****Year 7**

**Health & Fitness Scheme of Work**

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| **Aim:** In this unit pupils will learn how to exercise safely inside the gymnasium. Students will also be introduced into the how our body moves and the relationship between bones and muscles and their impact in day to day movement. |

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| **Motor Competence**  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. | **Rules, Strategies & Tactics**  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 leaner | **Healthy Participation**  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. |

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| **Cross-Curricular Links**  Literacy (key words), Citizenship (sportsmanship & cooperation), Science (muscle names, bodily functions including heart rate monitoring), Maths (measuring, recording and collating data) | **Recommended Reading**  Ready Steady Mo – Kes Gray |

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***Please note that half terms range from 5-8 weeks - activities change each half term and therefore teachers must deliver number of lessons relevant to half term length. Please deliver the assessment lesson in the final lesson of term.***

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| **Lesson** | **Core Skill** | **Lesson Intention** | **Teaching Points** | **Suggested Activities** | **Questions to be asked (WHAT)** |
| 1 | Exercising safely in the gym | To know and demonstrate how to exercise safely in the gym | * Not lifting weights without permission * Correct use of each equipment -safety – inc free weights * Respecting equipment when using it * How to support someone in exercise |  | **Retrieval**  **What students need to know**   * How we use each apparatus safely and appropriately. * How to behave when exercising in the gym |
| 2 | Intensity of Exercise -  Reps/Sets and Time | To know what reps/sets are and how we manipulate exercise to change intensity | **Reps:**  One completion of a strength training exercise  **Sets:**  How many reps you do in a row before a period of rest |  | **Retrieval**  **What students need to know**   * What a rep and set is. * How they can be altered to affect exercise * How time can be used to affect exercise |
| 3 | Bones in action (upper body) | To know the names of the bones in the upper body linking them to exercise | **AQA:**   * head/neck – cranium and vertebrae * shoulder – scapula and humerus * chest – ribs and sternum * elbow – humerus, radius and ulna | **Yellow Exercise Cards** | **Retrieval**   * What a rep and set is. * How they can be altered to affect exercise * How time can be used to affect exercise   **What students need to know**   * What bones make up our arm – elbow joint and shoulder joint? * How they are helping us perform an exercise? – Functions? |
| 4 | Muscles in action (upper body) | To know the names of the muscles in the upper body linking them to exercise | **AQA**   * Biceps * Triceps * Deltoid * Abdominals * Pectorals * Latissimus Dorsi * Rotator Cudd | **Yellow Exercise Cards** | **Retrieval**   * Name 2 bones that make up our elbow joint? * Name 2 bones that make up our shoulder joint?   **What students need to know**   * What muscles make up our arm – elbow joint and shoulder joint? * What muscles are in our torso and back? |
| 5 | Bones in action (lower body) | To know the names of the bones in the lower body linking them to exercise | **AQA**   * hip – pelvis and femur * knee – femur and tibia * ankle – tibia, fibula and talus. | **Yellow Exercise Cards** | **Retrieval**   * Muscles quiz – competition around who can name the most muscles?   **What students need to know**   * What bones make up the hip joint, knee joint? * What exercises we do that uses these joints? * Sporting examples? |
| 6 | Muscles in action (lower body) | To know the names of the muscles in the lower body linking them to exercise | **AQA**   * Quadriceps * Hamstrings * Gastrocnemius * Gluteuls * Hip Flexors * Tibialis Anterior | **Yellow Exercise Cards** | **Retrieval**   * What bones make up the hip joint, knee joint? * What exercises we do that uses these joints?   **What students need to know**  What muscles are used at the hip joint and knee joint. |

***Note: Teachers may wish to reference the movements at a joint to help explain the role bones and muscles play when performing an exercise, skill or action***