

<b>Why this?</b>	Fitness – Introduction to learning about the body and how fitness can have a positive impact on the outlook of life.
<b>Why now? What are we building on?</b>	Introduction to Y7 and how the body reacts to physical exercise Building on prior knowledge from Key Stage 2 and to develop the key skills of understanding how the body reacts to physical challenges that require cardiovascular endurance.

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge & Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Cardiovascular endurance Strength Mindset Muscles Bones Warm up Cool down	<ul style="list-style-type: none"> <li>6 week block of fitness with a pre test and a post test to see improvements gained from either enhanced physicality or mindset changes</li> <li>Diet plans and nutrition advice from websites</li> </ul>	<ul style="list-style-type: none"> <li>Challenging individually the ability to push through barriers both physically and mentally.</li> <li>To create a diet plan suitable for the individual</li> </ul>	All students will be able to partake in cardiovascular testing and will be able to measure improvements from recording results All students will be able to link cardiovascular endurance to how it effects the bodies functions All students will have the opportunity to develop a positive mindset on health and fitness which can be applied to all aspects of life Some students will be able to lead a warm up using the correct concepts of the warm ups.	<b>Science – Biology (body systems)</b> <b>Maths – Record keeping using tables and percentages</b> <b>English – Key definitions and use of key words</b> <b>Food technology – diet and nutrition</b>	Year 6 PE
<b>Diversity and Personal Development</b>					
John Baret in 1574. The term originally meant the state or quality of being suitable for a specific purpose					

<p><b>Common misconceptions</b></p>	<p>Students often see fitness as tedious and with no rewards Understanding that fitness is the bodies ability to carry out daily tasks without fatigue, and not how healthy someone is</p>
-------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>What will I have learnt at the end of this unit?</b></p>	<p><b>What is the assessment of this learning?</b> <b>SUMMATIVE</b></p>	<p><b>What assessments are their for learning?</b> <b>FORMATIVE</b></p>
<p>Students will have had access to key definitions of muscles and fitness components</p> <p>Students will learn how the body reacts to exercise</p> <p>Students will understand the concepts of a warm up</p>	<p>Pre test score (12 minute cooper run) Post test score (12 minute cooper run)</p>	<ul style="list-style-type: none"> <li>• Spot questions around key terms and definitions</li> <li>• Group tasks in exercise to use teamwork with friends and classmates to show how positive mindset helps exercise</li> <li>• Homework with key muscles</li> </ul>

<p><b>What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)</b></p> <p>Fitness in future PE lessons GCSE PE content for definitions, key muscles and bones and to apply to coursework</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p><b>Concepts explored</b></p>	<p><b>Opportunities for Oracy</b></p>	<p><b>Careers in the curriculum</b></p>
<p>Key muscles in the body</p> <p>Reaction to breathing rate</p>	<p>Group Discussion Targeted student questioning Spelling of key terms</p>	<p>Teacher Sports coach Nutritionist Personal trainer</p>

<p><b>Developing and Challenging my own learning</b></p>
----------------------------------------------------------

# Ultimate Frisbee

<b>Why this?</b>	Ultimate Frisbee – Focussing on teamwork and coordination skills with invasion based games and skills.
<b>Why now? What are we building on?</b>	Invasion games – with the introduction of the rules of ultimate frisbee linking to future invasion games Tactical knowledge such as positioning, rules, teamwork, attacking and defending plays Coordination and technique of throwing and catching, building on KS2 key skills.

Key Vocabulary	Sources Or content	Create Independent learning	Knowledge & Skills	Links to other curriculum areas?	Links to Primary national curriculum?
Movement Spirit circle Referee Disc sport Zones	<ul style="list-style-type: none"> <li>Rules of competitive play based on positions and refereeing as a team</li> </ul>	<ul style="list-style-type: none"> <li>Refereeing opportunities for students, once the rules have been identified.</li> </ul>	<p>All students will be able to describe and identify the zones of the pitch</p> <p>All students will be able to attempt using the correct technique the throwing of a frisbee</p> <p>All students will be able to attempt the catching/receiving of the disc/frisbee</p> <p>Some students will be able to demonstrate pivot and jumping techniques when throwing and catching the frisbee.</p> <p>Some students will be able to explain the rules of competitive ultimate frisbee</p>	<p><b>Maths - scoring systems</b></p> <p><b>RSHE – spirit circles based on communication</b></p>	<p>KS2 PE basic catching and throwing skills</p>
<p><b>Diversity and Personal Development</b></p> <p>Joel Silver 1968 – creator of ultimate frisbee, relatively new sport but involves key skills with non contact based movements.</p>					

# Ultimate Frisbee

<b>Common misconceptions</b>	The throwing of the frisbee being 'throw as hard and fast as possible'. Swinging the frisbee around the body instead of pushing it through in the correct technique.
------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------

What will I have learnt at the end of this unit?	What is the assessment of this learning? <b>SUMMATIVE</b>	What assessments are their for learning? <b>FORMATIVE</b>
Rules of the sport Zones and areas of play Throwing a disc/frisbee with the correct technique.		<ul style="list-style-type: none"> <li>Spot questions around key terms and definitions</li> <li>Assessing throwing and catching techniques using demonstrations and analysis</li> <li>Use of iPad to feedback techniques to students</li> </ul>

Concepts explored	Opportunities for Oracy	Careers in the curriculum
Uncommon invasion based sport Use of throwing and catching a disc/frisbee	Group Discussion Targeted student questioning Spelling of key terms	Teacher Sports coach Nutritionist Personal trainer

What subject knowledge and skills will I have the opportunity to remember, revisit and develop? (from when)
Invasion game tactical knowledge Positions Formations Pivot movements
<b>Developing and Challenging my own learning</b>