

REMOTE LEARNING MODULE

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

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Subject:	Cambridge National	Teacher:	SOF, AJM, MJL
Year:	11	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's completing work whilst in school and should a local lockdown be imposed we will have prepared the students to be able to access, complete and submit this module of work.			
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
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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?

- 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

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

LEARNING

Synchronous – what are the synchronous aspects of the module, including new material taught?	Asynchronous – what are the asynchronous aspects of the module, including deliberate practice?
<p>Students will be shown examples of work and then examples of how to research the topic.</p> <p>Structure strips and scaffolded assignments will help the students complete the draft pieces of work. Staff will assess the work and make suggestions of how work can be improved.</p>	<p>Since this is a coursework structured course during synchronous learning students will use the resources to develop and structure their responses.</p> <p>This style of learning should be easily transferred to the home environment because effective routine will have been established.</p>

ENGAGEMENT

Accessibility – how are you going to ensure students without ICT can engage with this module?	Disengagement – how are you going to ensure students who are not engaging with this module are identified and supported?
<p>We will identify these students who have limited ICT engagement and be able to address all needs.</p> <p>If emails can be accessed through any form of ICT, work can be produced on paper. Students can photo work and return via email and when the opportunity to return to school and use ICT resources is available, students can type up work</p>	<p>Communication via email and telephone will be used to support students and encourage them to attempt work. Regular checks will be made by teaching staff.</p>

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

FEEDBACK

End of Module – what is the end of module assessment, which will be used to evaluate the knowledge and skills gained?	Review Points – what takes place at the review points, to monitor the progress of learners and provide feedback, or support?
<p>Students will receive written feedback on any work submitted and given suggestions on how to improve.</p> <p>Students complete work in red and then when marked will be converted to black.</p>	2 Weeks
	4 Weeks
	6 Weeks
	8 Weeks
	Other

RE-ESTABLISH

Learning Skills – how are you going to re-establish the skills for learning?

- 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.

Relationships – how are you going to re-establish classroom relationships?

- Support and patience

OPPORTUNITIES

Discussion – what are the discussion based opportunities?

- Structures and procedures

Group – what are the group work based opportunities (while still ensuring social distancing)?

- working in a classroom looking at examples of good practice of work.

Delivery (please note - a two week remote learning module may only take one lesson cycle)

		1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
1	4	Remote (live on MS Teams and remote as study)	Video clips, newspaper article relevant to the lesson topic	What	Organise student folder Write extended prose Are the H & S considerations when planning an outdoor activity
		Blended (live in classroom and remote as 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.	
1	Number of lessons in cycle:	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		<ul style="list-style-type: none"> Expectations Exemplary work on topic 	<ul style="list-style-type: none"> Develop knowledge on how to write detailed statements Identify different leadership roles within an organisation 	<ul style="list-style-type: none"> Exemplars of good work practice writing detailed prose with examples 	Synchronous (live)
		7) Deliberate Practice (guided/ independent)	8) Feedback (light/deep)	9) Review (daily/monthly)	
		<ul style="list-style-type: none"> Write a descriptive piece of prose Write 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 	Asynchronous (remote)
2	4	1) Lesson Type (remote or blended)	2) DNA (Do Now Activity/Reading)	3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)	Article identifying the roles of a sports organisation	What	Looking at 3 components of organising a safe outdoor activity
	Blended (live and remote as study)	Why		Key aspects to a safe and successful trip	
		How		These components can have a positive impact on a trip	
2	Number of lessons in	4) New Material (previous learning/ new material)	5) Check for Understanding (questioning/checking)	6) Prepare for Practice (model/ scaffold)	
		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	
				Synchronous (live)	

		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 work Written 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	Number of lessons in cycle: 4	1) Lesson Type (remote or blended)		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 study)	x		Why	Key aspects to a safe and successful trip			
					How	These components can have a positive impact on a trip			
			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 work Written 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 (remote or blended)		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 study)	x		Why	Key aspects to a safe and successful trip			
			How		These components can have a positive impact on a trip				
	3	4) New Material (previous learning/ new material)		5) Check for Understanding (questioning/checking)		6) Prepare for Practice (model/ scaffold)		Synchronous	

		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)
		complete extended writing tasks	<ul style="list-style-type: none"> Verbal feedback given as students work Written 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 	

5	Number of lessons in cycle:	1) Lesson Type (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)			
		Classroom (whole sequence completed)				What			
		Blended (live and remote as 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 (remote or blended)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)	
		Classroom (whole sequence completed)				What	
		Blended (live and remote as study)				Why	
					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)		
		complete extended writing tasks		<ul style="list-style-type: none"> Verbal feedback given as students work Written 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 				
7	1) Lesson Type (remote or blended)	Classroom (whole sequence completed)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Blended (live and remote as study)								
	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)	Classroom (whole sequence completed)		2) DNA (Do Now Activity/Reading)		3) Learning Intentions (what, why & how)				
		Blended (live and remote as study)								

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 study)	<input type="checkbox"/>		Why			
			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)

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 study)	<input type="checkbox"/>		Why			
		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)