

Oakwood Academy Scheme of Work

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| BTEC Award in Sport and Active Leisure <u>Unit(s)</u> 2 - Managing Your Health at Work. 4 - Taking Part in Sport. | Term: Spring 1 & 2 | Length: 11 Weeks | Class: +16 |
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| Inspire | Impact | Independence |
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| <ul style="list-style-type: none"> • Pupils will participate in weekly sports / physical activity sessions to develop their physical fitness and skills in order to inspire them towards lifelong participation in physical activity. • Pupils will learn about managing their health at work to inspire them to take care of themselves as they progress into the workplace after sixth form. | <ul style="list-style-type: none"> • Pupils will develop the skills and fitness required for lifelong participation in sport and physical activity. • Pupils will develop an understanding of the world of work, which will benefit them as they progress through life. • Pupils have the opportunity to obtain two qualifications, which will also help them as they progress through life. | <ul style="list-style-type: none"> • Pupils should develop the confidence to participate in sport and/or physical activity independently as they develop their fitness and skills. • Pupils will develop their understanding of the world of work and thus, their chances of getting a job, which will enhance their opportunity to lead a more independent lifestyle. |

Key Vocabulary

Work, Careers, Health & Safety, Mindfulness, Careers, Sports, Resilience, Snooker, Pool, Reflection, Evaluation.

Success Criteria

1.1 - Learners must outline why it is important to be healthy at work. They should give at least three reasons that benefit themselves and the employer.

2.1 - Learners must identify three different ways of keeping healthy at work.

2.2 - Learners must identify at least two different types of working environments and at least one associated health risk or issue for each type.

| Week | Learning Objectives | Possible Teaching Activities |
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| 1 | <ol style="list-style-type: none">1. To participate in sport (Unit 4 - PM).2. To develop an understanding of Unit 2 and break down the assessment criteria. | <ul style="list-style-type: none">• Pupils to participate in an indoor sport (PM).• Teacher to introduce Unit 2 to the group looking at the specification and requirements to complete the unit.• KAGAN Mind Map Carousel - Pupils to work in small groups working around the room (5 minutes at each mind map).<ul style="list-style-type: none">- Mind Map 1 = Why is it important to be healthy at work? Consider benefits for the employer and employee.- Mind Map 2 = How can you keep healthy at work?- Mind Map 3 = What different types of working environments are there and what are health risks / issues associated with them?• Teacher to look through each mind map with the group prompting discussion to question / add to each.• Pupils to work independently to produce a piece of work that covers the information from each Mind Map.• Plenary - targeted questioning to check for understanding, hear examples of pupil work and to introduce next week's lesson. |

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| 2 | <ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - PM). 2. To develop social skills to promote interaction with peers within the local community. | <ul style="list-style-type: none"> • Pupils to participate in an indoor sport (PM). • Steven Charles Snooker 09:45 - 11:45 (NO ACCESS TO UTC). |
| 3 | <ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - PM). 2. To develop social skills to promote interaction with peers within the local community. | <ul style="list-style-type: none"> • Pupils to participate in an indoor sport (PM). • Steven Charles Snooker 09:45 - 11:45 (NO ACCESS TO UTC). |
| 4 | <ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - PM). 2. To develop social skills to promote interaction with peers within the local community. | <ul style="list-style-type: none"> • Pupils to participate in an indoor sport (PM). • Steven Charles Snooker 09:45 - 11:45 (NO ACCESS TO UTC). |
| 5 | <ol style="list-style-type: none"> 1. To participate in sport (Unit 4 - PM). 2. To reflect upon and evaluate your sports performance highlighting key strengths and areas for development. | <ul style="list-style-type: none"> • Pupils to participate in an indoor sport (PM). • Pupil led (guided by teacher) discussion about the two sports that they have participated in (kayaking and one indoor sport). • Pupils to complete a reflective worksheet for the two sports highlighting two strengths, two areas for development and a future target for improvement. • Teacher to gather photographic evidence and add to pupils' folders (Unit 4). • Pupils to submit their reflective worksheets to be added to Unit 4 folder. |
| 6 | <ul style="list-style-type: none"> • To participate in sport (Unit 4 - PM). • To independently produce a PowerPoint presentation about managing your health at work. | <ul style="list-style-type: none"> • Pupils to participate in an indoor sport (PM). • Teacher to recap Week 1 using targeted questioning and KAGAN activity. • Teacher to introduce presentation task to pupils. • Pupils to work independently to produce a PowerPoint presentation for Unit 2. • Plenary - hearing examples of pupil work and introducing next week's lesson. |
| 7 | <ul style="list-style-type: none"> • To develop understanding of key hiking skills. • To independently produce a PowerPoint presentation about managing your health at work. | <ul style="list-style-type: none"> • Pupils will take part in a classroom-based lesson to learn about hiking (what they need to take, map reading, route planning). • Recapping last week's work / responding to any marking feedback. |

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| | | <ul style="list-style-type: none"> • KAGAN Activity - To extend recap. • Pupils to work independently on PowerPoint presentations. • Plenary - hearing examples of pupil work and introducing next week's lesson. |
| 8 | <ul style="list-style-type: none"> • To take part in a teacher-led flat hike (AM). • To independently produce a PowerPoint presentation about managing your health at work. | <ul style="list-style-type: none"> • Pupils to complete a walk around Worsley Woods (AM). • Recapping last week's work / responding to any marking feedback. • KAGAN Activity - To extend recap. • Pupils to work independently on PowerPoint presentations. • Plenary - hearing examples of pupil work and introducing next week's lesson. |
| 9 | <ul style="list-style-type: none"> • To plan and lead a flat hike (AM). • To present information about how to manage your health at work to a small group of peers. | <ul style="list-style-type: none"> • Pupils to lead a walk around Worsley Woods (AM). • Presentation (Submission) - Pupils will take it in turns to present their work to a small group of peers. • Teacher to give generic feedback to the group at the end. |
| 10 | <ul style="list-style-type: none"> • To take part in an uphill hike (all day). • To engage with assessment feedback and make any amendments to PowerPoint presentation. | <ul style="list-style-type: none"> • Pupils to complete an uphill hike around Rivington Pike. • Assessment Feedback - KAGAN discussion activity. • Assessment Feedback - Personal reflection exercise (WWW/EBI). • Assessment Feedback - Teacher to provide individual feedback to pupils. • Amendments - Pupils to engage with feedback and amend their work (where necessary). |
| 11 | <ul style="list-style-type: none"> • To reflect upon Rivington hike. • To re-present information about how to manage your health at work. | <ul style="list-style-type: none"> • Pupils will take part in a reflective session considering what went well and what could have gone better when they climbed Rivington Pike. • Presentation (Resubmission) / Sports Participation - Pupils who need to re-submit will present their updated PowerPoint to teacher. Other pupils will participate in sport with JE and SK. |
| Useful Teaching Resources | <ul style="list-style-type: none"> • www.dwp.gov.uk/health-work-and-wellbeing/ - Government-run website focused on improving health and well-being of people of working age. • www.gov.uk - Government services including advice on working and jobs. | |

- <https://worksmart.org.uk/index.php> - A TUC-run website with information about rights at work.

Differentiation

- Outcomes.
- Specific pupils to receive additional TA support (targeted as a result of assessment data).
- Differentiated (progressed and regressed) tasks.

Assessment for Learning

- Peer Assessment.
- Self-Assessment (Prowise).
- Targeted Questioning.
- Teacher Observations.
- Formal Marking.

Cross-Curricular Links

- Literacy (speaking and listening (KAGAN / Presenting), reading and writing).
- Maths (looking at statistics).
- Sociology / Science (Understanding how to manage your health at work).

Progress Tracking

Not Started In Progress Completed

| Name | Unit | | | | | | |
|------------|-----------------------------|---------------------|-----------------------------|-----------------------------|------------------------------|------------------------------|--------------------------------------|
| | Unit 1 (Year 1 - Autumn) | Unit 4 (Ongoing) | Unit 2 (Year 1 - Spring) | Unit 3 (Year 1 - Summer) | Unit 11 (Year 2 - Autumn) | Unit 15 (Year 2 - Spring) | Unit 12 (Extra) (Year 2 - Summer) |
| H Thornton | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| S Romans | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| C Kennedy | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| J Anderson | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| H O-Higson | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| T Gittins | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| R Gordon | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| K Livesey | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |
| J Tuckele | Completed | In Progress | Not Started | Not Started | Not Started | Not Started | Not Started |

Whole School Progress

NC = Not Counted BT = Below Target NT = Near Target OT = On Target AT = Above Target

| Name | Term | | | | | |
|------------|----------|----------|----------|----------|----------|----------|
| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| H Thornton | OT | OT | | | | |
| S Romans | OT | OT | | | | |
| C Kennedy | OT | OT | | | | |
| J Anderson | OT | OT | | | | |
| H O-Higson | OT | OT | | | | |
| T Gittins | OT | OT | | | | |
| R Gordon | OT | OT | | | | |
| J Tuckele | OT | OT | | | | |
| K Livesey | OT | OT | | | | |