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| **FITNESS Key Stage 3 Scheme of Work** | | |
| **Aims:**  In this unit pupils will learn and accurately replicate specific techniques for a variety of fitness based activities. They will carry out investigations into the bodies’ ability to exercise and the reasoning behind such principles. Pupils will gain an understanding of warm ups, cool downs and health importance through physical tasks. To reflect on the benefits that fitness events give to an individual and implications for future life. Three aspects of fitness will be covered providing students with a varied curriculum that they can access and perform both in and outside of school. | | |
| PRIOR LEARNING It is helpful if the pupils have:   Experienced some fitness activities   Demonstrated a basic technique   Perseverance through tasks  Perform physical activity outside of school | LANGUAGE FOR LEARNING/ICT/CITIZENSHIP Pupils will be able to understand and use words relating to health and fitness, e.g. heart rate, recovery, cool down, lactic acid, fatigue and muscles names, yoga poses, boxercise punches , sets, reps, fitness components used throughout the unit. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together. | RESOURCES  Recording sheet   Heart rate monitors (if available)   Stereo/ICT equipment   Yoga mats   Boxercise equipment pads/ gloves   Yoga boards   Task cards |
| **Key Concepts and Processes:** | | |
| **Accurate Replication**  Pupil will be introduced to basic fitness activities and develop an accurate replication of the required techniques. Pupils will develop the skills of sustained running, jumping, balancing within poses, accuracy of punches with correct technique. Pupils should understand that different activities require different demands and components of fitness and be able to adapt to the set task. Students should be able to describe the elements of an effective technique within a testing, yoga routines and boxercise punches within a set. | **Developing Physical and Mental Capacity**  Pupils to prepare and recover from exercise safely and effectively and to gain an understanding of the principles used. To recognise that different types of activities require different type of fitness. Warm ups aid as a useful fitness tool in developing a pupils physical capacity. To use images and task cards to develop skills and techniques. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this. To record heart rate and scores in a range of tasks. To develop understanding through yoga and boxercise as well as fitness testing and compare the range of intensity’s and HR within each activity. Understanding that each is important when focusing on varied fitness improvement. | **Developing Skills/Performance**  Pupils will develop the skills necessary to compete in a number of fitness based events. To gain a baseline experience at a range of activities that involves sustained physical work. In all events, demonstration of accurate technique, depth of understanding and related performances will be assessed through fitness testing. This baseline data will then be used with student’s to discuss appropriateness of activities for them as individual’s. Students will then demonstrate accuracy of technique within boxercise looking at punches and footwork along with developing component’s used within this activity. Muscular strength, muscular endurance, physical and mental capacity, CV fitness. Within yoga a similar approach will be used, demonstrating accuracy of poses along with breathing and timing. Components targeted and discussed along with muscle groups. Balance, muscular strength, muscular endurance, flexibility. |

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| **Making and Applying Decisions**  Pupils will develop and refine skills in order to complete set tasks. Pupils to evaluate the use of body parts to gain an improvement in replicated technique. Apply strategies for effective performance. Adapt & refine these strategies to suit the activity. To encourage the ability to become a reflective leaner. Work with students to create routines, and sessions with a specific objective and target***.*** | **Evaluating and Improving**  Pupils will gain knowledge of the nature of fitness based activities and make effective evaluations of strength and weaknesses in their own and others performances. Use of self assessment worksheets. Success criteria conveyed through pupil or teacher modeling. Appropriate questioning on teaching points of the skills and processes developed. Use video analysis and peer feedback on resource cards to comment on improvements over the unit. Students will use data collected in the testing lessons and compare how each of the areas tested may effect performance in the given activity, yoga/boxercise. Students assess progress throughout based on technique and competence of each component targeted. | | **Leadership and Officiating**  Students will be given opportunities to develop both roles through leading warm ups, leading stretches and developing routine’s and sessions for their peer. They will s by provide clear and accurate feedback to help in the develop accuracy of technique and performance.  Students will develop their understanding of the components and muscle groups used within each unit of work and be able to use these key words when feeding back to peers.  Within fitness testing students will perform in groups collecting data effectively to produce their own performance profile. |
| **Cross Curricular Links:** Literacy (key words), Maths (scoring), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences) | | **Assessment:** Q & A, Formative and summative assessment. Video analysis, notational analysis, touch maps | |

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| **Student Outcomes**  **Level 5 students:** experiment with a range of basic techniques, poses and routines from boxercise, yoga and performance of fitness tests; can select and apply basic skills through the yoga, boxcerise such as; varied punch styles and poses; understand why regular exercise has a positive effect on their own health, fitness and social wellbeing and know where and how to become involved in regular physical exercise; use information gained from feedback to improve performance within the fitness components for each activity and in personal technique; recognizes strengths and areas for development in their own and others work.  **Level 6 – students:** Understand s the demands of each activity in relation to fitness components and apply them effectively within routines and sessions ; show consistency most of the time with accuracy in performing control precision and fluency through poses and punches; can lead in discussions about appropriate poses and punches that link to components and start to comment on muscle groups used, without support; work effectively with a partner, and in groups to lead and perform routines identify strengths and weaknesses in individual performance through self and peer assessment, using feedback to improve performance. Perseverance through tasks is shown most of the time. | **Level 7+ – students:**  Performs routines, poses and punches with control, precision and accuracy all of the time; understand in detail the importance of baseline data and has used this to identify strengths and areas for development prior to yoga and boxercise; performs all components of fitness with ease in each activity showing adaptable fitness performances throughout; can design and implement practices and routines to improve performance; can lead another student/ students effectively through a designed session; is conversant with a variety of analytical tools to provide quality feedback on a performance. |
| **Learning Experiences across the key stage** | |
| **Year 7: Objectives:**  **Fitness Testing -**  1. 2.  Focus on DS and E/I and PML through the introduction of fitness. Students will understand how to measure and record resting/ working and recovery HR. Students will perform over two lessons specific fitness tests that identify different components and record data collected. This data will then be used at a later date through yoga and boxercise. To perform the Multi-stage fitness test – continuously running for 12 minutes. Record the distance achieved and recovery rate after performance, compare with peers and have conversations as to why they are different. Perform all of the fitness tests within independent circuit with groups of four, recoding data collected. Test to be used  - 12 min Cooper run around the outside of the sport shall  - Inside the 12 min run, agility run  - standing broad jump , sit & reach, plank test  - Hand grip test, Peak flow test, Stork test  - Sargent Jump, Ruler drop test  - 20m sprint, Standing broad jump Develop an understanding as to why fitness tests are performed and the impact these tests can have on progress. Students will demonstrate physical and mental capacity performing at maximum levels throughout.  **Boxercise**  3.  Focus on D/S E/I and PML through the introduction of boxercise. Students will be introduced to the pads and gloves and how to use the equipment safely and effectively; getting out and returning back to bags. Data from fitness testing will be discussed and students will analyse which components would best suited to perform boxercise and why. Students will then look at individual data and look at their suitability towards the activity prior to performing. DS students will perform the basic punches such as, jab, hook, uppercut, crossjab and implement with control, accuracy and power. To accurately replicate basic punching technique and combine a range of sequenced skills and tasks to raise heart rate. Student will then use video and observational analysis to comment and feedback on performance and technique of boxers.  4.Students will take part in boxercise circuit sessions designed by the teacher to link and apply knowledge an understanding. These circuits will link to components of fitness, CV, MUSCULAR STRENGTH, MUSCUALR ENDURANCE. Students will also work on their physical and mental capacity through the circuits through perseverance.  E/I will be a focus, analysis group/peers performance of technique and effort through the circuits. Students will also develop leadership skills by taking on the role of a coach and leader in warm ups. Skill related and fitness related.  Students will also demonstrate and record resting and working HR.  **Yoga**  5. Introduction to yoga, equipment, well- being, breathing and fitness requirements. D/S and mental capacity will be targeted throughout the unit. Students are introduced to the components, balance, flexibility, strength, and how precision control and fluency are linked to a successful performance. Student’s will use the yoga dynamics booklets and task cards to work independently and explore the basic poses from routine A and B. peers assessment and self assessment will be used through E/I against set criteria. Students will demonstrate and perform poses learnt through the task cards and link breathing to each movement. Routines are then developed and created in pairs and groups.  6. To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms when analysis peers performances. Create own task cards in pairs and peer teach routines to other students. Develop leadership skills through physical mental capacity. | |
| **Year 8 Objectives:**  **Fitness testing-**  1. 2.  Focus on DS and E/I and PML through the introduction of fitness. Students will understand how to measure and record resting/ working and recovery HR. Students will perform over two lessons specific fitness tests that identify different components and record data collected. This data will then be used at a later date through yoga and boxercise. To perform the Multi-stage fitness test – continuously running for 12 minutes. Record the distance achieved and recovery rate after performance, compare with peers and have conversations as to why they are different. Perform all of the fitness tests within independent circuit with groups of four, recoding data collected. Test to be used  - 12 min Cooper run around the outside of the sport shall  - Inside the 12 min run, agility run  - standing broad jump , sit & reach, plank test  - Hand grip test, Peak flow test, Stork test  - Sargent Jump, Ruler drop test  - 20m sprint, Standing broad jump Develop an understanding as to why fitness tests are performed and the impact these tests can have on progress. Students will demonstrate physical and mental capacity performing at maximum levels throughout.  **Boxercise**  <http://www.youtube.com/watch?v=-L1stBkpWBc>  3. Data from fitness testing will be discussed and students will analyse which components would best suited to perform boxercise and why. Students will then look at individual data and look at their suitability towards the activity prior to performing. Studnets will recap DS and will perform the basic punches such as, jab, hook, uppercut, crossjab and implement with control, accuracy and power. To accurately replicate advanced punching technique and combine a range of sequenced skills and tasks to raise heart rate. Student will then use video and observational analysis to comment and feedback on performance and technique of boxers. Students will now develop their leadership skills through creating set routines in pairs. They will then lead and provide feedback on routines through a set criteria.  4. Perform and demonstrate accurate replication of techniques through circuit sessions, link muscle groups being worked and components targeted through boxercise. Introduce army boxcersice session, plan and lead peers through own developed routines and provide feedback linking to criteria. Grade the army leaders and sessions using set criteria. CV, MUSCULAR STRENGTH, MUSCUALR ENDURANCE are components will be focused on throughout the lessons. Students will also work on their physical and mental capacity through the circuits through perseverance.  **Yoga**  5. Re cap fitness requirements for yoga, linking well- being, and breathing. D/S and mental capacity will be targeted throughout the unit. Students are to link the components of fitness an d be able to explain why they are used in yoga:, balance, flexibility, strength. To show how precision control and fluency are linked to a successful performance, and be able to demonstrate effectively within paired routines. Perform routine B and C from yoga dynamics pack. Student’s will now learn key muscle groups that link to poses and be able to link, pose names to muscle groups working. Peform and peer assess through E/I use booklets and key terms.  6. To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms with muscle groups learnt when analysis peers performances. Create own task cards in pairs and peer teach routines to other students. Develop leadership skills through physical mental capacity. Introduce yoga equipment blocks, boards bands and explore the new equipment. <http://www.youtube.com/watch?v=Miv2L4Z1cyk>Create a routine using a piece of equipment. D/S and E/I used throughout. | |
| **Year 9 Objectives:**  **Fitness testing-**  1. 2.  Focus on DS and E/I and PML through the introduction of fitness. Students will understand how to measure and record resting/ working and recovery HR. Students will perform over two lessons specific fitness tests that identify different components and record data collected. This data will then be used at a later date through yoga and boxercise. To perform the Multi-stage fitness test – continuously running for 12 minutes. Record the distance achieved and recovery rate after performance, compare with peers and have conversations as to why they are different. Perform all of the fitness tests within independent circuit with groups of four, recoding data collected. Test to be used  - 12 min Cooper run around the outside of the sport shall  - Inside the 12 min run, agility run  - standing broad jump , sit & reach, plank test  - Hand grip test, Peak flow test, Stork test  - Sargent Jump, Ruler drop test  - 20m sprint, Standing broad jump Develop an understanding as to why fitness tests are performed and the impact these tests can have on progress. Students will demonstrate physical and mental capacity performing at maximum levels throughout.  **Boxercise**  4. Perform and demonstrate accurate replication of techniques through circuit sessions, link muscle groups being worked and components targeted through boxercise. Introduce army boxcersice session, plan and lead peers through own developed routines and provide feedback linking to criteria. Grade the army leaders and sessions using set criteria. CV, MUSCULAR STRENGTH, MUSCUALR ENDURANCE are components will be focsed on throughout the lessons.Students will also work on their physical and mental capacity through the circuits through perseverance. Students to link muscle groups worked to each set movement and routine that they have planned. Student’s will use graph paper to plot working HR/ RHR and Recovery rate through each session. They will then see which students session pushed them to there maximum. Feedback on session. WWW/EBI.  5.Bootcamp boxercise session, Student will link all skills learnt in a bootcamp style warm up as a whole class. Fitness components and strength and conditioning can be linked with a QA in this section. Use powerpoint. Go through task cards designed and explain to students they will now become a bootcamp leader. Work in twos / or singles depending on ability and confidence. Use peerfeedback sheet to assess and evaluate.   * <http://www.youtube.com/watch?v=bmEogJlaFd0>     **Yoga**  5. Introduce student’s to the yoga booklet. Go through each page and record each lesson linking all cmponets and muscle groups learnt. Booklet will link D/S/ E/I PM CAPACITY throughout. To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms with muscle groups learnt when analysis peers performances. Create own task cards in pairs and peer teach routines to other students. Develop leadership skills through physical mental capacity. Recrd in booklets and use a feddback and progress checker throughout the unit. Lead each routine A,B,C,D.  6.To be able to create a set routine uses poses learnt and perform with control precision and fluency. Link all components and use the key terms with muscle groups learnt when analysis peers performances. Create own task cards in pairs and peer teach routines to other students. Develop leadership skills through physical mental capacity. Introduce yoga equipment blocks, boards bands and explore the new equipment. <http://www.youtube.com/watch?v=Miv2L4Z1cyk>Create a routine using a piece of equipment. D/S and E/I used throughout. Work through a yoga circuit. Watch and perform, explore the equipment, peer teach and create routines. Work on a rotation and peer assess through the circuit. Precision, control fluency performed throughout each roation. Link to levels.  <http://www.youtube.com/watch?v=q5nyrD4eM64-> use this link for watch a perform station. | |

**Extension & Enrichment**

Out of lessons, at home and in the community, pupils could be encouraged to:

• practice skills at breaks and lunchtimes and at home

• take part in school sport, either competitively or socially

• join clubs in the community and/or use local facilities

• watch live and recorded matches to appreciate high-quality performance

• search the internet to find information about sports and opportunities to take part in sports, *eg www.english.sports.gov.uk*

# Language for learning

Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:

• fitness componets, WHR/RHR/RECOVERY RATE, poses, jabs, hooks, uppercuts, breathing, meditation, muscle groups, fitness tests, feedback.

Speaking and listening – through the activities pupils could:

• solve a problems, consider alternatives, structure plans and organise group activity, lead peers, read task cards, work independantly