

Scheme of Work: Fitness

Key Stage: 3		DURATION: 8 LESSONS
<p>AIM: In this unit, the importance of fitness and body conditioning is introduced and developed. This unit aims to lay important foundations in why 'being physically fit' is important and can contribute to being mentally healthy also. The unit explores the different ways in which physical and mental fitness can be developed/achieved. It is expected that the pupils become more knowledgeable about the effects of fitness for a healthy lifestyle. Pupils will gain an understanding of how exercise should become an important part of the pupils' lives when they leave school. It also aims to give opportunities for pupils to take responsibility for their own health and fitness.</p>		
<p style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Year 9s will have prior knowledge of fitness training methods from earlier participation at KS3 ➤ Year 8s will have prior knowledge of the fitness scheme from year 7 ➤ Year 7s may have some knowledge of health and fitness from primary school ➤ Some pupils will have knowledge from parents and family members. ➤ Some pupils will have gained knowledge through attending different sports activities outside of school. 	<p style="text-align: center;">Language for learning</p> <p>Through the activities in this unit pupils will be able to understand the current terminology for some components of fitness, along with some of the main muscle groups. To add to this, terminology for different techniques will be explored.</p>	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • Mats • Benches • Circuit equipment • Resistance bands • Cones • Boxercise equipment • Insanity HIIT training. • Use of the gym • Information on local sports centres/gyms
<p>Key Concepts and Processes:</p>		
<p style="text-align: center;">Outwitting an opponent:</p>	<p style="text-align: center;">Making Informed Choices About Healthy, Active Lifestyle</p> <p>Suggest any sports clubs within the school timetable and promote community links. Highlight the possible health benefits gained from taking part in fitness based activities and discuss the need to stay healthy and active. To understand the type of fitness components relevant to a healthy active lifestyle:</p> <p style="text-align: center;">Muscular Endurance, muscular strength, cardiovascular stamina and flexibility.</p>	<p style="text-align: center;">Developing Skills/Performance</p> <p>Pupils will learn to use basic techniques concentrating on good posture and form. Different levels of progression will be used for exercises so as they are challenging and pupils' can see improvement. Where pupils take fitness tests, records will be kept on the register so that progression can be seen when the tests are revisited.</p>

<p>Taxonomy for teaching, learning and assessment.</p> <p>Remember- Students will be given opportunities to recall and announce the key points to basic exercises.</p> <p>Understand-Students will be given opportunities to explain how and why exercises are performed in the way they are.</p>	<p>Taxonomy for teaching learning and assessment.</p> <p>Apply- students will be given opportunities to develop the techniques they learn and understand the next progressive addition to the technique.</p> <p>Analyse- Students will be given opportunities and develop the skills/knowledge necessary to peer and self-assess progress within lessons. These skills will help students critique performance and further show enhanced understanding</p>	<p>Taxonomy for teaching, learning and assessment.</p> <p>Evaluate- students will be given opportunities and develop the skill set to critique their own fitness techniques and suggest ways to improve them further.</p> <p>Create- students will be given opportunities to lead sections of lessons and guide students in the performance of some of the techniques through peer feedback.</p>
<p>Cross Curricular Links: Literacy (key words), Maths (numbers of repetitions), Citizenship (sportsmanship), Science (bodily functions and healthy lifestyle consequences)</p>		<p>Assessment: Q & A, Formative and summative assessment. Peer assessment and Self assessment opportunities.</p>

<p>Extension & Enrichment</p> <p>Out of lessons, at home and in the community, pupils could be encouraged to:</p> <ul style="list-style-type: none"> • practice skills 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 • make up games that focus on improving technique and fitness • read rule books and sports reports in newspapers and magazines 	<p>Expectations</p> <p>After carrying out the activities and core tasks in this unit.</p> <p>All pupils will: Show an ability to describe and recall key points for key techniques learnt across the unit. Be able to describe and state what methods of fitness training would be used to improve certain components of fitness; follow warm-ups they are given with some care; describe what they do best; work on ideas that they are given to improve their level of fitness.</p> <p>Most pupils will: Explain the how techniques are performed and offer suggestions as to why they are performed that way. Choose and use combinations of exercises with confidence, accuracy and consistent quality in the lessons;. Explain components of physical fitness and how they are improved through certain types of exercise. follow appropriate warm-up routines; identify the main aspects of a good exercises and techniques; recognise weaknesses; suggest how a fitness level could be improved.</p> <p>Some pupils will : Offer knowledge on how techniques can be practiced and improved. Choose and apply progressive techniques to make them become more challenging; use these techniques fluently and precisely. Articulate how certain training methods improve different types of fitness and how those components of fitness are relevant to other sports. Devise effective warm-up routines; understand the importance of cooling down; describe quality in the techniques used and demonstrate and describe ways in which fitness could be improved.</p>
<p>Differentiation</p> <p>All lessons start with a warm-up (different varieties and styles of warm ups can be used to maintain pupil interest.) and re-cap work of previous lesson. Furthermore a verbal lesson objective will be announced a long with a breakdown of what success looks like within the lesson.</p> <p>Make learning as active as possible</p> <p>Tasks set to cater for levels of ability</p> <p>Different levels for exercises</p>	

<p>Language for learning</p> <p>Through the activities in this unit pupils will be able to understand, use and spell correctly words relating to:</p> <ul style="list-style-type: none"> • the different components of fitness, exercises undertaken and terminology for the different techniques. • preparation, <i>eg warming up, cooling down</i> • assessment, <i>eg collecting and analysing data</i> <ul style="list-style-type: none"> • <i>Cardiovascular fitness</i> • <i>Muscular endurance</i> • <i>Muscular strength</i> • <i>Speed</i> • <i>Flexibility</i> <p>Speaking and listening – through the activities pupils could:</p> <ul style="list-style-type: none"> • collaborate with others to share information and ideas, and solve problems 	
PHYSICAL ME: TOPIC SPECIFIC.	
<p>BRONZE (1-3) Can describe basic techniques and how they are performed. Will have some knowledge of the muscles groups being used. Can demonstrate techniques usually applied with good posture and control. Can see basic the differences between their performances and others. Understands the need to warm up</p>	
<p>SILVER (4-5)Can explain how techniques are performed and offer some knowledge on how to make some of them more challenging. Able to compare their own and others work and see the differences so that they can improve their own level of fitness. Able to explain in simple terms the physical effects of exercise on their body and the importance of a healthy active lifestyle. Develop an understanding of the health and fitness and the importance of the warm up and cool down .</p>	
<p>GOLD (6-8) Can fully explain techniques used to improve fitness levels. Furthermore can offer knowledge on how techniques can be taken to the next level. Can consistently replicate techniques with control and maintain them to show a very good level of fitness. Can suggest and demonstrate ways to improve fitness levels. Can conduct a suitable warm up and explain why exercise is important for a healthy active lifestyle.</p>	
<p>PLATINUM (9) Can explain various methods of fitness training and the types of fitness they develop. Can further articulate which aspects of fitness are relevant to certain sports and explain how improving them would improve performance. Replicates and applies techniques with control and intensity to ensure they are working at the highest of their ability throughout entire sessions. Can suggest ways to improve their own fitness. Can design and lead a suitable warm up and explain why exercise is important for a healthy active lifestyle.</p>	

Week	Learning objectives	Task examples	Learning Outcomes
1	<p>TBAT: To be able to understand what cardiovascular Fitness is and how it can be tested.</p> <p>My PB: Demonstrate Resilience</p>	<p>Warm up: light jog familiarising students with cooper run course.</p> <p>Cooper run, outside on courts. Pupils to use sheets to record and score to be kept on the registers.</p>	<p>Bronze- Can tell others what cardiovascular fitness is</p> <p>Silver- Can demonstrate cardiovascular fitness and suggest what sport it is needed for.</p> <p>Gold- Demonstrates excellent cardiovascular fitness, suggests ways it can be improved and explains why it is needed in sport</p> <p>Platinum- Demonstrates exceptional cardiovascular fitness, suggests how to improve it and why it is needed in sport</p> <p>Girls Gold: 15 laps Girls Silver: 13 laps Girls Bronze: 11 laps Boys Gold: 19 ½ laps Boys Silver: 17 ½ laps Boys Bronze 15 ½ laps</p>

2	<p>TBAT: To be able to understand what muscular endurance is and how it can be developed.</p> <p>MYPB: Demonstrate the ability to work collaboratively and motivate self and others</p>	<p>Teacher led circuit. Teacher to choose pupils to lead the warm up. A variety of exercises from cardio to ME to be used. Examples Sit ups, Plank, Russian twists, Lower leg lifts, Obliques, Bicycles Press ups, Bench shoulder press, Triceps dips Wall squat, Squats, Lunges, Plyo lunges, Partner squats Burpees, Wall burpees, Squat thrusts, Mountain climbers, Full star jumps, Shuttle runs, Continuous run, Ladders, Tuck jumps</p>	<p>Bronze- Can tell others what muscular endurance is. Silver- Can show an understanding of circuit training and perform most techniques with good form. Gold- Can suggest ways to adapt and design a circuit to suit specific needs. Performs body weight exercises with excellent technique. Platinum- Suggests ways to adapt circuits to be sport specific. Performs body weight exercises with exceptional technique and intensity.</p>
3	<p>TBAT: Understand how HIIT training can be used to develop Speed</p> <p>MY PB: show responsibility for own learning and effort.</p>	<p>Teacher led warm up with discussion around speed and why it is needed in sport. Students are to complete a HIIT session this can be teacher designed or follow the insanity programme. Discussions should be centred around how HIIT is easily accessible, how it can be adapted to the individual.</p>	<p>Bronze- Can tell others what HIIT Training is. Silver-Can complete HIIT training sessions with intensity and focus. Gold- Completes HIIT training with intensity and focus and can suggest their own HIIT session. Platinum-Completes HIIT training with exceptional technique and can design HIIT sessions to impact upon others performance.</p>

4	<p>TBAT: Describe how alternative methods of training can keep physical activity fun and make working enjoyable.</p> <p>MYPB: show self-motivation</p>	<p>Warm up- Teacher led- ensure recap on previous fitness lesson. Ensure discussion of how exercise releases serotonin and being physically active is good for our mental health. Discuss the different types of training the students know and highlight alternative methods such as Boxercise, Clubbersize, Zumba, Step fit, HIIT Step, Yoga and Pilates.</p> <p>Task 1- Students are to complete a 15 minute boxercise/Zumba/clubbersize lesson – discussions around how they release serotonin, how they develop Cardiovascular fitness and muscular endurance and how they can help improve body shape and muscle tone.</p> <p>Task 2- Students are to complete a 15 minute Yoga session which focuses on how physical activities can promote mindfulness and improve flexibility and posture.</p>	<p>Bronze- Can name various types of alternative training methods.</p> <p>Silver- Can name various types of alternative training and state what aspects of fitness they can improve.</p> <p>Gold- Can explain how various types of training can be used to maintain fitness training as part of a healthy active lifestyle.</p> <p>Platinum- Can explain how various types of training can be used to maintain fitness training as part of a healthy active lifestyle. Can suggest what various types of training people may take up to maintain a healthy active lifestyle.</p>
5	<p>½ way assessment point</p> <p>TBAT: understand various methods of fitness testing and how to interoperate the data they produce.</p> <p>MY PB: Show the ability to evaluate performance.</p>	<p>Warm up – Teacher led- review fitness and training methods covered so far and encourage students to state the components of fitness each training method enhances.</p> <p>Ideas- Working in groups of 4-6 students are to complete a number of fitness tests that assess their speed, flexibility, strength, agility, reaction time, power and coordination. Students are to then compare their scores against normative data to compare how they perform across national standards.</p>	<p>Bronze- Can state various training methods that improve fitness.</p> <p>Silver- Can describe various types of training methods and the components of fitness they improve.</p> <p>Gold- Can explain various fitness methods and the components of fitness they improve and state sports they are relevant too.</p> <p>Platinum-Can explain various fitness methods and suggest ways various methods can be used to improve individuals fitness.</p>

7	<p>TBAT: State how to use weight training safely and effectively to improve muscular strength.</p> <p>MYPB: Self manage and take responsibility for your own learning.</p>	<p>Warm up teacher led -Pupils to be given various exercises to complete: 5 mins on a cardio machine, core engagement exercises.,</p> <p>Ideas- The students are to be given The chance to work 2 lower body and 2 upper body machines. Students are to complete 4 sets of 6 reps on each machine and then switch. Discussions are to centre around how to use the gym equipment (year 7 induction) how to increase intensity/challenge and apply progressive overload. (Y8 and 9)</p> <p>Extension: 500m rowing challenge – Links to muscular endurance make sure this is explained.</p>	<p>Bronze- Can state the rules of using the fitness suite.</p> <p>Silver- Can use the machines in the fitness suite -safely and appropriately</p> <p>Gold- Can explain how weight training improves strength and uses the fitness suite to do this.</p> <p>Platinum- Can explain how to train safely and effectively in the fitness suite a design a programme that shows adaption and progressive overload.</p>
8	<p>Assessment:</p> <p>TBAT: Work to the best of your ability and show knowledge of fitness components and training methods.</p> <p>TBAT: show evaluative skills in terms of self-evaluation.</p>	<p>Warm up – Teacher led- review fitness and training methods covered so far and encourage students to state the components of fitness each training method enhances.</p> <p>Ideas- Working in groups of 4-6 students are to complete a number of fitness tests that assess their speed, flexibility, strength, agility, reaction time, power and coordination. Students are to then compare their scores against normative data to compare how they perform across national standards. Students are to compare their performances to the ½ assessment point and look for any improvements. Students are to self-assess their progress across the fitness unit.</p>	<p>Bronze- Can state various training methods that improve fitness.</p> <p>Silver- Can describe various types of training methods and the components of fitness they improve.</p> <p>Gold- Can explain various fitness methods and the components of fitness they improve and state sports they are relevant too.</p> <p>Platinum-Can explain various fitness methods and suggest ways various methods can be used to improve individuals fitness.</p>