

YEAR 10 CURRICULUM MAP

Key: Reading opportunities Assessment Numeracy	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Spiritual, moral, social and cultural development	- Healthy living British Values	Equality and diversity	Careers guidance	Citizenship	Preparation for next stage
English	In year 10, students will build upon their skills of analysing unseen fiction and non-fiction texts. Texts/ extracts will range from the 20th and 21st century. Students will continue to appreciate a variety of text forms (novella, plays and short stories). Throughout the year, students will develop a greater understanding of the writer's craft and perspectives, implicit and explicit meaning, structure, comparison of texts and reader response. Students will also develop their fiction creative and transactional writing using their developing skills.					
	10a- AQA Paper 2 Reading Exam Skills- non-fiction: Language Paper 2 The purpose of this unit is to analyse a variety of fictional extracts and investigate the key feature of narrative and descriptive pieces of writing. This includes, analysing and evaluating writer's structural and linguistic choices and the impact they have on the reader. Introduction to paper 1- go through questions 1-4 on PPT 10b- Dystopian an science fiction-Reading Exam Skills fiction- paper1 -Reading skills: describe; explain; analyse; evaluate using a range of fictional extracts Understanding Structure The purpose of this is to build student knowledge, progress and confidence in their extended writing tasks. Numeracy- specialising – trying special cases, looking at examples; generalising – looking for patterns and relationships conjecturing – predicting relationships and results; convincing – finding and	Functional Skills Exam practice. Functional Skills level 1 Exam AQA Paper 1 Writing Exam Skills- Xmas Carol/Animal Farm Reading skills: describe; explain; analyse; evaluate in A Xmas Carol/Animal Farm/Macbeth extracts Recap on beginnings and endings Introduction to descriptive writing/ creative writing/ use of the senses/sentence starters. Spag Students will develop their essay skills on their studied text, while exploring content, meaning, message and craft. The main purpose of this unit is to build on student's ability to comment on the writer choice of methods and comment on these methods using relevant texts to support them. Numeracy- Graphs Timelines; Flow charts Graphic organisers; Pie charts to organise social historical context and structure of the novel. The key focus includes, themes, characterisation, and context, pupils will be assessed on this	AQA Paper 2 Section B Exam Skills Introduction to paper 2 Writing in different forms- Speech writing/Article/ Newspaper writing/ letter/essay Writing to persuade/explain/ argue Questions relating to paper 1 are created to improve student's skills and understanding. Students will annotate the above extracts, labelling language and structural features. Text will be evaluated critically through the use of questioning and exam style questions. At the end of each text, students will create a piece of writing, with the main focus being the form/layout of the text. Numeracy-Use mathematical questioning to help expand answers - How could you sort these.....? How many ways can you find to ? What happens when we ? How many different can be found? What is the same/different?	AQA Paper 1 Section B Exam Skills- Gothic/ dystopian/Lord of the Flies- Recap on Victorian/contextual language A workshop to be given, where students are reminded of language and vocabulary that they may have touched upon during KS3. Revise reading skills: describe; explain; analyse; evaluate using a range of non-fiction extracts Mock paper 1 section B P1 Q1, Q2, Q5 P2 Q1, Q2, Q4 The purpose of this unit is to build on the skills that students have secured throughout KS3 and apply their language analysis skills to learning the key features. Students will compare texts in relation to the messages or intentions. Numeracy- Thinking logically; Predicting & checking; Breaking down problems into smaller parts; using data in own writing for a purpose	AQA Paper 1 and 2 Exam Skills revision / R and J To consolidate all the key exam skills learnt so far for both Papers 1 and 2 Getting to know the mark schemes for the papers Language Paper 2 – Fact and Opinion, Inference and Summary Writing. The purpose of this unit is for students to select key information from two texts related to exam questions, analyse these two texts for language techniques and how the writers use them. Assessment-to analyse Romeo's speech Numeracy- Graphs Timelines; Flow charts Graphic organisers; Pie charts to organise social historical context and structure of the play.	AQA Paper 1 Section A using AQA Exam Skills- mock style practice. Blood Brothers or AIC Mock exam To retrieve key information from a text to answer exam-style questions. To learn how to write a summary To analyse the writer's bias in an editorial piece. This unit will teach learners to articulate their sophisticated ideas and choose language and persuasive devices that is appropriate to a formal setting. Numeracy- specialising – trying special cases, looking at examples; generalising – looking for patterns and relationships conjecturing – predicting relationships and results; convincing – finding and communicating reasons why something is true.

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	communicating reasons why something is true. Write an interview in correct format. 10b-		Can you group these in some way? Is there a pattern? How can this pattern help you find an answer? What do think comes next? Why? Is there a way to record what you've found that might help us see more patterns? What would happen if....?			
Maths	Place value Apply the four operations Check calculations using approximation Scale drawing Interpreting maps and scale drawings Use of bearings Angles HCF and LCM Product of Primes prime factor decomposition find HCF and LCM of two numbers Interpret place value and apply mathematical operators to solve simple problems in context.	Fractions: Addition Find a fraction of an amount Multiplication and division Rounding Interpret, analyse and compare the distributions of data sets Construct tables, charts and diagrams Use frequency tables to collect data Construct pictograms Construct bar charts Construct simple pie charts	Straight line graphs Work with co-ordinates in all four quadrants Plot graphs of equations that correspond to straight line graphs in the co-ordinate plane Identify and interpret gradients and intercepts of linear functions graphically Interpret the equation of a line in the form $y = mx + c$ Interpret real-life graphs Area and Perimeter Calculate the area of compound shapes Calculate the area of a rectangle	Ratio Use ratio notation, including reduction to simplest form. Apply ratio to real contexts and problems Express the division of a quantity into two parts as a ratio Divide a given quantity into two parts in a given ratio Polygons Derive and apply the properties and definitions of special types of quadrilaterals Deduce and use the interior angle sum in any polygon Deduce and use the exterior angle sum in any polygon Indices	Scatter diagrams Draw and interpret line of best fit Plot and interpret distance time graphs Plot and interpret graphs from real data Probability Use two-way tables/sample spaces Record, describe and analyse the frequency of outcomes Transformations Rotations Reflections Translations Enlargements	2D representation of 3D shapes Interpret plans and elevations of 3D shapes Construct plans and elevations of 3D shapes Complete ELC Solving equations Know and use metric conversion factors for length, area, volume and capacity.
Science	Reading opportunities include: understanding scientific texts, laboratory protocols, and safety guidelines. Learners also engage with case studies, data reports, and research articles to interpret information and apply it accurately in experiments.. Numeracy Opportunities: calculating measurements, concentrations, and reaction yields in experiments. Learners also apply skills in graphing, interpreting data, and performing calculations related to energy, forces, and statistical analysis. Assessment evidence will include: A collection of documents containing work undertaken to be assessed as evidence to meet required skills outcomes such as: Learner notes/written work, Learner log/diary, Peer notes, Record of observation and Records of discussion.					
	Unit: CBD701 The Living Body		Unit: CBD700 The Environment and Human Influences		Unit: CBD692 Exploring our Universe	

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	This unit will enable the learner to understand the key functions and systems of the living body. In this unit learners will cover: 1. Understanding body systems 2. Understand Nervous response in animals		This unit will enable the learner to understand how to monitor the impact of human activity on the environment. In this unit learners will cover 1. Know the structure and operation of ecosystems. 2. Know how human activities influence the environment. 3. Be aware of the techniques used to monitor changes in the environment. 4. Know how environmental protection is regulated.		This unit will enable the learner to understand the development of astronomy and cosmology. In this unit learners will cover 1. Know the theories of the evolution of the universe. 2. Know the current theory on the structure of the universe. 3. Be aware of the application of technology to astronomy and space exploration.	
Food Technology	Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module. Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module					
	Unit 1 Preparing to Cook: Safe and hygienic working practices to prepare self for cooking Safe and hygienic working practices to prepare the cooking environment Potential risks and hazards in the cooking environment Practical's involving the demonstration of: Safe and hygienic working practice How to follow recipes Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	Unit 1 Preparing to Cook The use of different cooking equipment and utensils How to prepare equipment and utensils for cooking The safe cleaning and storage of equipment and utensils Practical's involving the demonstration of: Safe and hygienic working practice How to follow recipes Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	Unit 1 Preparing to Cook The purpose of a recipe The stages of recipes The purpose of different ingredients in a recipe Cooking skills (description) Practical's involving the demonstration of: Safe and hygienic working practice How to follow recipes Cooking skills Safe use of equipment Safe and hygienic cleaning and storage of equipment Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	Unit 2 Understanding Food The main food groups Sources of food from each main food group The effect of seasons on food availability Practical's involving the demonstration of: Informing choice of recipes for given dishes Apply choice of ingredients to make given dishes Evaluate completed dishes Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	Unit 2 Understanding Food How social factors affect food choice How environmental factors affect food choices How cost factors affect food choices How sensory factors affect food choices. Practical's involving the demonstration of: Informing choice of recipes for given dishes Apply choice of ingredients to make given dishes Evaluate completed dishes Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.	Unit 1,2 completion Recap all points from unit 1 and 2- Complete unfinished coursework tasks BTEC level 2 award (not every pupil will complete this a decision will be made on an individual basis) Plan and make a two course meal Demonstrate food safety and hygiene Apply presentation skills Ways to economise when cooking at home Ways information about cooking meals at home from scratch can be passed on to others Weighing, measuring, estimating, reading measurements, converting measurements, assessing energy and calories in food, reading food labels, understanding best before and use by dates.
PHSE	Reading opportunities include: research; articles; websites; informational booklets; posters and assessment booklets for each module. Assessment of this unit will be through the completion of an internally created and internally assessed assessment Booklet for each module					

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	Termly Theme : <u>Mental Health and Wellbeing</u> The aim of this unit is to provide learners with the knowledge to understand what is meant by mental health and wellbeing. Know what is meant by mental health and wellbeing Understand the importance of communication to aid self-care for mental health and wellbeing Know how to improve mental health and wellbeing. Know about mental health and wellbeing sources of advice and support	Termly Theme: <u>Understanding Body Image</u> The aim of this unit is to provide learners with knowledge to know - what is meant by body image. Learners should be able to state what body image is and list some of the factors that have an influence on body image. Understand factors affecting body image Understand how feelings and emotions expressed in the media and social media might influence body image <u>Consent</u> The aim of this unit is to provide learners with the knowledge to be able to understand consent as well as understand the legislation in relation to consent. Understand what is meant by consent Know the legislation in relation to consent and consequences Identify sources of support Students will fill in different tables to show this information.	Termly Theme: <u>Sex and Relationships</u> The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs. Know about different sexual relationships Understand consent and the law Understand methods of contraception. Know how to maintain good sexual health, learn about the dangers of viewing harmful content.	Termly theme: <u>Drugs and Substances</u> The aim of this unit is to provide learners with knowledge about sexual orientation and also to identify different sexual orientations, STI's, Legislation relating to sexual offences, consent, contraception, HIV and AIDs. Know about different sexual relationships Understand consent and the law Understand methods of contraception. Know how to maintain good sexual health, learn about the dangers of viewing harmful content.	Termly Theme: <u>Smoking / Vaping Awareness</u> The aim of this unit is to provide learners with the knowledge and understanding of the reasons why people smoke and/or vape and also be able to define addiction Understand why people smoke/vape Know about the different types of smoking and vaping products Understand the effects and risks of smoking and vaping. Understand laws about smoking and vaping Students will fill in tables to show this information	Termly Theme: <u>Alcohol Awareness</u> The aim of this unit is to provide learners with the knowledge to know about recommended safe limits of alcohol and also the unit strength of different alcoholic drinks Know about unit strengths and safe limits of alcohol Understand the possible causes of alcohol misuse and its effects Understand the effects that alcohol misuse can have on others. Understand the effects of withdrawing from alcohol Know some of the agencies offering help and information about alcohol misuse
King's Trust	Reading opportunities include: research; articles; websites; informational booklets; PowerPoints, activities, worksheets for each module.					

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	Numeracy Opportunities: Measurements, time, variables, graphs (line, scatter, histogram, bar etc) and presenting Data					
	Managing Money Know about banking services Know about deductions from earnings Understand the importance of own money management Reading – reading texts associated with budgeting and managing money and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information for the anatomy of the body	Digital Skills This unit aims to support learners' use of digital technology to enhance their communication, problem solving and employability skills, as well as their use of social media in a safe and informed way. Workbook Reading – reading texts associated with digital technology and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information for digital skills used in unit	Community Impact In this unit, learners consider the needs of their community and how the community can be supported. Learners will plan and carry out a project to help a chosen community through direct or indirect support. Workbook Reading – reading texts associated with needs of their community and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding needs of their community	Wellbeing By undertaking this unit, learners will become more aware of their own wellbeing. They will build their understanding by exploring practical techniques and strategies that promote good wellbeing. Learners will look at their self-esteem and confidence, emotional and physical wellbeing and how to manage situations that may cause stress. Workbook Reading – reading texts associated with wellbeing and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding wellbeing	Customer Experience The unit explores customer experience. Learners will discover what customer experience means and what high quality customer experience looks like. They will also take a look at customer needs and how businesses can meet them, as well as how to deliver good customer service. Workbook Reading – reading texts associated with customer experience and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding customer experience	
P. E	Short Tennis Introductions to short tennis Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash overhead clear volleys forehands backhands Match singles/doubles	Badminton Introductions to badminton Numeracy- scoring of points; timings of game; time penalties; how many sets/match Serves Smash overhead clear drop shot target hitting doubles Match singles/doubles	Basketball Introductions to basketball Numeracy- scoring of points; timings of game; time penalties; distance from hoop. Dribbles lay-ups jump shots defensive work offensive team work Match	Cricket Introductions to cricket Numeracy- scoring of points; timings of game; distance between wickets; width either side of wickets Bowling Batting Catching Throwing Fielding positions Games of cricket	Football Introductions to football Numeracy- scoring of points; timings of game; added time; points in the league; reading Defending Attacking Passing Shooting All techniques Match	Athletics Introductions to athletics Numeracy-Distance in each sport Measuring; Time Keeping; Scoring. Javelin (Distance improved) Shot put (Distance improved) Discus (distance improved) 100m (timed 1 st and last)
	Maths opportunities in all lessons through diagrams and labels (see SOW) Reading opportunities in every lesson (see SOW)					

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Occupational Studies	Assessment will be in each lesson through questioning and completed tasks					
	Unit 10 Using painting skills for interior ceilings and walls Unit summary In this unit learners will demonstrate preparation, maintenance and cleaning of the work area. They will use equipment to prepare and paint a surface area. Be able to demonstrate good practice in preparing and maintaining the work area Be able to use and maintain tools and equipment appropriately Be able to assist the preparation of a surface for painting Be able to paint a ceiling or wall Be able to clean work area and equipment Reading – How to use paint correctly following manufacturer's instructions. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – How to ratio to mix filler.	Unit 10 Using painting skills for interior ceilings and walls See Previous table Unit 59 Taking part in sport. Unit summary In this unit the learner will know about and participate in a sporting activity followed by a performance review. Know about a sporting activity Be able to participate in a sporting activity Be able to review performance in a sporting activity Reading – How to use materials and equipment correctly. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – How measure improvement I sporting progress.	Unit 59 Taking part in sport. See Previous table Unit 08 Performing brickwork operations Unit summary The aim of this unit is to develop the learner's knowledge of the tools, materials and safe working practices used in basic bricklaying processes. They will also work as part of a team. Know the hand tools used in basic bricklaying processes Know the materials used in basic bricklaying processes Know the personal protective equipment (PPE) used in basic bricklaying processes Be able to apply safe working practices to produce half-brick walling Be able to work responsibly with others Be able to seek and respond to guidance when working as part of a team Reading learning objectives and writing in workbooks. Making cement correctly following manufacturer's instructions. Assessment – On going in workbooks and dated when achieved assessment criteria.	Unit 08 Performing brickwork operations See Previous table Reading learning objectives and writing in workbooks. Making cement correctly following manufacturer's instructions Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – To understand how to use a spirit level to measure if a brick / wall is level, square and plumb.	Unit 60 Planning a fitness programme Unit summary In this unit the learner will understand the components of fitness to be able to assess their own fitness levels. They will then plan, follow and review a fitness programme. Know the components of physical fitness Be able to assess own fitness level Be able to plan own fitness programme Be able to implement own fitness programme Know how to overcome barriers to achievement of fitness goals Be able to review own fitness programme Reading learning objectives and writing in workbooks researching different fitness programmes. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – To record and measure impact of planned programme.	Unit 60 Planning a fitness programme. See Previous table Reading learning objectives and writing in workbooks researching different fitness programmes. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – To record and measure impact of planned programme.

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			Numeracy – To understand how to use a spirit level to measure if a brick / wall is level, square and plumb.			
Art	Overall aim: To develop students' creativity, visual literacy, and understanding of art and design through exploration of materials, techniques, and artistic concepts, while fostering personal expression, cultural awareness, and critical thinking. Power – Introduction to GCSE Art During the first Year of GCSE Art Year 10 students will learn to work independently, come up with their own ideas and build on the skills learnt in Key Stage 3. Students will be responding to the theme 'Identity'. Practising creating work using the 8 basic technical terms – line, form, shape, tone, value, pattern, texture, colour (2 /3 weeks). Students will learn how to explore a theme and how to present this. Students will be introduced to artists like Jean Michel Basquiat, Andy Warhol and Grayson perry. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions. Power- Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions. Power – Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions. Power – Independent learning Students will be producing their own outcomes in response to the theme 'Identity' drawing on the artists they have looked at in Autumn 1 for inspiration. Students will learn to use a variety of different mediums depending on their creative route. Possible outcomes include Paintings, Sculptures, Printing, Photography, Drawings and Mixed media pieces. Students are encouraged to experiment and refine their skills in preparation for year 11. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions. Power- Building a portfolio and looking towards Year 11. Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 & 2 in Year 11 amounts to 60% of their GCSE Art grade. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions. Power- Building a portfolio and looking towards Year 11. Students will ensure their Year 10 portfolio is a well-rounded and diverse body of work including experimentation of materials, observational drawings, personalised outcomes, a range of Artists looked at and presented in a professional way. All work students produce in Year 10 and Autumn 1 & 2 in Year 11 amounts to 60% of their GCSE Art grade. Reading – reading texts associated with identity and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic measuring and working out proportions.					
Hair and Beauty	Reading opportunities include: understanding client consultation forms, health and safety guidelines, and product labels. Learners also practice reading instructional materials and step-by-step treatment procedures to ensure accurate and safe service delivery.. Numeracy Opportunities: measuring hair or skin treatments, mixing products in correct ratios, and calculating timing for services. Learners also apply basic maths skills to manage appointments, stock levels, and pricing for clients.					

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	Unit: HB12: Demonstrating hair styling Learners will have the opportunity to develop and practise skills in hair management and styling. In this unit students will: Developing and communicating ideas for hair styles Communicating appropriately with customers Working with others, customers and hairdressers, in a simulated salon situation to prepare for and provide hair treatments Reviewing own work and identifying how to improve Assessment evidence includes: Leaflet on different shampoo, conditioners and pH impact Poster showing variety of hair styles Mood boards Handout on preparation techniques Record of techniques and client care being demonstrated Logbook of styles and procedures carried out Leaflet/poster on safe working practices Role play of client consultation		Unit: HB9: Carrying out a treatment Learners will have the opportunity to develop and practise, under supervision, practical skills used in hair and beauty in a salon environment. In this unit students will: Consulting appropriately with customers Carrying out preparation techniques Carrying out hair and beauty task Being professional Practising safe and hygienic working practices Assessment evidence include: Record of customer consultation Logbook of preparation stages for tasks Leaflet listing hair and beauty tasks Feedback record from client Recording/video of task being carried out		Unit: A1: Being organised Learners will develop key techniques to help organise their work and priorities and manage their time effectively In this unit students will: Organisational skills Time management Use of ICT management Tools Assessment evidence includes: A planner for a two-week period. Supporting documentation that demonstrates the techniques used.	Unit: UNIT HB11: Demonstrating Make-up Techniques Learners will have the opportunity to develop and practise skills in using basic make-up techniques. In this unit students will: Skin types and bone structure Products, tools and equipment used in make-up techniques Preparation procedures for applying basic make-up Application and removal Techniques Client communication Safe and hygienic working practices Assessment evidence includes: Poster showing skin types and bone structure Mind map or leaflet on products, tools and equipment Handout on preparation Techniques Record of techniques and customer communication being demonstrated Logbook of applications and procedures carried out Leaflet/poster on safe working practices Role play of client consultation
	Working in Sport	Unit 4 Anatomy and Physiology for Exercise Students will be learning about bones, muscles, ligaments and tendons in the human body.	Unit 1 Participating in sport Students will be learning about what it takes to participate in sport and the barriers that some people have to overcome in order to take part.	Unit 2 Understanding business in sport Students will be learning about what income opportunities there are in sports businesses.	Unit 3 Preparing to work in the sport and leisure industry Explain health and safety laws and regulations within the sport and leisure environment.	Unit 5 Introduction to healthy exercise and Nutrition What it means to be physically fit.

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	The heart and its functions. Describe the function and structure of the respiratory system Reading – reading texts associated with anatomy and physiology. Reading learning objectives and writing in workbooks. Assessment – On going in workbooks and dated when achieved assessment criteria. Numeracy – basic maths skills relating to data, stats and information regarding the anatomy and physiology of the human body	Students will also be looking at how to organise a sporting event. Reading – reading texts associated with participating in sport and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding participating in sport	Review the performance of a selected sports business, identifying and evaluating strengths and areas for future development. Reading – reading texts associated with understanding business in sport and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding business in sport	Investigate the six pack regulations and make notes on their key features in the table below. Reading – reading texts associated sport and leisure industry and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding sport and leisure industry	What are the benefits of being active and eating healthy. What does Blood pressure mean and how it affects the heart. Reading – reading texts associated with exercise and nutrition and using subject keywords from sheet. Assessment – Continual assessment of work produced by pupils. Numeracy – basic maths skills relating to data, stats and information regarding exercise and nutrition	Preparing to work in the sport and leisure industry Explain health and safety laws and regulations within the sport and leisure environment. Investigate the six pack regulations and make notes on their key features in the table below.
Business Studies	Reading opportunities include: Research, reading briefs, quizzes, assessments, text books. Numeracy Opportunities: Create a complex table, Work out timings in a schedule, Problem solving, Using online tools and software, Data analysis. Assessment methods: All units are internally assessed and subject to external standards verification. This means that you set and assess the assignments that provide the final summative assessment for each unit					
	A1 Being Organised Learners will develop key techniques to help organise their work and priorities and manage their time effectively. <u>Unit introduction</u> How often do you run out of time to do tasks? Do you ever miss the bus or turn up late for college? Being organised and being able to manage your time is essential for success in your education. From creating to-do lists and filing systems to setting up your phone for alerts and alarms, this unit will introduce	A2 Developing a Personal Progression Plan Learners will develop the skills and behaviours needed to progress to the next stage in their learning, identifying progression opportunities and creating a plan to enable them to get there. <u>Unit introduction</u> What would you like to do when you finish this course? Perhaps you would like to spend more time learning about the subject you are studying at the moment? Or you may want to do something completely different. Before you decide what your next step is, you need to know what you are	B8 Creating a Visual Display Learners will develop the skills needed to create a visual display for specific customers to promote products and increase sales. <u>Unit introduction</u> Each time you go shopping you will see visual displays, both in the windows and inside stores, which are designed to attract customers. You will have seen mannequins wearing the latest fashions and visual displays of handbags and jewellery, kitchen goods, perfume, sporting goods, computer games, the latest	B9 Presenting a Business Idea Learners will develop the skills to present a business idea to an audience. <u>Unit introduction</u> Have you ever had an idea for a new business or an idea to make a current business better? Although the idea may be good, being able to present your idea to other people is key to the success of taking it forward. In this unit, you will develop the skills to prepare and present an idea to an audience. You	B10 Contribute to Running an Event Learners will develop the skills required to organise and contribute to running a small enterprise event to raise money for a cause. <u>Unit introduction</u> Do you enjoy going to events organised by other people? Perhaps you like organising activities and events for you and your friends? Businesses run events to raise money for different causes,for example a cake sale or flea market to raise money for a charity. In this unit, you will learn how to plan and contribute to the running of a small enterprise event such as a local fundraising activity or a vintage clothes sale. You will work with others to organise and plan the event and then take a role on the day to ensure the event is enjoyable and successful. You will develop skills in planning and working well with other people. You will learn how to work within a timeframe and manage the event budget by not spending more money than you have been allocated for	

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	you to ways that will help you to plan and use your time effectively, as well as organising yourself and your work. After learning and practising these techniques, you will have the opportunity to put them into practice over a period of time, reviewing how successful they were and whether they improved your organisational skills.	good at, what your interests are and what your end goal is. This unit will help you find out what opportunities are available to you and how to get to the next stage. You will carry out a self-audit, identifying what your strengths are and what you need to develop to be able to meet your progression goals. You will learn how to set goals and plan ways to achieve them. You will then produce a personal progression plan to help you reach the next step in your life.	mobile phone handsets – the list is endless. A customer’s first impression is said to be made in the first five seconds of shopping and so creating attractive, well-arranged visual displays really helps to make that first impression – not just good but great. There is an art to setting out visual displays in ways that customers will find interesting and that will increase sales. In this unit, you will create a visual display. You will consider health and safety and creative factors. You will create an attractive visual display that is appropriate for the space available using colour, light, space, product information and perhaps even smell, touch and sound. This unit will give you the opportunity to demonstrate some of the practical skills used to tempt customers into stores.	will learn how important it is to be well prepared, making sure you know everything you need to and that you have covered the most important points in your presentation to ensure your business idea is convincing.	the event. You will also learn to multitask and communicate with others during the running of the event.	
Child Development	Reading opportunities include: understanding policies, care plans, and safeguarding procedures. Learners also read guidance documents and activity instructions to ensure they follow correct practices when supporting children.					
	Numeracy Opportunities: calculating ratios for group activities, tracking attendance, and managing snack or medication quantities. Learners also apply basic maths skills when measuring resources, timing activities, and recording data for observations or reports.					
	Assessment Method: • Portfolio of evidence - completion of an internally created and internally assessed, assessment booklet assessing if pupils meet required skills outcomes for each unit. • Practical demonstration/assignment- A practical demonstration of a skill/situation selected by the tutor or by learners, to enable learners to practise and apply skills and knowledge					
	Unit: <u>CBA214 The role of play in child development</u> This unit will enable the learner to understand how play impacts on child development. Within this unit Learners will cover: Understanding the role of play in child development. Understanding the purpose of play activities for children		Unit: <u>CBA220 Using Craft Activities with children and young people</u> This unit will enable the learner to use craft activities with children and young people. Within this unit Learners will cover:		Unit: <u>CBA161 Health & Safety in Practice</u> This unit will enable the learner to gain knowledge of health and safety requirements, procedures and equipment in a practical environment. Within this unit Learners will cover: Health and safety requirements, procedures and equipment in a practical	

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	Understanding the importance of planning for play activities Know how stereotyping can affect children’s participation in activities.		Knowing how to use craft activities with children and young people. Be aware of a range of craft techniques. Be able to plan and organise a craft activity. Understanding safety considerations when carrying out craft activities.		environment. Following and managing safe working practices.	
Outdoor Learning	<u>Indirock</u> To provide the students with a regular, structured opportunities for outdoor learning that enhance their physical, social and emotional development while reinforcing curriculum knowledge through real world, experimental activities. Links to curriculum: P.E – Strength, co-ordination, fitness. Science – Forces, gravity, friction, body movement. PHSE – Resilience, managing risk, overcoming fear. <u>Nuclear Races</u> Based on permanent farmland with mud, woods, rivers, lakes & fields Nuclear offers a fun combination of big & small obstacles packed on award winning courses which are changed up at every event. At Nuclear the obstacles to ensure our racers enjoy their experience every time. Trademark obstacles include 20’ free-fall Death slide, 15 lane Zip-wire into water, 120 metre permanent steel Gorilla Bars & 4 storey deep underground Secret Nuclear Bunker & there’s hundreds more to fall in love with!		<u>Local Rock-climbing trip</u> Indi rock based in Southend on sea is an excellent way to develop problem-solving skills, perseverance, and physical fitness in a safe and exhilarating environment. <u>Nuclear Races – Brentwood.</u> By engaging in adventurous tasks, it will challenge all levels of fitness ability, testing courage, determination, teamwork & physical strength <u>The goal of the projects:</u> - To gain confidence in a group setting. - Building trust. - To integrate with members of the public in a community setting. - To follow instructions given by someone different to familiar staff. - To travel safely as a group - To build social skills - Work and build confidence as a team. - To progress in agility balance and co-ordination. - Developing collaboration, leadership and communication in non-classroom settings. - Learn in fun, hands on ways outside the classroom. - Self-esteem.			