

Beaufort Community School Physical Education Department

Scheme of Work for Health Related Fitness

Key Stage: 3	YEAR: 9	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 style="text-align: center;">Prior learning</p> <p>It is helpful if the pupils have:</p> <ul style="list-style-type: none"> ➤ Experienced some fitness activities ➤ Demonstrated a knowledge technique 	<p style="text-align: center;">Language for learning</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 style="text-align: center;">Resources</p> <ul style="list-style-type: none"> ➤ Recording sheet ➤ Pens ➤ Heart rate monitors (if available) ➤ Calculators ➤ Google Maps ➤ Conversion Rate (miles: kilometers)
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 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 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 that different types of activities require different type of fitness. To develop a understanding of GCSE PE terms- <i>i.e. Oxygen debt and health related fitness components</i>. 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 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 develop an experience of 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;">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 style="text-align: center;">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 groups and specific fitness tests. Suggest any fitness clubs/events within the school timetable. To understand the components of skill/health related fitness and to use tests to improve these.</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>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>

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<u>Week</u>	<u>Learning objectives</u>	<u>Task examples</u>	<u>Information/ Differentiation</u>
1	<p>Basic circuit To accurately replicate the general fitness techniques 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.</p>	<p>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</p>	<p>All lessons start with fitness related warm-up and re-cap work of previous lesson.</p> <p>Make learning as active as possible</p> <p>Give opportunities to plan tactical and strategic ideas</p> <p>Activities to be done at a pace comfortable to the pupils.</p>
	<p>Components of health related fitness To accurately replicate tests for health related fitness. 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 performance.</p>	<p>Warm up – Student led pulse raiser + stretches. Discuss health related fitness components. Remember it with BMMFC! Demo testing stations. Body composition – fat callipers, muscular strength – hand grip dynameter & muscular endurance – sit up bleep test, flexibility – sit and reach & C.V. Fitness – sustained shuttle runs. Pairs to work around stations. Rotate on whistle. Record best score. Discuss good scores/strengths and relevance to pupil’s sports.</p>	
2	<p>Step-Aerobics – combination moves To perform and accurately replicate combination punches with correct technique. To combine a range of sequenced skills to raise heart rate. To understand recovery time and the concept of oxygen debt post exercise.</p>	<p>Warm up – Student led pulse raiser + stretches. Teacher led Step-sequence of 4 consecutive moves. Group together to ensure they are able to recognise the beat of the music. 32 beats ‘given’ to pupils to identify their own 4 move motif. Higher level pupils to alternative the muscles that are being used in the moves. Discuss fitness needs for aerobics. What is oxygen debt – how to repay the debt-heavy and rapid breathing. Cool down stretches – hold for 30 seconds.</p>	<p>Differentiated tasks for varying ability</p>
3	<p>Team Challenge Pupils identify a distance to achieve within the lesson (differentiated challenge: GOLD/SILVER/BRONZE). Apply mathematical knowledge to help with addition of distance and conversion of some machines (many in weights room use only miles/kilometres). Resources required – local area maps: Cineworld (Docks), Train Station, Kingsholm.</p>	<p>Warm up – Student led pulse raiser + stretches. Discuss the importance of working together (PLTS: <u>Team Workers</u> ‘collaborate with others to work towards common goals’) and how the work load will be shared. Non-participants to be used to help with recording of distances (whole group recorder on the whiteboard in weights room).</p>	
4	<p>Assessment - circuits To demonstrate accurate replication of circuit techniques at each station. To sustain performance over 2 laps. To understand the components of fitness involved in a circuit performance and how it can be made harder.</p> <p>Yr 9 Entry Fitness test used to measure difference in performance.</p>	<p>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 1st 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. How else could we make it harder? Teacher to grade against NC levels.</p>	

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