

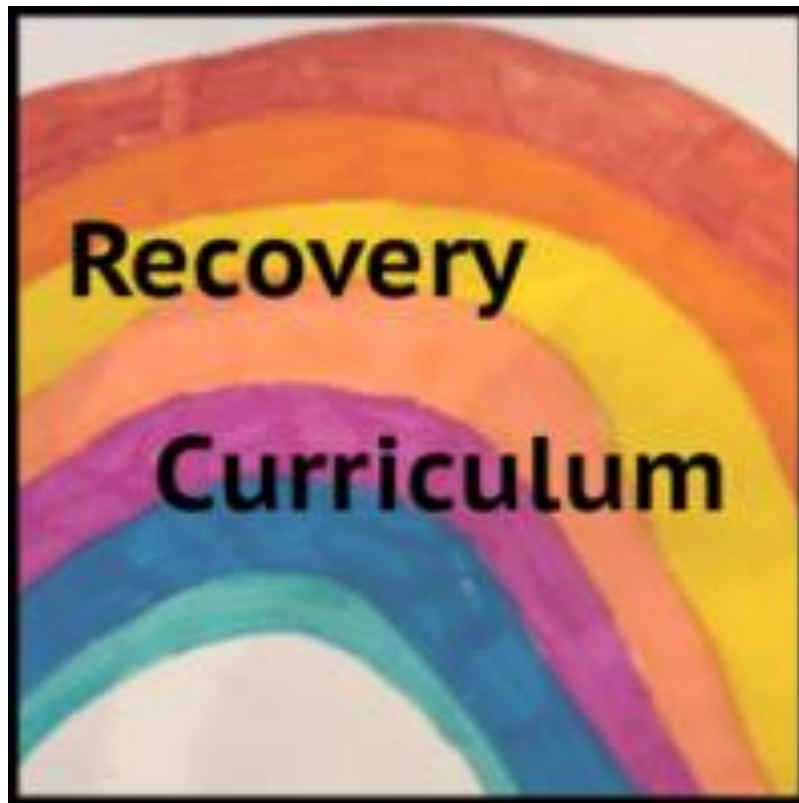
# RECOVERY CURRICULUM

Subject: Physical Education – Cambridge National Year 10 R056: LO1

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Updated:



Subject:	Cambridge National	Teacher:	SAH, AJM, SOF
Year:	10	Class:	10
Unit title:	R056 – LO1: Describing outdoor activities		
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?			
R056 – Outdoor Activity Learning Outcome 1: Describe different types of outdoor activity.			
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> <ul style="list-style-type: none"><li>• To create and develop work that exceeds expected target.</li><li>• To realise that a first draft is not a final draft and that high level of performance is determined by perseverance and resilience.</li><li>• The ability to take responsibility for their own work outside of the school environment in the pursuit of excellence.</li><li>• To meet deadlines with no excuses to allow for a smooth progression of learning</li></ul>			
<b>Brave –</b> To accept challenges outside of their comfort zone, eg to have to do research and preparation when distance learning			
<b>Kind –</b> 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"> <li>Describing different types of outdoor activity</li> </ul>	R056 Outdoor Activities – LO1
<p>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?</p>	
<ul style="list-style-type: none"> <li>Be able to organise folders and files to then use as an informative resource.</li> <li>Learn how to plan and write extended pieces of writing that incorporate reasoning and evaluation.</li> </ul>	
<b>Implementation</b>	
<b>GAPS</b>	
<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>This is the start of the course all knowledge is new knowledge.</li> <li>Knowledge will be developed gradually using short term targets for sections of work.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Start from the beginning</li> </ul>
<b>KEY CONCEPTS</b>	
<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>Organisation – Student folders, time management</li> <li>Structure – writing frames, student folders</li> <li>Extended writing – guidance on how to structure a piece of prose, how to implement feedback</li> </ul>	<ul style="list-style-type: none"> <li>These concepts are the foundation to success for this course.</li> <li>Work is practically and assignment based.</li> <li>All students need to know how to prepared and present a structured piece of prose</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>During onsite meetings students will be given live feedback on their work and points for improvement</li> </ul>
<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>Induction period of good learning skills.</li> <li>Examples of good practice in terms of written work</li> <li>Develop organisation skills</li> <li>Communication with parents</li> <li>Video presentations that can be referred to on good practice.</li> </ul>	<ul style="list-style-type: none"> <li>Support and patience</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>Structures and procedures</li> </ul>	<ul style="list-style-type: none"> <li>working in a classroom looking at examples of good practice of work.</li> </ul>

Delivery							
1	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	Video clips, newspaper article relevant to the lesson topic	What	Organise student folder Write extended prose Are the different roles within a sports organisation	
		Blended (live and remote as independent study)			Why	To be able to access work and improve learning	
					How	Be given folders, stationary, guidance notes and exam exemplars. Doing internet research	
	Number of lessons in	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"><li>Expectations</li><li>Exemplary work on topic</li></ul>		<ul style="list-style-type: none"><li>Develop knowledge on how to write detailed statements</li><li>Identify different leadership roles within an organisation</li></ul>	<ul style="list-style-type: none"><li>Exemplars of good work</li><li>practice writing detailed prose with examples</li></ul>				

		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)		
		<ul style="list-style-type: none"><li>Write a descriptive piece of prose</li><li>Write first extended pieces of work</li></ul>		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li></ul>	<ul style="list-style-type: none"><li>Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date</li></ul>				
2	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			Synchronous (live)	
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Is an Outdoor activity			
		Blended (live and remote as independent study)			Why	Are outdoor activities important			
					How	Can people participate in Outdoor Activities			
	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 what and outdoor activity is including two examples		Question students' findings from the research	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)	
	complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>					
	3	2	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			Synchronous (live)
			Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Describe and explain Land and Sea based activities		
Blended (live and remote as independent study)				Why		To understand the difference between the two categories			
				How		Identify the key characteristics of each category			
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 what and outdoor activity is including two examples		Question students' findings from the research	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)				
complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>						

		Research the two categories and give examples		Question students' findings from the research	Plan the structure of the prose based on structure strip relevant to level of challenge		Asynchronous (remote)	
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)			
		complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>			
4	4	1) Lesson Type (classroom or blended for remote homework)		2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)			Asynchronous (live)
		Classroom (whole sequence completed)	x	Article identifying the roles of a sports organisation	What	Describe and explain Air and Snow based activities		
		Blended (live and remote as independent study)			Why	To understand the difference between the two categories		
					How	Identify the key characteristics of each category		
	Number of lessons in cycle:	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)			Asynchronous (remote)
		Research the two categories and give examples for both		Question students' findings from the research	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)
		complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>			
	5	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	Describe outdoor activity centres		
Blended (live and remote as independent study)					Why	Are activity centres important		
					How	Do they promote involvement		

	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 activity centres and provide detail and examples of their role		Question students' findings from the research	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)
		complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>		
6	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	Describe activity specific organisations	
		Blended (live and remote as independent study)			Why	Are these organisations important	
					How	Do they promote involvement	
	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 organisations and provide detail and examples of their role		Question students' findings from the research	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)
		complete extended writing tasks		<ul style="list-style-type: none"><li>Verbal feedback given as students work</li><li>Written feedback given on previous written tasks</li></ul>	<ul style="list-style-type: none"><li>Verbal feedback Targets will be set in a live lesson to be completed by the next live lesson.</li><li>Work will need to be completed by this date as students work</li></ul>		
7		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)	□		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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)
8	1) Lesson Type (classroom or blended for remote homework)	Classroom (whole sequence completed)	<input type="checkbox"/>	2) DNA (Do Now Activity/Reading)	What		
					Why		
		Blended (live and remote as independent study)	<input type="checkbox"/>		How		
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)		9) Review (daily/monthly)	Asynchronous (remote)
9		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		
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)
10		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		
	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)
		7) Deliberate Practice (guided/ independent)		8) Feedback (light/deep)	9) Review (daily/monthly)		Asynchronous (remote)