

# RUBRIC - Health and Fitness

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Updated by S Moloney February 2024

<b>Curriculum intent:</b>	Physical Education at North Ridge High School should contribute to pupils' physical, cognitive, social and emotional development, as well as playing an important role in their spiritual, moral and cultural development. The P.E. curriculum is broad and balanced so as to increase pupils' self-confidence in their ability to manage themselves and their bodies within a range of movement situations. Through a variety of individual, paired and group activities, the different strengths, needs and preferences of each pupil will be catered for using differentiated physical activities. All pupils will be provided with the opportunity to move, be active, develop skills and improve communication and self-esteem. Additionally, through providing positive experiences within the P.E. curriculum, a lifelong interest in physical activity is encouraged.		
<b>End of KS3 intent/outcome</b>	<b>End of KS4 intent/outcome</b>	<b>End of KS5 intent/outcome</b>	
By the end of KS3, pupils will have developed their understanding of how to send an object towards a specific target when using their hand or equipment. They will have developed their awareness of the need to be accurate when sending objects towards targets and have engaged in adapted games to develop their understanding and experience of playing different types of target games.	By the end of KS4, pupils will have built further on understanding and skills developed throughout KS3. They will have developed a better understanding of rules and regulations when playing adapted target games and they will have developed tactical awareness of how to outwit opponents using a range of tactics and teamwork skills.	N/A	
<b>Intent for topic:</b>	This unit of study gives pupils the opportunity to engage with activities which develop knowledge of physical fitness through resistance based exercise and then perform the skills required to undertake several form of exercise through circuits, gym use and fitness based testing. Pupils will experience differentiated activities which enable them to develop their understanding of how to undertake specific exercises and adapt them where necessary. Pupils will develop an awareness of the benefits of exercise for their health through		

	questioning, visual support and practical lessons. Pupils will develop an understanding of the body parts and muscles and understand which parts of their body they are using during specific exercises. Pupils will also develop the knowledge of the internal systems of the body, which will be differentiated dependant on pupil level and progress being made.			
<b>Key vocabulary for subject:</b>	Warm-up, stretch, prepare, movement, fitness, competition, cool-down, exercise, health, healthy			
<b>Key vocabulary for this topic:</b>	Resistance, limbs, body parts, muscles (and relevant muscle names), organs (and relevant organ names), sweating, breath, circuit			
<b>Prior knowledge: what pupils may already have studied</b>				
<b>Key stage</b>	<b>Subject</b>	<b>Topic title</b>	<b>Term/year taught</b>	<b>Content/What might pupils already know?</b>
<b>KS3</b>	PE - Health Related Fitness	Resistance Training	Spring 2	Pupils may already be aware of their body parts, muscles, and organs. Pupils may have an understanding of how exercise affects different parts of the body. Pupils will have experienced different movements and exercises, and will have gained skills in performing, and performing for longer periods.
<b>KS3</b>	PE - Health Related Fitness	Fitness and Yoga	Autumn 2	Pupils may already be aware of their body parts, muscles, and organs. Pupils may have an understanding of how exercise affects different parts of the body. Pupils will have experienced different movements and exercises, and will have gained skills in performing, and performing for longer periods.
Links to other subjects: PSHCE, ICT, Maths, English				
<b>RRSA:</b>				
<ul style="list-style-type: none"> <li>• I have the right to play, have fun, do sport and relax; and I should include everybody in my activities and games.</li> <li>• I have the right to a good quality education.</li> <li>• I have the right to try new things.</li> </ul>				
Links to Equality & Diversity:				

Key Knowledge Concepts	OU P8	OU NC Step 1	OU NC Step 2	OU NC Step 3	OU NC Step 4
	<p>Can name the body part(s) being used in specific exercises with visual support</p> <p>able to recognise when they are hot and breathing differently during exercise</p> <p>Is able to choose from a given selection reasons why exercise is important</p>	<p>Is able to understand why we need to warm up before exercise</p> <p>Is able to understand some of the effects of exercise has on different parts of their body</p> <p>Can choose the correct names of muscles being used during exercises from a given selection</p>	<p>Is able to understand why we warm up and can provide at least 2 reasons why</p> <p>Is able to understand some of the reasons why we exercise</p> <p>Is able to watch an exercise and say which muscles are being used and label this on a muscular diagram</p> <p>Understands how the body reacts to exercise and shares knowledge of the changes to the body e.g. sweating, breathlessness etc.</p>	<p>Is able to support the learning of others by demonstrating the correct technique of at least 4 exercising being undertaking</p> <p>Understands why we exercise and can name at least 4 reason why related to internal and external changes</p> <p>Is able to talk about specific food types they can eat to give them energy and help their body recover after exercise e.g. carbs, protein</p> <p>Is able to independently create their own circuit of at least 6 moves, focussing on specific areas of the body</p>	<p>Has an understanding of how the muscles can break down when pushed to exertion and is aware they rebuild to be stronger and bigger</p> <p>Is able to design a basic circuit for another person following a set of specific guidelines</p> <p>Is able to lead a multi stage circuit engaging with participants by keeping them motivated and provide visual demonstrations when needed.</p> <p>Is fully aware of the reasons why we exercise and is beginning to understand specific nutritional requirements to provide energy for their body</p>

<b>Key Skill Concepts</b>	<b>OU P8</b>	<b>OU NC Step 1</b>	<b>OU NC Step 2</b>	<b>OU NC Step 3</b>	<b>OU NC Step 4</b>
	<p>Is able to copy and perform at least 2 exercises but may need support from staff to continue working by themselves.</p> <p>Is able to exercise for periods of one minute or more without rest</p> <p>Is able to participate in a short circuit and understand when they have to start/stop exercising and move onto their next station</p> <p>Is able to participate in a warm up before exercise</p>	<p>Is able to copy and perform at least 3 exercises independently in isolation</p> <p>Is able to exercise for periods of one minute or more without rest</p> <p>Is able to participate in a circuit and complete at least 6 exercises with increasing independence</p>	<p>Is able to perform at least 4 exercises and understand which parts of my body are being used for each</p> <p>Is able to exercise independently without rest for the vast majority of a circuit</p> <p>Is able to independently choose six exercises to complete as part of a circuit</p>	<p>Is able to perform at least 7 exercises and understand which parts of their body is being used for each</p> <p>Is able to exercise independently without rest for the entirety of a resistance circuit/exercise session</p>	<p>Is able to perform at least 7 exercises and understand which primary muscles are being used for each exercise being completed and is beginning to understand the secondary muscles engaged</p> <p>Is able to perform an increasing range of exercises with increased difficulty and maintain technique throughout</p>

Key Activities	Suggested Learning Activities - Adapted into games and differentiated for pupil need where applicable
Resistance training	<ul style="list-style-type: none"> <li>• Multi step circuit</li> <li>• Accumulator Circuit</li> <li>• Sprint Circuit</li> <li>• Interval Circuit</li> <li>• Continuous Circuit</li> <li>• Focus on one specific exercise per sessions e.g. Pupils develop understanding of push ups</li> <li>• labelling body diagrams - body parts and muscles (differentiated)</li> </ul> <p>Circuit based activities should be tracked using time or number of exercises dependant on type e.g. accumulator number of exercises, multi-step timed exercise.</p>
Exercise Sessions	<ul style="list-style-type: none"> <li>• Cardiovascular fitness - Outside running at various speeds e.g. Fartlek</li> <li>• HIIT training sessions</li> <li>• LISS training session</li> <li>• Fitness testing</li> <li>• Gym based exercise</li> </ul>

### Online Resources

<https://www.youtube.com> (search circuit training, HIIT session, Exercise videos)

Pupils working under P8 will be assessed in Physical Literacy. Physical Literacy will be assessed across 5 levels starting from P4 - P8. In Physical Literacy pupils will be assessed across 6 different areas which are Movement, Co-Operation, Compete, Analysis & Evaluation, Using Skills & Techniques and Challenge

<p>Movement</p>	<p>This area will have a focus of pupil movement during games and activities in PE. Pupils will show a knowledge and understand of direction of movement, different movement patterns and speeds of movements using their limbs.</p> <p><u>Examples</u>            OU P Step 4 - Exploring/Moving around a space and pieces of equipment            OU P Step 5 - Following a pre-determined routine with support            OU P Step 6 - Moving in a variety of different ways during activities            OU P Step 7 - Moving body parts and showing co-ordination skills            OU P Step 8 - Repeating a series of movements and creating their own movement patterns</p>
<p>Co-Operation</p>	<p>This area will have a focus on pupil's ability to share equipment, understanding of rules, working with others, to participate co-operatively and to show respect to others.</p> <p><u>Examples</u>            OU P Step 4 - Request a symbol/piece of equipment and share this            OU P Step 5 - Wait patiently for their turn during group games/activities            OU P Step 6 - Can participate with another pupil towards a common goal            OU P Step 7 - Show awareness of respect towards others during games/activities            OU P Step 8 - Playing by specific set of rules and identifying who's turn it is next</p>
<p>Compete</p>	<p>This area will have a focus on pupils completing tasks when instructed, showing enjoyment, being competitive, use support from staff to implement skills, participate in competitive situations/games and to play against others</p> <p><u>Examples</u>            OU P Step 4 - Able to follow 1 rule from staff during games            OU P Step 5 - Play unsupported against a class mate            OU P Step 6 - Participate in some sort of competitive game/environment            OU P Step 7 - Becoming aware playing competitive sports in not always about winning            OU P Step 8- Attempts to play within the rules</p>
<p>Analysis &amp; Evaluation</p>	<p>This area will focus upon pupils ability to evaluate and analyse performance, is aware of lessons and structures, able to use symbols to identify items, understand the changes to their body and to comment/communicate on topics in PE</p> <p><u>Examples</u>            OU P Step 4 - Able to repeat an action which has been modelled by staff</p>

	<p>OU P Step 5 - Is aware of the subject and can identify the topic in PE</p> <p>OU P Step 6 - Able to demonstrate a basic skill they have learned</p> <p>OU P Step 7 - Participate in video analysis and comment on the skill</p> <p>OU P Step 8 - Responds to feedback received from staff</p>
Using Skills & Techniques	<p>In Using Skills and Techniques pupils will develop their ability to apply skills to a game/activity, show some control when performing skills, follow instructions, transfer skills from isolation into games and use a range of equipment</p> <p><u>Examples</u></p> <p>OU P Step 4 - Can respond to a simple verbal command</p> <p>OU P Step 5 - Repeat an activity at least 3 times in a row</p> <p>OU P Step 6 - Send a ball/quoit in a specific direction</p> <p>OU P Step 7 - Practice a skill and apply co-ordination</p> <p>OU P Step 8 - Independently use a range of equipment to complete a task</p>
Challenge	<p>This area will focus on pupils developing skills and knowledge based around remained interested/engaged in activities, recognising and matching equipment/symbols, solving challenges, using skills for success, engaging in familiar and unfamiliar activities and working independently and supported when necessary.</p> <p><u>Examples</u></p> <p>OU P Step 4 - To select at least 1 piece of equipment for specific game/task</p> <p>OU P Step 5 - Select symbols and collect correct equipment</p> <p>OU P Step 6 - Follow verbal/visual instruction to complete a team task</p> <p>OU P Step 7 - Use skills in a game/activity which brings success</p> <p>OU P Step 8 - Recognise a range of equipment and share what equipment is used for</p>