

Curriculum Map – Alternative curriculum – Entry Level Healthy Living and Fitness - Year 10

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Y9	<p>Topic Title: Healthy Living – 2 Credits</p>	<p>Topic Title: Making the Most of Leisure Time – 2 Credits</p>	<p>Topic Title: Working as Part of a group – 2 Credits</p>		<p>Topic Title: Working towards Goals – 2 Credits</p>	
	<p><i>This unit aims to introduce learners to ways in which they can contribute to a healthy lifestyle and encourages them to demonstrate activities which will improve their own lifestyle</i></p> <p>Big questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I recognise the steps needed to lead a healthy lifestyle? <ul style="list-style-type: none"> ➤ Identify what they can do to contribute to a healthy lifestyle. ➤ Identify an activity which will make an improvement to their lifestyle. 	<p><i>This unit aims to introduce learners to a range of leisure activities and encourage them to express their preferences for what they do in their leisure time</i></p> <p>Big questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How can I demonstrate an awareness of how to make use of my own leisure time? <ul style="list-style-type: none"> ➤ Identify an activity they take part in. ➤ Identify the benefits to themselves of taking part in this activity. ➤ Identify what is meant by leisure time. ➤ Identify the range of possible 	<p><i>This unit aims to enable learners to become an active contributor when working with others on group activities and to be able to review their own progress and skills development.</i></p> <p>Big questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What would be considered appropriate ways to work with others? <ul style="list-style-type: none"> ➤ Demonstrate an awareness of how to work with others in appropriate ways. ➤ Participate in setting ground rules for working with others. ➤ Relate basic information about the work to be carried out. ➤ Identify their role in the group. <input type="checkbox"/> How can I demonstrate working as part of a group? <ul style="list-style-type: none"> ➤ Carry out given tasks when working with others. ➤ The learner will need to be actively involved in a group activity that includes: <ul style="list-style-type: none"> <input type="checkbox"/> Defining a task <input type="checkbox"/> Making a plan <input type="checkbox"/> Allocating work <input type="checkbox"/> Checking performance <input type="checkbox"/> Identifying help required 		<p><i>This unit aims to enable learners to understand how to identify and work towards goals appropriately</i></p> <p>Big questions:</p> <ul style="list-style-type: none"> <input type="checkbox"/> What are the skills and qualities needed for success in work and life?? <ul style="list-style-type: none"> ➤ Recognise own skills, qualities and interests. ➤ Identify own strengths ➤ Be able to recognise and suggest how to improve. <input type="checkbox"/> How can I identify achievable goals? <ul style="list-style-type: none"> ➤ Identify short term goals students would like to work towards ➤ Agree on a goal (with an appropriate person) <input type="checkbox"/> How do I plan steps in achieving a personal goal? <ul style="list-style-type: none"> ➤ Recognise who can support when working towards a specific goal ➤ Carry of specific tasks and activities to work towards an agreed goal ➤ Identify (and evaluate) what has been achieved 	

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	<p><input type="checkbox"/> How could I demonstrate a contribution to my own healthy lifestyle?</p> <p><input type="checkbox"/> Participate in an activity to contribute to a healthy lifestyle.</p>	<p>activities including: - hobbies/sports/outdoor challenges/community involvement/charity events/parties/computer games etc.</p> <p>➤ Identify the physical and emotional benefits of leisure pursuits.</p> <p><input type="checkbox"/> What leisure activities am I able to take part in?</p> <p>➤ Take part in an activity which they find relaxing.</p> <p>➤ Take part in an activity which they find challenging</p> <p><input type="checkbox"/> How can I demonstrate an awareness of likes and dislikes I have</p>	<p><input type="checkbox"/> Completing tasks</p> <p>➤ Ask for or offer help when required.</p> <p>➤ Identify what went well and what went less well.</p> <p><input type="checkbox"/> Can I review and evaluate my role within group activities?</p> <p>➤ The learner will need to review the part they played within the group in terms of negative as well as positive aspects of the experience.</p>	
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		<p>about different activities.</p> <ul style="list-style-type: none">➤ Identify what they liked about the activities.➤ Identify what they did not like about the activities.		
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	<p>Assessment:</p> <p>CFU – Quiz 1</p> <p>Application of skills / understanding –</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task 1 Produce a poster showing foods that can contribute towards a healthy diet <input type="checkbox"/> Task 2 Produce a diary of simple daily hygiene routines <input type="checkbox"/> Task 3 Produce a leaflet to illustrate the activities available in a local leisure centre <input type="checkbox"/> Task 4 Produce a PowerPoint presentation on the dangers of smoking, drugs or alcohol <input type="checkbox"/> Task 5 Keep a record of the effects of physical exercise on the body over a given period of time e.g. pulse, weigh 	<p>Assessment:</p> <p>CFU – Quiz 2</p> <p>Application of skills / understanding –</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task 1 Keep a diary/record of their leisure activities over a given period. <input type="checkbox"/> Task 2 Produce a poster identifying the attractions of a range of different leisure activities. <input type="checkbox"/> Task 3 Produce an annotated local map indicating the main leisure facilities. <input type="checkbox"/> Task 4 Produce a simple display of leisure activities that students consider to be relaxing or challenging or those that require new skills. <input type="checkbox"/> Task 5 Produce a PowerPoint presentation on an activity in which you have been involved. 	<p>Assessment:</p> <p>CFU – Quiz 3 / Quiz 4</p> <p>Application of skills / understanding –</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task 1 Organising a charity event (bake sale etc. Doesn't necessarily need to be achieved, but evidence of planning such an event) <input type="checkbox"/> Task 2 Planning a 'day out' – e.g theme park, school trip. Include an itinerary as well as costings and transport. <input type="checkbox"/> Task 3 Planning and designing a new area of the school grounds, e.g nature reserve, sensory garden, gym area. <input type="checkbox"/> Task 4 Organising an anti-litter campaign. <input type="checkbox"/> Task 5 Project – setting up a mini business/enterprise. 	<p>Assessment:</p> <p>CFU – Quiz 5 / Quiz 6</p> <p>Application of skills / Understanding –</p> <ul style="list-style-type: none"> <input type="checkbox"/> Task 1 Produce a leaflet about a job that interests you. <input type="checkbox"/> Task 2 Produce a simple display (poster / presentation etc) of various skills required for at least four different jobs <input type="checkbox"/> Task 3 Decide a new skill or hobby you would like to learn (e.g playing chess, learning to do a handstand, playing a new sport, learning to bake a cake...) Create a profile explaining what you want to learn, why, any skills you think you need to develop in order to achieve it. <input type="checkbox"/> Task 4 Linked to task 3, create a diary, detailing the progression you have made on learning your new skill. What have you achieved so far? How could you evidence this? What is your next step? Keep this running throughout the remaining unit. <input type="checkbox"/> Task 5 Decide one thing in your life, within your ability to change (Exercise regime, walking/cycling to school, food choices...) Produce a plan on how to achieve this specific, personal goal. Use previous knowledge from previous units to help support choices and steps.
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		<ul style="list-style-type: none"><li data-bbox="524 240 844 411">□ Task 6 Compare the costs of two different leisure activities, including travel to and from the venue.<li data-bbox="524 421 844 592">□ Task 7 Produce a leaflet to illustrate the activities available in the local leisure centre.		
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