnaires or resource booklets to check understanding</li> </ul> | NA  |

### KEY CONCEPTS

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| <b>Key Concepts</b> – what are the key concepts being taught?   | <b>Progression</b> – how will studying these key concepts support progression to the traditional curriculum that has been planned?                |
| <ul style="list-style-type: none"> <li>The effects of exercise on physical, mental and social lifestyles</li> <li>Structuring a home fitness programme</li> <li>Develop resilience and commitment</li> <li>Develop skill</li> </ul> | To get the students physically active and prepared to taking part in more formalised physical activity that will challenge and progress students. |

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| <ul style="list-style-type: none"> <li>Evaluate performance</li> </ul>   |   |
| <b>WELLBEING</b>   |   |
| <b>Lockdown</b> – how will students share their experiences of lockdown?   | <b>Social and Emotional</b> – how will student social and emotional health be supported?  |
| <ul style="list-style-type: none"> <li>Teacher led discussions when in the academy.</li> </ul>   | Physical activity positively impacts on social and emotional aspects of life  |
| <b>RE-ESTABLISH</b>  |   |
| <b>Learning Skills</b> – how are you going to re-establish the skills for learning?  | <b>Relationships</b> – how are you going to re-establish classroom relationships?   |
| <ul style="list-style-type: none"> <li>Students to feedback on performance or return written samples of work as and when requested.</li> </ul>   | <ul style="list-style-type: none"> <li>Communication</li> <li>feedback on performance and progress</li> </ul>   |
| <b>OPPORTUNITIES</b>   |   |
| <b>Discussion</b> – what are the discussion based opportunities?   | <b>Group</b> – what are the group work based opportunities (while still ensuring social distancing)?  |
| <ul style="list-style-type: none"> <li>Factors relating to a physical and healthy lifestyle</li> <li>Developing the skills of and activity and how these can be incorporated into a games environment</li> </ul>   | <ul style="list-style-type: none"> <li>Students to perform individual activities whilst respecting social distancing</li> <li>Perform activities at home</li> <li>PE staff to deliver virtual sessions whilst in school if possible.</li> </ul> |
| <p>Deliver of a recovery curriculum</p> <p>The structure of Physical Education within the academy will be determined by school policy. The department will deliver engaging and stimulating sessions in a variety of activities. Regular Dept meetings discussing the progress of the programme will allow staff to make necessary changes to meet the learning needs of a year group or individual groups of students</p> |   |