

Scheme of Work: Health and Fitness

Key Stage: 3		Duration: 6 lessons
<p>Intent: To learn and accurately replicate specific techniques in a range of fitness based activities. To investigate the bodies' ability to exercise and the reasoning behind such principles. To gain an understanding of warm ups, cool downs and health related exercise through physical tasks.</p>		
<p style="text-align: center;">Knowledge</p> <p>Through the implementation, students will be able to understand, use and recall the following knowledge relating to fitness:</p> <ul style="list-style-type: none"> • Skill replication in a range of fitness activities that test physical capacity. • Basic understanding of the way the body responds to exercise. • How to improve performances • Simple warm up & cool down routines/movements. 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • Warm up/cool down movements • Circuit movements • Tests for components of fitness • Boxercise techniques • Simple measurements of the body – heart rate 	<p style="text-align: center;">Sequencing</p> <p>Learning should:</p> <ul style="list-style-type: none"> • Introduce fitness related techniques in isolation and as part of a larger skill set. • Involve opportunities to show understanding of the body systems and the adaptations to exercise. • Introduce different roles to support own and peer learning. <i>i.e. coach.</i>
Key Concepts and Processes:		
<p style="text-align: center;">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 core 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 an effective technique for fitness movements.</p>	<p style="text-align: center;">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 different types of activities that require varying components of fitness. Develop physical capacity through fitness based activities. Understand the anatomy behind heart rate fluctuations and the basic reasoning for this. To record heart rate values and understand the meaning of each.</p>	<p style="text-align: center;">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 style="text-align: center;">Decision Making and Problem Solving</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 ask inquisitive questions.</p>	<p style="text-align: center;">Personal Development</p> <p>Understand the nature of heart rate before, during and after exercise. To understand the components of skill/health related fitness and discuss the need to stay healthy and active throughout life. Highlight possible character building opportunities through fitness based activities. Signpost enrichment opportunities within the school timetable and in the wider community.</p>	<p style="text-align: center;">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>Scan these QR codes for information</p>		
 <p>Measuring Heart Rate</p>	 <p>Cooper Run Instructions and Measurement</p>	 <p>Boxercise Basics</p>

Implementation			
Week	Learning objectives	Suggested lesson tasks/activity ideas	Differentiation/ Personalised Learning/Assessment Tools
1	<p>Introduce heart rate + Basic circuit</p> <p>To be able to measure resting heart and understand significance. To accurately replicate the basic technique at each station. To evaluate performance of self and others and understand basics about recovery. To understand the meaning of cardio vascular fitness.</p>	<p>Discuss heart rate- take resting heart rate at carotid, radial site (see 'measuring heart rate' QR code) 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? 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.</p>	<p>Mid-lesson plenaries check – Recap sites of heart rate recording. How will heart rate indict fitness levels? Can pupils predict heart rate response + draw/plot graph?</p>
2	<p>Theory 1</p> <p>Variation of different circuit training To sustain performance over 2 laps. To understand how to make the circuit harder. To understand components of fitness involved in performance.</p>	<p>Warm up – gradual pulse raiser + stretches. Discuss circuit training and the relevant stations. 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</p>	<p>Mid-lesson plenaries check – What movements are useful for a pulse raiser? How can a circuit be made harder? Discuss variations in exercises. What is the purpose of a cool down?</p>
3	<p>Theory 2</p> <p>Sustained running – cooper test</p> <p>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.</p>	<p>Group 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 (see 'cooper run' QR code to check distance and assessment) A quicker recovery = fitter. Cool down stretches. Distances recorded as personal bests.</p>	<p>Mid-lesson plenaries check – What does the cooper run highlight? What components of fitness are important? How can the result be used to indicate fitness?</p>
4	<p>Boxercise</p> <p>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.</p>	<p>Warm up – 4's – one to lead pulse raiser + dynamic stretches. Demonstrate basic stance and jab technique (see 'boxercise ideas' QR code) 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 stretches.</p>	<p>Mid-lesson plenaries check – Recap teaching points for stance, jab, cross, hooks and uppercut. Which movements are typically combined with which? What fitness components are important to a boxer?</p>
5	<p>Theory 3</p> <p>Plan and practice own individual fitness programme</p> <p>To plan an individual fitness programme suitable for pupils' own needs. To use the previous lessons ideas and research own to construct a fitness programme that is realistic and challenging.</p>	<p>Planning phase to include recap of various circuit stations covered, cooper run (and other cardio runs), boxercise and video clips of other ideas pupils may wish to practice (fartlek). Once planned, working in pairs to practice initial ideas. Partner may be used to record times, scores etc. then swap roles. Cool down stretches.</p>	<p>Mid-lesson plenaries check – Is the programme safe/appropriate? Is it challenging enough? How can it be made harder? Discuss variations in exercises.</p>
6	<p>Deliver fitness programme to peers</p> <p>To verbally explain individual fitness programme to peers. To physically demonstrate exercises to peers. To evaluate fitness programme with how it could be improved.</p>	<p>Each individual to verbally explain and demonstrate their programme with class to participate in each others programme. Time may dictate for how long this can go on for. Evaluate own individual programme. WWW, EBI, CFF. Group cool down.</p>	<p>Mid-lesson plenaries check – Has each programme been explained well? Have you been shown each exercise visually?</p>

Impact	
<p>1. Basic replication of fitness movements</p> <p>Emerging: Observe and replicate basic fitness techniques in a few core activity areas. Will copy basic skills/fitness movements but will tire easily <i>i.e. squat & lunge</i>. Has reasonable success across all fitness disciplines.</p> <p>Developing: Show a good replication of skills across most fitness disciplines and applies a reasonable knowledge of the underpinning principles related to the completion of these.</p> <p>Mastery: Demonstrate a clear replication of techniques in all activities and can explain the different demands of various tests. Can adapt and change technique and identify ways to improve replication.</p>	<p>2. Development of physical literacy</p> <p>Emerging: Use basic body movements with reasonable timing at a slow speed. Coordination and body management skills are evident for simple movements. <i>i.e. jumping, running</i>.</p> <p>Developing: Perform movements with control and will attempt to link elements together. <i>i.e. squat jump</i>. Physical literacy is developing.</p> <p>Mastery: Shows a very good body management and performs core skills with good timing and control. Often will require little or no help. Stamina levels are very good.</p>
<p>3. Developing personal bests and progressive improvement.</p> <p>Emerging: Show a basic ability with simple personal targets. These will reflect a developmental physical literacy stage and will find sustained physical activity a challenge.</p> <p>Developing: Tries to improve own maximal performance after seeing others and can suggest ways they may improve. Personal targets are continual set and achieved due to sustained attempts and motivation.</p> <p>Mastery: Identify good performances and will continually refine core skills to challenge ability and strive to beat personal bests. Motivation and drive are evident in all fitness based activities.</p>	<p>4. Developing an understanding of warm ups/fitness terminology</p> <p>Emerging: Understand why fitness activities are good for healthy living. Can warm up safely with guidance. Can comment on some of the factors which make an effective performance.</p> <p>Developing: Explain in simple terms the physical effects of exercise on their body and the importance of preparing for exercise safely. Can explain varied terminology relating to fitness activities.</p> <p>Mastery: Conduct a suitable warm up and explain why exercise is good for health and a sustainable life. Show a good understanding of terminology and uses it explain instructions to others.</p>
<p>Careers: Explicit reference should be made to the options, roles and potential careers in the sports industry. These might include sports coaching, teacher, journalism, nutrition, sports psychology, management and business, biomechanics and injury/physiotherapy related.</p>	

