

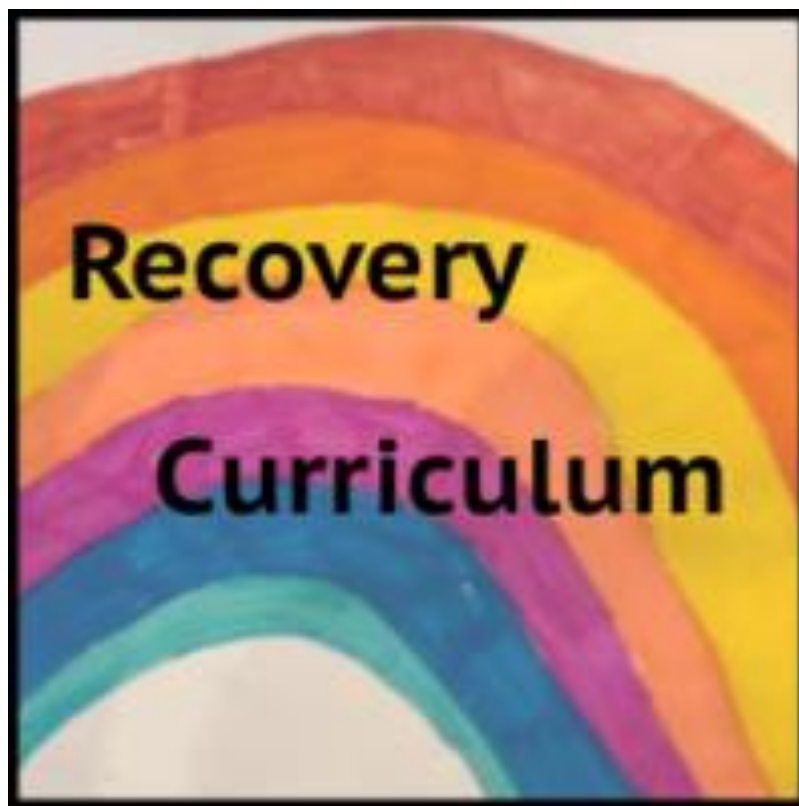
RECOVERY CURRICULUM

Subject: Physical Education – Cambridge National Year 10 – R056

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Updated:



Subject:	Cambridge National	Teacher:	SAH, AJM, SOF
Year:	10	Class:	10
Unit title:	R056 – LO1: Leadership roles and responsibilities		
Duration:			
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?			
R053 - Leadership Learning Outcome 1: Know the personal qualities, styles, roles and responsibilities associated with effective sports leadership.			
Academy values – at Landau Forte Amington, we want students to be ambitious, brave and kind. How are these values promoted in this PoS?			
Ambitious – <ul style="list-style-type: none">• To create and develop work that exceeds expected target.• To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience.• The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.• To meet deadlines with no excuses to allow for a smooth progression of learning			
Brave – To accept challenges outside of their comfort zone, eg to have to do research and preparation when distance learning			
Kind – To realise that more is achieved by working together during this pandemic. Working independently at home and bringing prepared work in that can be improved			
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"> Leadership qualities, roles and responsibilities 	R053 Leadership – LO3
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?	
<ul style="list-style-type: none"> Be able to organise folders and files to then use as an informative resource. Learn how to plan and write extended pieces of writing that incorporate reasoning and evaluation. 	
Implementation	
GAPS	
Identification – how are you going to identify the gaps in knowledge/skills?	Triage – 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"> This is the start of the course all knowledge is new knowledge. Knowledge will be developed gradually using short term targets for sections of work. 	<ul style="list-style-type: none"> Start from the beginning
KEY CONCEPTS	
Key Concepts – what are the key concepts being taught?	Progression – how will studying these key concepts support progression to the traditional curriculum that has been planned?
<ul style="list-style-type: none"> Organisation – Student folders, time management Structure – writing frames, student folders Extended writing – guidance on how to structure a piece of prose, how to implement feedback 	<ul style="list-style-type: none"> These concepts are the foundation to success for this course. Work is practically and assignment based. All students need to know how to prepared and present a structured piece of prose
WELLBEING	
Lockdown – how will students share their experiences of lockdown?	Social and Emotional – how will student social and emotional health be supported?

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
		<ul style="list-style-type: none">Write a descriptive piece of proseWrite first extended pieces of work		<ul style="list-style-type: none">Verbal feedback given as students work	<ul style="list-style-type: none">Targets will be set in a live lesson to be completed by the next live lesson.Work will need to be completed by this date				
2	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Are the different roles in a sports organisation			
		Blended (live and remote as independent study)			Why	To identify the key role of each position eg manager			
					How	Identify the key objectives of each role with relevant eggs			
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		<ul style="list-style-type: none">Research two leadership roles identified from previous cycle		<ul style="list-style-type: none">Question students' findings from the research		<ul style="list-style-type: none">Plan the structure of the prose based on structure strip relevant to level of challenge			
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)		Asynchronous (remote)	
		<ul style="list-style-type: none">complete extended writing tasks		<ul style="list-style-type: none">Verbal feedback given as students workWritten feedback given on previous written tasks		<ul style="list-style-type: none">Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.Work will need to be completed by this date as students work			
		3	2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
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		Research two leadership roles identified from previous cycle		Question students' findings from the research	Plan the structure of the prose based on structure strip relevant to level of challenge		Asynchronous (remote)	
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4	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Are the different responsibilities for leaders in an organisation		
		Blended (live and remote as independent study)			Why	Are these responsibilities important		
					How	Are these responsibilities carried out		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)	
		Research two leadership roles identified from previous cycle		Question students' findings from the research	Plan the structure of the prose based on structure strip relevant to level of challenge			
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Classroom (whole sequence completed)			x	Article identifying the roles of a sports organisation	What	Are the personal qualities and leadership styles of a good leader		
Blended (live and remote as independent study)					Why	Are these components important		
					How	Are these components carried out		

	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
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6	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	<input type="checkbox"/>		What	
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why	
					How	
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	Synchronous (live)
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What	

	Number of lessons in cycle:	Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
					How		
		4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)
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					Why		
		Blended (live and remote as independent study)	<input type="checkbox"/>		How		
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		Classroom (whole sequence completed)	<input type="checkbox"/>		What		
		Blended (live and remote as independent study)	<input type="checkbox"/>		Why		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)		Synchronous (live)
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10		1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)		
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