

3) Front Landing

- Hands and knees bouncing with hips over the cross - contact with hands and knees should be at exactly the same time.
- Hands and knees bouncing to feet on a support mat.
- From feet, push and go to hands and knees on a support mat.
- Landing position: Arms in a diamond shape, forearm in contact with the bed, with hands just in front of the face on the bed. The stomach and thighs are in full contact with the trampoline bed, with knees slightly bent.
- From feet, push and got to landing position, with the emphasis on kicking back to create forward rotation at the hips - addition of returning to feet, once control is found.
- Repeat with 3 small bounces before landing position and returning to feet, using support mat.

4) Linking Moves

- Competition is about performing skills consecutively without straight bounces between.
- Combination of 2 or 3 skills linked together and repeated 3, 4 or 5 times.
- Tuck, straddle, pike - repeated 3 times
- Tuck, 1/2 twist, straddle - repeated 3 times
- Linking moves to create progressive sequence – Front landing, half twist out / Half twist into Front landing / Seat landing to Front landing / Front landing to seat landing.
- Pupils to create own routine of linking moves of 8-10 bounces

- Belly button lands on the cross, where feet previously where.
- Kick back motion prevents travelling forward.
- Arms in diamond shape in front of the body, landing forearms and body at the same time.

- Moves are linked with 1 bounce between.
- Fluency is aided by core strength and vision.
- Power generated by bounce, allows the moves to be created.

Topic: KS3 – Fitness Year 8

Duration:

6/7 lessons

Composite:

Key vocabulary:

Core knowledge Components – Teaching Points

Powerful knowledge components crucial to commit to long term memory

Links to previous and future topics

Importance of Health & Fitness

Health
Fitness
Progression
Physical
Mental
Social

- Understanding the importance of Health and Fitness relating to exercise
- Understand health: “A complete state of **physical, mental and social** wellbeing and not merely the absence of disease or infirmity (illness)”
- Understand Fitness: Ability to cope with and meet the specific demands of everyday life without undue fatigue.
- Understanding the health benefits of regular exercise, within a **3 week training programme**.

Physical	Social	Mental
Improves body shape: lose weight / increase muscle mass	Develops vital life skills: teamwork and cooperation	Reduces and relieves stress (tension) – sleep better!
Increase physical fitness – delays fatigue	Socialise with people / make new friends	Increase self-esteem and confidence
Improve efficiency of vital organs (heart / lungs) – less stress e.g. cardiac hypertrophy, bradycardia		Help prevent depression – release of serotonins
Improves posture		Better at dealing & controlling emotions
Decreases risk of some illnesses; obesity, hypertension, type 2 diabetes		

Importance of Health & Fitness

• Understand effects of physical, mental and social wellbeing as a result of good fitness.
• Recognising strengths and weaknesses
• Planning and responsibility for personal fitness

Healthy, active lifestyle.
Wellbeing
Physical progression.
Linked to previous Fitness SOW.

Methods of Training

Circuit
Continuous
Weight
Flexibility
Fartlek

- Understanding the basic Methods of and principles of Training
 - Identify and demonstrate what Circuit training is, by explaining the positive and negatives of this type of training.
 - Identify and demonstrate what Continuous training is, by explaining the positive and negatives of this type of training.
 - Identify and demonstrate what Interval training is, by explaining the positive and negatives of this type of training.
 - Identify and demonstrate what weight training is, by explaining the positive and negatives of this type of training.

Methods of Training

Demonstrate all the different types of training by explaining the positive and negatives of

Link to previous PE lessons to improve fitness. Including variety of training.

<p>Measuring HR Resting Maximum Heart Rate</p> <p>Fitness Testing Illinois Agility Dynamometer Vertical Abdominal Cardiovascular Endurance</p>	<ul style="list-style-type: none"> • Identify and demonstrate what flexibility training, by explaining the positive and negatives of this type of training. • Identify and demonstrate what fartlek training, by explaining the positive and negatives of this type of training. • Understand the importance of frequency, intensity, time and type within a training session. <ul style="list-style-type: none"> • <u>Measuring heart rate</u> <ul style="list-style-type: none"> ○ Identify how heart rate is taken. ○ Understand why heart rate is taken. ○ Attempt to justify the changes in heart rate after recording over a period of time. • <u>Identifying Fitness testing and Components of Fitness</u> • Understand Components of Fitness. <ul style="list-style-type: none"> - Speed, agility, co-ordination, power, reaction time, muscular endurance, muscular strength, flexibility, balance, cardiovascular endurance, Body mass. <ul style="list-style-type: none"> ○ Identify and carry out the following fitness tests: <ul style="list-style-type: none"> - Multi stage fitness test - Sit and reach test - 30m Sprint test - Illinois Agility test - Vertical Jump test - Sit up and press up tests (Abdominal curl conditioning test) - Standing stork test - Ruler Drop test - Handgrip dynamometer test - Wall toss test ○ Begin to link fitness testing to specific components of fitness by explaining how the testing links with each component. <ul style="list-style-type: none"> - Sit and reach test = Flexibility - 30m Sprint test = Speed - Illinois Agility test = Agility - Vertical Jump test = Power - Sit up and press up tests (Abdominal curl conditioning test) = Muscular endurance - Standing stork test = Balance - Ruler Drop test = Reaction time - Handgrip dynamometer test = Muscular strength - Wall toss test = Coordination - Multi stage fitness test = Cardiovascular Endurance. - Height and weight. = Body Mass 	<p>each type of training. This can be explained verbally and physically depending on ability.</p> <p>Relate heart rate to training thresholds.</p> <p><u>Fitness Testing</u> Identify and demonstrate fitness testing. Begin to link fitness tests to components of fitness, understanding why the requirement of fitness testing is needed.</p>	<p>Link to Numeracy and Science.</p> <p>Identifying strengths and weakness in physical abilities and link to specific methods of training. Clear focus on progress with knowledge and fitness.</p>
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<p>Effect of Exercise Immediate Effect</p> <p>Muscles Groups Quadricep Abdominals Triceps Biceps Hamstrings (Gastrocnemius) Deltoids Gluteus Maximus</p>	<ul style="list-style-type: none"> • <u>Effects of Exercise</u> <ul style="list-style-type: none"> ○ Identify the immediate effects of exercise ○ Demonstrate the immediate effects of exercise throughout fitness lessons ○ Begin to understand why these effects of exercise are happening ○ Attempt to explain the long term effects of exercise. • <u>Understanding and identifying muscle groups</u> <ul style="list-style-type: none"> ○ Understand the importance of warming up and cool down. ○ Identify the basic muscles groups ○ Attempt to link specific exercises with muscle groups <p>ALL OF THE ABOVE EMBEDDED WITHIN A 3 WEEK TRAINING PROGRAMME.</p>	<p><u>Effects of Exercise</u> Identify the link between anatomy and physiology during the immediate effects of exercise.</p> <p><u>Muscle Groups</u> Identify specific muscles groups and the movements required to isolate, stretch and work these muscle groups.</p>	<p>Link to Biology, Anatomy and physiology.</p> <p>Link to Biology, Anatomy and physiology.</p> <p>ALL OF THE ABOVE EMBEDDED WITHIN A 3 WEEK TRAINING PROGRAMME.</p>
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