

| | | | |
|---|---|---|---|
| <p>Topic: Haberdashers’ Abraham Darby Paper 2 – Summer 2 - C&P – Skill, Ability, Skill Classification, Goal Setting, Stages of Learning, Guidance.</p> | | <p>Duration: 5 weeks (+ Assessment / Exam week)</p> | <p>Composite: End of year 10 test (paper 1), end of unit, micro-test.</p> |
| <p>Key vocabulary:</p> | <p>Core knowledge Components</p> | <p>Powerful knowledge components crucial to commit to long term memory</p> | <p>Links to previous and future topics</p> |
| <p>Skill Ability Self-paced Externally-paced Complex Basic Continuum External Internal</p> | <p>Define Skill: A learned action / behaviour with the intention of bringing about predetermined results with maximum certainty and minimum outlay of time and energy. Define Ability: Inherited from your parents, abilities are stable traits that determine an individual’s potential to learn or acquire skills. <u>Classification of Skill</u> Understanding the concept of skills on a continuum. Basic / Complex Skill Basic: Few decisions are required to complete skill. Complex: Lots of decisions to be made in order to be successful. Open / Closed Skill Open: Skill performed in a certain way to deal with a changing environment. Closed: A skill, which is not affected by the environment. Self-paced / externally paced Skill Self-paced: The skill is started when the performer decides to start it. The speed, pace or rate of the skill is controlled by the performer. Externally paced: The skill is started because of an external factor. The speed, rate or pace of the skill is controlled by external factors, e.g. an opponent. Gross / fine Skill Gross: The skill involves large muscle groups or movement of the body. Fine: Involves small, precis movements of small muscle groups. Justification of the appropriate classifications in relation to sporting examples is required.</p> <p><u>Definition of types of goals.</u> Performance Goal – Personal standards to be achieved. The performance against what they have already done or suggests what they are going to do. There is no comparison with other performers. Outcome Goal – Focus on end result, for example winning.</p> <p><u>The use of Goal Setting and SMART targets to optimise performance.</u> Identify the difference between short and long-term goals and the reason to have these. Identify strength and weakness for short and long term goals for profession athletes and those athletes who are beginners.</p> | <p>Define ability and skill.</p> <p>Identify 4 different classifications of Skills: open/closed; basic/complex; self-paced/externally paced; gross/fine.</p> <p>Definition of Performance goal and Outcome goal.</p> <p>Identify difference between short term and long-term goals.</p> | <p>Future topic - Support NEA Coursework</p> <p>Future topic - Support NEA Coursework Links to all previous and future practical KS3 & KS4 PE.</p> <p>Links to all previous and future practical KS3 & KS4 PE.</p> |

| | | | |
|---|---|---|--|
| <p>SMART Specific Measurable Accepted Realistic Time bound</p> <p>Feedback</p> <p>Visual Verbal Manual Mechanical</p> | <p>Describe how performance and outcome goals can be combined. Identify and explain why beginners prefer to avoid outcome goals because failure will demotivate / engage the athlete, winning may be an unrealistic goal for their ability.</p> <p><u>SMART Target Setting</u> Specific: specific to the demands of the sport/muscles used/movement involved. Measurable: It must be possible to measure whether it has been achieved / the progress. Accepted: It must be acceptable / agreed by the performer and the performers' coach. Realistic: It must actually be possible to complete the goal, that the person is physically capable. Time Bound: It must be set over a fixed period of time.</p> <p><u>Identify examples of, and evaluate, the effectiveness of the use of types of guidance,</u> with reference to beginners and elite level performers Evaluation of the use of the following types of guidance with specific links to:</p> <ul style="list-style-type: none"> • visual (seeing) • verbal (hearing) • manual (assist movement – physical) • mechanical (use of objects/aids). <p>Students need to be taught to be able to choose and justify which types of guidance are appropriate for beginners and/or elite level performers. This should include examples of how the guidance can be given, eg visual via demonstration.</p> | <p>Remember definitions for SMART targets.</p> <ul style="list-style-type: none"> • visual (seeing) • verbal (hearing) • manual (assist movement – physical) • mechanical (use of objects/aids) | <p>Future topic – Support NEA Coursework. Links to all previous and future KS3 & KS4 PE.</p> <p>Links to all previous and future practical KS3 & KS4 PE.</p> |
|---|---|---|--|

- | | | | |
|--|--|---|--|
| | | <ul style="list-style-type: none">• visual (seeing)• verbal (hearing)• manual (assist movement – physical)• mechanical (use of objects/aids) | |
|--|--|---|--|

