| **SPORTS + PATHWAY LONG TERM PLAN** | | | |
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| **PFA:**  **EMPLOYMENT**  **INDEPENDENT LIVING**  **HEALTH**  **COMMUNITY INCLUSION** | **FOCUS /TARGET AREAS**  COMMUNICATION & LITERACY  PERSONAL, SOCIAL & EMOTIONAL DEVELOPMENT  ENRICHMENT  LIFE AND LIVING SKILLS  GROUP / CO-OPERATION SKILLS  OCR LIFE & LVING SKILLS | | |
| **PATHWAYS** | **SPORTS +** | | |
| **TOPICS/TERMS** | **AN INTRODUCTION TO COACHING** | | |
| **AUTUMN** |  | | |
| **KEY OBJECTIVES / AIMS:**   * To obtain current coaching knowledge from groups via group discussion * To take part in **(with a view to lead)** a warm up session * To be aware of the need for a warm up before sport and why this is important. * To identify areas of health and safety within sport and why things like risk assessments are important. * Identify different PE equipment and know which are required for different sports. * Develop prior knowledge of skills connected to different sports, in order to implement them across different sessions. * To be able to follow, understand and explain the rules of a game * To be aware that a coaching session includes 4 elements; warm up, main activity, cool down, Q&A to understand what has been learnt * Identify what qualities are needed to become a competent coach * To understand what the aim of a coaching session is and a clear objective to be achieved. * To lead a warm up activity to their peers. | | **SUPPORTING ACTIVITIES:**   * Join in with warm up sessions lead by a coach. * Have regular discussions about the importance of warming up/cooling down. Share ideas with class. * Discuss health and safety areas when playing sport – e.g correct clothing, footwear, equipment etc * Take part in different sports making note of the equipment used. Make a list of different equipment used in sport * Discuss skills learnt in different coaching sessions. * Mind map skills that are linked to different sports * Take part in coaching sessions to learn new skills. * Take part in coaching sessions paying attention to the rules for simple games. Answer questions on the rules for the game. * Explain the rules to a peer. * Take part in a coaching session that includes a warm up, main activity and cool down. * Discuss after a coaching session what was good/could be improved, likes/dislikes. * Join in coaching session that communicates its aim at the start of the session and pupils to feedback at end regarding how they met the aim of the session. |
| **SPRING** | **PLANNING A COACHING SESSION** | | |
| **KEY OBJECTIVES / AIMS:**   * To state/list the reasons for a warm up * To know how to warm up the different parts of the body * How to conduct themselves in a coaching session – e.g wearing correct clothing and checking equipment etc * To research different drills to teach * To be aware and able to explain the basic rules of a game * To know what the 4 main elements of a coaching session are and state them. * Plan a coaching session that include a warm up, activity and cool down and deliver it to their peers * To be aware of the equipment required to teach a sporting activity and the quantity needed. * To identify some aims that could be taught in a coaching session for a particular sport * Self evaluate their session and suggest areas for improved performance. | | **SUPPORTING ACTIVITIES:**   * Shadow a warm up lead by a coach. * List the areas of the body that can be warmed up. * Explain to an adult areas of health and safety that need to be considered before carrying out a coaching session.**(check for jewelery, risk assessment etc)** * Take part in coaching sessions that model how to teach skills for a particular sport. * Use the internet to watch videos on teaching of skills. * Take part in coaching sessions that teach the basic rules of a game. * Explain to an adult the 4 main areas of a teaching session. * Using a proforma plan an coaching session that identify a warm up including 4 stretches, an activity and a cool down. Within the plan include an aim for the session and a list of equipment needed. Also highlight areas of health and safety that need to be taken into consideration. |
| **SUMMER** | **DELIVERING A COACHING SESSION/OBTAINING A LEVEL 1 COACHING QUALIFICATION** | | |
| **KEY OBJECTIVES / AIMS:**   * Undertake a level 1 coaching qualification course. * To lead a warm up session (with support) * To communicate reasons for a warm up to a group of students * To know the main areas of the body to warm up for particular sports * To be able to demonstrate 4 different stretches * To communicate with a group health and safety requirements – e.g checking participants are wearing the correct clothing, highlighting them to dangers, explaining the importance of a warm up * To model drills to a group to teach a skill * To explain the rules of a game to a group * To deliver a coaching session that include a warm up, main activity and cool down following a plan. * To explain to a group the aim of a coaching session. * Ensure equipment for a coaching session is suitable. * Lead a session with clear demonstrations | | **SUPPORTING ACTIVITIES:**   * Lead a warm that includes 4 stretches, during which the student explains the importance of warming up (to stop injury and prepare bodies for exercise). * Ensure participants are wearing correct footwear, clothing. * Check the location for dangers * Check equipment is suitable for the sport. * Design and follow a plan to lead a coaching session that includes the learning of a new skill through drill that the pupil models. |
| **WIDER CURRICULUM LINKS** | | | |
| **SCIENCE**  Awareness of body and the effects of physical exercise | | | |
| **COMMUNICATION / ENGLISH**  COMMUNICATION SKILLS – Students will be developing a range of communication skills through a wide range of experiences. E.g. group discussion, leading groups etc | | | |
| **SMSC / ENRICHMENT**  ENRICHMENT – Students will have the opportunity to take part in various sports coaching experiences  Mental health – Physical exercise is known to improve mental health | | | |
| **ACCREDITATION LINKS** | | | |
| **OCR LIFE & LIVING SKILLS** | | | |
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| **2021-2022 SPORTS+ GROUINGS** | | | |
| TYERESSE | | WILLIIAMS-GARDENAR | |
| ANTHONY | | JOHNSTON | |
| JAKE | | JOHNSTON | |
| JAIDEN | | CARTEY | |
| CHARLIE | | McDONALD | |
| DEMETRIUS | | ANTONIOU | |
| HAMZA | | DAKANE | |
| CHANTELLE | | VAUGHN | |
| MICHAEL | | HALL | |
| ROWAN | | ROSEMAN | |
| ALIN | | PACESILA | |
| AMY | | FRENCH | |
| ARMANDAS | | JABLONSKI-CIBULSKIS | |
| AYSE | | DURSUN | |
| DANIEL | | GONZALEZ-CORREA | |
| DYLAN | | THOMAS | |
| JARED | | GOUVEIA | |
| KYRIACOS | | HYLTON | |