

BTEC Sport Long Term Plan

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 1	1.2 Unit 1	2.1 Unit 1	2.2 Unit 2	3.1 Unit 2	3.2 Unit 2
BTEC Sport Y10	Topic: Components of fitness and principles of training GLH: 1 x Practical; 2 x Theory Lessons Components of physical fitness <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Flexibility Speed Muscular strength Body composition Components of skill-related fitness <ul style="list-style-type: none"> Agility Balance Coordination Power Reaction time Importance of fitness components for sport <ul style="list-style-type: none"> Physical demands of sport Skill-related demands of sport Performance Context of sport Exercise intensity and how it can be determined <ul style="list-style-type: none"> Heart rate Target zones BORG RPE Scale Relationship between heart rate and RPE The basic principles of training (FITT) <ul style="list-style-type: none"> Frequency Intensity Time Type Additional principles of training <ul style="list-style-type: none"> Progressive overload Specificity Individual differences/ needs Adaptation Reversibility Variation Rest and recovery Performance analysis Anatomy and physiology 	Topic: Fitness training methods GLH: 1 x Practical; 2 x Theory Lessons Fitness training methods <ul style="list-style-type: none"> Flexibility training (static, ballistic, PNF) Strength, muscular endurance and power (circuits, free weights, plyometric) Aerobic endurance (continuous, fartlek, interval, circuits) Speed (hollow sprints, acceleration sprints, interval training) Requirements for each of the fitness training methods <ul style="list-style-type: none"> Correct use of equipment Correct training technique Warm ups and cool downs Applying the FITT principle Relationship between fitness training methods and components of fitness Advantages and disadvantages Application of exercise intensity Application of principles of training Appropriate application of fitness training methods for chosen sport/ activity Appropriate application of fitness training method for chosen client Fitness testing methods <ul style="list-style-type: none"> Flexibility (sit and reach) Strength (hand grip dynamometer) Aerobic endurance (MSF test, forestry step test, VO2 max) Speed (35m sprint) Speed and agility (Illinois agility run) Anaerobic power (vertical jump test) Muscular endurance (1-min press up, 1-min sit up) Body composition (BMI, BIA, skinfold testing) 	Topic: Fitness testing GLH: 1 x Practical; 2 x Theory Lessons Importance of fitness testing <ul style="list-style-type: none"> Baseline data Design training programmes based on results Results can give a performer something to aim for Administration of fitness tests <ul style="list-style-type: none"> Pre-test procedures (informed consent, calibration of equipment) Standard test methods and equipment Purpose of each fitness test Accurate measurement and recording of test results Interpretation of tests (published data, units for comparison) Selection of tests for given purposes, situations and participants Reliability, validity and practicality related to each fitness test Advantages and disadvantages of fitness test methods Interpretation of fitness test results <ul style="list-style-type: none"> Compare fitness test results to normative data Compare fitness test to peers Draw conclusions from data results Analyse and evaluate test results Recommendations for improvements to fitness Justify fitness training methods 	Topic: Rules, regulations and scoring systems GLH: 1 x Practical; 2 x Theory Lessons Rules and regulations <ul style="list-style-type: none"> National Governing Bodies Players and participants Equipment Playing surface Facilities Health and safety Time Officials Scoring systems <ul style="list-style-type: none"> Method of scoring points/ goals Requirements of victory Roles of officials <ul style="list-style-type: none"> Umpires Referees Referee's assistants Judges Timekeepers Starters Table officials Responsibilities of officials <ul style="list-style-type: none"> Appearance Equipment Fitness Qualifications Application of rules Control of players Accountability to spectators Health and safety Fair play Use of technology Effective communication Unwritten rules of sport Report writing Analytical writing Comparative writing 	Topic: Practically demonstrate skills, techniques and tactics in selected sports GLH: 2 x Practical; 1 x Theory Lessons Components of fitness <ul style="list-style-type: none"> Aerobic endurance Muscular endurance Flexibility Speed Muscular strength Body composition Technical demands <ul style="list-style-type: none"> Continuous skills Serial skills Discrete skills Use of equipment Communication Specific demands of sport Demonstrate relevant skills and techniques Tactical demands <ul style="list-style-type: none"> Decision making strategies Use of relevant tactics Implement relevant tactics Performance analysis 	Topic: Practically demonstrate skills, techniques and tactics in selected sports and review performance GLH: 2 x Practical; 1 x Theory Lessons Effective use of skills and techniques in isolation and competition <ul style="list-style-type: none"> Apply skills and techniques for specific skills within chosen sports Apply skills, techniques and tactics in conditioned games and competitions Isolated practices <ul style="list-style-type: none"> Demonstrate skills independently without any pressure Conditioned practices <ul style="list-style-type: none"> Complete small-sided games or conditioned activities for chosen sports Competitive situations <ul style="list-style-type: none"> Full-sided games with appropriate opposition and officials Demonstrate use of skills, tactics, techniques and tactics (in relation to communication, role and response to team mates) Self-assessment <ul style="list-style-type: none"> Components of fitness Technical demands of sport Self-analysis checklist of performance Review performance <ul style="list-style-type: none"> Strengths and areas for improvement (components of fitness and tactics) Self-analysis Activities to improve performance Report writing

<ul style="list-style-type: none"> Data interpretation and analysis 					
<p>Core skills:</p> <p>Health and fitness - Demonstrate a strong knowledge of health and fitness for sport and exercise. Apply this knowledge to sport performance and fitness training, fitness testing and sporting performance.</p> <p>Movement skills - Demonstrate excellent movement skills, refine these skills so they can be applied across variety of sporting contexts.</p> <p>Wider skills: Determination. Students are intrinsically motivated to achieve their personal best within PE. They seek to improve and aspire to be the best.</p>	<p>Core skills:</p> <p>Tactical knowledge - Demonstrate a good knowledge of basic rules, regulations and basic tactics for major sports and apply this knowledge to practical performance and officiating roles.</p> <p>Leadership – Plan and lead sporting activities to help improve yours and your peers’ health and fitness.</p> <p>Analytical skills - Critically analyse performances explaining strengths and areas for improvement. Select and justify appropriate activities to improve future performances.</p> <p>Wider skills: Resilience. Students work through their hardships with a positive outlook. They overcome barriers to success and embrace the challenges they face.</p>	<p>Core skills:</p> <p>Technique skills - Perform more complex technical skills under pressure with strong technique and success.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment, apply knowledge of the sport to outwit opponents.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers.</p> <p>Wider skills: Reflective. Students will think about their learning and progress in lessons. They will critically evaluate their performances and identify and describe ways in which they can improve.</p>			

	Autumn Term		Spring Term		Summer Term	
	1.1 Unit 3	1.2 Unit 3	2.1 Unit 3	2.2 Unit 6	3.1 Unit 6	3.2 Unit 6
BTEC Sport Y11	<p>Topic: Design a personal fitness programme GLH: 1 X Practical; 2 x Theory Lessons</p> <p>Training programme design</p> <ul style="list-style-type: none"> • SMARTER Targets • Short-term goals • Medium-term goals • Long-term goals • Aims • Objectives • Lifestyle and physical activity history • Medical history questionnaire • Attitudes, the mind and personal motivation for training • Select appropriate training methods • Create a safe training programme • Application of principles of training (FITT) and additional principles of training • Warm up and cool down activities • Barriers to training and exercise adherence • Application of intensity (target zones, HR max, BORG RPE scale) • Sport psychology • Anatomy and physiology • Mathematics - percentages <p>Topic: Musculoskeletal and cardiorespiratory system and the effects on the body during fitness training</p> <p>Musculoskeletal system</p> <ul style="list-style-type: none"> • Location of the major muscles • Location of the major bones • Structure and function of the synovial joints • Short-term effects of fitness training on the musculoskeletal system <p>Cardiorespiratory system</p> <ul style="list-style-type: none"> • Structure of the cardiovascular system • Structure of the respiratory system • Short-term effects of fitness training on the cardiorespiratory system • Anatomy and physiology • Basic biomechanics 	<p>Topic: Implement a self-designed personal fitness training programme GLH: 2 x Practical; 1 x Theory Lessons</p> <p>Safely implement a personal fitness training programme</p> <ul style="list-style-type: none"> • Use of appropriate training methods • Wearing correct training gear • Safe use of equipment • Good technique when exercising • Wider safety issues <p>Training diary for each session</p> <ul style="list-style-type: none"> • Aims and objectives • Type of training undertaken • Programme details • Personal performance and achievements • Resources required • Principles of progressive overload • Programme intensity • Fitness exercises and structuring workouts • Sport specific training drills <p>Measures for success</p> <ul style="list-style-type: none"> • Types of motivation • Benefits of motivation • Motivation for training • Programme adaptations • Achievements • Types of motivation 	<p>Topic: Review a personal fitness training programme GLH: 1 x Practical; 2 x Theory Lessons</p> <p>Review programme</p> <ul style="list-style-type: none"> • Evidence of modifying the training programme • Strengths • Areas for improvement • Recommendations for future training programmes • Reflective writing <p>BTEC Moderation Sampling. All unit 2 and 3 resubmissions to be in place.</p>	<p>Topic: Know the attributes associated with successful sports leadership GLH: 1 x Practical; 2 x Theory</p> <p>Sports leaders</p> <ul style="list-style-type: none"> • Sports coaches • Fitness instructors • Local club coaches • National club coaches • Amateur coaches <p>Attributes</p> <ul style="list-style-type: none"> • Skills (communication, organisation, knowledge) • Advanced skills (activity structure, target setting, use of language, evaluation) • Qualities (appearance, enthusiasm, confidence) • Additional qualities (leadership style, motivation, humour, personality) • Report writing • Analytical writing • Comparative writing • Research skills <p>Topic: Undertake the planning of sports activities</p> <p>Sports activities</p> <ul style="list-style-type: none"> • Individual sports • Team sports • Fitness activities <p>Planning sports activities</p> <ul style="list-style-type: none"> • Participants • Aims and objectives • Resources • Warm up and cool down activities • Main activities • Conditioned games/ final activity • Health and safety • Risk assessments • Research skills • Sport drills and progressions 	<p>Topic: Undertake the leading of sports activities GLH: 2 x Practical; 1 x Theory</p> <p>Leading sport activities</p> <ul style="list-style-type: none"> • Demonstration of attributes (skills, advanced skills, qualities, additional qualities) • Completion of core responsibilities • Completion of wider responsibilities • STEP Principles • Organisation • Management <p>Measures of success</p> <ul style="list-style-type: none"> • Coverage of planned components • Meeting set aims and objectives • Organised • Safe • Self-assessment <p>Topic: Review the planning and leading of sports activities GLH: 1 x Practical; 2 x Theory</p> <p>Peer- and self-assessment</p> <ul style="list-style-type: none"> • Feedback for review (participants, observers, self-analysis) • Methods (questionnaires, comment cards, observation records, direct verbal feedback) • Strengths and areas for improvement • Effective questioning <p>SMARTER targets</p> <ul style="list-style-type: none"> • SMARTER Targets • Development plan (aims and objectives, goals, SMARTER Targets, activities and opportunities, possible barriers) • Reflective writing • Analytical writing 	

<p>Core skills:</p> <p>Health and fitness skills - Demonstrate a strong knowledge of health and fitness for sport and exercise. Apply this knowledge to improve health and fitness through training.</p> <p>Movement skills - Demonstrate excellent movement skills, refine these skills so they can be applied to different training exercises.</p> <p>Technique skills - Perform more complex technical skills consistently under pressure with strong technique and success.</p> <p>Wider skills: Perseverance. Students are persistent in their attempts to improve their health and wellbeing despite any difficulties or delays in achieving their goals.</p>	<p>Core skills:</p> <p>Leadership - Demonstrate desirable leadership attributes and qualities, plan and lead a series of sporting activities for peers and younger children independently. Reflect upon leadership skills and use this feedback to improve leadership skills and styles.</p> <p>Tactical knowledge - Demonstrate a good knowledge of basic rules, regulations and basic tactics for major sports and apply this knowledge to practical performance and officiating roles.</p> <p>Sportsmanship – Students will demonstrate excellent sportsmanship and actively role model good sporting etiquette to their peers inside and outside of the Academy.</p> <p>Wider skills: Aspirational. Students demonstrate a strong desire to achieve a high level of success and set challenging goals.</p>	<p>Core skills:</p> <p>Analytical skills - Critically analyse performances evaluating strengths and areas for improvement. Select, justify and implement appropriate activities to improve future performances.</p> <p>Competition - Demonstrate a strong technique when performing skills in a competitive environment, apply knowledge of the sport to outwit opponents.</p> <p>Wider skills: Organisation. Students can systematically plan, organise and monitor different activities with minimal supervision.</p>
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[Units 1, 2 and 3 are mandatory but the fourth unit is optional based upon the students’ needs, department expertise and facilities available; the OCL PE curriculum will offer unit 6 - leading sporting activities as the optional unit. If this differs to your curriculum provision then please update the LTP to suit your Academy].