

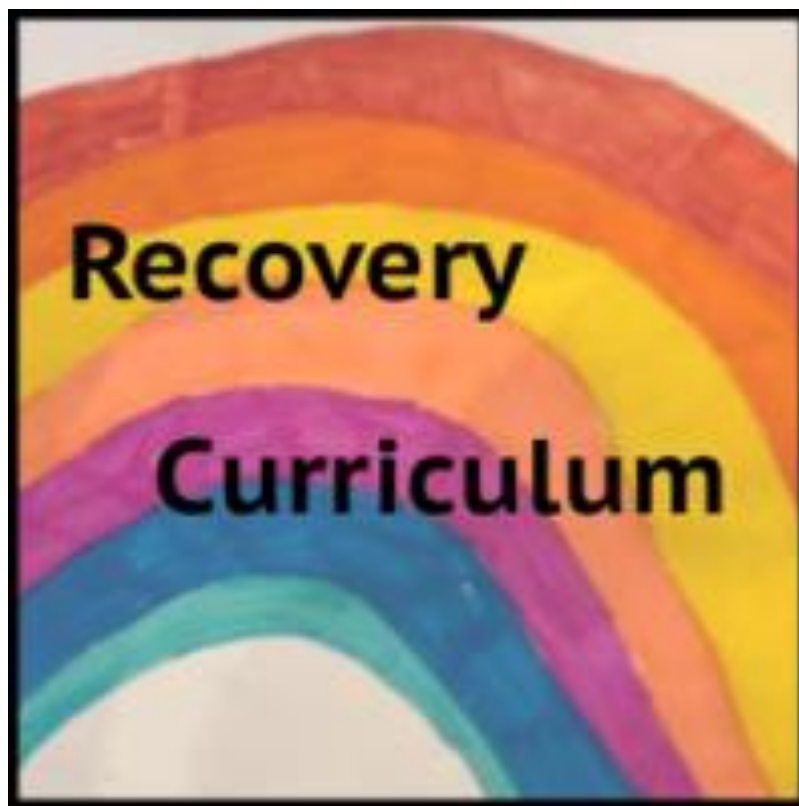
RECOVERY CURRICULUM

Subject: Physical Education – Cambridge National Year 11 R056: LO3

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Created: 6th July 2020

Updated:



Subject:	Cambridge National	Teacher:	SOF, AJM, MJL
Year:	10	Class:	11
Unit title:	R056 – LO3: Be able to plan an outdoor activity		
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 3: Be able to plan an 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?			
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"> Planning an outdoor activity Planning for the hazards of an outdoor activity 	R056 Outdoor Activities – LO3
<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"> 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"> Students should have completed the assignments for LO1 & 2. Gaps will be identified by work not submitted but this does not prevent continuation of this LO 	<ul style="list-style-type: none"> Students will have to complete unfinished assignments at home Specific targets will have been set on amount of work to be completed.
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?

	<ul style="list-style-type: none"> 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?
<ul style="list-style-type: none"> Review 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. 	<ul style="list-style-type: none"> Support and patience
OPPORTUNITIES	
Discussion – what are the discussion based opportunities?	Group – what are the group work based opportunities (while still ensuring social distancing)?
<ul style="list-style-type: none"> Structures and procedures 	<ul style="list-style-type: none"> working in a classroom looking at examples of good practice of work.

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		What	Organise student folder Write extended prose Are the H & S considerations when planning an outdoor activity	
		Blended (live and remote as independent study)			Why	To be able to access work on MS Teams and to save work on One drive to improve learning.	
					How	Instructions and presentations on how to complete this process.	
	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">ExpectationsExemplary work on topic		<ul style="list-style-type: none">Develop knowledge on how to write detailed statementsIdentify different leadership roles within an organisation	<ul style="list-style-type: none">Exemplars of good workpractice writing detailed prose with examples				

		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	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	Looking at 3 components of organising a safe outdoor activity		
		Blended (live and remote as independent study)			Why	Key aspects to a safe and successful trip		
					How	These components can have a positive impact on a trip		
	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 each of the three components and why they are important to ensuring a safe trip		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">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	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	Looking at 3 components of organising a safe outdoor activity	
Blended (live and remote as independent study)				Why		Key aspects to a safe and successful trip		
				How		These components can have a positive impact on a trip		
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 each of the three components and why they are important to ensuring a safe trip		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">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			
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	Looking at 2 hazards associated with organising an outdoor trip		
		Blended (live and remote as independent study)			Why	Key aspects to a safe and successful trip		
					How	These components can have a positive impact on a trip		
	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 each of the two components and why they are important to ensuring a safe trip		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)	
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	5		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)				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)
		•		•				
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)				What		
		Blended (live and remote as independent study)				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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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)	<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)
8		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)
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)
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