

Scheme of Work	HRE
----------------	-----

Objectives	To be able to plan and lead effective warm ups, stretching exercises and cool downs. Students should know the 4 'S' factors, know how each can be improved through physical training, and be able to plan and participate in effective training programs aimed to improve each. Students should know how fitness can be tested and how we can measure anthropometrical components. By the end of the scheme students should understand the energy values of different foods and be able to gauge the amount of exercise required to "burn" a number of calories. Students should also understand the short-term and long-term effects of exercise on the body.
------------	--

Previous Skills	Students should have participated in warm up activities and stretching exercises and should understand at a basic level the importance of raising heart rate, stretching and cooling down at the start/end of the session. Students may have a basic knowledge of the 4 'S' factors and may have participated in basic forms of physical training.
-----------------	--

Year	Description	Term	Start date	End Date	Lesson Time (s)	Duration	Period	Number of Pupils	Ability
7									

Scheme of Work	HRE
----------------	-----

Phase	Objective	Activities	Testing / Competition
Warm Up and Testing	<p>To further their understanding that physical activity contributes to the healthy functioning of the body and mind and is an essential component of a healthy lifestyle</p> <p>To further their understanding that regular physical activity that is fit for purpose, safe and enjoyable has the greatest impact on physical, mental and social wellbeing.</p> <p>To further their knowledge of the importance of stretching after raising heart rate</p> <p>To evaluate the effectiveness of different stretching exercises, and to plan and lead a stretching session in future lessons.</p> <p>To understand why you Cool Down and do rhythmical movement after exercise</p>	<p>Swap silly warm up games</p> <p>Talk about HR, BR, tiredness, fatigue, Jelly legs</p> <p>Small groups test a series of stretching exercises (as outlined on teaching cards) and discuss their effectiveness.</p> <p>Gentle walking along every line within the gym</p>	<p>- Talk about HR, BR, tiredness, fatigue, Jelly legs</p>
	Assessment	Theoretical PE	Resilience
	<p>Q&A - Ask pupils about K & U of each definition</p> <ul style="list-style-type: none"> 👁️ Make sure the test is fair and set up correctly. 👁️ Set up the test with precision and accuracy. <p>Q & A on benefits of stretching</p> <ul style="list-style-type: none"> 👁️ Assess the mistakes made 	<p>Students are introduced to the definitions of health and fitness.</p> <p>Students are also introduced to the relationship between health and fitness; Ill health that stops training will result in lowered fitness; Training as ill health isn't too severe will result in an increase of fitness.</p>	<p>Students improve the way they think (positively) in regards to fatigue.</p> <p>Show mental toughness, when stretching to develop.</p> <p>Observe a student who has patience.</p>