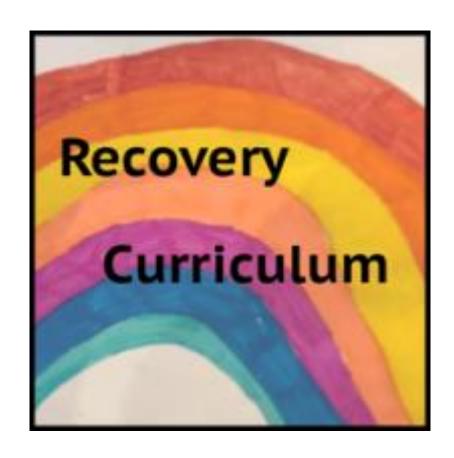
RECOVERY CURRICULUM

Subject: Physical Education – Cambridge National Year 10 – R056

Author: A Murray

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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 -

- 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 in 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 brining 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?

Leadership qualities, roles and responsibilities	R053 Leadership – LO3
Powerful Knowledge - what powerful knowledge is included in the	nis 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?

- 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?							
 This is the start of the course all knowledge is new knowledge. 	Start from the beginning							
 Knowledge will be developed gradually using short term targets for sections of work. 								
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?							
 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 	 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?							

	During onsite meetings students will be given live feedback on their work and points for improvement						
RE-ESTABLISH							
Learning Skills – how are you going to re-establish the skills for learning?	Relationships – how are you going to re-establish classroom relationships?						
 Induction period of good learning skills. Examples of good practice in terms of written work Develop organisation skills Communication with parents Video presentations that can be referred to on good practice. 	Support and patience						
OPP	ORTUNITIES						
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?						
Structures and procedures	 working in a classroom looking at examples of good practice of work. 						

Del	livery	У				
		Lesson Type (classroom or blended for remote homev	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)
		Classroom (whole sequence completed)	х		What	Organise student folder Write extended prose
		Blended (live and remote as independent study)		Video clips, newspaper article relevant to	Are the different roles within a sports organisation	
1	1			the lesson topic	Why	To be able to access work and improve learning
I	4				How	Be given folders, stationary, guidance notes and exam exemplars. Doing internet research
	jo ci	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)
	Number	 Expectations Exemplary work on topic 		 Develop knowledge on how to write detailed statements Identify different leadership roles within an organisation 	•	(model/scaffold) Exemplars of good work practice writing detailed prose with examples

		7) Deliberate Practice (guided/ independent) Write a descriptive piece of prose Write first extended pieces of work		8) Feedback (light/deep) • Verbal feedback given as students work	• \	9) Review (daily/monthly) Targets will be set in a live lesson to be completed by the next live lesson. Work will need to be completed by his date	Asynchronous (remote)
		1) Lesson Type		2) DNA		3) Learning Intentions	
		(classroom or blended for remote homev	vork)	(Do Now Activity/Reading)		(what, why & how)	
		Classroom (whole sequence completed)	х		What	Are the different roles in a sports oganisation	
		Blended (live and remote as independent study)		Article identifying the roles of a sports organisation	Why	To identify the key role of each positi eg manager	
	4				How	Identify the key objectives of each rowith relevant egs	ole
	.: <u>e</u>	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		 6) Prepare for Practice (model/ scaffold) 	snou
2	ons in cycle:	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	Synchronous (live)
	ıf lesso	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	ous (
	Number of lessons in	complete extended writing tasks		 Verbal feedback given as students work Written feedback given on previous written tasks 	r • \	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 his date as students work	Asynchronous (remote)
						This date as students work	
		Lesson Type (classroom or blended for remote home)	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	х		What	Are the different roles in a sports oganisation	
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	2				How	Identify the key objectives of each rowith relevant egs	
	Z ⊃	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Sync hron

		·		7) Deliberate Practice (guided/ independent) lete extended writing tasks • Verbal feedback given as students work • Written feedback given on previous written tasks		Plan the structure of the prose based on structure strip relevant to level of challenge		
						9) Review (daily/monthly)	Asynchronous (remote)	
						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		
	Т	1) Lesson Type	-	2) DNA	_	3) Learning Intentions		
		(classroom or blended for remote homev	vork)	(Do Now Activity/Reading)		(what, why & how)		
		Classroom (whole sequence completed)	х	Article identifying the roles of a sports	What	Are the different responsibilities for leaders in an organisation		
		Blended		organisation	Why	Are these responsibilities important		
	4	(live and remote as independent study)			How	Are these responsibilities carried out		
	.: 	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	SUOL	
4	ons in cycle:	Research two leadership roles identified f previous cycle	rom	Question students' findings from the research		structure of the prose based on e strip relevant to level of challenge	Synchronous (live)	
	f lesso	7) Deliberate Practice (guided/ independent) complete extended writing tasks		8) Feedback (light/deep)		9) Review (daily/monthly)		
	Number of lessons in			Verbal feedback given as students work Written feedback given on previous written	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		Asynchronous (remote)	
	ž			tasks			Asy (
				0) 5				
		Lesson Type (classroom or blended for remote home)	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)		
5		Classroom (whole sequence completed)	х	Article identifying the roles of a sports	What	Are the personal qualities and leadersh styles of a good leader	hip	
	4	Blended (live and remote as independent study)		organisation	Why	Are these components important Are these components carried out		
						·		

	ons in cycle:	4) New Material (previous learning/ new material) Research two leadership roles identified fr previous cycle	rom	5) Check for Understanding (questioning/checking) Question students' findings from the research		6) Prepare for Practice (model/ scaffold) structure of the prose based on strip relevant to level of challenge	Synchronous (live)
	Number of lessons in	7) Deliberate Practice (guided/ independent) complete extended writing tasks		8) Feedback (light/deep) Verbal feedback given as students work Written feedback given on previous written tasks	n • V	9) Review (daily/monthly) Yerbal feedback Targets will be set in a live lesson to be completed by the next live lesson. York will need to be completed by this date as students work	Asynchronous (remote)
		Lesson Type (classroom or blended for remote homew	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)			What Why		
		Blended (live and remote as independent study)			How		
	<u>.:</u>	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	SNOUS
6	ons in cycle:						Synchronous (live)
	of lesso	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	ous)
	Number of lessons in						Asynchronous (remote)
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7		Lesson Type (classroom or blended for remote homew	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)			What		

	Number of lessons in cycle:	Blended (live and remote as independent study) 4) New Material (previous learning/ new material) 7) Deliberate Practice (guided/ independent)		5) Check for Understanding (questioning/checking) 8) Feedback (light/deep)	How	6) Prepare for Practice (model/ scaffold) 9) Review (daily/monthly)	Asynchronous Synchronous (remote)
8	Number of lessons in cycle:	1) Lesson Type (classroom or blended for remote homey Classroom (whole sequence completed) Blended (live and remote as independent study) 4) New Material (previous learning/ new material) 7) Deliberate Practice (guided/ independent)	vork)	2) DNA (Do Now Activity/Reading) 5) Check for Understanding (questioning/checking) 8) Feedback (light/deep)	What Why How	3) Learning Intentions (what, why & how) 6) Prepare for Practice (model/ scaffold) 9) Review (daily/monthly)	Asynchronous Synchronous (live)
9		Lesson Type (classroom or blended for remote home)	vork)	2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	

		Classroom (whole sequence completed)			What Why		
		Blended (live and remote as independent study)			How		
	ons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)	Synchronous (live)
	Number of lessons in cycle:	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)
		Lesson Type (classroom or blended for remote home)	vork)	2) DNA (Do Now Activity/Reading)		Learning Intentions (what, why & how)	
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	cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		 6) Prepare for Practice (model/ scaffold) 	nous)
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	of less	7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	snou (e
	Number of lessons in						Asynchronous (remote)