

**Barnsley Academy – (10 OCR Sport Studies) Curriculum
Scheme of Work – 2023-24**

Term 1 – Weeks 1-8				
	1	2	3	4
Lesson Focus	R185 – Task 3: Organising and planning a sports activity session – Warm up and cool down	R185 – Task 3: Organising and planning a sports activity session – Skills and activities	R185 – Task 3: Organising and planning a sports activity session – Conditioned games / risk assessments	R185 – Task 3: Organising and planning a sports activity session – Risk assessment / finalisation of task 3
Prerequisite Knowledge	<p>Warm up – a simple exercise routine that helps improve performance and decreases the risk of injury. A good warm up consists of preparing the body for physical activity and warming the muscles up.</p> <p>Cool down – A cool down helps the body transition back to a resting state by gradually lowering the heart rate and blood pressure. An effective cool down consists of gentle and slow movements that lower the heart and breathing rate followed by stretching exercises.</p>	<p>Students should be aware of the different skills that they have learnt in isolation throughout KS3 in both netball and football.</p> <p>Netball = passing, footwork and movement, dodging, defending and marking, shooting etc.</p> <p>Football = passing, dribbling, shooting, tackling, goalkeeping etc.</p>	<p>Students should be aware of the different conditioned games that they have taken part in throughout KS3 in both netball and football.</p> <p>Netball examples = 21 shooting game / 5 passes to score a point / end ball</p> <p>Football examples = 4 corner football / shooting for corners game / king of the ring</p>	Risk assessment - Same as week 3
Core Knowledge	<p>Pulse raiser – Exercises such as jogging, skipping etc to increase body temperature and heart rate to speed up delivery of oxygen to the working muscles.</p> <p>Stretches – Stretches that result in an increase in flexibility of muscles and joints. This also increases the flexibility of ligaments and tendons. This reduces the chance of injuries such as sprains and strains.</p> <p>Mobility exercises – Exercises that are specifically geared towards training your range of motion around joints such as shoulder circles and hip circles.</p>	<p>Skills and techniques – The main part of the sports activity session should be trying to develop skills and techniques e.g. development of dodging in netball. The activities that you suggest to the participants should be suitable for their age and ability.</p> <p>Skill development should progress throughout the session as follows:</p> <ol style="list-style-type: none"> 1. Start with a basic skill in isolation 2. Increase how dynamic the skill practice becomes 3. Progress the practices to add more challenge e.g. passive defender 4. Incorporate some degree of competition into the practice e.g. conditioned game against opponents. 	<p>Conditioned games – Alter the rules or set up, so that practice can still take part in a game situation but focusing on a particular skill. For example, a game could be set up where players have to make five accurate passes to achieve a goal.</p> <p>Risk assessments and corrective action – In preparation for involvement in sport, a competent person should undertake a risk assessment. This is a written document to highlight hazards and corrections in order to minimise the risk of injuries.</p> <p>A good risk assessment should:</p> <ul style="list-style-type: none"> - Identify the hazard and risks and categorise these e.g. low, medium or high. - Identify the people who might be potentially harmed. - Identify the control measures for the removal of hazards. - Reduce the potential injury by assessing the possibilities of an accident happening before the activity takes place. 	Risk assessment - Same as week 3
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to share example with class of generic warm up e.g. jogging, skipping, side stepping etc. - Teacher to model to students what is meant by key teaching points e.g. description / explanation when verbalising instructions to students. - Teacher to discuss with class equipment needed and appropriate time frame for warm up routine. - Teacher to discuss sport specific warm up ideas e.g. rob the nest / king of the ring etc. - Teacher to share websites / resources with students where they may find sport specific warm ups. 	<ul style="list-style-type: none"> - Teacher to share example with class of skill progression e.g. static passing in netball in pairs, passing on the move, passing around a passive defender, passing against an active defender competitively. - Teacher to model again to students what is meant by key teaching points e.g. description / explanation when verbalising instructions to students. - Teacher to discuss with class equipment needed and appropriate time frame for skill development activities. - Teacher to share websites / resources with students where they may find sport specific skills and activities e.g. SportPlan. 	<ul style="list-style-type: none"> - Teacher to share example with class of conditioned game e.g. magic 4 corner football to develop dribbling skill. - Teacher to model again to students what is meant by key teaching points e.g. description / explanation when verbalising instructions to students. - Teacher to discuss with class equipment needed and appropriate time frame for conditioned game activities. - Teacher to share websites / resources with students where they may find skill specific conditioned activities e.g. SportPlan / TeachPE 	Risk assessment - Same as week 3

			<ul style="list-style-type: none"> - Teacher to play video of risk management and question students on risks they may see in football or netball - https://www.youtube.com/watch?v=JdQXRQ_peow - Teacher to share an example risk assessment and take students through annotating risks, hazards, categories, control measures to remove risks 	
Independent Practice	<ul style="list-style-type: none"> - Students to go and research warm up ideas for their chosen sport e.g. football or netball. - Students to complete warm up and cool down section on lesson plan template for coursework input 	<ul style="list-style-type: none"> - Students to go and research skill development ideas for their chosen sport e.g. football or netball. - Students to complete 3 skill activities showing progressions on lesson plan template for coursework input 	<ul style="list-style-type: none"> - Students to go and research conditioned game ideas for their chosen sport e.g. football or netball. - Students to complete conditioned game section on lesson plan template for coursework input - Students to research risks that they may see in their chosen sport and ways in which these can be managed - Students to start completing risk assessment template for coursework input 	Risk assessment - Same as week 3
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after "core knowledge" – prior to expert modelling and independent practice.
Resources	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • Sports activity session plan (R185) - Example.rtf • Sports activity session plan (R185) - Blank template.rtf • Candidate style work R185.pdf 	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • Sports activity session plan (R185) - Example.rtf • Sports activity session plan (R185) - Blank template.rtf • Candidate style work R185.pdf 	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • Sports activity session plan (R185) - Example.rtf • Sports activity session plan (R185) - Blank template.rtf • Risk assessment (R185) - Blank template.rtf • Candidate style work R185.pdf 	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • Sports activity session plan (R185) - Example.rtf • Sports activity session plan (R185) - Blank template.rtf • Risk assessment (R185) - Blank template.rtf • Candidate style work R185.pdf
Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's - Scaffolding used to support independent practice 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP's - Scaffolding used to support independent practice

Term 1 – Weeks 1-8				
	5	6	7	8
Lesson Focus	R185 – Task 4: Organising and planning a sports activity session – Leading a sports activity	R185 – Task 4: Organising and planning a sports activity session – Leading a sports activity	R185 – Task 4: Organising and planning a sports activity session – Leading a sports activity	R185 – Task 4: Organising and planning a sports activity session – Leading a sports activity
Prerequisite Knowledge	<p>Risk assessments and corrective action – In preparation for involvement in sport, a competent person should undertake a risk assessment. This is a written document to highlight hazards and corrections in order to minimise the risk of injuries. STUDENTS SHOULD ACTIVELY REFER BACK TO THEIR RISK ASSESSMENT PRIOR TO AND DURING THE LEADING OF THEIR SPORTS SESSION.</p> <p>Students should understand and be aware of the skills / activities they have used within their sessions. They should also be aware of how to adapt the session if necessary e.g. timing, participant fitness levels etc.</p>	Leading a sports activity session – same as week 5	Leading a sports activity session – same as week 5 and 6	Leading a sports activity session – same as week 5, 6 and 7.
Core Knowledge	<p>Skills and attributes of a successful sports leader:</p> <ul style="list-style-type: none"> - Leadership style e.g. autocratic, democratic, laissez faire - Communication and use of language - Organisation of equipment - Confidence - Enthusiasm - Creativity of plan - Motivation - Adaptability e.g., timings, numbers, progressions / regressions, safety etc. 	<p>Skills and attributes of a successful sports leader:</p> <ul style="list-style-type: none"> - Leadership style e.g. autocratic, democratic, laissez faire - Communication and use of language - Organisation of equipment - Confidence - Enthusiasm - Creativity of plan - Motivation - Adaptability e.g., timings, numbers, progressions / regressions, 	<p>Skills and attributes of a successful sports leader:</p> <ul style="list-style-type: none"> - Leadership style e.g. autocratic, democratic, laissez faire - Communication and use of language - Organisation of equipment - Confidence - Enthusiasm - Creativity of plan - Motivation - Adaptability e.g., timings, numbers, progressions / regressions, 	<p>Skills and attributes of a successful sports leader:</p> <ul style="list-style-type: none"> - Leadership style e.g. autocratic, democratic, laissez faire - Communication and use of language - Organisation of equipment - Confidence - Enthusiasm - Creativity of plan - Motivation - Adaptability e.g., timings, numbers, progressions / regressions,
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to demonstrate leading a session plan showing good application of skills and attributes / poor application for students to discuss the difference between the two. - Students to discuss the impact of poor / good application on the students that are being led e.g. progress, good behaviour, engagement etc. 	<ul style="list-style-type: none"> - Teacher model only given to students again if needed, however this would result in a lower marking band being awarded as student would have been given teacher input. 	<ul style="list-style-type: none"> - Teacher model only given to students again if needed, however this would result in a lower marking band being awarded as student would have been given teacher input. 	<ul style="list-style-type: none"> - Teacher model only given to students again if needed, however this would result in a lower marking band being awarded as student would have been given teacher input.
Independent Practice	<ul style="list-style-type: none"> - Students selected at random to lead their own sports sessions. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students selected at random to lead their own sports sessions. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students selected at random to lead their own sports sessions. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students selected at random to lead their own sports sessions. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback and input if necessary - Formal teacher observation of leading a sports activity session using the marking band criteria provided by OCR. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback and input if necessary - Formal teacher observation of leading a sports activity session using the marking band criteria provided by OCR. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback and input if necessary - Formal teacher observation of leading a sports activity session using the marking band criteria provided by OCR. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback and input if necessary - Formal teacher observation of leading a sports activity session using the marking band criteria provided by OCR.
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Term 1 – Weeks 9-15				
	9	10	11	12
Lesson Focus	R185 – Task 1 and 5: Key components of performance for team activities (Netball passing and receiving / footwork) / Reviewing performance in planning and leading (Strengths)	R185 – Task 1 and 5: Key components of performance for team activities (Attacking and dodging / defending and marking) / Reviewing performance in planning and leading (Strengths)	R185 – Task 1 and 5: Key components of performance for team activities (Shooting) / Reviewing performance in planning and leading (Weaknesses)	R185 – Task 1 and 5: Key components of performance for team activities (Selection of pass / pace of ball) / Reviewing performance in planning and leading (Weaknesses)
Prerequisite Knowledge	<p>Knowledge of chest pass, bounce pass and shoulder pass from KS3. Knowledge of the footwork rule from KS3. To be recapped at the start of the lesson.</p> <p>Chest – make a W behind the ball, aim for team mates chest with a flat trajectory, step forward into pass for power.</p> <p>Shoulder – Using one hand start with ball on shoulder, use second hand for aim, step forward for power, trajectory of ball to be a rainbow.</p> <p>Bounce – Start with ball at the chest making a W behind the ball, step into pass, aiming the ball near to teammates feet. Trajectory of ball to be a V.</p> <p>Footwork rule – The foot that was on the ground first should not move, but it can be rotated on to allow you to pivot. Two-feet landing. Players who land on both feet or have two feet on the ground when they catch the ball can choose one foot to step in any direction.</p>	<p>Knowledge of the drive, single dodge, double dodge and roll off from KS3. Knowledge of the marking stance e.g. side on and using peripheral vision from KS3. To be recapped at the start of the lesson.</p> <p>Drive – On the balls of feet, signal, change pace, into open space.</p> <p>Single dodge – On the balls of feet, signal, drop a shoulder for disguise, change pace, into open space (opposite way to shoulder drop).</p> <p>Double dodge – On the balls of feet, signal, drop a shoulder for disguise then drop the other, change pace, into open space (same way as first shoulder drop).</p> <p>Roll off – On the balls of feet, signal, go to run the opposite way to signal then turn away from the defender and out the way in which you signalled into open space.</p> <p>Marking – Stand sideways on, on the balls of feet, use peripheral vision to track attacker and the ball, stay close to attacker but keep to distance rule of 1 metre and do not make contact or obstruct.</p>	<p>Knowledge of shooting form KS3. To be recapped at the start of the lesson.</p> <p>Shooting – Feet shoulder width apart, place ball covering the net, use second hand for support, bend knees and extend upwards for power, flick wrist towards net for precision and accuracy.</p>	<p>Recap knowing when to perform specific passes in a game from week 9.</p>
Core Knowledge	<p>Practical performance: When will you make certain passes in a game scenario?</p> <p>Chest – When team mate is in an open space and unmarked</p> <p>Bounce – A bounce pass is a short pass that enables the player to find a teammate in a crowded area. The height of the ball makes it difficult for the opposition to reach and intercept.</p> <p>Shoulder – When team mate is heavily marked and unable to get free. Ball to loop over opponents head.</p> <p>Footwork rule – Impact on team for committing the rule is that the opposing team are awarded a free pass and therefore possession is lost.</p> <p>Review: Strengths (skills and attributes)</p> <p>Point – Is it a strength or a weakness and why do you think that?</p> <p>Impact – What is the impact on the students e.g. more time spent on drills if equipment is organised before lesson etc.</p>	<p>Practical performance:</p> <p>Students to recap dodging techniques and look into the importance of disguise / tactical strategies e.g. varying dodges throughout. Students to practice dodges in isolation and then attempt to apply a range of dodges into competitive play.</p> <p>Review: Strengths (skills and attributes)</p> <p>Point – Is it a strength or a weakness and why do you think that?</p> <p>Impact – What is the impact on the students e.g. more time spent on drills if equipment is organised before lesson etc.</p> <p>Example – Give specific example from own session e.g. in my session I did...</p>	<p>Practical performance:</p> <p>Students to recap shooting technique and practice this skill in isolation initially. Students to then increase the complexity by adding varying degrees of pressure e.g. passive defender vs. active defender. Students to also practice in conditioned games before entering full game play scenarios.</p> <p>Review: Weaknesses (skills and attributes)</p> <p>Point – Is it a strength or a weakness and why do you think that?</p> <p>Impact – What is the impact on the students e.g. more time spent on drills if equipment is organised before lesson etc.</p> <p>Example – Give specific example from own session e.g. in my session I did...</p>	<p>Practical performance:</p> <p>Students to recap passing selection from week 9. Teacher to discuss with students about when and why the pace of the ball might need to be changed e.g. to slow the ball down to remain in possession / kill time.</p> <p>Review: Weaknesses (skills and attributes)</p> <p>Point – Is it a strength or a weakness and why do you think that?</p> <p>Impact – What is the impact on the students e.g. more time spent on drills if equipment is organised before lesson etc.</p> <p>Example – Give specific example from own session e.g. in my session I did...</p>

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Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIE statement for communication as a strength Vs weakness. Students to then attempt guided practice for organisation of equipment using sentence starters and key words. 	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIE statement for communication as a strength Vs weakness. Students to then attempt guided practice for organisation of equipment using sentence starters and key words.. 	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIE statement for communication as a strength Vs weakness. Students to then attempt guided practice for organisation of equipment using sentence starters and key words. 	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIE statement for communication as a strength Vs weakness. Students to then attempt guided practice for organisation of equipment using sentence starters and key words.
Independent Practice	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3. 	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria. 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.
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Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons

	13	14	15
Lesson Focus	R185 – Task 1 and 5: Key components of performance for team activities (Selection of dodge / dictating space) / Reviewing performance in planning and leading (Justified suggestions for future improvement)	R185 – Task 1 and 5: Key components of performance for team activities (Reading the play and anticipation of opposition) / Reviewing performance in planning and leading (Justified suggestions for future improvement)	R185 – Task 1 and 5: Key components of performance for team activities (Practical assessment of netball – task 1) / Reviewing performance in planning and leading (Finalisation of review – task 5)
Prerequisite Knowledge	Recap knowledge of dodging techniques and defending and marking from week 10 e.g. drive, single, double, roll off etc.	Recap knowledge of all netball skills learned and the key teaching points behind each skill: <ul style="list-style-type: none"> • Passing • Dodging • Shooting • Rules and regulations 	Students to collate all the knowledge they have learned about netball, and be able to showcase skills in isolation and apply these into a competitive games showing tactical awareness to outwit an opponent.
Core Knowledge	<p>Practical performance:</p> <p>Students to recap dodging selection from week 9. Teacher to discuss with students about when and why vary the selection of dodge e.g. drive when playing against a less able opponent / when time is limited. Roll off when playing against a more able opponent and when you have more time to get into an open space. Teacher to discuss with students when to dictate space e.g. GK to dictate space of GS trying to push them towards the edge of the semi-circle so that the shot is from a further distance.</p> <p>Review: Justified suggestions for future improvements (PIF)</p> <p>Point – What would you change about planning and leading for future improvements and why? E.g. sequence of activities, equipment used, progressions and regressions etc.</p> <p>Impact – What would be the impact on yourself as the leader and/or the group that you are leading?</p> <p>Future recommendations with justification– What would you do differently next time when planning and leading and why would this be beneficial?</p>	<p>Practical performance:</p> <p>Teacher to discuss tactically analysing oppositions body language when performing skills in anticipation of their next move e.g. if they move the ball into one hand when looking for a pass, it is likely they are going to play an overhead shoulder pass to a team mate further away / if they drop one shoulder, it is likely they will dodge out the opposite direction.</p> <p>Review: Justified suggestions for future improvements (PIF)</p> <p>Point – What would you change about planning and leading for future improvements and why? E.g. sequence of activities, equipment used, progressions and regressions etc.</p> <p>Impact – What would be the impact on yourself as the leader and/or the group that you are leading?</p> <p>Future recommendations with justification– What would you do differently next time when planning and leading and why would this be beneficial?</p>	<p>Rules and regulations to be abided by in game play:</p> <p>Held ball = The umpire will call held ball if a player has possession of the ball longer than 3 seconds.</p> <p>Footwork rule = Players who land on one foot or have one foot on the ground when they catch the ball may use their other foot to step in any direction. The foot that was on the ground first should not move, but it can be rotated on to allow you to pivot. Two-feet landing.</p> <p>Contact rule = A player is not allowed to physically contact an opponent if it disrupts or stops that person from playing. Pushing the ball out of an opponent's hands is also not permitted.</p> <p>Obstruction rule = A player who is within 1 metre of an opponent, whether attacking or defending, may not use movements that take the arms away from the body so as to limit the possible movements of an opponent.</p> <p>Replaying the ball = The player cannot catch the ball with both hands, drop it and pick it up again; this is called a replayed ball.</p> <p>Offside = If any players do go offside, the umpire will blow their whistle and the opposing team receive a free pass. Players are only allowed in designated areas e.g. a centre may go in all three thirds but not in the attacking or defending semi-circle.</p>
Expert Model /Guided Practice/Agreed Approach (Procedural Knowledge)	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIF statement for recommendations for future improvements / justification. Students to then attempt guided practice for suggestions involving planning and leading 	<ul style="list-style-type: none"> - Teacher to demonstrate skill for specific drills and activities. - Teacher to live model a PIF statement for recommendations for future improvements / justification. Students to then attempt guided practice for suggestions involving planning and leading 	<ul style="list-style-type: none"> - Teacher to discuss rules and regulations and give visible demonstrations throughout to support game play assessment.
Independent Practice	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to 	<ul style="list-style-type: none"> - Students to practice skills in isolation and then increase the complexity by attempting to apply skills into competitive scenarios e.g. conditioned and modified games. - Students to complete task 5 of R185 coursework. Teacher input if needed, however students should aim to 	<ul style="list-style-type: none"> - Students to showcase skills in isolation and then apply skills into competitive game play aiming for MB3. - Students to finalise task 5 of R185 coursework. Teacher input if needed, however students should aim to complete this task independently to achieve MB3.

	complete this task independently to achieve MB3.	complete this task independently to achieve MB3.	
Assessment (Informal/Formal)	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria. - 	<ul style="list-style-type: none"> - Teacher circulation / live feedback - Stop learning checks to take place after “core knowledge” – prior to expert modelling and independent practice. - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria. 	<ul style="list-style-type: none"> - Formal teacher observation of practical performance in team activity using the marking band criteria provided by OCR / Formal assessment of Task 5 review using OCR marking band criteria.
Resources	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • OCR Sport Studies (2022) Specification.pdf • Candidate style work R185.pdf 	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • OCR Sport Studies (2022) Specification.pdf • Candidate style work R185.pdf 	<ul style="list-style-type: none"> • Cambridge Nationals Level 1 and 2 – Sports Studies Second Edition (Hodder Education) • OCR Sport Studies (2022) Specification.pdf • Candidate style work R185.pdf
Specific SEN(D)/EAL support	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons 	<ul style="list-style-type: none"> - Teaching assistants used to support students with EHCP’s - Scaffolding used to support independent practice - Picture resources and coaching cards used in practical lessons