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**Long Term Mapping**

**Key Stage 5 - Sports and Leisure**

**(This scheme of work compliments the Key Stage 4 PE National Curriculum, D of E, Community based Learning and PSD)**

**Sports and Leisure**

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| **Autumn**  | **1** | Walking for Leisure (Complementing D of E in Key stage 4 and Road crossing in Community) |
| **2** |  Gross Motor - Fitness classes and circuits |
| **Spring** | **1** | Competitive games (individual or team) |
| **2** | Outdoor and adventurous activities / Team building (Cross link to PSD) |
| **Summer**  | **1** | Using local amenities for exercise(Cross link to Community learning) |
| **2** | Achieving your personal best |

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| **KS5 Sports and Leisure MEDIUM TERM PLAN** |
| ***Aspiration for Life*** | Differentiated, aspirational targets dependent on pupil needs. | ***Language for Life*** | Explicit teaching/ exposure to new and known vocabulary. | ***Learning for Life*** | Opportunities to develop cross curricular skills e.g. Using money, time management, commination  |
| **CYCLE 1** |  **All s**udents deserve a broad, ambitious and inclusive Sport and Leisure curriculum, rich in skills and knowledge, which develops physical, social, and emotional well-being which prepares them well for future learning or employment and community inclusion.  | **Walking for leisure**  | **Gross Motor and Fitness classes**  |  **Competitive Games**  | **Outdoor and adventurous / team building**  | **Using local amenities for exercise and recreation**  | **Achieving your personal best** |
| **Autumn 1**  | **Autumn 2**  | **Spring 1**  | **Spring 2**  | **Summer 1**  | **Summer 2**  |
| Career opportunities(Gatsby Benchmarks)Experiencing different local walksGreen Cross CodeD of E Community signsSocial behaviourWellbeing  | Career opportunities(Gatsby Benchmarks)Experiencing different types of fitness circuits and exercise classesGross motor skills in EHCP’sPhysio activities in care plans Wellbeing  | Career opportunities(Gatsby Benchmarks)Experiencing different types of completive games eg cricket, football, tennis Taking different roles in games Wellbeing  | Career opportunities(Gatsby Benchmarks)Access new sports such as archery Group challenged Overcoming fearsDifferent roles in team work Wellbeing  | Exploring the local area Using public facilities Being a good citizen Using moneyWho can help usCareer opportunities | Setting fitness goalsMeasuring and monitoring performance Supporting one another Increasing confidence and performance Evaluating own and others  |
| **SUGGESTED FUNTIONAL ACTIVITIES** *(Choose from or use suitable alternative)* |
| Looking on google maps Planning a walkWhat to take on walksLooking at the needs of the group Team work Keeping safe whilst wout walking  | Access leisure centresInviting instructors into collegeAgility, Balance and Coordination circuitsThe importance of exercise on the bodyExercising safelyExercising on a budget Joe Wicks work outsYOGA with Adrian <https://www.youtube.com/watch?v=tLcHTdzykgk> <https://www.youtube.com/watch?v=EQzx_cv-Y4M>  | Research the different sportsWhat equipment do you need?Exercising safely Different roles in competitive games eg coaches and official Keep scoring  | Team challenges <https://www.splashlearn.com/blog/best-indoor-and-outdoor-team-building-activities-for-kids/> <https://www.youtube.com/watch?v=lcv4n9qK6ZQ>  | Tennis and basketball courts in Whitaker ParksOrienteering HaloLocal ParksFootball Fields - Haslingden sports centre High school sports hallsOutdoor fitness gyms – Victoria Park Golf @ Marl Pits | Athletics track - Marl Pits Local jogging Groups goals Inclusive games - Boccia / Kurling  |
| **CULTURAL CAPITAL -**  |
| Experience different walks (towns, rural, cities) How our roads differ from other countries  | How religion and cultures differ - women and exercisingDifferent sports available in different regions eg sailing, skiing  | Exploring games played across the globe eg America play baseball. Global sporting events eg Olympics, World Cup |  | Look at different regions, how do they differ to ours  | Exploring inclusive games eg – goal ball, sit down volley ball, boccia. |
| **Preparation for Adult Hood**  |
| EmploymentIndependent living Good healthCommunity Inclusion | Independent living Good healthCommunity Inclusion | EmploymentIndependent living Good healthCommunity Inclusion | EmploymentIndependent living Good healthCommunity Inclusion | EmploymentIndependent living Good healthCommunity Inclusion | EmploymentIndependent living Good healthCommunity Inclusion |
| **VOCABULARY**  |
| Stop, look and listenPathTrailsMapsDirection Navigate SafetyBelongings Safety | Aerobic fitnessHeart rate Warm upCool downStretches Stations Equipment  | Games specific equipment eg racketsUmpire RefereeJudge ScoringGame specific vocab such as Deuce in Tennis  | Leader Communication Team work Patience Determination Persistence  | Local residential names and towns eg Haslingden, Rawtenstall, HelmshoreGood Citizen BelongingsPublic  | MonitorMeasureEvaluateRecordPersonal bestInclusive Stop watch RepsIntensity  |
| **SUGGESTED IMPLEMENTATION** |
| **Week 1:** Exploring our local area**Week 2:** What to take on walks **Week 3 :** Look at local maps including google Maps and indentify places to walk eg Halo, Cycle path 66**Weeks 4,5, 6 7 -** Visit some of the places from week 2Week  | **Week 1** – How to exercise safely eg warm up, stretches, working area**Week 2 -** Learners to deliver and suggest different warm up, stretches for their peers and learn about the effects of exercise has on the body**Week 3, 4, 5 -**To engage in activities demonstratingimproved control, more reps**Week 6 -** To monitor individual performance. | **Week 1** - Look at the different types of competitive sports , decide and what sport the class would like to enrage in. **Week 2 , 3, 4** - Learn the different skills asscociate with the chosen sport eg cricket – batting, throwing, catching, fielding. **Week 5 -** Playing small sided games , taking different roles eg scoring  | **Week 1 - 6 –** use the link above and select a suitable team challenge each week. Some classes may need to practice a tasks over a couple of weeks. Encourage learners to be leaders at different opportunities  | **Week 1** - Research the different sporting and recreation activities in the local area. Plan where the learners what to visit.**Week 2** - How to behave in the community**Week 3** - Exercising safely eg checking the surfaces for sharp items, **Week 4 -** Taking your own equipment, belongings and take care of them **Week 5** -To address possible problems that may occur and think of solutions | **Week 1** - To set a realistic fitness / sporting goal and plan how to improve this over the weeks. **Week2, 3, 4,5** Monitor, measure and record your performance**Week 6** - To evaluate your goal, have you been able to achieved this? |
| **INTENT** |