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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 walks  Green Cross Code  D of E  Community signs  Social behaviour  Wellbeing | | Career opportunities  (Gatsby Benchmarks)  Experiencing different types of fitness circuits and exercise classes  Gross motor skills in EHCP’s  Physio 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 fears  Different roles in team work  Wellbeing | | Exploring the local area  Using public facilities  Being a good citizen  Using money  Who can help us  Career opportunities | | | | Setting fitness goals  Measuring 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 walk  What to take on walks  Looking at the needs of the group  Team work  Keeping safe whilst wout walking | | Access leisure centres  Inviting instructors into college  Agility, Balance and Coordination circuits  The importance of exercise on the body  Exercising safely  Exercising on a budget  Joe Wicks work outs  YOGA with Adrian  <https://www.youtube.com/watch?v=tLcHTdzykgk>  <https://www.youtube.com/watch?v=EQzx_cv-Y4M> | | | Research the different sports  What 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 Parks  Orienteering Halo  Local Parks  Football Fields - Haslingden sports centre  High school sports halls  Outdoor 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 exercising  Different 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** | | | | | | | | | | | | | | |
| Employment  Independent living  Good health  Community Inclusion | | Independent living  Good health  Community Inclusion | | | Employment  Independent living  Good health  Community Inclusion | | | Employment  Independent living  Good health  Community Inclusion | | | Employment  Independent living  Good health  Community Inclusion | | Employment  Independent living  Good health  Community Inclusion | |
| **VOCABULARY** | | | | | | | | | | | | | | |
| Stop, look and listen  Path  Trails  Maps  Direction  Navigate  Safety  Belongings  Safety | Aerobic fitness  Heart rate  Warm up  Cool down  Stretches  Stations  Equipment | | | Games specific equipment eg rackets  Umpire  Referee  Judge  Scoring  Game specific vocab such as Deuce in Tennis | | | | Leader  Communication  Team work  Patience  Determination  Persistence | | | Local residential names and towns eg Haslingden, Rawtenstall, Helmshore  Good Citizen  Belongings  Public | | | Monitor  Measure  Evaluate  Record  Personal best  Inclusive  Stop watch  Reps  Intensity |
| **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 2  Week | **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** |