

**Year 11 2018/2019 Curriculum map**

Subject	Objectives	Autumn	Spring	Summer
English		Paper 1 Review literature and Language paper 2	Review of 19 <sup>th</sup> century text Review of Shakespeare	Paper practice
Mathematics	<p>AO1: Use and apply standard techniques Students should be able to:</p> <ul style="list-style-type: none"> <li>• Accurately recall facts, terminology and definitions</li> <li>• Use and interpret notation correctly</li> <li>• Accurately carry out routine procedures or set tasks requiring multi-step solutions.</li> </ul> <p>AO2: Reason, interpret and communicate mathematically Students should be able to:</p> <ul style="list-style-type: none"> <li>• Make deductions, inferences and draw conclusions from mathematical information</li> <li>• Construct chains of reasoning to achieve a given result</li> <li>• Interpret and communicate information accurately</li> <li>• Present arguments and proofs</li> <li>• Assess the validity of an argument and critically evaluate a given way of presenting information.</li> </ul>	<p>Foundation students: Simultaneous Equations</p> <p>2D representation of 3D shapes</p> <p>Linear and quadratic equations and their graphs</p> <p>Higher students:</p> <p>Surds</p> <p>Simultaneous Equations</p> <p>2D representation of 3D shapes</p> <p>Linear and quadratic equations and their graphs</p> <p>Algebra: further quadratics, rearranging formulae and identities</p> <p>Trigonometry recap and extension</p> <p>Growth and decay</p>	<p>Foundation students revision, gap closing and exam preparation</p> <p>Higher students Equation of a circle</p> <p>Further equations and graphs</p> <p>Further sketching graphs</p> <p>Sine and Cosine rule</p> <p>Transforming functions</p> <p>Circle theorems</p> <p>Gradients and rates of change</p> <p>Pre-calculus and area under a curve</p> <p>Algebraic fractions</p>	Revision, gap closing and exam preparation

	<p>AO3: Solve problems within mathematics and in other contexts Students should be able to:</p> <ul style="list-style-type: none"> <li>• Translate problems in mathematical or non-mathematical contexts into a process or a series of mathematical processes</li> <li>• Make and use connections between different parts of mathematics</li> <li>• Interpret results in the context of the given problem</li> <li>• Evaluate methods used and results obtained</li> <li>• Evaluate solutions to identify how they may have been affected by assumptions made.</li> </ul>			
Science	<p>AO1 - Demonstrate knowledge and understanding of -</p> <ul style="list-style-type: none"> <li>• scientific ideas</li> <li>• scientific techniques and procedures</li> </ul> <p>AO2 - Apply knowledge and understanding Of -</p> <ul style="list-style-type: none"> <li>• scientific ideas</li> <li>• scientific enquiry, techniques and procedures</li> </ul> <p>AO3 - Analyse information and ideas to -</p> <ul style="list-style-type: none"> <li>• interpret and evaluate make judgements and draw conclusions</li> <li>• develop and improve experimental procedures</li> </ul>	<p>Combined -</p> <ul style="list-style-type: none"> <li>B5 The Human Body</li> <li>B6 Life On Earth</li> <li>C2 Chemical Patterns</li> <li>C4 Material Choices</li> <li>P4 Explaining Motion</li> </ul> <p>Triple -</p> <ul style="list-style-type: none"> <li>P4 Explaining Motion</li> <li>P5 Radioactive Materials</li> <li>C5 Chemical Analysis</li> <li>C6 Making Useful Chemicals</li> </ul>	<p>Combined -</p> <ul style="list-style-type: none"> <li>C4 Material Choices</li> <li>C5 Chemical Analysis</li> <li>C6 Making Useful Chemicals</li> <li>P5 Radioactive Materials</li> <li>P6 Matter - models and explanations</li> </ul> <p>Triple -</p> <ul style="list-style-type: none"> <li>P6 Matter - models and explanations</li> </ul>	Revision and exam preparation

RS	<p>Beliefs and teachings and practices in Christianity and Islam.</p> <p>AO1: Can independently ... ... Use sound knowledge and understanding of religions studied and the impact of its beliefs and teachings. ... Show awareness of the meaning and importance of the beliefs of religious people. ... Inconsistent use of specialist vocabulary.</p> <p>AO2 Can independently ... ... Use arguments which are supported by relevant evidence and can express and evaluate different responses to a variety of issues. ... Refer to different points of view and attempt to make a judgment.</p>	<p>Beliefs and teachings in Christianity.</p> <p>We will be covering: The nature of God The concept of a God as a Trinity of persons Biblical accounts of Creation</p> <p>The problems of evil and suffering and a loving and righteous God.</p>	<p>Beliefs and teachings in Islam</p> <p>Core beliefs Nature of Allah Prophethood (Risalah) Books (Kutub).</p>	<p>Practices in Christianity and Islam</p> <p>Worship Sacraments Prayer The importance of Practices Public acts of worship Private acts of worship.</p>
Computer Science		<p>Paper 1:</p> <ul style="list-style-type: none"> <li>- Algorithms &amp; Programming</li> <li>- Data Representation</li> <li>- Logic</li> </ul>	<p>Paper 2:</p> <ul style="list-style-type: none"> <li>- Computer Systems</li> <li>- Computer Networks</li> <li>- Computer Security</li> <li>- Ethics</li> </ul>	Revision for both papers.
Geography	<p>A01: Demonstrate knowledge of locations, places, processes, environments and different scales.</p> <p>A02: Demonstrate geographical understanding of: concepts and how they are used in relation to places, environments and processes, the</p>	<p>Paper 1: Living with the physical environment.</p> <p>Section C: Coastal Landscapes</p> <p>Students study the different types of waves. The coastal processes and their landforms. They study an</p>	<p>Paper 3: Geographical Application</p> <p>Coastal fieldwork</p> <p>Paper 2: Challenges in the human environment.</p> <p>Section B: The changing economic world.</p>	<p>Paper 3: Geographical Application</p> <p>Pre-release and skills practice.</p> <p>Exam revision and exam technique.</p>

	<p>inter-relationships between places, environments and processes.</p> <p>AO3: Apply knowledge and understanding to interpret, analyse and evaluate geographical information and issues to make judgments.</p> <p>AO4: Select, adapt and use a variety of skills and techniques to investigate questions and issues and communicate findings.</p>	<p>example coastal area to show the different features.</p> <p>They then study the different types of coastal management and evaluate their effectiveness. this is linked into a case study.</p>	<p>Students study the economic development and quality of life. how to reduce the development gap and study two case studies Nigeria and the UK.</p>	
Psychology	<p>AO1: Demonstrate knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO2: Apply knowledge and understanding of psychological ideas, processes and procedures.</p> <p>AO3: Analyse and evaluate psychological information, ideas, processes and procedures to make judgements and draw conclusions.</p>	<p>Psychological Problems:</p> <p>Depression - symptoms and diagnosis, biological and psychological explanations, treatments and therapies.</p> <p>Addiction - characteristics and diagnosis, biological and psychological explanations, treatments and therapies.</p> <p>The brain and neuropsychology:</p> <p>The structure and function of the nervous system and the James-Lange theory of emotion</p> <p>Neuron structure and function</p>	<p>The brain and neuropsychology:</p> <p>An introduction to neuropsychology, including cognitive neuroscience and neurological damage.</p> <p>Revision of Paper 1 and part of Paper 2 and study skills:</p> <p>Memory Perception Development Research Methods Social influence Language thought and communication</p>	<p>Revision of part of Paper 2 and study skills.</p> <p>The brain and neuropsychology Psychological problems.</p>

		Structure and function in the brain		
History	<p>AO1: Demonstrate knowledge and understanding of the key features and characteristics of the periods studied.</p> <p>AO2: Explain and analyse historical events and periods studied using second order historical concepts.</p> <p>AO 3: Analyse, evaluate and use sources (contemporary to the period) to make substantiated judgements, in the context of historical events studied.</p>	<p>Paper 1: Thematic study and historic environment</p> <p>Medicine in Britain, c1250–present</p> <p>Students will look at ideas about the cause of disease and illness, and approaches to prevention and treatment from the medieval through to the modern period.</p> <p>They will also investigate a case study for each of the time periods.</p>	<p>Paper 1: Thematic study and historic environment</p> <p>The British sector of the Western Front, 1914–18: injuries, treatment and the trenches.</p> <p>Student will look at how the historical environment influenced the development of medicine.</p> <p>For the second half of the term, students will continue to revise all content for their GCSE.</p>	<p>Revision for the exams.</p> <p>All papers and content.</p>
MFL (Spanish)	<p>AO1: To listen and understand Spanish</p> <p>AO2: To speak in Spanish</p> <p>AO3: To read and understand Spanish</p> <p>AO4: To write in Spanish</p>	<p>Theme: Identity and culture</p> <p>Describing mealtimes and daily routines.</p> <p>Talking about illness. Help at the pharmacy</p> <p>Talking about typical foods</p> <p>Comparing different festivals</p> <p>Describing a special day</p> <p>Ordering in a restaurant</p>	<p>Theme: Future Aspirations, study and work</p> <p>Talking about jobs and job preferences</p> <p>Talking about how much money you earn</p> <p>Talking about work experience</p> <p>Talking about the importance of learning a language</p> <p>Applying for a summer job</p> <p>Discussing gap years</p>	<p>Exam revision and technique</p> <p>Preparation for Speaking exam</p>

		Talking about a music festival	<p>Discussing future plans</p> <p>Theme: International and Global Dimension</p> <p>Talking about healthy eating and lifestyle</p> <p>Considering global issues</p> <p>Talking about natural disasters</p>	
Art	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language,</p>	<p>C/W - Component 1</p> <p>Food: A multicultural representation of multicultural Britain.</p> <p>Students will continue their studies on how food represents Britain's culture. They will use the primary sources they gathered on their trip to Borough Market in the summer term to inform their ideas. Research and analysis will connect their ideas to artists and current affairs.</p> <p>They will produce a variety of experimental pieces in both 2D and 3D materials.</p> <p>The project will develop into a 3D ceramic outcome which will be made during their mock exam in December.</p>	<p>Exam - Component 2</p> <p>Student will receive the exam paper and title early in the spring term.</p> <p>They will have a 6-8 week preparation period where their teacher will guide them with their ideas on the theme. They will produce practical project that covers all assessment objectives and is fully developed in preparation for their final piece.</p> <p>Their exam is a sustained period that equates to 10 hours. During the exam they will produce their final piece and submit their preparatory project.</p>	<p>C/W - Component 1</p> <p>Finishing ceramic outcome from project 2 (food).</p> <p>Student will now return to their coursework projects to ensure that they are complete and refined.</p>

		This will be finished during the summer term.		
Business Studies	<p>AO1: Demonstrate knowledge and understanding of business concepts and issues.</p> <p>AO2: Apply knowledge and understanding of business concepts and issues to a variety of contexts.</p> <p>AO3: Analyse and evaluate business information and issues to demonstrate understanding of business activity, make judgments and draw conclusions.</p>	<p>Business operations Students will look at what business operations involve, their role within the production of goods and the provision of services, and how they influence business activity. They will look at production processes (job and flow), the role of procurement including stock control, logistics and working with suppliers. They will also consider the concept of quality and look at the effects of customer services on businesses.</p>	<p>Marketing Students will look at how to identify and understand customers, how businesses use segmentation to target customers. They will also understand why businesses conduct market research and the methods businesses use. They will learn about the elements of the marketing mix, price, product, promotion and place and be aware of how they work together. Students will also be able to analyse the importance of e-commerce and m-commerce.</p>	<p>Finance Students will learn about the sources of finance businesses can use. They will understand the importance of cash flow to a business and the difference between cash and profit. They will learn a number of financial terms and carry out basic financial calculations such as the average rate of return and break-even. Students will understand the importance of financial statements and be able to make judgements on the performance of a business based on these statements. There will also be the opportunity for exam revision and technique.</p>
Dance	<p>AO1: Perform dance, reflecting choreographic intention through physical, technical and expressive skills.</p> <p>AO2: Create dance, including movement material and aural setting, to communicate choreographic intention.</p> <p>AO3: Demonstrate knowledge and understanding of choreographic processes and performing skills.</p>	<p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Section A/B theory of safe practice and own/others work.</p> <p>Developing choreography through various stimulus': exploring choreographic devices, approaches and expression.</p> <p>Critical appreciation through theory and practical: Shadows</p>	<p>Critical appreciation through theory and practical: A Linha Curva</p> <p>Critical appreciation through theory and practical: Artificial things</p> <p>Critical appreciation through theory and practical: Emancipation of Expressionism</p> <p>Critical appreciation through theory and practical: Infra</p>	<p>Exam question work e.g. mocks</p> <p>Critical appreciation through theory and practical: Comparisons of all anthologies</p> <p>Set phrases- Flux, Shift, Breathe, Scoop</p> <p>Finalising choreography/ practical elements</p>

	AO4: Critically appreciate own works and professional works, through making analytical, interpretive and evaluative judgments.	Critical appreciation through theory and practical: Within Her Eyes	Revisit all practical elements	
Design Technology	AO1: Identify, investigate and outline design possibilities to address needs and wants.  AO2: Design and make prototypes that are fit for purpose.  AO3: Analyse and evaluate: design decisions and outcomes, including for prototypes made by themselves and others wider issues in design and technology.  AO4: Demonstrate and apply knowledge and understanding of: technical principles designing and making principles.	NEA Students will carry out a substantial design and make task They will identify and investigate design possibilities. Produce a design brief and specification. Generate and develop design ideas. Realising design ideas. Throughout and at the end of the process they will be analysing & evaluating. This constitutes 50% of the GCSE.	Students will continue with their substantial design and make task They will identify and investigate design possibilities. Produce a design brief and specification. Generate and develop design ideas. Realising design ideas. Throughout and at the end of the process they will be analysing & evaluating. This constitutes 50% of the GCSE. Students will revise all content they have covered for their GCSE.	Exam revision and technique.
Engineering	AO1: Demonstrate knowledge and understanding of engineering principles and processes.  AO2: Apply knowledge, understanding and skills in different contexts, including through the use of a range of tools, equipment, materials, components and manufacturing processes.	NEA - Practical Engineering Students will apply their skills, knowledge and understanding to in a practical context. They will produce engineering drawings or schematics to communicate a solution to a set brief. They will then manufacture an engineering product that solves a given problem. Throughout the	Exam revision and technique covering the key topic areas:  Engineering materials Engineering manufacturing processes Systems Testing and investigation The impact of modern technologies Practical engineering skills	Exam revision and technique covering the key topic areas:  Engineering materials Engineering manufacturing processes Systems Testing and investigation The impact of modern technologies Practical engineering skills

	A03: Analyse and evaluate evidence in relation to a range of engineering contexts.	process they will analyse and evaluate. This constitutes 40% of the GCSE.		
Food Preparation and Nutrition	A01: Preparing to cook. A02: Understanding Food. A03: Exploring balanced diets. A04: Plan and produce dishes in response to a brief.	NEA 1 - Food Investigation  Students will work through their food investigation. They need to demonstrate understanding of the working characteristics, functional and chemical properties of ingredients. They will research the theme and ingredients. Carry out a range of practice experiments. Carry out research and draw hypothesis. Carry out an investigation and write up the findings.  This constitutes 15% of the GCSE.  Students will revise the work they have done on nutrition.	NEA 2 - Food preparation assessment  Students will work through a range of technical practical to enhance their skills.  Students will plan and undertake their assessed practical. They will be required to plan, prepare cook and present three dishes related to a set task. They will need to demonstrate their understanding of nutrition. This constitutes 35% of the GCSE.  Students will revise the work they have done on food safety.	Exam revision and technique.
Drama	A02: Apply theatrical skills to realise artistic intentions in live performance. A03: Demonstrate knowledge and understanding of how drama and theatre is developed and performed. A04: Analyse and evaluate their own work and the work of others.	This term the main focus is on component 3 which is a practical unit in which students are assessed on their ability to apply theatrical skills to realise artistic intentions in live performance (A02). Component 3 constitutes 20% of the GCSE.	This terms focus is on dress rehearsals and practice run throughs for Component 3.  After students have finished unit 3, attention will revert to Unit 1 - preparing for the written exam.	Students will practice exam questions to ensure that they are fully prepare for the written exam of 1 hour and 45 minutes The paper is divided into three compulsory sections: Section A: Theatre roles and terminology Section B: Study of set text

		<p>It is marked by AQA in term 2. For this component students must complete two assessment tasks: study and present a key extract (monologue, duologue or group performance) study and present a second key extract (monologue, duologue or group performance) from the same play.</p> <p>Each student's contribution to each key extract performance is marked out of 20.</p> <p>Also, students will attend a live theatre performance this term to support them on their written exam.</p>	<p>This component This component is a written exam in which students are assessed on their knowledge and understanding of how drama and theatre is developed and performed (AO3), including in connection to a set play (Blood Brothers) and on their ability to analyse and evaluate the live theatre work of others (AO4).</p> <p>In this term students practice exam paper questions to ensure that they are fully prepared for the written exam. The paper constitutes 40% of the GCSE and will be sat in Summer.</p> <p>Also, students will also attend an AQA exam conference to help them to boost success for their written exam.</p>	<p>Section C: Live theatre production. In the exam students are expected to demonstrate knowledge and understanding of the subject content.</p> <p>Section A: Theatre roles and terminology In Section A students answer four multiple-choice questions on professional theatre maker roles and/or terminology. Section A is marked out of 4.</p> <p>Section B: Study of set text (Blood Brothers) In Section B students answer short and extended questions on one set play chosen from the list below. Revision for Component 1.</p>
Media Studies	<p>A01: Demonstrate knowledge and understanding of: the theoretical framework of media and contexts of media and their influence on media products and processes.</p> <p>A02: Analyse media products using the theoretical framework of media, including in relation to their contexts, to make judgements and draw conclusions.</p>	<p>Component 2 - Section A. Crime Drama</p> <p>Students will look at all key concepts in line with episode one of Luther and The Sweeney.</p> <p>There will be in depth analysis of historical context such as how the crime drama reflects the society and culture of the time. How genre has changed over time and also</p>	<p>Component 2 - Section B. Music Video &amp; Online promotion</p> <p>Students will focus on modern and historical music videos. They will explore Katy Perry's "ROAR", Pharrell Williams "FREEDOM" along with Michael Jackson "BLACK OR WHITE".</p> <p>Students will also look at the online promotion for the two modern music videos, looking at websites, blogs and use of social media to</p>	<p>Revision for the exams.</p> <p>Both Components, all sections.</p>

		representations of gender, ethnicity and age, including stereotypes.	attract audiences.  Students will look at all of the above whilst including opinion and analysis of Representation, Media Language, Audience and Industry.	
GCSE P.E.	<p>AO1 - Demonstrate knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO2 - Apply knowledge and understanding of the factors that underpin performance and involvement in physical activity and sport</p> <p>AO3 - Analyse and evaluate the factors that underpin performance and involvement in physical activity and sport</p>	<p>Topic 1 - Applied Anatomy and Physiology</p> <p>Understand: the functions of the skeletal system how joints and bones are classified the structure of the musculoskeletal system movement possibilities within joints the roles of ligaments and tendons how to classify muscles how muscles are used during physical activity how the muscular system and skeletal system work together to allow movement</p>	<p>Revisit PEP's to make any amendments.</p> <p>Collect evidence and carry out practical assessments.</p>	<p>Revision for the exams.</p> <p>Review practical performances.</p>
Photography	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas</p>	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas</p>	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas</p>	<p>Assessment Objective 1 Develop ideas through investigations, demonstrating critical understanding of sources.</p> <p>Assessment Objective 2 Refine work by exploring ideas</p>

	<p>selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>	<p>selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4</p>	<p>selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4</p>	<p>selecting and experimenting with appropriate media, materials, techniques and processes.</p> <p>Assessment Objective 3 Record ideas, observations and insights relevant to intentions as work progresses.</p> <p>Assessment Objective 4 Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.</p>
PSHCE		<p>Personal Safety: Knives, Exploitation, County Lines, Vaping/ smoking/ drugs update. Progress Check: November</p> <p>Linked Personal Values: Self-Regulation Self-Respect Responsibility Co-operation Reliable Dependability</p>	<p>After School: College applications. Employment Skills Interviews CV Personal Statements Progress Check: February</p> <p>Linked Personal Values: Optimism Challenge Determined Honesty Unity Inspiring</p>	<p>Wider World: Body Image/ Media Relationships Exam Revision</p> <p>Progress Check: April</p> <p>Linked Personal Values: Determination Consistent Optimism Positivity Motivation Commitment</p>

Sociology	<p>Students will be expected to draw on knowledge and understanding of the entire course of study to show a deeper understanding of these topics.</p> <p>Key skills identified:</p> <p>AO1 Demonstrate knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO2 Apply knowledge and understanding of sociological theories, concepts, evidence and methods.</p> <p>AO3 Analyse and evaluate sociological theories, concepts, evidence and methods in order to construct arguments, make judgements and draw conclusions.</p>	<p>Paper 2: The sociology of social stratification Relevant areas of social theory and methodology Students will complete the Mock in November. This will be the whole paper (100%).</p>	<p>Yr11 Revision – will be targeted and consist of targeted exam questions weekly. These will vary from 4-12 marks.</p> <p>All 4 main units will also be revisited and examined separately.</p>	<p>Yr11 Revision – will be targeted and consist of targeted exam questions weekly. These will vary from 4-12 marks.</p> <p>All units will also be revisited and examined separately.</p>
BTEC Animal Care	<p>Unit 1: Examined unit - January</p> <p>Unit 2: Animal Handling</p>	<p>Unit 1: Examined unit - January LAA Understand the essential signs of good and ill health in animals</p> <p>LAB Understand common diseases, their causes, transmission and treatment</p>	<p>Unit 2: Animal Handling LAA Understand safe handling and restraint techniques</p>	<p>There will be an opportunity to make improvements and revisit past units.</p>

		LAC Understand the signs, symptoms, prevention and treatment of common parasites	LAB Demonstrate safe handling and restraint techniques used with animals.	
BTEC Childcare	<p>Unit 1: Patterns of Child Development (externally examined) LAA: Understand growth and development in children LAB: Understand the characteristics of children's development from birth up to eight years LAC: Understand how adults in early years settings can support children's development.</p> <p>Unit 2: Promoting children's development through play LAA: Understand how play promotes children's development in early years settings LAB: Understand how different play opportunities promote children's development LAC: Understand how play is structured in early years settings to promote children's development</p>	<p>Unit 1: Examined unit - January Topic A.1 Growth and development. Students will know the key aspects of children's growth and how growth is measured. They will know the factors that determine children's growth: heredity, hormones, nutrition, sleep, illness and emotional influences. They will look at the expected development norms for children and know that development should be viewed holistically Students will also understand the links between areas of development and how each area may complement each other Students will also understand how adults in early years settings can support children's development in each of the areas.</p>	<p>Unit 2: Promoting children's development through play - internally assessed portfolio Students are expected to describe how children play at each range and how adults can support children through play. They will be able to assess the value of play opportunities on all aspects of a child's development. Students will be able to describe how early years settings structure play in different ways to promote children's development. They will be able to give examples of adult-led, adult-initiated and child-initiated play.</p>	There will be an opportunity to make improvements to the Unit 2 portfolio.
BTEC Sport	<p>Unit 1: Examined unit - January</p> <p>Unit 5 - Training for personal fitness</p>	<p>Unit 1: Examined unit - January</p> <p>Students will learn about the components of fitness and the principles of training.</p>	<p>Unit 5 - Training for personal fitness</p> <p>Learning aim A: Design a personal fitness training programme</p>	There will be an opportunity to make improvements and revisit past units.

	<p>Revisit previously completed units to make any amendments to assignments.</p>	<p>Students will explore different fitness training methods.</p> <p>Students will investigate fitness testing to determine fitness levels.</p>	<p>Learning aim B: Know about the exercise adherence factors and strategies for continued training success</p> <p>Learning aim C: Implement a self-designed personal fitness training programme to achieve own goals and objectives</p>	
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