



Key Stage: 3	YEAR: 7	DURATION: 6 LESSONS
<p>AIM: 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.</p>		
<p>PRIOR LEARNING</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced some fitness activities ➤ Demonstrated a basic technique 	<p>LANGUAGE FOR LEARNING/ICT/CITIZENSHIP</p> <p>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 name. Opportunities for pupils to record results will incorporate use of ICT. Communication; Speaking and Listening. Cooperation; Working together.</p>	<p>RESOURCES</p> <ul style="list-style-type: none"> ➤ Recording sheet ➤ Pens ➤ Heart rate monitors (if available) ➤ Stereo/ICT equipment
<p>Key Concepts and Processes:</p>		
<p>Accurate Replication</p> <p>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 and other fitness skills. Pupils should understand that different events demand different components of fitness and be able to adapt to the set task. Students should be able to describe the elements of an effective technique in a small circuit.</p>	<p>Developing Physical and Mental Capacity</p> <p>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.</p>	<p>Developing Skills/Performance</p> <p>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.</p>
<p>Making and Applying Decisions</p> <p>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 learner.</p>	<p>Making Informed Choices About Healthy, Active Lifestyle</p> <p>Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. Understand the nature of heart rate before, during and after exercise. To name large muscle group. Suggest any fitness clubs/events within the school timetable and promote community links. To understand the components of skill/health related fitness and to use tests to improve these.</p>	<p>Evaluating and Improving</p> <p>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.</p>
<p>Cross Curricular Links: Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data)</p>		<p>Assessment: Q & A, Formative and summative assessment.</p>

WEEK	LEARNING OBJECTIVES	TASK EXAMPLES	POINTS TO NOTE/ DIFFERENTIATION
1	Introduce heart rate + basic step test To be able to measure resting heart and understand significance. To be able to perform the basic step technique. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardio vascular fitness.	Discuss heart rate- take resting heart rate at carotid, radial site. 15 sec x 4= per min. What does it mean as indicator for fitness level? Warm up – Student led pulse raiser + stretches. What is H.R. now? What is happening inside body? Pairs; 1 perform step test other record number of steps + encourage. Highlight good, normal, below normal scores. Step test (use ‘billie jean’ music). ¾ minutes work. T.P’s; maintain consistency & rhythm. Taking working H.R. + recovery. Discuss heart rate fluctuations. Cool down.	All lessons start with fitness related warm-up and re-cap work of previous lesson. Make learning as active as possible
2	Basic circuit To accurately replicate the basic technique at each station. To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.	Warm up – Student led pulse raiser + stretches. Discuss circuit training and the relevant stations. Set up in pairs full circuit. Simple techniques- press ups, skipping, step ups, shuttles runs & astride jumps. Record resting H.R. Perform 1 circuit set in pairs. Play music- 30 seconds work, 30 seconds rest to rotate. Record scores for each station. Maintain technique. Taking working H.R. after set 1. How could it be made harder? Next set, 40 seconds work, 30 sec rest. Measure recovery. Discuss findings. Cool down	Give opportunities to plan tactical and strategic ideas Differentiated tasks for varying ability
3	Sustained running – cooper test To accurately replicate a sustained running technique for 12 minutes. To perform and record the distance achieved. To understand the relationship between heart rate recovery and fitness level.	Student led; warm-up with a focus on increasing the range of movement/dynamic stretching. Use heart rate monitors if available. Intro how to set up. Explain what cooper test measures- C.V fitness. Pairs; 1 record number of laps completed other to perform for 12 minutes. Swap roles. Discuss findings -quicker recovery = fitter. Cool down. Distances recorded by non-participants.	
4	Components of skill related fitness To accurately replicate skill related fitness tests. To perform and record levels achieved. To understand the relationship between test scores and strengths as a performer. To develop the ability to recognise good performances.	Warm up – Student led pulse raiser + stretches. Discuss skill related fitness components. Remember CRABSP! Demo stations. Coordination-throw + catch test. Reaction time- ruler drop. Agility- illionis agility run, timed. Balance-stork test. Speed- 10m sprint. Power-vertical high jump. Pairs to work around stations. Rotate on whistle. Record best score. Discuss good scores/strengths and relevance to pupils sports.	
5	Boxercise To perform and accurately replicate basic punching technique. To combine a range of sequenced skills to raise heart rate. To understand and appreciate the need to make decisions about refinement of technique to sustain performance.	Warm up – Student led pulse raiser + stretches. Demo basic stance and jab technique. 1, 2 combination. 1 use pads while other works. 1 minutes work, change roles. Demo body hooks and pad positioning. 1 minute work. Demo uppercut and practice for 1 min. Brief rest. 3 minute combination punches- jab, body hook & uppercut. Swap roles. Discuss fitness needs for boxercise. Cool down.	
6	Assessment - circuits To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the indication that heart rate provides. To understand components of fitness involved in a circuit performance.	Warm up – Student led pulse raiser + stretches. Highlight circuit training & stations. Set up circuit. Recap technique for; press ups, skipping, step ups, shuttles runs & astride jumps. Record resting H.R. Perform 1 st 30 seconds work, 30 seconds rest to rotate. Record scores. Taking working H.R. after set 1. Decrease rest time. Next set, 30 seconds work, 20 sec rest. Cool down. Teacher to grade against NC levels.	