

## Scheme of Work



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|   |  |
|---|--|
| <b>Course title: Circus &amp; Games</b><br><b>Course code:</b>  | <b>Accreditation opportunities (Including Functional Skills)</b> |
| <b>Tutor: Jonothan Hope</b>   | <b>Length, start and end date:</b>                               |
| <b>Course aim(s):</b> <ol style="list-style-type: none"><li>1. Learn a variety of circus skills developing hand-eye co-ordination</li><li>2. Support children when learning new skills – encouraging resilience</li><li>3. Develop children’s confidence and enjoyment of learning</li><li>4. Learn games and activities that can be played at home</li><li>5. Support children’s understanding of fair play</li><li>6. Support children with managing emotions during play</li></ol> |  |
| <b>Progression opportunities:</b>   |  |

| No   | Differentiated learning outcomes   |   |   |   |  |   |          | What have you planned for Initial Assessment and does it include functional skills?                                      |
|--|--|---|---|---|--|---|----------|--|
|  | Basic  | > | >   | > | >  | > | Advanced |  |
|  | Outcome A  |   | Outcome B   |   | Outcome C  |   |          |  |
| 1  | Juggle 2 balls or 2 scarves  |   | Juggle 3 scarves  |   | Juggle 3 balls & 3 scarves   |   |          | Discussion and demonstration of circus skills. Verbal feedback as to experience.   |
| 2  | Recount how to play at least 1 outside game                                |   | Recount how to play at least 2 outside games                          |   | Recount and can effectively organise children to play at least 3 outside games.  |   |          | Verbal feedback for each game – do you know this? Discuss alternative rules.   |
| 3  | Recount how to play at least 1 inside game                                 |   | Recount how to play at least 2 inside games                           |   | Recount and can effectively organise children to play at least 3 inside games.   |   |          | <b>What were the results of your Initial Assessment? How will you apply this to meet the needs of specific learners?</b> |
| 4  | Show 1 well-controlled trick with 2 circus skills                          |   | Show 2 well-controlled trick with 2 circus skills                     |   | Show 3 well-controlled trick with 3 circus skills  |   |          |  |
| 5  | Show another learner how to master 1 trick and remember how to play 1 game |   | Show another learner how to master 2 tricks and 2 games               |   | Show another learner how to master tricks and identify and support improvements and can recount at least 3 games with rules. |   |          |  |
| 6  | Demonstrate active listening skills when problem solving                   |   | Demonstrate active listening and speaking skills when problem solving |   | Lead others in a problem solving activity, taking on other's ideas and allocating task                                       |   |          |  |
| <b>Outcomes for children (if family learning)</b> <ul style="list-style-type: none"> <li>• Learn a variety of tricks using juggling balls, scarves, flower sticks, poi, spinning plates and staff.</li> <li>• Demonstrate positive winning and losing reactions which promote enjoyment</li> <li>• Recount how to play a variety games which can be replayed at home or at school with or without adult supervision</li> </ul> |  |   |   |   |  |   |          |  |

| Date | Learning outcomes number | Assessment / learning checks                             | Notes - including teaching methods / learner activities and resources, opportunities for functional Skills development  |
|------|--------------------------|--|---|
| 1    |                          | Tutor observation<br>Learner diaries<br>Learner feedback | <b>Circus Skills</b><br>Circus demo by tutor<br>Carousel at 4 stations, 15 mins on each. Poi, Flower sticks, Juggling, Spinning Plates.<br>Learning diaries   |
| 2    |                          | Tutor observation<br>Learner diaries<br>Learner feedback | <b>Family Team Games</b><br>Intro to session and register<br>Farm yard game<br>French cricket<br>Me Me Me – team tag game<br>Squirrel Mission – dodging, throwing strategy game<br>Post-offices – large area strategy game<br>LDs                           |
| 3    |                          | Tutor observation<br>Learner diaries<br>Learner feedback | <b>Circus Skills</b><br>Refamiliarisation of circus skills<br>Learners demo to group their skills<br>Skills development – tutor demo harder tricks<br>Carousel – learners move between 4 stations, 10mins each<br>Favourite skills – learners choose<br>LDs |
| 4    |                          | Tutor observation<br>Learner diaries<br>Learner feedback | <b>Family Team Problem Solving</b><br>Rope escape – teams of 2<br>Deadly Spores – teams of 3 or 4<br>Leaky Bucket (hot weather dependent) 2 teams<br>Medic – large area tag / dodgeball game<br>Benchball – team dodgeball<br>LDs                           |
| 5    |                          | Tutor observation<br>Learner diaries<br>Learner feedback | <b>Circus &amp; Indoor Games</b><br>Circus practise<br>Dice game - 5s and 2s<br>Dice game – 6s – bank or bust<br>Hotel receptionist – charades<br>Mafia – guessing, accusing game<br>Circus practise – free access to all items                             |

### Good practice checklist

Have you planned:

- Assessment/checking with learners of Functional Skills English, Maths, IT as appropriate
- Differentiation
- Embedded FS learning opportunities?
- Methods/format for regular recording progress and achievement with learners?
- Timely reviews and recording of learning and progress
- Embedded equality and diversity?
- Enhancement of learning by using digital technologies?
- Attention to health and safety?
- Ensuring learners feel safe and able to raise issues and concerns?
- Timely and sufficient opportunities to raise aspiration and reflect on progression opportunities?

How will you know the course aims and LOs have been achieved?  
Learning diaries, learner feedback, observations of developed skills, questioning families at start of each session  
did you use any of the games at home? Discussion.

Tutor reflection / Notes for future delivery