

Scheme of Work 2020 - 2021
Subject: Level 2 National Cambridge Certificate

Year Group: 11

Specification: National Cambridge Certificate - Sport

Lesson No	Topic & Objectives	Big Question – What will students learn?	Key Activities & Specialist Terminology (Do Now Task / Starter/Tasks/Plenary)	Planned Assessment	Homework or flipped learning resources DODDLE resources	Lit Num SMSC Codes
1&2	Introduction to the unit and understanding the key terms used in assignment briefs	<ul style="list-style-type: none"> - Will know the amount of tasks they will need to complete in the unit - Will gain an understanding of what is meant by the marking brackets - Understand how many marks they will need to get in this unit to get their target grades - Understand the command words that are used in the assignment briefs 	<ul style="list-style-type: none"> - Give a copy of the URS sheets to them and see if they can highlight or recognise where the key words are - What does MB mean? - What are each of the tasks and what will they need to do in each of them - How many marks do they think they need to get to get there target grade if split equally over the four units - To fill in match the key word to their definition so they know what they will need to do - Plenary: they will think of something that means a lot to them, and will need to answer questions based on what they have chosen. They will then pass the piece of information to someone else in the class and see if they can guess what is being wrote about. 	<ul style="list-style-type: none"> - Answers from the fill in the key word worksheet - Notes made on the URS and what they will learn - Work completed from the plenary 	Unit Record Sheet: https://www.ocr.org.uk/Images/71580-unit-r052-unit-recording-sheet-interactive-urs151i-.pdf	M2
3&4	LO1: Be able to use skills, techniques	<ul style="list-style-type: none"> - To know the key components that make up an individual sport, 	<ul style="list-style-type: none"> - Starter: Make a list of all of the different individual sports you can think of and the key components that are required to be able to take part in individual 		<ul style="list-style-type: none"> - To complete a informational booklet based on one of the 	C2

	and tactics/strategies/compositional ideas as an individual performer	including; skills, techniques, creativity, tactics, strategies, composition, decision making and ability to manage/maintain performances.	<p>sports. Challenge: can some of these crossover to other sports.</p> <ul style="list-style-type: none"> - Give out a matching task for the pupils to sort out. Including the key terms for the lesson, the definition for what these are or information and then examples of these from the individual sports they can be assessed in. - Go through the powerpoint with all of the information around the areas for the lesson. Class to make notes on these. - Show them a video of two different performers performing in a game, get half the class to focus on one of the performers and the other half on the other. Get them to write down as many things as they can see happening based on what has been gone through in the lesson. - Plenary: Go back to the matching activity and see if they can make any improvements on what they have managed to do previously. After this get them to write the information in the tables that have been handed out to them and stick into books/folders. 		<p>individual sports that can be assessed based in what was learnt in the lesson</p> <ul style="list-style-type: none"> - List of individual sports that can be assessed link: https://www.ocr.org.uk/administration/support-and-tools/siu/cambridge-nationals-sport-studies-544112/ - Link to help with some of the information for the different sports: http://news.bbc.co.uk/sport1/high/academy/default.stm 	
5&6	LO1	<ul style="list-style-type: none"> - Practical based on learning from the previous week 	<ul style="list-style-type: none"> - Starter: split the class into 4 groups. This will be a relay type event in which they are required to write down as much as they can remember on their section of the board. One person from each team will run to the board, write something down, jog back and pass the marker on. The team with the most relevant information at the end of the time wins. 	<ul style="list-style-type: none"> - Notes made on each others performance - Answers made in the starter activity - Quality of the feedback and discussion of 	<ul style="list-style-type: none"> - Homework: To start writing a reflection on how they think they did in one of the sporting activities - Sheets of what is being looked at and the ranks for the different 	Sp1

			<ul style="list-style-type: none"> - Set up a variety of different individual sports around the sports hall for the pupils to take part in. They will be going to each of them in pairs to take part in mini games. One person will be performing the skills whilst the other will be making observations through notes or video recording on an app for them to look at after with the help of a guide sheet of what will be looked at and for them to rate the performance against. After 5 minutes the pair will swap over and the same will be done before them being able to go onto another individual sport. - Plenary: Feedback and discuss the findings of the observations from each other 	each other performance throughout the lesson	sports being performed	
7&8	LO1	<ul style="list-style-type: none"> - how the key components of performance as outlined in the previous lessons are relevant for an individual sporting activity of their own choice - To see the relationship between key components and optimum individual sporting performance 	<ul style="list-style-type: none"> - To read through the reflections they have made throughout the week and then share with the pair they were working with during the practical session. - Go through the informational powerpoint made on for one of most common individual sport: <ul style="list-style-type: none"> - The skills and techniques that are necessary for successful participation. - How and why creativity is important. - The tactics and strategies or compositional ideas that aid success/are required. - What decisions need to be made by participants? 	<ul style="list-style-type: none"> - Reflection made on their chosen individual sport performance 	<ul style="list-style-type: none"> - Resource to help them out with the work during the lesson: http://www.slideshare.net/PEEDC/skills-andtechniques - To watch a big fixture in the individual sport they have selected and see the different strategies, skills, techniques, tactics and see how they could use this in their 	C3

			<ul style="list-style-type: none"> - Situations that required the management/ maintenance of performance - Give pupils some time to look up the rest of the information to help them finish the reflection for this part of the learning outcome - Group activity: in groups they will need to think about the following two points and how it could affect performance and the result of the match based on: <ul style="list-style-type: none"> - How might an individual performance be improved if this key component is carried out successfully? - How might an individual performance suffer if this key component is not carried out successfully? - Get the pupils to add this to their reflections to see if by doing any of these may have affected the result of the games they have played. - Plenary: get pupils to think and write down the individual sport they would like to be assessed in the most, but will be assessed in multiple. 		own performance	
9&10 11&12	LO1	<ul style="list-style-type: none"> - Taking part in an individual activity 	<ul style="list-style-type: none"> - Starter: Pupils to read through informational leaflet made, list of MB1, 2 and 3 and any other notes they have made to help them out with this assessment - Go through the URS and see what they are needing to be able to do to achieve each of the marking brackets and what they should be aiming for depending on their target grades. 	<ul style="list-style-type: none"> - Filled in charts from the group - Filled in witness statements based on the pupils performance 	<ul style="list-style-type: none"> - Homework: To write down two things you did well in and one thing you would like to improve with your performance. For the one thing to improve 	Sp3

			<ul style="list-style-type: none"> - Set up the different individual activities that were mentioned at the end of the last lesson and give each of the groups going around an equal amount of time on each of the sports. - During this pupils in the group who may be not doing anything will write down two good things they see from a performer and 1 thing that could be improved, this will help with work later on in the unit - Plenary: Pupils to discuss what they have seen in the lesson with the performances made to see if improvements can be made in the next lesson 		<p>how could this be done.</p> <ul style="list-style-type: none"> - URS sheet given at the start of the unit. 	
13&14	LO2:Be able to use skills, techniques and tactics/strategies/compositional ideas as a sports performer in a sporting activity	<ul style="list-style-type: none"> - To know the key components of team performance including: <ul style="list-style-type: none"> - Performance of skills and techniques - Creativity - appropriate use of tactics/strategies/compositional ideas - Decision making during performance - Awareness of role within/contribution to the team 	<ul style="list-style-type: none"> - Starter: Have pictures of different teams sports that the class can be assessed against during this part of the unit and see if they are able to identify each of them. Can they start listing what they think is needed to be able to take part in team sports. Challenge: Can you think of any team sports that may be upcoming? - Give pupils a matching task with all of the key points that they are needing throughout this learning aim. They need to match the key term with the definition/description they think goes with it. Then an extension with what could be included in each of the different areas. - Hand out a worksheet for the lesson. During this worksheet will be everything they need to write down to help with any assessment - Go through the powerpoint with information based on this learning 	<ul style="list-style-type: none"> - Differentiated worksheet dependent on their target grades. - Discussion from the group task 	<ul style="list-style-type: none"> - Homework: Create a poster based on the team sport of their choice based on the information that has been covered in the lesson. - List of team sports that can be assessed in: https://www.ocr.org.uk/administration/support-and-tools/siu/cambri-dge-nationals-sport-studies-544112/ 	

			<p>outcome. Pupils will need to read through/listen to the information there and write down all the relevant information on the worksheet.</p> <ul style="list-style-type: none"> - Group Task: Show the class the list of team sports they can be assessed in. Pick a desired team sport and try to write down examples of each of the headings based on that sport. - Go back to the matching task and see if they have been able to make any improvements on the task. - Plenary: Get each pupil in the class to think of a team sport that no one else has. On their way out they have to mention that sport and the sport they would like to be assessed in for the module 		<ul style="list-style-type: none"> - Website to help with knowledge of sport: - http://news.bbc.co.uk/sport1/hi/academy/default.stm 	
15&16	LO2	<ul style="list-style-type: none"> - Observation of key components of team sporting activity 	<ul style="list-style-type: none"> - Warm-up: Group based activity that gives everyone a particular role to see how a team needs to be able to work together. - Set up a small sided team sporting game where one half of the class is taking part and the other team will be observing. This can be any sport included in the list of team sports that can be assessed. - The people who are observing are given a worksheet for them to fill in with the heading they have gone through in previous lessons. They will need to see what they have seen that was good and things that could be improved on. A sheet of what is usually looked for will be provided to help those struggling with terms to use for the sport. After this they will swap around and they will do the same thing. 	<ul style="list-style-type: none"> - Filled in worksheet - Completed homework - One-to-one and group discussion 	<ul style="list-style-type: none"> - worksheets to be filled in - Sheet with what is being looked at when being assessed. - Homework: write a blog entry about your performance on how your team performed and how your contributions helped your team to that result. - Information on how to write a 	

			<ul style="list-style-type: none"> - Once both pupils in the pair have observed each other in the sport they are taking part in, they will sit down with each other and talk through what they have found. They will need to listen carefully as they will need to use this for their homework. - Plenary: Class discussion to see what the class has found as a whole based on their observations and see if they are similar to that of the teacher. 		<p>blog entry: https://blog.hubspot.com/marketing/how-to-start-a-blog</p>	
17&18	LO2	<ul style="list-style-type: none"> - Key component for a specific team sporting activity - The effect of key components for a specific team sporting activity, including: <ul style="list-style-type: none"> - How might team performance be improved if this key component is carried out successfully? - How might team performance suffer if this key component is not carried out successfully? 	<ul style="list-style-type: none"> - Starter: To read through their blog and make sure everything is included in it ready to be submitted. A worksheet will have been handed to them as they walked in to fill in based on things that should have been included in the team performances last lesson and they need to sort them out into the correct places. - Go over the key information again based on that of the first lesson for all to make sure they have made the correct notes on this. - They need to link this to the specific sport they have chosen to take part and think about the skills, techniques, tactics, strategies, compositions, decision making and role they have within a team. A sheet will be given to everybody to fill in where they need to mention the best team sport they take part in and all the other pieces of information to fill in related to the learning outcome. - After this is completed, those wanting to be assessed in the same/similar sport will be put into groups to discuss the 	<ul style="list-style-type: none"> - Worksheets to fill in during the lesson - Sheet with what is expected of them to achieve to get each MB for each of the sports. 	<ul style="list-style-type: none"> - Resource to extend knowledge of the key components: http://www.slideshare.net/PEEDC/skills-andtechniques - Homework: Watch a big fixture in your chosen sport and observe what you seen according to the heading covered during this learning aim. Thinking about the impact of this and if you could do something similar to this. 	C1

			effects of the key components in their sports. Leading into a class discussion to see what everybody is thinking about.			
19&20 21&22	LO2	<ul style="list-style-type: none"> - Taking part in an individual activity 	<ul style="list-style-type: none"> - Starter: Pupils to read through informational leaflet made, list of MB1, 2 and 3 and any other notes they have made to help them out with this assessment - Go through the URS and see what they are needing to be able to do to achieve each of the marking brackets and what they should be aiming for depending on their target grades. - Set up the different team activities that were mentioned at the end of the last lesson and give an equal amount of time on each of the sports. - Plenary: Pupils to discuss what they have seen in the lesson with the performances made to see if improvements can be made in the next lesson 	<ul style="list-style-type: none"> - Filled in charts from the group - Filled in witness statements based on the pupils performance - URS sheet given at the start of the unit. 	<ul style="list-style-type: none"> - Homework: To write down two things you did well in and one thing you would like to improve with your performance. For the one thing to improve how could this be done. - 	Sp10
23&24	LO3: Be able to officiate in a sporting activity	<ul style="list-style-type: none"> - To learn how to apply rules and regulations relevant to the activity - The importance on consistency when officiating 	<ul style="list-style-type: none"> - Starter: Pupils think of the different rules that there are in sport and what they think is the most common rule they have come across in all sports. Challenge: can they think of a new rule that could make a sport a little more interesting to watch. - Practical: the class to be split into three equal teams 1,2 and 3. Teams 1 and 2 will take part in a simple conditioned invasion game with very basic rules. 	<ul style="list-style-type: none"> - Officiating score card - Rating card on each person for their performance and rule 	<ul style="list-style-type: none"> - Homework: Research a sport and write down as many of the rules as you could possibly find on them - Rule cards for pupils to choose from 	M8, Sp9

			<p>Every member from team 3 will take turns in picking a rule from the pile, then in their own time or when instructed by the teacher they must apply that rule. They will need to think about how to stop the game and how to communicate the new rule. The new rule could run alongside the other rules or take over the other rule.</p> <ul style="list-style-type: none"> - Teams to rotate so that everyone can have a go at trying to apply a new rule. Teacher to ensure the pupils are able to stop the game and introduce rule efficiently - Extension: with the same activity, the pupils need to think of their rule they could introduce into the game to change it and then take responsibility in officiating the rest of the game until someone comes in with a different rule to apply. Teachers can support learners so this can be done in confidence and effectively. 			
25&26	LO3	<ul style="list-style-type: none"> - To know the importance of accuracy when they are officiating their chosen sport - How to use the correct signals for some of the decisions they come across in the sport. 	<ul style="list-style-type: none"> - Starter: Ask the class to reflect on a time they have seen an official do really well in a match and then another time where they did not do so well. What could be the reason for this? What could be done to help them out with this? - Go through the powerpoint based on the importance of making accurate decisions when officiating and how this could be done. With pupils to make notes on the important information from this. - Task: Pupils to pick a sport and research all of the specific rules that come with 	<ul style="list-style-type: none"> - Research project completed - Presentation of their findings to the rest of the group 	<ul style="list-style-type: none"> - Watch a video/game with the focus being on the official. From the information found out in the lesson, how accurate this referee is. Give a review of the referee with a rating out of 5. 	C1

			<p>that sport. If struggling the pupils can pick from a pre-selected list of sports to help them out and find out what happens when someone goes and breaks these rules. Challenge: find the history and origins of the sport and how the different rules got introduced, for example kits and equipment used.</p> <ul style="list-style-type: none"> - Plenary: Some of the pupils to come forward and present their findings to the rest of the group 			
27&28	LO3	<ul style="list-style-type: none"> - How to communicate decisions 	<ul style="list-style-type: none"> - Starter: Question on the board as they come into the lesson about how the different officials they see in matches may communicate? How do these change in other sports? Is this the best way of doing it? How could it be changed? - Go through the powerpoint or information on how officials communicate to the players who are on the pitch/court and have them answer questions or complete a task on this to show their understanding - Practical: in pairs, one of them will be blindfolded whilst the other will need to think of a way to guide them through an obstacle course without touching any of the pieces of equipment. All they have to communicate is a whistle. In their pairs they will need to think how they can communicate to get through the obstacle course to safety. Once they have done this, they will discuss with their partner how they did and then swap over to try out the new strategies. - Plenary: discuss with the class why do officials tend to use different whistle 	<ul style="list-style-type: none"> - Completed questions or task based on officials communicate their decisions. - Success on the practical part of the lesson 	<ul style="list-style-type: none"> - To look at the different tones of whistles used in the sport of your choice and what they mean, for example the full time whistle. 	Sp9

			tunes to notify the players of something or to stop the game.			
29&30	LO3	<ul style="list-style-type: none"> - Why is it important to be consistent? 	<ul style="list-style-type: none"> - Starter: Questions on the board; why is it important to be consistent? Has it ever happened to any of them? How does it make people feel? Does it make the game fair? - Go through the importance of being consistent with the class and ask them to compare two different officials shown in videos about the impact that has been made from one who was being consistent and the other not. Have a classroom discussion on why this is the case and if they can make any links to other units they have covered on this course, for example RO51. - Practical: to give them the chance/opportunity to be part of games that are officiated poorly. In small sided, conditioned games, one or more learners will be asked to officiate. Without the players knowing they have been given one of the following instructions beforehand: <ul style="list-style-type: none"> - favouring a certain team/player - showing bias against a certain team/player - being unnecessarily harsh in their sanctions - being very unconfident in their decisions - being overly aggressive/confrontational - being easily swayed/changing their mind about decisions 	<ul style="list-style-type: none"> - Discussion made around the importance of being consistent - Completed homework 	<ul style="list-style-type: none"> - Homework: write a review on one of the refereeing performances seen in the lesson, mentioning how it made you feel and the impact it had on the game. - 	M1

			<ul style="list-style-type: none"> - any other way that could be unfair and/or inconsistent. <p>The pupils will need to try and guess what is happening or express how they felt or how different it was playing with the condition that the referee has been asked to do. Swap around to give as many people a chance of officiating as they can.</p> <ul style="list-style-type: none"> - Plenary: Discuss in groups why they will need to be consistent in officiating the sports they are doing and what the results could be if they are not. 			
31&32	LO3	<ul style="list-style-type: none"> - To know the signals used in game and what they mean 	<ul style="list-style-type: none"> - Starter: Have pictures of different hand signals used in some of the most common sports to see if the class can identify any of them and which sport they are from. Challenge: can they think of any other signals that are used in sports. - Go through the powerpoint based on the use of signals used in different sports and why we may use them alongside our verbal communication. - Task: in groups, with those who chose the same sport as them. They will need to research the different signals that are used in that sport and think about when they would be used. Challenge: what may be the consequence of this if any. - Get the class to share what they have found with the rest of the class and see if any of them could input anything else onto it. - Task: On their own or in pairs they will know need to try and make a picture/video board of themselves performing these signals, with them 	<ul style="list-style-type: none"> - Presentation on findings of the signals and when they are used. - completed picture/video board of the different signals used in chosen sport and labelled 	<ul style="list-style-type: none"> - Website to help with some of the hand signals used in sports: http://news.bbc.co.uk/sport1/hi/academy/default.stm - Homework: to finish off the picture/video board to test understanding. 	C3

			being labelled and explain why you used this signal for.			
33&34 35&36	LO3	Assessment on being able to officiate in a sporting activity	<ul style="list-style-type: none"> - Starter: Go through the URS given to them at the start of the lesson and discuss what they will need to do to achieve each of the marking brackets. Ensure everyone know which one they should be aiming to achieve due to the target grade that has been set for them at the start of the course. - Get the individuals to officiate the sport of their choice and get video evidence of this performance for them to be able to review if they wish to for their LO4 work. 	<ul style="list-style-type: none"> - Feedback from peers - Filled in witness statement 	<ul style="list-style-type: none"> - Homework: Review performance from the feedback of their peers and teacher in their discussion, mentioning all of the main features we have covered in lessons. 	Sp1
37&38	LO4: Be able to apply practice methods to support improvement in a sporting activity	<ul style="list-style-type: none"> - How to identify areas of improvement in own performance in a sporting activity 	<ul style="list-style-type: none"> - Starter: Make a list of the skills in a selected sport from the the skills that you think are the easiest to improve at the bottom and the hardest at the top - Task: What makes a skill\technique a strength? What makes a skill a weakness? How have you made the judgement of these skills being a strength/weakness. - Go through the information about needing to know what all of the key skills are for a particular sport and needing to know these for their specific sporting activity - Group task: In groups with the same sport or similar sporting activities will need to create a list of all of the key skills they think are needed in their sport, if they are struggling they will 	<ul style="list-style-type: none"> - Completed list of skills from group work - Analysis of their performance by ranking their performance of skills - Judgements made on what their strengths and weaknesses are 	<ul style="list-style-type: none"> - Website link for the different skills for sports: http://news.bbc.co.uk/sport1/hi/academy/default.stm - Homework: to think of drills or exercises that could help with the certain weakness they have chosen - Website to help with homework: http://www.sportplan.net/ 	

			<p>need to nominate 1 person to do some research based on these.</p> <ul style="list-style-type: none"> - Go through information on powerpoint about what makes skills a strength and what makes skills a weakness. - Task: Students can look at their review of performance, video footage if taken and notes from peers to rate the list of skills that they have between 1-10 on how successful they are at them. From this they will need to see which are classed as strengths and those as weaknesses. Challenge: How could you improve those weaknesses. - Plenary: Pupils to write down on sticky notes two of the strengths they have found from their performance and 1 weakness they would like to work on. 			
39&40	LO4	<ul style="list-style-type: none"> - What are the different types of skills that are used in a sporting performance 	<ul style="list-style-type: none"> - Starter: Look at the list of the skills that are used in the sport, think about the position you play and the role in the team you have, put a tick next to your strengths and a cross next to those you deem as a weakness. - Give students the names of the different types of skills and the basic definition for each of them, see if they can make a link before any teaching. This will be revisited at the end of the lesson. - Go through the powerpoint based on the powerpoint and get them to write notes based on these. - Task: With the list of skills that have been made, in groups or on their own they will need to put the type of skill they think it is next to the name of the skill. 	<ul style="list-style-type: none"> - filled in table from completing there circuits - Labelling of the types of skill each one is - Answers given in the plenary 	<ul style="list-style-type: none"> - Homework: Answer the following two questions based on being able to improve on weaknesses; <ul style="list-style-type: none"> - What would it "look like" if it were carried out more effectively? - What effect it would 	Sp2

			<ul style="list-style-type: none"> - Practical: a circuit of skills that are used in a range of different sports. Each pupil is given a table and they will need to write down the name of the skill they are practicing and what the type of skill it from what they have learnt in the classroom - Plenary: On the way out of the lesson, they will need to tell me a type of skill and an example of this before leaving 		<p>have on their overall performance if the skills was more successful</p>	
41&42	LO4	<ul style="list-style-type: none"> - Recap on types of skill - What are the different types of practice 	<ul style="list-style-type: none"> - Starter: To create a continuum for the skills that have listed regarding how open or closed the skill is and simple and complex the skill is. - Task: Have the name of the different types of practice on the board and see if anyone can describe what the type of practice is and what type of skill they will benefit the most - Reading through the website they will need to find the information around the different types of practice. from this see if they are able to determine which is the most effective and why this may be the case - Go through the powerpoint on the different types of practices and fill in the table given to them as they are going through. Task: Put videos on the board of different practices being performed on Youtube and see if the class are able to label the correct type of practice next the video. - Plenary: Pupils are given a practice on a card and they have to describe what it is to the rest of the class without giving away the name by describing how it could be done within a training session. 	<ul style="list-style-type: none"> - completed continuum - Answers to the video - Ways they are able to describe the type of practice in the plenary 	<ul style="list-style-type: none"> - Create 1 training drill for one of the skills you are wanting to improve - Look at website link to have a look over training methods: http://www.brianmac.co.uk/articles/tindexski.htm 	M2

			The class will need to try and guess what it is before the time runs out.			
43&44	LO4	<ul style="list-style-type: none"> - Creating training exercises for their weaknesses based based on types of training - Methods to improve own performance 	<ul style="list-style-type: none"> - Starter: With the list of skills made a few lessons back, make note next to the ones that you are wanting to improve and what types of practice would be best to improve these based on the information learnt in the last lesson - Task: Pass the training drill created for homework to someone else in the class for them to read through to see if they can work out what type of practice this is and give some feedback on if this is the best one for them to do. - Go through powerpoint based on method to improve own performance looking at: <ul style="list-style-type: none"> - Different types of practice - Altering context of performance - Use of tools and evaluations - Task: Complete a new practice to improve one of the areas of weaknesses spotted to make sure it fits with the type of practice you are wanting to work on to be lead to a small group of pupils. Show them this website if they require any guidance or ideas on practices: https://www.sportplan.net/ - Practical: Lead their mini practice to their peers and get some peer feedback on how it went - Plenary: Questions based on what they have learnt so far, for example How are you thinking of improving your performance and why? 	<ul style="list-style-type: none"> - Completed practices for improving skill - Annotated plans with peer feedback - Questions answered in plenary 	<ul style="list-style-type: none"> - Homework: Through the use of a written evaluation or video diary, record how you think the drill/practice went and what impact it could have on the individual's overall performance over time. 	Sp5

45&46	LO4	<ul style="list-style-type: none"> - How to measure improvements in skills, techniques and strategies developed 	<ul style="list-style-type: none"> - Starter: What type of record did you used to complete the homework? How easy was this to use? What impact do you think it will have in recording your improvements from the use of the practices. - Go through all of the different types of methods they could use, including: <ul style="list-style-type: none"> - Completion of proficiency awards - Keeping individual logs of performance - Keeping video diaries - Peer observations - Monitoring competition results over time - Task: Get the class to use a different method of recording the information, do some extra research on how these can be done. Write the evaluation they did for homework in one of the different ways and compare how they are different with the information and easiness. - Share the information in pairs and see what suggestions can be made on what would be easier for each of them wanting to use. 	<ul style="list-style-type: none"> - Two forms of completed evaluation/performance improvement record 	<ul style="list-style-type: none"> - Homework: Read through all notes made and start preparation towards assessment 	C1
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47&48	LO4	Assessment Prep	<ul style="list-style-type: none"> - Starter: Pupils read through URS sheets given to them at the start of the unit and look at what the key words for each of the marking brackets mean. - As a class, read through the examples of the MB1 piece of work and discuss why this piece of work could only be assessed as what it is. Do the same with the MB3 piece of work. - Task: Pupils independently read through the example work and highlight where they can see the key words from the URS being used to help them see what needs to be included. - Collect all of the work that is needed for this assessment and will help them to complete the piece of work, ensuring it is organised and in the correct order. - Plenary: Create a spider diagram on what they need to include and branching off of these link how they are going to meet these with the information they are going to put into the piece of work 	<ul style="list-style-type: none"> - Annotated exemplar work - Annotated URS sheet - Work collected to help with assessment - Completed mind map of how they are going to complete the assessment 	<ul style="list-style-type: none"> - Homework: read through the notes made in the file and mind map to ensure you know exactly what you are going to do to complete the assessment 	Sp3
49&50 51&52	LO4	Assessment	<ul style="list-style-type: none"> - To finish assessment piece to include all that has been written in their notes and in the mind map into a written piece of work 	<ul style="list-style-type: none"> - Completed piece of coursework submitted before the deadline 	<ul style="list-style-type: none"> - MB1 example piece of work - MB3 Example piece of work - Notes collected to help them with the assessment 	C5