



Key Stage 4 Framework for Learning Year 11 2018-2019: I am Creative, Successful, Happy



Curriculum Area: **PE GCSE**

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	LC Driven Revision Lessons <u>Topics identified from Component 1 & 2 exam performance analysis.</u>	PLC Driven Revision Lessons <u>Topics identified from Component 1 & 2 exam performance analysis.</u>	PLC Driven Revision Lessons <u>Topics identified from Component 1 & 2 exam performance analysis.</u>	PLC Driven Revision Lessons <u>Topics identified from Component 1 & 2 exam performance analysis.</u>	PLC Driven Revision Lessons <u>Topics identified from Component 1 & 2 exam performance analysis.</u>
Knowledge	<p>Component 3 Practical Performance</p> <p>Netball – (Girls)</p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve play. <p>Football – (Boys)</p> <ul style="list-style-type: none"> Should be able to recognise the importance of responding to changing situations within the game in attack and defence. Combine and perform more advanced football skills consistently applying accuracy and higher quality of technique. Constantly faced with strategic and tactical decisions. Focus on movement off the ball into space. choice of skill execution. <p>Badminton</p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. 		<p>Component 3 Practical Performance</p> <p>Cricket–</p> <ul style="list-style-type: none"> Explore cricket or rounders using tactics to outwit opponents. Select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Trampolining (Boys)-</p> <ul style="list-style-type: none"> Replicate more advanced shapes, turns, drops and rotational moves including somersaults. Demonstrate correct take off and landing technique, Refine skills into a 10 bounce routine. Suggest areas for improvement (self/peer). Use of ICT / Ipad to observe and improve the performance of self and others. <p>Athletics –</p> <ul style="list-style-type: none"> Power/Speed/execution become the Individual focus on events through selection and assessment – Develop advanced athletic skills and accurately replicate techniques to achieve personal success and high performance in specific events. Further develop the skills of sprinting, sustained running, jumping and throwing concentrating on accurate technique to ensure sprinting style is using energy correctly, throwing arm is at high release and take off foot is used in the next phase of the jump. Gain knowledge of the nature of athletic activities and make effective evaluations of strength and weaknesses in their own and others performances. Success criteria conveyed through modeling & video recordings. 		

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<p>Skills</p>	<p>Component 2: Health and Performance Students will develop their evaluation skills through evaluating the advantages and disadvantages the media and guidance to optimize performance. They will develop how to critically analyse skills through critical analysis of theirs' and others performance The students will develop the ability to select and communicate sound knowledge and understanding of health, fitness, lifestyle, nutrition, optimum weight, skills, feedback, preparation and goal setting. Identify, describe and explain the psychological factors and socio-cultural factors that can affect performance Unit 2.1 Practical Performance The student will develop advanced skills, techniques and strategies for the activity in practice and competitive situations They will also demonstrate a clear understanding of the rules when taking part.</p>	<p>Component 2: Health and Performance Students will develop their evaluation skills through evaluating the advantages and disadvantages the guidance to optimize performance. They will develop how to critically analyse skills through critical analysis of theirs' and others performance The students will develop the ability to select and communicate sound knowledge and understanding of lifestyle, optimum weight, feedback, preparation and goal setting. The students recall, select and communicate sound knowledge and understanding of factors which affect performance and the benefits of regular exercise on performance Understand the terms of health, exercise and fitness and the link to performance. Understanding how to use the FITT and Goal setting strategies. Describe with examples what SMART targets. Analyse different training zones to evaluate graphs.</p>	<p>Understand the links between exercise, diet and rest. Explain a balanced diet. Understand how these factors affect a healthy lifestyle.</p> <p>Describe different body types and link them to specific sports. Outline why optimum weight is important and its effects. Explain specific terms associated with each topic above and their effects with examples. Be able to identify risks and act upon them.</p>	<p>PLC Driven Revision Lessons Topics identified from Component 1 & 2 exam performance analysis.</p> <p>Knowledge of the rules Key terms to support examples Observational To watch identify and improve Analytical Discuss the perfect model in comparison.</p> <p>Interpreting data Presenting key facts and how to use them to improve. Students will develop how to evaluate and critically analyse skills through critical analysis of theirs' and others performance. Develop observation skills Create a Personal Exercise Programme and practice sessions to develop skills, fitness and tactics. Develop their written and communication skills.</p>	<p>PLC Driven Revision Lessons Topics identified from Component 1 & 2 exam performance analysis.</p> <p>Understand the impact of these systems on the body and the effects of sport. Explain the immediate and long term effects of the cardiovascular and respiratory system and how other factor contributes to the improvement or increased risk.</p> <p>Identify, apply and link the appropriate effects on the Cardiovascular & Respiratory system to immediate and regular exercise and how this impacts on performance.</p>
<p>Assessment</p>	<p>Marking Point 1 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 2 Written Home Learning on the topic informed by exam</p>	<p>Marking Point 4 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 5 Written Home Learning</p>	<p>Marking Point 7 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 8 Written Home Learning</p>	<p>Marking Point 10 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 11 Component 3 Practical</p>	<p>Marking Point 13 Classwork Assessment Piece (Written QWC Extended Answer Question)</p> <p>Marking Point 14 Written Home Learning on the topic informed by exam</p>



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	<p>analysis, where underachievement is most evident.</p> <p>Marking Point 3 Practical Assessment in Activity 1 (Football, Netball or Badminton)</p>	<p>on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 6 Autumn College Entry Exam Paper Component 1 Practical Assessment in Activity 2</p>	<p>on the topic informed by exam analysis, where underachievement is most evident.</p> <p>Marking Point 9 Practical Assessment in Activity 1 (Football, Netball or Badminton)</p>	<p>External Practical Performance Moderation Exam on Activity 1, 2 & 3</p> <p>Marking Point 12 Autumn College Entry Exam Paper Component 2 Practical Assessment in Activity 2</p>	<p>analysis, where underachievement is most evident.</p> <p>Marking Point 15 Autumn College Entry Exam Paper Component 2</p>
<p>Cultural Enrichment</p>	<p>READ BBC Bitesize/ GCSE PE/ Edexcel (www.bbc.com/education/subjects) Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton & West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm</p>		<p>READ BBC Bitesize/ GCSE PE/ Edexcel (www.bbc.com/education/subjects) Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton & West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm</p>		
<p>Character</p>	 <p>QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	 <p>QofS – Empathy Empathise with people who do not exercise and the difficult life cycle they are leading.</p>	  <p>QofS – Creativity & Curiosity Creativity- Creating own personal exercise programme</p>	  <p>QofS – Responsibility & Reflection Self-Responsibility- Taking ownership of own personal fitness level/ physical activity readiness Self-Help- Research and completing response boxes Reflection- Reflect on assessment pieces and next grade criteria</p>	  <p>QofS – Practice & Resiliency Show resiliency when responding to wishes and carrying fitness lessons/ activities.</p>



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Curriculum Area: **PE Core**

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1
Syllabus	CORE PE		CORE PE		CORE PE
Knowledge	<p>Netball – (Girls)</p> <ul style="list-style-type: none"> Focus upon the ability to outwit opponents and teams using strategies and tactics. Select and apply more advanced skills in different situations 1v1 and to influence a game. Opportunities to referee/coach will develop communication and decision making skills use information gained from analysis of performance to influence and improve play <p>Football – (Boys)</p> <ul style="list-style-type: none"> should be able to recognise the importance of responding to changing situations within the game in attack and defence combine and perform more advanced football skills consistently applying accuracy and higher quality of technique. constantly faced with strategic and tactical decisions focus on movement off the ball into space. choice of skill execution 		<p>Badminton (Boys & Girls)</p> <ul style="list-style-type: none"> Identify different areas of the court and be able to move between these areas using a variety of shots. Develop the ability to outwit opponents using strategies and tactics. recognise the importance of responding to changing situations within the game in attack and defence. Opportunities to score/coach pupils or small groups will develop communication and decision making skills. <p>Basketball –</p> <ul style="list-style-type: none"> Selection and application of advanced skills in passing around the back, at speed using outlet passing and fast break. Combined with cross over dribbling, pivoting and give and go within their selection and application of skills. Strategic and tactical decisions based on movement of the ball into space. Opportunities to referee/coach pupils or small groups will develop communication and decision making skills. Use information gained from analysis of performance to influence and improve them Peer coaching, 'what makes good' questioning/demos & targeted questioning). 		<p>Rounders – (Girls)</p> <ul style="list-style-type: none"> Explore rounders using tactics to outwit opponents select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding. <p>Cricket/ Softball – (Boys)</p> <ul style="list-style-type: none"> Explore cricket or rounders using tactics to outwit opponents select key advanced skills in batting and bowling to execute past a precise fielding. Will learn to use basic principles of play when selecting and applying tactics for success Enhance advanced skills necessary to outwit opponents in batting, bowling and fielding
Skills	<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance. The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling, running with the ball, turning with the ball, crossing, volleying.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques</p>		<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance. The skills will include passing, shooting, tackling, blocking, control, catching, pivoting, dribbling and performing the lay-up Basketball Badminton- Overhead clear, overhead drop shot, drop shot, smash, net kill, forearm clear, backhand clear.</p> <p>Students select and combine advanced skills,</p>		<p>Refine, develop, apply, create, evaluate, analyse technique/ skill performance. The skills will include long barrier, batting (front & back foot), retrieving, pick up, throwing, catching (above & below shoulder), base/wicket running.</p> <p>Students select and combine advanced skills, techniques and apply them accurately and appropriately in a variety of activities. They analyse</p>

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	<p>Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>		<p>techniques and apply them accurately and appropriately in a variety of activities. They analyse and comment on techniques Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>		<p>and comment on techniques Official- will have the knowledge of the rules and methods of scoring and are able to implement them in a small-sided game/ full game. Leader- Will be able to lead a warm-up activity, small groups</p>
Assessment	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement	Assessment ongoing on level of effort and engagement
Cultural Enrichment	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite Rugby, Football or Netball fixtures/ competitions/ championships (both live or on TV) (eg Manchester Thunder Netball Team Sale Sharks Rugby, Broughton Park RUFC Manchester City FC, Manchester United FC, Stockport County FC, Chorlton & West Didsbury AFC Badminton Championships, Local sports teams (both professional or amateur)</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm Sale Sharks RUFC- AJ Bell Stadium</p>		<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>		<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian/sport/uk-sport)</p> <p>WATCH Regional/ National/ International Elite fixtures/ competitions/ championships (both live or on TV) (eg Manchester Mystics or Manchester Magics Basketball Team National Track Cycling Events, Badminton Championships Manchester Handball Team fixtures UK Table-Tennis Championships 19th Jan 2019 Local sports teams (both professional or amateur)</p> <p>VISIT Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk Southwest Cricket Club –see https://swmcc.org.uk/cricket</p>
Character	 <p>QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	 <p>QofS – Empathy Empathise with people who do not exercise and the difficult lifestyle they are leading.</p>	  <p>QofS – Creativity & Curiosity Creativity- Creating own personal exercise programme</p>	  <p>QofS – Responsibility & Reflection Self-Responsibility- Taking ownership of own personal fitness level/ physical activity readiness</p>	  <p>QofS – Practice & Resiliency Show resiliency when responding to wishes and carrying fitness lessons/ activities.</p>



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Curriculum Area: PE- NCFE Health & Fitness

Year 11	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Syllabus	NCFE LEVEL 2 CERTIFICATE IN HEALTH AND FITNESS (601/4534/1) Unit 03 - Preparing and Planning for Health and Fitness (K/506/5251)	NCFE Level 2 Certificate in Health and Fitness (601/4534/1) Unit 1 - Principles of Health and Fitness (M/506/5249)	NCFE Level 2 Certificate in Health and Fitness (601/4534/1) Unit 1 - Principles of Health and Fitness (M/506/5249)	NCFE Level 2 Certificate in Health and Fitness (601/4534/1) Unit 2 – Healthy Active Lifestyles (M/506/5249)	NCFE LEVEL 2 CERTIFICATE IN HEALTH AND FITNESS (601/4534/1) Unit 04 Develop a personal health and fitness programme (M/506/5252)	
Knowledge	<p><u>UNIT 3 EXTERNAL EXAM RE-SIT REVISION</u></p> <p>Task 1. Understand factors affecting a health and fitness plan:</p> <p>1.1 Describe the purpose of a PARQ (Physical Activity Readiness Questionnaire).</p> <p>1.2 Assess the suitability for an individual to participate in fitness activities.</p> <p>1.3 Describe the preparation needed for a specific purpose.</p> <p>1.4 Assess an individual's base level of fitness</p> <p><u>Task 2 Be able to produce a health and fitness plan:</u></p> <p>2.1 Produce an individual exercise programme for a specific purpose.</p> <p>2.2 Produce a nutrition plan for the period of the personal exercise programme.</p>	<p>Unit 1 Development & Catch-up</p> <p><u>Unit 1 - Principles of Health and Fitness</u></p> <p><u>Task 1 Understand health and fitness:</u></p> <p>1.1 Explain the terms 'health' and 'fitness'.</p> <p>1.2 Describe the benefits of exercise.</p> <p>1.3 Describe the health-related components of fitness.</p> <p>1.4 Describe the skill-related components of fitness.</p> <p>1.5 Describe tests that measure components of health- and skill-related fitness.</p> <p>1.6 Describe the principles of training.</p> <p>1.7 Describe the appropriate methods of training for each of the components of fitness.</p>	ELE – 1 Day:	<p>Unit 1 Development & Catch-up</p> <p><u>Unit 1 - Principles of Health and Fitness</u></p> <p><u>Task 2 Know the functions of the main body systems:</u></p> <p>2.1 Describe the structure and function of the main body systems.</p> <p>2.2 Describe the long-term and short-term effects of exercise on the main body systems.</p> <p><u>Task 3 Be able to measure body composition and fitness:</u></p> <p>3.1 Describe measures for body composition.</p> <p>3.2 Demonstrate measures for body composition.</p> <p>3.3 Carry out tests to measure components of health-related fitness.</p> <p>3.4 Carry out tests to measure components of skill-related fitness.</p> <p>3.5 Assess the positives and negatives of these measures.</p>	<p>Unit 2 Development & Catch-up</p> <p><u>Unit 2 - Healthy Lifestyles</u></p> <p><u>Task 1 Know how food can contribute to a healthy lifestyle:</u></p> <p>1.1 Describe how each of the main food groups contribute to a healthy lifestyle.</p> <p>1.2 Describe what is meant by a balanced diet.</p> <p>1.3 Describe how non-nutrients contribute to a healthy diet.</p> <p>Task 2 Understand the impact of lifestyle on health and fitness:</p> <p>2.1 Describe lifestyle diseases related to lack of physical activity and poor diet.</p> <p>2.2 Explain the effects of a long-term sedentary lifestyle on health and well-being.</p> <p>Task 2 Cont.. Understand the impact of lifestyle on health and fitness:</p> <p>2.3 Explain reasons why people do not take part in physical activity.</p> <p>Task 3 Understand how motivation affects participation in physical activity:</p>	<p>Unit 4 Development & Catch-up</p> <p><u>TASK 1. Understand how to develop a health and fitness programme</u></p> <p>1.1 Describe the Frequency, Intensity, Time and Type (FITT) principles</p> <p>1.2 Describe health and fitness goals</p> <p>1.3 Carry out fitness tests</p> <p>1.4 Assess fitness test results against normative data</p> <p>1.5 Design an individual health and fitness programme using the FITT principles</p> <p><u>TASK 2 Be able to carry out a fitness programme</u></p> <p>2.1 Demonstrate appropriate preparation for the fitness programme</p> <p>2.2 Demonstrate the techniques of warm-up and cool down</p> <p>2.3 Carry out the fitness programme</p> <p><u>Task 3. Be able to evaluate the effectiveness of a health and fitness programme</u></p> <p>3.1 Evaluate the effectiveness of the health and fitness programme</p>



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	<p><u>Task 3 Be able to evaluate a health and fitness plan:</u></p> <p>3.1 Assess the effectiveness of the exercise programme.</p> <p>3.2 Describe how to improve the exercise programme.</p> <p>3.3 Describe how to improve the nutrition plan</p>			<p>3.1 Explain reasons why people are motivated to take part in physical activity.</p> <p>3.2 Describe ways to improve individual motivation.</p> <p>3.3 Demonstrate ways to improve individual motivation.</p> <p>3.4 Review ways to improve individual motivation.</p>	<p>3.2 Describe changes to the fitness programme to improve their personal health and fitness</p>
<p>Skills</p>	<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Assess</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p>		<p>Describe (PASS criteria), Describe in detail (MERIT criteria) and Describe comprehensively (DISTINCTION criteria)</p> <p>Explain (PASS criteria), Explain in detail (MERIT criteria) and Explain comprehensively (DISTINCTION criteria)</p> <p>Revision</p> <p>Recall</p> <p>Describe</p> <p>Create</p> <p>Planning and preparing</p> <p>Apply</p> <p>Demonstrate</p> <p>Design</p> <p style="text-align: center;">Evaluate</p>		
<p>Assessment</p>	<p><u>All Assessment is in Purple Revision Work Booklets or Mock Assessed Tasks</u></p> <p><u>Marking Point 1</u></p> <p>Assess Written Tasks:</p> <p>1.1-1.4</p> <p>1.1 Describe the purpose of a PARQ (Physical Activity Readiness Questionnaire).</p> <p>1.3 Describe the preparation needed for a specific purpose.</p> <p>1.2 Assess the suitability for an individual to participate in fitness activities.</p> <p>1.4 Assess an individual's base level of fitness.</p> <p><u>Marking Point 2</u></p> <p>Assess Written Tasks:</p> <p>2.1-2.2</p> <p>2.1 Produce an individual exercise programme for a specific purpose.</p>	<p>Unit 1 Task 1 (AC 1.1–1.5): Written</p> <p>Your local sports centre has asked you to produce information for a section of their website about health and fitness.</p> <p><u>All Assessment is in Assessment Unit 1 Booklets</u></p> <p><u>Marking Point 4</u></p> <p>Assess Written Tasks:</p> <p>1.1 Explain the terms 'health' and 'fitness'.</p> <p>1.2 Describe the benefits of exercise in Assessment Booklets.</p> <p><u>Marking Point 5</u></p> <p>Assess Written Tasks:</p> <p>1.3 Describe the health-related components of fitness.</p> <p>1.4 Describe the skill-related components of</p>	<p>Unit 1 Task 1 (AC 1.6–2.2): Written</p> <p>You've been asked by your local sports centre to produce a poster to help new members understand how the body functions.</p> <p>Task 2 (AC 2.1, 2.2): Written</p> <p>Your local sports centre has asked you to produce information for a section of their website about health and fitness.</p> <p><u>All Assessment is in Assessment Unit 2 Booklets</u></p> <p><u>Marking Point 7</u></p> <p>Assess Written Tasks:</p> <p>1.6 Describe the principles of training.</p> <p><u>Marking Point 8</u></p> <p>Assess Written Tasks:</p> <p>1.7 Describe the appropriate methods of training for each of the components of fitness and 1.6 Responses.</p> <p><u>Marking Point 9</u></p>	<p>Unit 2 Task 1 (AC 1.1–1.3): Recorded</p> <p>Produce a storyboard for a video that will be shown throughout your school or college to promote healthy lifestyles.</p> <p>Task 2 (AC 2.1–2.2): Presentation</p> <p>Produce a presentation for secondary school pupils and college students on healthy lifestyles.</p> <p><u>All Assessment is in Assessment Unit 2 Booklets</u></p> <p><u>Marking Point 10</u></p> <p>Assess Written Tasks:</p> <p>1.1-1.3</p> <p>1.1 Describe how each of the main food groups contribute to a healthy lifestyle.</p> <p>1.3 Describe how non-nutrients contribute to a healthy diet.</p> <p>1.2 Describe what is meant by a balanced diet</p> <p><u>Marking Point 11</u></p> <p>Assess Written Tasks:</p> <p>Assess Written Tasks:</p> <p>2.1-2.3</p>	<p><u>Unit 4 Task 1 (AC 1.1-1.5)</u></p> <p>Your local gym have provided a free monthly pass to their gym for students. To ensure that you get the best use out of the gym, they have asked you to create your own health & fitness programme and set personal fitness goals.</p> <p><u>All Assessment is in Assessment Unit 4 Booklets</u></p> <p><u>Marking Point 13</u></p> <p>Assess Written Tasks:</p> <p>1.3-1.7</p> <p>1.3 Carry out fitness tests</p> <p>1.4 Assess fitness test results against normative data</p> <p>1.1 Describe the Frequency, Intensity, Time and Type (FITT) principles</p> <p>1.4 Response</p> <p><u>Marking Point 14</u></p> <p>Assess Written Tasks:</p> <p>2.1 & 2.3</p> <p>Assess Written Tasks:</p>











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	<p>2.2 Produce a nutrition plan for the period of the personal exercise programme.</p> <p>Marking Point 3 Assess Written Tasks: 3.1-3.3 3.1 Assess the effectiveness of the exercise programme. 3.2 Describe how to improve the exercise programme. 3.3 Describe how to improve the nutrition plan</p>	<p>fitness in Assessment Booklets. 1.1-1.4 Responses</p> <p>Marking Point 6 Assess Written Tasks: 1.5 Describe tests that measure components of health- and skill-related fitness in Assessment Booklets.</p>	<p>Assess Written Tasks: 2.1 Describe the structure and function of the main body systems. 2.2 Describe the long-term and short-term effects of exercise on the main body systems. 1.6, 1.7, 2.1 & 2.2 Responses</p>	<p>2.1 Describe lifestyle diseases related to lack of physical activity and poor diet. 2.2 Explain the effects of a long-term sedentary lifestyle on health and well-being. 2.3 Explain reasons why people do not take part in physical activity 2.1-2.2 Responses</p> <p>Marking Point 12 Assess Written Tasks: 3.1-3.4 3.1 Explain reasons why people are motivated to take part in physical activity. 3.2 Describe ways to improve individual motivation. 3.3 Demonstrate ways to improve individual motivation. 3.4 Review ways to improve individual motivation.</p>	<p>2.1 Demonstrate appropriate preparation for the fitness programme 2.2 Demonstrate the techniques of warm-up and cool down Assess Written Tasks: 2.3 Carry out the fitness programme</p> <p>Marking Point 15 Assess Written Tasks: 3.1 Evaluate the effectiveness of the health and fitness programme 3.2 Describe changes to the fitness programme to improve their personal health and fitness</p>
<p>Cultural Enrichment</p>	<p>READ Sports performance reviews/ analysis pages (bbc.co.uk/sport) Sports Articles on current affairs (bbc.co.uk/sport or www.theguardian.com/sport/uk-sport)</p> <p>Work-out session plans – The Body Coach https://www.theguardian.com/lifeandstyle/2016/jun/18/joe-wicks-body-coach-20-minute-hiit-workout-plan</p> <p>WATCH Local sports teams (both professional or amateur) whilst training</p> <p>Body Coach – HIIT sessions/ circuit training sessions/ Home work-outs http://www.womenshealthmag.co.uk/fitness/find-a-workout/3226/joe-wicks-cardio-shred-circuit/ https://www.youtube.com/watch?v=vz59KggOtb0</p> <p>VISIT Broughton Park Rugby Club – Weds 6.00pm (Training)</p> <p>Trafford Athletics (Longford Athletics Stadium) –see https://www.traffordac.co.uk</p> <p>Broughton Park Rugby Club – Weds 6.00pm Pre training season</p>	<p>READ https://www.nhs.uk/live-well/eat-well/ https://www.nhs.uk/change4life</p> <p>WATCH Ted Talks: Why Sitting Down Destroys You Roger Frampton https://www.youtube.com/watch?v=jOJx4Du3vU</p> <p>A nation of couch potatoes? Physical activity, sedentary behaviour and health https://www.youtube.com/watch?v=LixSDrwLY3o</p> <p>Ted Talks: Smoking deconstructed James Monsees https://www.youtube.com/watch?v=gJU99RyjDTs</p> <p>VISIT Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-</p>	<p>READ Diet and Nutrition articles for performance athletics (contrast and compare) NHS Guidelines on diet/ SureStart / Change 4 Life</p> <p>WATCH Supersize Me https://www.youtube.com/watch?v=fFizuF7NtVA</p> <p>The Truth About Sugar https://www.youtube.com/watch?v=K4LzSH9qU_Q</p> <p>Britain's Fat Fight https://www.bbc.co.uk/programmes/b0b15qt7</p> <p>Super Skinny vs Super Size https://www.youtube.com/watch?v=Va9rE357xXk</p> <p>Ted Talks – Jamie Oliver. Teach Every Child About Food https://www.ted.com/talks/jamie_oliver</p> <p>VISIT Supermarkets – green/amber/red label analysis Canteen CHS</p>		



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	<p>Univeristy of Salford – Sports Science and Recreational Health http://www.sport.salford.ac.uk/</p> <p>Manchester University – Exercise Science & Athletic Training https://www.manchester.edu/academics/colleges/college-of-pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>		<p>pharmacy-natural-health-sciences/academic-programs/exercise-science-athletic-training/exercise-science-athletic-training</p>			
<p>Character</p>	<p> QofS – Optimism Identify your own or general benefits of exercise. Plan a fitness day</p>	<p>–  QofS Empathy Empathise with people who do not exercise and the difficult lifestyle they are leading.</p>	<p>  QofS – Creativity & Curiosity <u>Creativity</u>- Creating own personal exercise programme</p>	<p>  QofS – Responsibility & Reflection <u>Self-Responsibility</u>- Taking ownership of own personal fitness level/ physical activity readiness</p>	<p>  QofS – Practice & Resiliency Practice exercising respond positively to setbacks in your fitness plan.</p>	