

Half term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		A1 Types and providers of sport and physical activities				A2 Types and needs of sport and physical activity participants	A3 Barriers to participation in sport and physical activity for different types of participant	LOA Assessment
1	Focus	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA
	Lesson content	Types of sport and physical activity: <ul style="list-style-type: none">sports – competitive activities that involve physical exertion, have rules and regulations and a National Governing Bodyteam sportsindividual sports.	<ul style="list-style-type: none">Outdoor activities – activities carried out outdoors or in recreation areas that are adventurous.Benefits of taking part in outdoor activities – positive risk taking activities, improved self confidence and self esteem, meet new people, learn new skills, time away from life stresses and electronic devices.	Provision of sport and physical activity: <ul style="list-style-type: none">public sector to include local authorities and school provisionprivate sector – provided by organisations who aim to make a profitvoluntary sectors – activities provided by volunteers who have a common interest in the sport /activity.	Advantages and disadvantages of the provision of sport in each of the different sectors to the participant to include: <ul style="list-style-type: none">types and range of sport and physical activities providedtypes and range of equipment availablecost of participationaccess to different types of sport and physical activitiesadditional products or services to include creche facility, refreshment facilities, hire of equipment, access to sport sector professionals, e.g. sports therapist, personal.	Physical activity needs of participants – government recommended guidelines for types, frequency and intensity of physical activity for different types of participants. <ul style="list-style-type: none">physical health needs – improve fitness, body composition, sleep, immunity to help prevent illness, symptoms of long-term health conditions.social health needs – meet new people, make friends, have fun, develop leadership and team working skills, decrease loneliness.mental health needs – decrease stress levels, improve work life balance, decrease risk of depression, improve mood, increase self-confidence and self-esteem.	Personal barriers: <ul style="list-style-type: none">body imagelack of self-confidenceparental or guardian influencelimited previous participationlow fitness levelsextended time off from previous participationconcerns that taking part in sport or physical activity may make existing health conditions worse cultural barriers: <ul style="list-style-type: none">single sex sport or physical activity sessionssocial norms of participating in unconventional clothing and availability of appropriate clothing to participatelack of role models from their own cultural background.	<ul style="list-style-type: none">Mock assessment of LOA
	Focus	A1 Types and providers of sport and physical activities			A2 Types and needs of sport and physical activity participants	A3 Barriers to participation in sport and physical activity for different types of participant	A4 Methods to address barriers to participation in sport and physical activity for different types of participant	LOA Assessment
		Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA	Component 1- LOA
	Lesson content	<ul style="list-style-type: none">Benefits of taking part in sport – improve fitness, meet new people, develop leadership skills, learn team work skills, resilience and self confidence from competition.	<ul style="list-style-type: none">Physical fitness activities – activities to increase fitness.Benefits of taking part in physical activities – meet new people, set fitness goals, improve confidence, improve body composition, improve physical health.	<ul style="list-style-type: none">Characteristics of the sectors – funding source, aims, quality of provision, accessibility.	Learners will understand the characteristics of different types of participants and how this affects their different physical, social and mental health needs. <ul style="list-style-type: none">Types of participants.Participants of different ages: primary school aged children (aged 5–11 years) adolescents (aged 12–17 years) adults (aged 18–49 years) older adults (aged 50 years and up).Participants with disabilities to include visual, hearing and physical disabilities.Participants with long-term health conditions to include asthma, type 2 diabetes, high blood pressure, coronary heart disease (CHD).	Learners will know about barriers to participation that can prevent some types of participants from taking part in regular sport and physical activity. Barriers to participation: cost of participation: <ul style="list-style-type: none">clothingequipmenttransport access to sport or physical activity: <ul style="list-style-type: none">location of sport or physical activitylimited accessible transportation resourcestypes of sport or physical activity available	Learners will understand how different methods can be used to address these barriers to participation for different types of participants to increase participation in regular sport and physical activity. Cost: <ul style="list-style-type: none">discounted pricinghiring of equipmentfree car parking Access: <ul style="list-style-type: none">public transport discountscycle hire to access the facilityfree parkingtaster daysstaff training to support all types of participant and their needsincreased range of provision of sports and physical activitiesrampsassistive technology to include pool hoist, Braille information and signage, hearing loops. Time: <ul style="list-style-type: none">creche facilitiesextended opening hours.	<ul style="list-style-type: none">Mock assessment of LOA
	Focus	A1 Types and providers of sport and physical activities/ A2 Types and needs of sport and physical activity participants						LOA Assessment

		Component 1- LOA		Component 1- LOA		Component 1- LOA		Component 1- LOA	
	Lesson content	<ul style="list-style-type: none">Practical- Take part in a range of individual/team sports to highlight characteristics and benefits		<ul style="list-style-type: none">Practical- Take part in a range of physical fitness activities that increase fitness- discuss benefits after		<ul style="list-style-type: none">Practical- Take part in a range of sports suitable for different disabilities (e.g., boccia, blind football, goalball)		<ul style="list-style-type: none">Review of mock assessment LOA	
Half term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	
2	Focus	B1 Different types of sports clothing and equipment required for participation in sport and physical activity			B2 Different types of technology and their benefits to improve sport and physical activity participation and performance		B3 The limitations of using technology in sport and physical activity	LOB Assessment	
		Component 1- LOB		Component 1- LOB		Component 1- LOB	Component 1- LOB	Component 1- LOB	Component 1- LOC
	Lesson content	Learners will need to understand the different types of sports clothing and equipment and their uses for participation in different types of sports and physical activities. <ul style="list-style-type: none">Clothing – sports kit, waterproof clothing, training clothing, e.g. bibs.Footwear – trainers, studded boots, sport specific footwear.Sport-specific equipment – participation equipment, e.g. balls, rackets; travel- related equipment, e.g. kayak; scoring equipment, e.g. goalposts; fitness training equipment, e.g. dumbbells.	<ul style="list-style-type: none">Facilities – indoor facilities, e.g., sports halls, gyms; outdoor facilities, e.g. outdoor pitches, climbing wall, artificial snow domes.Officiating equipment – whistle, microphone, earpiece.Performance analysis – smart watches, heart rate monitors, applications.	<ul style="list-style-type: none">Sport-specific equipment – new materials for lightness and strength to include composite materials, e.g., a tennis racquet; new design of equipment to improve performance, e.g., golf driver design.Protection and safety equipment – improved protection design; lighter weight; improved performance, e.g., shape of cycle helmets to improve aerodynamics.	<ul style="list-style-type: none">Officiating – computer assisted systems; video assisted decision making.Performance analysis – action cameras, GPS, applications, sensors on sports clothing or equipment.	Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation. <ul style="list-style-type: none">Time – setting up, using equipment, compiling date, giving feedback to participant.Access to technology – equality and unfair advantages as not all participants have access to technology.Cost of technology – initial cost and follow-up maintenance of equipment.Accuracy of data provided by equipment.Usability – specific training required.	<ul style="list-style-type: none">Revision assessment LOB	<ul style="list-style-type: none">Mock assessment LOB	
	Focus	B1 Different types of sports clothing and equipment required for participation in sport and physical activity	B2 Different types of technology and their benefits to improve sport and physical activity participation and performance			B3 The limitations of using technology in sport and physical activity	LOB Assessment		
		Component 1- LOB	Component 1- LOB	Component 1- LOB	Component 1- LOB	Component 1- LOB	Component 1- LOB	Component 1- LOC	Component 1- LOC
	Lesson content	<ul style="list-style-type: none">Protection and safety equipment – mouth protection, head protection, eye protection, body protection, floatation devices; first aid equipment – ice packs, bandages, defibrillator.Equipment for people with disabilities or assistive technology – wheelchair, e.g., adapted wheelchair for wheelchair tennis.	Learners will explore a range of different types of technology and its use in sport and physical activity to improve performance and participant experience. <ul style="list-style-type: none">Clothing to increase performance and experience – improved thermoregulation, clothing designed to improve aerodynamics.Footwear – sport-specific new designs or materials; improve grip; rebound.	<ul style="list-style-type: none">Equipment for people with disabilities or assistive technology – prosthetics; sport-specific wheelchairs; equipment to support people with visual and hearing impairments.Facilities – facilities that simulate environments to replicate competition in other locations; all weather surfaces; surfaces to reduce the risk of injury.	Learners will need to develop an understanding of the limitations that technology can have for sport and physical activity participation. <ul style="list-style-type: none">Time – setting up, using equipment, compiling date, giving feedback to participant.Access to technology – equality and unfair advantages as not all participants have access to technology.Cost of technology – initial cost and follow-up maintenance of equipment.Accuracy of data provided by equipment.	<ul style="list-style-type: none">Revision assessment LOB	<ul style="list-style-type: none">Mock assessment LOB	<ul style="list-style-type: none">Review assessment LOB	

					<ul style="list-style-type: none"> Usability – specific training required. 			
Focus	Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials							
	Component 2- LOB							
Lesson content	<p>Practical- Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none"> Skills, e.g. passing, scoring, travelling, intercepting. Strategies, e.g. tactics and decision making. Isolated practice – practices that focus on one skill at a time. Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play. 							

Half term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
3	Focus	C1 Planning a warm-up	C1 Planning a warm-up	C2 Adapting a warm up for different categories of participants and different types of physical activities	C3 Delivering a warm-up to prepare participants for physical activity	C3 Delivering a warm-up to prepare participants for physical activity	LOC Assessment
		Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC
	Lesson content	<p>Learners will know about the types of activities that should be included in a pulse raiser, a mobiliser and preparation stretch and be able to plan a warm- up to cover each component. They will also understand how the cardiorespiratory and musculoskeletal systems respond to each component of a warm-up.</p> <ul style="list-style-type: none"> Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate. 	<p>Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.</p> <p>Response of the cardiorespiratory system to the mobiliser</p> <ul style="list-style-type: none"> slight drop in heart rate as intensity of exercise lowers slight drop in breathing rate as intensity of exercise lowers. <p>Response of the musculoskeletal system to the mobiliser</p> <ul style="list-style-type: none"> increased production of synovial fluid in the joints to increase lubrication of joint and increase range of movement at the joint. 	<p>Learners will know how to adapt warm-up activities to make them appropriate for the needs of different types of participant and how to make the activities in a warm-up specific to different types of physical activity.</p> <p>Adapting warm-ups for different categories of participants:</p> <ul style="list-style-type: none"> vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus types of stretch used – simple stretches for beginnvary intensity of activities low impact and high impact options ers, compound stretch for moderate to advanced participants. 	<p>Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.</p> <p>Organisation and demonstration of the warm-up activities:</p> <ul style="list-style-type: none"> space – areas used equipment organisation of participants timing demonstrations positioning. <p>Supporting participants as they take part in the warm-up;</p> <ul style="list-style-type: none"> observing participants providing instructions providing teaching points 	<ul style="list-style-type: none"> Learners to finalize their warm up plan ensuring they are ready to deliver to a group of participants 	<ul style="list-style-type: none"> Mock assessment- LOC written aspect
	Focus	C1 Planning a warm-up	C1 Planning a warm-up	C2 Adapting a warm up for different categories of participants and different types of physical activities	C3 Delivering a warm-up to prepare participants for physical activity	C3 Delivering a warm-up to prepare participants for physical activity	LOC Assessment
		Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC
	Lesson content	<p>Response of the cardiorespiratory system to the pulse raiser:</p> <ul style="list-style-type: none"> increased heart rate increased breathing rate increased depth of breathing increased supply of oxygen to the working muscles increased removal of carbon dioxide. <p>Response of the musculoskeletal system:</p> <ul style="list-style-type: none"> increased temperature of the muscles increased pliability of the muscles reduced risk of muscle strain. 	<ul style="list-style-type: none"> Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity: location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius types of static and dynamic stretching for each muscle group: – simple stretches – compound stretches 	<p>Adapting the warm-up to make it specific to a physical activity:</p> <ul style="list-style-type: none"> introduction of equipment in the warm-up that is specific to the physical activity using movements and activities from the physical activity in the warm-up stretching the main muscles required for the specific physical activity. <p>Students to plan a warm up using learnt information on a specific sport</p>	<p>Learners will be able to deliver the different component of a warm-up to prepare participants to take part in physical activity.</p> <p>Organisation and demonstration of the warm-up activities:</p> <ul style="list-style-type: none"> space – areas used equipment organisation of participants timing demonstrations positioning. <p>Supporting participants as they take part in the warm-up;</p> <ul style="list-style-type: none"> observing participants providing instructions providing teaching points 	<ul style="list-style-type: none"> Learners to finalize their warm up plan ensuring they are ready to deliver to a group of participants 	<ul style="list-style-type: none"> Mock assessment/review- LOC written aspect

	Focus	Learning outcome C: Be able to prepare participants to take part in physical activity				
		Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC	Component 1- LOC
	Lesson content	<ul style="list-style-type: none"> Practical- Students take part in a range of teacher led warm up style activities. Discussion of cardiorespiratory/musculoskeletal responses after. 	Practical- Students take part in a range of teacher led warm up style activities including mobiliser section (identification of major muscles). Static/dynamic stretches. Discussion of Response of the cardiorespiratory system to the preparation stretch: slight drop in heart rate and breathing rate for static stretches <ul style="list-style-type: none"> maintained elevated heart and breathing rate for dynamic stretches. Response of the musculoskeletal system to the preparation stretch: <ul style="list-style-type: none"> extending muscles so that they are fully stretched and less likely to tear during the sport or activity session. 	<ul style="list-style-type: none"> Practical- Students to take part in a warm up designed by themselves- Review effectiveness after. 	<ul style="list-style-type: none"> Practical- Practical- Students to deliver a sport specific warm up to a peer 	<ul style="list-style-type: none"> Practical- Video evidence recording of sport specific warm up delivery to a group of participants

Half term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
4	Focus	Learning outcome A: Explore types and provision of sport and physical activity for different types of participant			A1 Components of physical fitness		A2 Components of skill-related fitness
		Component 1- Summative assessment	Component 1- Summative assessment	Component 1- Summative assessment	Component 1- Marking Component 2- LOA	Component 1- Marking Component 2- LOA	
	Lesson content	<ul style="list-style-type: none"> Task 1- learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available 	<ul style="list-style-type: none"> Task 2- learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person 	<ul style="list-style-type: none"> Task 3- learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up. 	Learners will know the definition of each component of physical fitness and their potential impact on sporting performance. <ul style="list-style-type: none"> Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue. Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game. Muscular strength – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity. Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game. Flexibility – the range of motion possible at a joint to allow improvements in technique. Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport. 	Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance. <ul style="list-style-type: none"> Power – the product of speed and strength to allow for explosive movements in sport. Agility – the ability to change direction quickly to allow performers to out- manoeuvre an opponent. Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do. Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance). 	
	Focus	Learning outcome A: Explore types and provision of sport and physical activity for different types of participant			A1 Components of physical fitness		A2 Components of skill-related fitness
		Component 1- Summative assessment	Component 1- Summative assessment	Component 1- Summative assessment	Component 2- LOA		Component 2- LOA
	Lesson content	<ul style="list-style-type: none"> Task 1- learners will use knowledge acquired to select suitable physical activities for the case study provided considering provision available 	<ul style="list-style-type: none"> Task 2- learners will use knowledge acquired to select and discuss how technology would affect provision for the case study person 	<ul style="list-style-type: none"> Task 3- learning will demonstrate practical delivery, communication and planning by producing a warm-up plan and demonstration of the warm-up. 	Learners will know the definition of each component of physical fitness and their potential impact on sporting performance. <ul style="list-style-type: none"> Aerobic endurance – the ability of the cardiorespiratory system to supply oxygen and nutrients to the muscles to sustain low to medium intensity work to delay fatigue. 	Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance. <ul style="list-style-type: none"> Power – the product of speed and strength to allow for explosive movements in sport. Agility – the ability to change direction quickly to allow performers to out- manoeuvre an opponent. 	

					<ul style="list-style-type: none"> Muscular endurance – the ability of the muscular system to continue to contract at a light to moderate intensity to allow repetitive movements throughout a long event or game. Muscular strength – the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity. Speed – distance divided by time to reduce time taken to move the body or a body part in an event or game. Flexibility – the range of motion possible at a joint to allow improvements in technique. Body composition – the relative ratio of fat mass to fat-free mass in the body allowing variation in body composition dependent on the sport. 	<ul style="list-style-type: none"> Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do. Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance).
	Focus	Learning outcome A: Explore types and provision of sport and physical activity for different types of participant			A1 Components of physical fitness	A2 Components of skill-related fitness
		Component 1- Summative assessment	Component 1- Summative assessment	Component 1- Summative assessment	Component 2- LOA	Component 2- LOA
	Lesson content	Practical- Video evidence recording of sport specific warm up delivery to a group of participants	Practical- Video evidence recording of sport specific warm up delivery to a group of participants	Practical- Video evidence recording of sport specific warm up delivery to a group of participants	Practical linked to components of physical fitness	Practical linked to components of skill related fitness

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Half term		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
5	Focus	A2 Components of skill-related fitness	Learning outcome A: Understand how different components of fitness are used in different physical activities	B1 Techniques, strategies and fitness required for different sports		B2 Officials in sport	
		Component 2- LOA	Component 2- LOA mock assessment	Component 2- LOB		Component 2- LOB	
	Lesson content	<p>Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.</p> <ul style="list-style-type: none"> Power – the product of speed and strength to allow for explosive movements in sport. Agility – the ability to change direction quickly to allow performers to out- manoeuvre an opponent. Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do. Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance). 	Mock assessment/revision- LOA	<p>Practical- Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none"> Skills, e.g. passing, scoring, travelling, intercepting. Strategies, e.g. tactics and decision making. Isolated practice – practices that focus on one skill at a time. <p>Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.</p>		<p>Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.</p> <p>Key officials and their roles in sports competitions:</p> <ul style="list-style-type: none"> referee/umpire assistant referee/line umpire scorers/judges timekeepers video review officials. <p>Responsibilities of the officials:</p> <ul style="list-style-type: none"> appearance equipment fitness requirements effective communication control of players health and safety. 	
	Focus	A2 Components of skill-related fitness	Learning outcome A: Understand how different components of fitness are used in different physical activities	B1 Techniques, strategies and fitness required for different sports		B2 Officials in sport	

		Component 2- LOA	Component 2- LOA mock assessment	Component 2- LOB	Component 2- LOB
	Lesson content	<p>Learners will know the definition of each component of skill-related fitness and understand their potential impact on sporting performance.</p> <ul style="list-style-type: none"> Power – the product of speed and strength to allow for explosive movements in sport. Agility – the ability to change direction quickly to allow performers to out- manoeuvre an opponent. Reaction time – the time taken between a stimulus and the start of a response, useful in fast-paced sports to make quick decisions about what to do. Balance – the ability to maintain centre of mass over a base of support, useful to maintain positions in performance sports (static balance) or when on the move in any other sporting situation (dynamic balance). 	<ul style="list-style-type: none"> Mock assessment- LOA 	<p>Practical- Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none"> Skills, e.g. passing, scoring, travelling, intercepting. Strategies, e.g. tactics and decision making. Isolated practice – practices that focus on one skill at a time. <p>Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.</p>	<p>Learners will know the roles of different officials for a selected sport and understand the key responsibilities associated with each of these roles.</p> <p>Key officials and their roles in sports competitions:</p> <ul style="list-style-type: none"> referee/umpire assistant referee/line umpire scorers/judges timekeepers video review officials. <p>Responsibilities of the officials:</p> <ul style="list-style-type: none"> appearance equipment fitness requirements effective communication control of players health and safety.
	Focus	A2 Components of skill-related fitness	Learning outcome A: Understand how different components of fitness are used in different physical activities	Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials	
		Component 2- LOA	Component 2- LOA mock assessment	Component 2- LOB	
	Lesson content	<ul style="list-style-type: none"> Practical linked to components of skill related fitness 	<ul style="list-style-type: none"> Mock assessment review- LOA 	<p>Practical- Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations.</p> <ul style="list-style-type: none"> Skills, e.g. passing, scoring, travelling, intercepting. Strategies, e.g. tactics and decision making. Isolated practice – practices that focus on one skill at a time. Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play. 	

Half ter m		Week 1	Week 2	Week 3	Week 4 (w/	Week 5	Week 6	Week 7
6	Focus	B3 Rules and regulations in sports			C1 Planning drills and conditioned practices to develop participants' sporting skills			
		Component 2- LOB	Component 1- Moderation Component 2- LOB	Component 2- LOB	Component 2- LOC			
	Lesson content	<p>Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.</p> <p>Key rules and regulations as stated by the National Governing Body for the sport: number of players:</p> <ul style="list-style-type: none"> number of players allowed to participate at any one time substitutions rolling or set number variations in playing numbers due to different formats of the game <p>length of time for play:</p> <ul style="list-style-type: none"> number of periods of play length of each period length of play determined by time or score additional time or extra periods of play in particular situations <p>scoring system</p> <ul style="list-style-type: none"> methods of scoring differing award of points for particular methods of scoring how a winner is determined 			<p>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</p> <p>Drills that can be used to improve specific techniques in different sports:</p> <ul style="list-style-type: none"> unopposed stationary drills drills with the introduction of travel drills with passive opposition drills with active opposition. <p>Conditioned practices – using rule changes to focus on a specific skill.</p> <p>Demonstrations of the technique:</p> <ul style="list-style-type: none"> use of self or peer positioning to ensure all participants can see. <p>Teaching points:</p> <ul style="list-style-type: none"> providing key teaching points to highlight correct and safe way to perform technique 			

	<ul style="list-style-type: none">what happens in the event of a tie <p>playing area:</p> <ul style="list-style-type: none">dimensions of overall playing areapurpose and dimensions of specific areas within the overall playing area <p>equipment:</p> <ul style="list-style-type: none">sizes and weights of playing equipment as specified by NGBrequired protective equipmentoptional protective equipment <p>starting and restarting play:</p> <ul style="list-style-type: none">how the game beginshow play is restarted after scoringfouls or infringementshow and when the game ends <p>non-adherence to the rules:</p> <ul style="list-style-type: none">playing rules specific to each sport,e.g.hitting theball twice in tennis, passing the ball forward in rugbyout of play area/offsideintentionally harming another playerincorrect travel, e.g. double dribble in basketball <p>application of rules and regulations by officials:</p> <ul style="list-style-type: none">use of signalscommunication of decisions to players and other officialspositioning.	
Focus	B3 Rules and regulations in sports	C1 Planning drills and conditioned practices to develop participants' sporting skills
	Component 2- LOB	Component 2- LOC
Lesson content	<p>Learners will know the key rules and regulation of a selected sport. They will understand how the rules and regulations are applied, the actions an official may take if these rules are not adhered to and how these actions may vary dependent upon the situation.</p> <p>Key rules and regulations as stated by the National Governing Body for the sport: number of players:</p> <ul style="list-style-type: none">number of players allowed to participate at any one timesubstitutionsrolling or set numbervariations in playing numbers due to different formats of the game <p>length of time for play:</p> <ul style="list-style-type: none">number of periods of playlength of each periodlength of play determined by time or scoreadditional time or extra periods of play in particular situations <p>scoring system</p> <ul style="list-style-type: none">methods of scoringdiffering award of points for particular methods of scoringhow a winner is determinedwhat happens in the event of a tie <p>playing area:</p> <ul style="list-style-type: none">dimensions of overall playing areapurpose and dimensions of specific areas within the overall playing area <p>equipment:</p> <ul style="list-style-type: none">sizes and weights of playing equipment as specified by NGBrequired protective equipmentoptional protective equipment <p>starting and restarting play:</p> <ul style="list-style-type: none">how the game beginshow play is restarted after scoringfouls or infringementshow and when the game ends <p>non-adherence to the rules:</p> <ul style="list-style-type: none">playing rules specific to each sport,e.g.hitting theball twice in tennis, passing the ball forward in rugbyout of play area/offside	<p>Learners will know how to work with sports participants to help to improve their sporting skills. They will be able to provide demonstrations of techniques used for different sports skills and provide teaching points to help to develop participants technique to perform the sports skill. They will know how to select and plan for different drills and conditioned practices to develop specific sports skills. Learners will also be able to set up each of the drills and support participants as they take part in the drills and conditioned practices to improve their sporting skills.</p> <p>Drills that can be used to improve specific techniques in different sports:</p> <ul style="list-style-type: none">unopposed stationary drillsdrills with the introduction of traveldrills with passive oppositiondrills with active opposition. <p>Conditioned practices – using rule changes to focus on a specific skill.</p> <p>Demonstrations of the technique:</p> <ul style="list-style-type: none">use of self or peerpositioning to ensure all participants can see. <p>Teaching points:</p> <ul style="list-style-type: none">providing key teaching points to highlight correct and safe way to perform technique

		<ul style="list-style-type: none"> intentionally harming another player incorrect travel, e.g. double dribble in basketball <p>application of rules and regulations by officials:</p> <ul style="list-style-type: none"> use of signals communication of decisions to players and other officials positioning. 	
	Focus	Learning outcome B: Be able to participate in sport and understand the roles and responsibilities of officials Practical recording	C1 Planning drills and conditioned practices to develop participants’ sporting skills
		Component 2- LOB	Component 2- LOC
	Lesson content	Practical- Learners will be able to demonstrate a range of skills and strategies for a selected sport, in both isolated practices and competitive situations. <ul style="list-style-type: none"> Skills, e.g. passing, scoring, travelling, intercepting. Strategies, e.g. tactics and decision making. Isolated practice – practices that focus on one skill at a time. Competitive situation – the number of players, area of play and presence of an official to represent competition standard of play.	Practical- Students to deliver/take part in pre-planned drills/conditioned practices

Year 2

Half ter m		Week 1-4	Week 5	Week 6	Week 7
1	Focus	C2 Drills to improve sporting performance	Learning outcome C: Demonstrate ways to improve participants sporting techniques		
		Component 2- LOC	Component 2- Summative assessment- October 2023		
	Lesson content	Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participants. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill. <p>Organisation and demonstration of drills and conditioned practices to participants:</p> <ul style="list-style-type: none"> space – areas used equipment organisation of participants, e.g. in working pairs or groups timing demonstrations positioning. <p>Supporting participants taking part in practical drills and conditioned practices:</p> <ul style="list-style-type: none"> observing participants providing instructions providing teaching points providing feedback to participants. 	In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness. <p>In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.</p> <p>In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.</p> <p>In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants' sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.</p>		
	Focus	C2 Drills to improve sporting performance	Learning outcome C: Demonstrate ways to improve participants sporting techniques		
		Component 2- LOC	Component 2- Summative assessment- October 2023		
	Lesson content	Learners will understand how different drills and adapted games can improve sporting techniques and performance. They will also understand how to use each type of drill and adapted game to develop sporting technique for different types of participants. Learners will also know how to set up each of the drills and be able identify what pieces of equipment are needed for each drill. <p>Organisation and demonstration of drills and conditioned practices to participants:</p> <ul style="list-style-type: none"> space – areas used equipment organisation of participants, e.g. in working pairs or groups timing demonstrations 	In response to Task 1, learners will demonstrate their knowledge and understanding of the components of fitness. <p>In response to Task 2, learners will demonstrate their skill in a selected sport in isolated practice and skill and strategy in competitive situations.</p> <p>In response to Task 3, learners will demonstrate their knowledge and understanding of officials in sport and two key rules and regulations in sport.</p> <p>In response to Task 4, learners will demonstrate their knowledge and understanding of a sport and provide specific drills to improve participants' sporting techniques. Additionally, they will produce video evidence of these skills including specific guidance and teaching points.</p>		

		<ul style="list-style-type: none"> positioning. <p>Supporting participants taking part in practical drills and conditioned practices:</p> <ul style="list-style-type: none"> observing participants providing instructions providing teaching points providing feedback to participants. 	
focus	C1 Planning drills and conditioned practices to develop participants’ sporting skills		Learning outcome C- Additional recording time
	Component 2- LOC		Component 2- LOC
Lesson content	Practical- Students to deliver/take part in pre planned drills/conditioned practices		Practical- additional time for collating video evidence

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Half term								
2	Focus	A1 The importance of fitness for successful participation in sport		A2 Fitness training principles		A3 Exercise intensity and how it can be determined		LOA assessment
		Component 2- marking Component 3- LOA	Component 2- marking Component 3- LOA	Component 2- marking Component 3- LOA	Component 3- LOA	Component 3- LOA	Component 3- LOA	Component 3- LOA Mock Examination
	Lesson content	<p>Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.</p> <p>Types of sports requiring specific components of fitness:-Health related</p> <ul style="list-style-type: none"> aerobic endurance – events/sports lasting more 30 minutes muscular endurance – events/sports lasting more 30 minutes muscular strength – activities requiring force, e.g. throwing events speed – activities requiring fast movement, e.g. sprinting flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters 	<p>Skill related components</p> <ul style="list-style-type: none"> power – activities requiring explosive movement e.g. gymnastics, basketball agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing reaction time – any activity where a quick decision or response to a stimulus is needed balance – an activity requiring the control of the distribution of weight or to remain upright and steady coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball. 	<p>Learners need to be able to understand the principles of training and how they can be applied to training programmes.</p> <p>The basic principles of training frequency, intensity, time, and type (FITT):</p> <ul style="list-style-type: none"> frequency – the number of training sessions completed over a period of time, usually per week intensity – how hard an individual will train time – how long an individual will train for type – how an individual will train by selecting a training method to improve a specific component of fitness. 	<p>Additional principles of training:</p> <ul style="list-style-type: none"> progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed individual differences – training should meet the needs of an individual adaptation – changes to the body due to increased training loads reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost variation – altering types of training to avoid boredom and maintain motivation to train rest and recovery – to allow the body to recover and adapt. 	<p>Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.</p> <p>Intensity:</p> <ul style="list-style-type: none"> measure heart rate (HR) HR intensity to fitness training methods. <p>Target zones and training thresholds:</p> <ul style="list-style-type: none"> calculate training zones apply HR max to training aerobic training zone anaerobic training zone. 	<ul style="list-style-type: none"> The Borg (6–20) Rating of Perceived Exertion (RPE) Scale RPE x 10 = Heart Rate (HR). The relationship between RPE and heart rate where: RPE x 10 = HR (bpm). Calculate 1RM for strength and 15RM for muscular endurance. Technology to measure exercise intensity: heart rate monitors o smart watches apps. 	Mock examination A01 revision
	Focus	A1 The importance of fitness for successful participation in sport		A2 Fitness training principles		A3 Exercise intensity and how it can be determined		LOA assessment
		Component 2- marking Component 3- LOA	Component 2- marking Component 3- LOA	Component 2- marking Component 3- LOA	Component 3- LOA	Component 3- LOA	Component 3- LOA	Component 3- LOA Mock Examination
	Lesson content	<p>Learners will understand how each of the components of physical and skill-related fitness are required to perform well in selected sports and how these are used when playing in different positions in team sports.</p>	<p>Skill related components</p> <ul style="list-style-type: none"> power – activities requiring explosive movement e.g. gymnastics, basketball agility – activities requiring quick changes of direction, e.g. dodging the opposition in a team game, freestyle skiing 	<p>Learners need to be able to understand the principles of training and how they can be applied to training programmes.</p> <p>The basic principles of training frequency, intensity, time, and type (FITT):</p>	<p>Additional principles of training:</p> <ul style="list-style-type: none"> progressive overload – in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance 	<p>Learners will understand exercise intensity and how it can be measured or worked out. They will also understand the target zones and the related technical vocabulary.</p> <p>Intensity:</p> <ul style="list-style-type: none"> measure heart rate (HR) 	<ul style="list-style-type: none"> The Borg (6–20) Rating of Perceived Exertion (RPE) Scale RPE x 10 = Heart Rate (HR). The relationship between RPE and heart rate where: RPE x 10 = HR (bpm). Calculate 1RM for strength and 15RM for muscular endurance. 	Mock examination-

		<p>Types of sports requiring specific components of fitness:-Health related</p> <ul style="list-style-type: none"> aerobic endurance – events/sports lasting more 30 minutes muscular endurance – events/sports lasting more 30 minutes muscular strength – activities requiring force, e.g. throwing events speed – activities requiring fast movement, e.g. sprinting flexibility – activities requiring a wide range of movement around a joint, e.g. gymnastics, martial arts body composition – low body fat, e.g. gymnastics, high muscle mass, e.g. sprinters 	<ul style="list-style-type: none"> reaction time – any activity where a quick decision or response to a stimulus is needed balance – an activity requiring the control of the distribution of weight or to remain upright and steady coordination – any activity requiring the movement of two or more body parts and can include the use of sporting equipment, e.g. hand, eyes and tennis racquet to connect with the tennis ball. 	<ul style="list-style-type: none"> frequency – the number of training sessions completed over a period of time, usually per week intensity – how hard an individual will train time – how long an individual will train for type – how an individual will train by selecting a training method to improve a specific component of fitness. 	<ul style="list-style-type: none"> specificity – training should meet the needs of the sport, or physical/skill-related fitness goals to be developed individual differences – training should meet the needs of an individual adaptation – changes to the body due to increased training loads reversibility – if training stops, or the intensity of training is lowered, fitness gains from training are lost 	<ul style="list-style-type: none"> HR intensity to fitness training methods. <p>Target zones and training thresholds:</p> <ul style="list-style-type: none"> calculate training zones apply HR max to training aerobic training zone anaerobic training zone. 	<ul style="list-style-type: none"> Technology to measure exercise intensity: heart rate monitors o smart watches apps. 	
Focus	A1 The importance of fitness for successful participation in sport		A2 Fitness training principles			A3 Exercise intensity and how it can be determined		LOA assessment
	Component 2- marking Component 3- LOA		Component 2- marking Component 3- LOA		Component 3- LOA	Component 3- LOA	Component 3- LOA	Component 3- LOA Mock Examination
	Lesson content	Practical linked to health related components of fitness	Practical linked to skill related components of fitness	Practical linked to FITT principles	Practical linked to additional principles of training	Practical linked to training zones	Practical linked to training zones/Borg scale	Mock examination- AO1 Review

Half term m							
3	Focus	B2 Fitness test methods for components of physical fitness	B3 Fitness test methods for components of skill-related fitness	B4 Interpretation of fitness test results	B1 Importance of fitness testing and requirements for administration of each fitness test	LOB assessment	C1 Requirements for each of the following fitness training methods
		Component 3- LOB	Component 3- LOB	Component 3- LOB	Component 3- LOB	Component 2- Moderation Component 3- LOB Mock examination	Component 3- LOC
	Lesson content	<p>Learners should know which fitness tests are appropriate to test for each component of physical fitness. Learners should also understand the practicality and validity of these tests for each component of physical fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <p>Aerobic endurance:</p> <ul style="list-style-type: none"> multi-stage fitness test, also known as the bleep test (20 metre distance) Yo-Yo test Harvard step test 12-minute Cooper run or swim. 	<p>Learners should know which fitness tests are appropriate to test for each component of skill-related fitness. Learners should also understand the practicality and validity of these tests for each component of skill-related fitness and specific to different sports and their participants. Learners should also understand how to produce reliable fitness test results.</p> <p>Agility:</p> <ul style="list-style-type: none"> Illinois agility run test T Test. <p>Balance:</p> <ul style="list-style-type: none"> stork stand test Y balance test. <p>Coordination:</p> <ul style="list-style-type: none"> Alternate-Hand Wall-Toss test stick flip coordination test. 	<p>Learners should be able to use normative data tables to interpret fitness test results. They should also be able to interpret the data to recommend improvements to the performer from the results.</p> <ul style="list-style-type: none"> Comparison to normative published data. Analyse and evaluate test results. Recommendations for improvements to fitness performer based on test results. 	<p>Reliability of test:</p> <ul style="list-style-type: none"> consistency of results factors affecting reliability: <ul style="list-style-type: none"> calibration of equipment motivation of the participant conditions of the testing environment (inside versus outside conditions) experience of the person administering the test compliance with standardised test procedure. 	Component 3- LOB Mock examination revision	<p>Learners should know how to carry out fitness training safely and effectively as part of a training programme.</p> <ul style="list-style-type: none"> Warm-up prior to taking part in the fitness training method – pulse raiser, mobility and stretch; reduce the risk of injury, prepare the body for exercise. Cool down after taking part in the fitness training method – gradually lower pulse and breathing rate to resting levels; remove lactic acid; stretch to help return muscles to pre-exercise length. Linking each fitness training method to the associated component of fitness. Application of the basic (FITT) and additional principles of training to each fitness training method. Application of appropriate training intensities to fitness training methods.
	Focus	B2 Fitness test methods for components of physical fitness	B3 Fitness test methods for components of skill-related fitness	B1 Importance of fitness testing and requirements for administration of each fitness test		LOB assessment	C2 Fitness training methods for physical components of fitness
		Component 3- LOB	Component 3- LOB	Component 3- LOB	Component 3- LOB	Component 2- Moderation Component 3- LOB Mock examination	Component 3- LOC

		<p>Muscular endurance:</p> <ul style="list-style-type: none"> one-minute press-up one-minute sit-up timed plank test. <p>Flexibility:</p> <ul style="list-style-type: none"> sit and reach test calf muscle flexibility test shoulder flexibility test. <p>Body composition:</p> <ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) waist to hip ratio. 	<p>Power:</p> <ul style="list-style-type: none"> vertical jump test standing long/broad jump Margaria-Kalamen power test. <p>Reaction time:</p> <ul style="list-style-type: none"> ruler drop test Online reaction time test (reaction test timer). 	<p>Reasons for fitness testing:</p> <ul style="list-style-type: none"> gives baseline data for monitoring/improving performance can design training programmes based on test results determine if training programmes are working results can give a performer something to aim for provide goal setting aims. <p>Pre-test procedures:</p> <ul style="list-style-type: none"> calibration of equipment complete informed consent complete Physical Activity Readiness Questionnaire (PAR-Q) participant pre fitness test check e.g. prior exercise participation. Knowledge of published standard test methods and equipment. Accurate measurement and recording of test results. Basic processing of test results for interpretation (using published data tables). Ability to safely select appropriate test(s) for given purposes, situations and/or participants. 	<ul style="list-style-type: none"> Validity of results. <p>Practicality:</p> <ul style="list-style-type: none"> cost time taken to perform the test time taken to set up the test time taken to analyse data number of participants that can take part in the test at any time. 	Component 3- LOB Mock examination	<p>Learners should be able to suggest and justify appropriate physical fitness training methods that could be used for specific sports participants for different ages and different sporting abilities.</p> <p>Aerobic endurance:</p> <ul style="list-style-type: none"> continuous training – steady pace and moderate intensity for a minimum period of 30 minutes Fartlek training – the intensity of training is varied by running at different speeds and/or over different terrain interval training – work period followed by a rest or recovery period for aerobic endurance decrease the number/length of rest periods and decrease work intensity (compared to speed training) circuit training – use of a number of stations/exercises completed in succession with minimal rest periods in between to develop aerobic endurance.
	Focus	B2 Fitness test methods for components of physical fitness	B3 Fitness test methods for components of skill-related fitness		LOB assessment		C2 Fitness training methods for physical components of fitness
		Component 3- LOB	Component 3- LOB		Component 2- Moderation Component 3- LOB Mock examination		Component 3- LOC
	Lesson content	Practical- Learners take part in a range of health related fitness tests	Practical- Learners take part in a range of skill related fitness tests		Component 3- LOB Mock examination review		<p>Flexibility:</p> <ul style="list-style-type: none"> static active – the performer applies internal force to stretch and lengthen the muscle static passive – requires the help of another person or an object, e.g. a wall to apply external force causing the muscle to stretch Proprioceptive Neuromuscular Facilitation (PNF) technique – the technique involves the use of a partner or immovable object, isometric muscle contractions to inhibit the stretch reflex.
Half term							
	Focus	C2 Fitness training methods for physical components of fitness	C3 Fitness training methods for skill-related components of fitness	C5 Provision for taking part in fitness training methods	C6 The effects of long-term fitness training on the body systems	LOC assessment	LOC assessment
4		Component 3- LOC	Component 3- LOC	Component 3- LOC	Component 3- LOC	Component 3 LOC- Mock examination	Component 3 LOC- Mock examination
	Lesson content	<p>Muscular endurance:</p> <ul style="list-style-type: none"> free weights and fixed resistance machines – high repetitions and low loads circuit training – using body resistance exercises or weights with low loads and high repetitions. <p>Muscular strength training:</p> <ul style="list-style-type: none"> free weights and fixed resistance machines – high loads and low repetitions. 	<p>Learners should be able to suggest and justify appropriate skill-related fitness training methods that could be used for specific sports participants that are different ages and different sporting abilities.</p> <p>Agility:</p> <ul style="list-style-type: none"> Speed Agility and Quickness training (SAQ) – drills used to develop physical ability and motor skills. <p>Power:</p>	<p>Learners should know about the providers of fitness training and how their provision varies in relation to types of equipment available, cost, other support available and access.</p> <ul style="list-style-type: none"> Public provision – advantages and disadvantages. Private provision – advantages and disadvantages. Voluntary provision – advantages and disadvantages. 	<p>Flexibility training:</p> <ul style="list-style-type: none"> adaptations to the muscular and skeletal systems increased range of movement permitted at a joint increased flexibility of ligament and tendons increased muscle length. <p>Speed training:</p> <ul style="list-style-type: none"> adaptations to the muscular system increased tolerance to lactic acid. 	Component 3 LOC- Mock examination revision	Component 3 LOC- Mock examination

			<ul style="list-style-type: none">plyometrics – lunging, bounding, incline press-ups, barrier hopping and jumping. <p>Balance:</p> <ul style="list-style-type: none">use of specific training exercises that require balancing on a reduced size base of support. <p>Coordination:</p> <ul style="list-style-type: none">use of specific training exercises using two or more body parts together. <p>Reaction time:</p> <ul style="list-style-type: none">use of specific training exercises to practise quick responses to an external stimulus.				
	Focus	C2 Fitness training methods for physical components of fitness	C4 Additional requirements for each of the fitness training methods	C6 The effects of long-term fitness training on the body systems	C6 The effects of long-term fitness training on the body systems	LOC assessment	LOC assessment
		Component 3- LOC	Component 3- LOC	Component 3- LOC	Component 3- LOC	Component 3 LOC- Mock examination	Component 3 LOC- Mock examination
	Lesson content	<p>Speed:</p> <ul style="list-style-type: none">acceleration sprints – pace is gradually increased from a standing or rolling start to jogging, then to striding, and then to a maximal sprintinterval training – work period followed by a rest or recovery period. For speed short, high intensity work periods, increasing the number of rest periods and increasing work intensity (compared to aerobic endurance training)resistance drills – hill runs, parachutes, sleds, bungee ropes, resistance bands.	<ul style="list-style-type: none">Advantages and disadvantages – <p>to include number of people that can take part, cost of equipment, ease of set up, access to venue/location of training, risk of injury to the performer if performed incorrectly, effectiveness of training for given sports performer, specificity to component of fitness, replicating demands of the sport.</p>	<p>Learners should know how training methods affect the different body systems, which can lead to adaptations to improve specific components of fitness.</p> <p>Aerobic endurance training:</p> <ul style="list-style-type: none">adaptations to the cardiovascular and respiratory systemscardiac hypertrophydecreased resting heart rateincreased strength of respiratory musclescapillarisation around alveoli.	<p>Muscular endurance training:</p> <ul style="list-style-type: none">adaptations to the muscular systemcapillarisation around muscle tissuesincreased muscle tone. <p>Muscular strength and power training:</p> <ul style="list-style-type: none">adaptations to the muscular and skeletal systems muscle hypertrophyincreased tendon and ligament strengthincreased bone density.	Component 3 LOC- Mock examination revision	Component 3 LOC- Mock examination review
	Focus	C2 Fitness training methods for physical components of fitness			C3 Fitness training methods for skill-related components of fitness		
Component 3- LOC		Component 3- LOC		Component 3 LOC-			
Lesson content	Practical- Learners take part in a range of health related methods of training		Practical- Learners take part in a range of health related methods of training		Practical- Learners take part in a range of skill related methods of training		
Half term							
5	Focus	D1 Personal information to aid training fitness programme design	D2 Fitness programme design	D3 Motivational techniques for fitness programming	Component 3 revision		
		Component 3- LOD	Component 3- LOD	Component 3- LOD	Revision		
	Lesson content	<ul style="list-style-type: none">Aims – details of what they would like to achieve for the selected sport.Objectives – how they intend to meet their aims using an	<ul style="list-style-type: none">Use personal information to aid training programme design.Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.	<p>Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.</p> <p>Types of motivation:</p> <ul style="list-style-type: none">intrinsicextrinsic.	<ul style="list-style-type: none">Component 3 revision		

		<p>appropriate component of fitness and method of training.</p> <ul style="list-style-type: none">Lifestyle and physical activity history.Attitudes, the mind and personal motivation for training.	<ul style="list-style-type: none">Application of the FITT principles and additional principles of training.	<p>Principles of setting goals to increase and direct motivation.</p> <p>Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):</p> <ul style="list-style-type: none">short-term goals (set over a short period of time, between one day and one month)long-term goals (what they want to achieve in the long term, and the best way of doing this). <p>Influence of goal setting on motivation:</p> <ul style="list-style-type: none">provide direction for behaviourmaintain focus on the task in hand. <p>Benefits of motivation on the sports performer:</p> <ul style="list-style-type: none">increase participationmaintain training and intensityincreased fitness improved performance.	
Focus	D1 Personal information to aid training fitness programme design	D2 Fitness programme design	D3 Motivational techniques for fitness programming	Component 3 revision	
	Component 3- LOD	Component 3- LOD	Component 3- LOD	Revision	
Lesson content	<ul style="list-style-type: none">Aims – details of what they would like to achieve for the selected sport.Objectives – how they intend to meet their aims using an appropriate component of fitness and method of training.Lifestyle and physical activity history.Attitudes, the mind and personal motivation for training.	<ul style="list-style-type: none">Use personal information to aid training programme design.Selection of appropriate training method/activity for improving/maintaining the selected components of physical and/or skill-related fitness.Application of the FITT principles and additional principles of training.	<p>Definition of motivation – the internal mechanisms and external stimuli that arouse and direct behaviour.</p> <p>Types of motivation:</p> <ul style="list-style-type: none">intrinsicextrinsic. <p>Principles of setting goals to increase and direct motivation.</p> <p>Personal goals – specific, measurable, achievable, realistic, time-related, exciting, recorded (SMARTER):</p> <ul style="list-style-type: none">short-term goals (set over a short period of time, between one day and one month)long-term goals (what they want to achieve in the long term, and the best way of doing this). <p>Influence of goal setting on motivation:</p> <ul style="list-style-type: none">provide direction for behaviourmaintain focus on the task in hand. <p>Benefits of motivation on the sports performer:</p> <ul style="list-style-type: none">increase participationmaintain training and intensityincreased fitness improved performance.	<ul style="list-style-type: none">Component 3 revision	
Focus	D Investigate fitness programming to improve fitness and sports performance			Component 3 revision	
	Component 3- LOD			Revision	
Lesson				<ul style="list-style-type: none">Component 3 revision	

	content	<ul style="list-style-type: none">Practical linked to programme design						
Half term		June 2024						
6	Focus	Exam						
	Lesson content	<ul style="list-style-type: none">Component 3 exam						