

## Year 11 BTEC SPORT AWARD UNIT 3 LTP

**Rationale with endpoints:** This unit supports pupils in achieving personal training goals for their chosen activity/sport. It will help learners to develop a training programme to maintain or improve those levels, while giving them the opportunity to safely explore other training methods they might not usually experience. Learners will also explore how their body's respond to the training sessions.

Term	Topic	Knowledge	Skills	Reading /wider reading
Autumn 1	Assignment 1 Learning Aim A: <b>Training Programme Design</b>	<ul style="list-style-type: none"> <li>Independently design a safe six-week personal fitness training programme to meet an activity/sport goal taking into consideration personal information</li> <li>Meet the needs of the individual, showing creativity in the design</li> <li>Justify the training programme design, explaining links to personal information</li> <li>CEIAG - potential career paths (Sports Coaching; Fitness Instructor; Personal Trainer)</li> </ul>	<ul style="list-style-type: none"> <li>ICT - creating forms/table</li> <li>Independent working - supervised/unsupervised</li> <li>Reading and following instructions from the assignment brief</li> <li>Time management (meeting deadlines)</li> <li>Research</li> <li><b>Writing genre: descriptive writing summarising the importance of a warm up/cool down and their importance in an exercise programme</b></li> <li><b>Complex activity: Justifying the training programme; why they chose the activities</b></li> </ul>	<b>Barsby et al. (2013) BTEC First in Sport 2<sup>nd</sup> Ed.:</b> pages 80-83
	Applying the Principles or Personal Training: Learning Aim B: <b>The musculoskeletal system and cardiorespiratory system and the effects on the body during fitness training</b>	<ul style="list-style-type: none"> <li>Location of the major bones</li> <li>Structure and function of the synovial joints at the hip, shoulder, knee and elbow</li> <li>Short term effects of fitness training on the musculoskeletal system</li> <li>Structures of the cardiovascular system</li> <li>Structures of the respiratory system</li> <li>Short term effects of fitness training on the cardiorespiratory system</li> </ul>	<ul style="list-style-type: none"> <li>ICT - use of stop watches</li> <li>Paired work: carry out practical and sports related movements compare the range of movement permitted at each synovial joint</li> <li>Taking resting heart rate and breathing rate</li> <li>Recording heart rate and breathing rate after physical activity</li> <li><b>Writing genre: a summary of the short term effects of fitness training on the musculoskeletal system and on the cardiorespiratory system</b></li> </ul>	<b>Barsby et al. (2013) BTEC First in Sport 2<sup>nd</sup> Ed.:</b> pages 68-73
Autumn 2	Assignment 2 Learning Aim B: <b>The Body Systems and</b>	<ul style="list-style-type: none"> <li>Describe or explain the structure and function of the musculoskeletal and cardiorespiratory systems</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - labelling the major bones ,muscles and cardiorespiratory system</li> </ul>	<b>Barsby et al. (2013) BTEC First in Sport 2<sup>nd</sup> Ed.:</b> pages 68-73

	<p><b>How They Respond to Fitness Training</b></p>	<ul style="list-style-type: none"> <li>Summarise the short-term effects on the musculoskeletal and cardiorespiratory systems during the fitness training programme</li> </ul>	<ul style="list-style-type: none"> <li>Reading and following instructions from the assignment brief</li> <li>Time management (meeting deadlines)</li> <li>Creating a report</li> <li><b>Writing genre: descriptive writing summarising the short term effects of exercise on the body after taking part in bespoke/set practical activities</b></li> <li><b>Complex activity: Remembering the anatomical names and locations for all three body systems</b></li> </ul>	
<p><b>Spring 1</b></p>	<p>Applying the Principles or Personal Training: Learning Aim C: <b>Implement a self-designed personal fitness training programme to achieve own goals and objectives</b></p>	<ul style="list-style-type: none"> <li>Safely implement a personal fitness training programme</li> <li>Teacher practical demonstration- health and safety when setting up a training programme</li> <li>Using appropriate training methods</li> <li>Measures for success</li> <li>Motivation and benefits of motivation and self-confidence to successfully complete a fitness training programme</li> <li>Achievement against personal aims, goals and objectives</li> </ul>	<ul style="list-style-type: none"> <li>Independent working - producing a contract for the programme that is agreed by the learner and the teacher. The contract must include issues regarding safe implementation of the programme</li> <li>Practical sessions</li> <li><b>Writing genre: complete a diary entry for each training session and include details of personal feelings before, during and after each session</b></li> <li><b>Complex activity: adapting the programme to ensure continued commitment of training and when they have achieved their aims, goals and objectives</b></li> </ul>	<p>Barsby et al. (2013) BTEC First in Sport 2<sup>nd</sup> Ed.: pages 52 - 61 <b>(LINK to UNIT 4)</b></p>
	<p>Assignment 3 Learning Aim C: <b>My Training Diary: Training for Success!</b></p>	<ul style="list-style-type: none"> <li>Create a six-week fitness programme</li> <li>Safely implement a six-week personal fitness training programme</li> <li>Maintain a training diary</li> <li>Summarise outcomes for each session</li> <li>Evaluate performance and progress</li> </ul>	<ul style="list-style-type: none"> <li>Independent working- creating and participating in the fitness training programme</li> <li>Submitting videos and photographic evidence</li> <li>Reading and following instructions from the assignment brief</li> <li>Time management (meeting deadlines)</li> <li><b>Writing genre: a weekly summary that measures the success of the fitness training programme</b></li> </ul>	<p>Barsby et al. (2013) BTEC First in Sport 2<sup>nd</sup> Ed.: pages 84-89</p>

			<ul style="list-style-type: none"> <li>● <b>Complex activity: Remembering the anatomical names and locations for all three body systems</b></li> </ul>	
Spring 2	Applying the Principles or Personal Training: Learning Aim D: <b>Review a Personal fitness Training Programme</b>	<ul style="list-style-type: none"> <li>● Check that they have reviewed all sessions and made modifications throughout</li> <li>● Identify strengths and explain why it is a strength, relate to norm data and benefits to lifestyle etc</li> <li>● Identify areas for improvement and explain why they are areas for improvement, relate to the norm data and previous goals/aims</li> <li>● Provide future recommendations related to the programme conducted</li> </ul>	<ul style="list-style-type: none"> <li>● Identifying strengths e.g. attainment of goals, meeting aims, overcoming barriers etc.</li> <li>● Identifying barriers e.g. under achievement, remaining barriers, sessions lacking motivation etc.</li> <li>● <b>Complex activity:</b> suitable future recommendations e.g. altered programme design, new goals/aims, changes to FITT, progression, psychological training</li> </ul>	N/A
	Assignment 4 Learning Aim D: <b>Programme Review. What's Next?</b>	<ul style="list-style-type: none"> <li>● Review the programmed after each training session</li> <li>● Evidence of modification</li> <li>● Identify strengths and areas for improvement</li> <li>● Recommendations for improving future training and performance</li> </ul>	<ul style="list-style-type: none"> <li>● Reflection - this assignment requires students to have a discussion with the class teacher individually, answering set questions as instructed on the assignment brief (video recorded)</li> <li>● Using normative data, goals and aims to determine strengths and areas for improvement</li> <li>● <b>Writing genre: an individual report</b></li> <li>● <b>Complex activity: Providing and justifying recommendations for future training</b></li> </ul>	N/A
Summer 1	<b>Assignment improvements for whole unit - wrap up coursework ready to send to Exam Board</b>		<ul style="list-style-type: none"> <li>● Independent working - supervised/unsupervised</li> <li>● Reading and responding to feedback</li> <li>● Time management</li> </ul>	