



Aspire Achieve Thrive

Half Term 1

# Sport and Coaching

Year 11

Name: \_\_\_\_\_

Tutor: \_\_\_\_\_

## Year 11 Homework Timetable

<b>Monday</b>	Ebacc Option D	Option C	Modern Britain	
<b>Tuesday</b>	English	Tassomai	Option B	Option A
<b>Wednesday</b>	Sparx	Science	Modern Britain	Option C
<b>Thursday</b>	Ebacc Option D	Tassomai	Option B	
<b>Friday</b>	Sparx	Science	English	Option A

Block A	Block B	Block C	Block D
Art	Business Studies	Art	French
Dance	Child Development	Business Studies	Geography
Drama	Catering	Geography	History
Media Studies	Computer Science	Health & Social Care	
Music	Drama	History	
Photography	Health & Social Care	Catering	
	IT	Photography	
	Media Studies	Sport	
	Sociology	Travel & Tourism	
	Sport		

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

## Year 11 - Homework Plan Subject

Week/Date	Homework Task	Examination Question
Week 1 5th September	<b>Cornell Notes</b> on Components of fitness.	Why do 100m sprinters require good reaction times to be successful? (3)
Week 2 12th September	<b>Revision Cards</b> on definitions.	Why do track cyclists require muscular strength to be successful? (3)
Week 3 19th September	<b>Cornell Notes</b> on Principles of Training.	Describe how a Premier league footballer could apply the FITT principle to their training programme (4)
Week 4 26th September	<b>Revision Cards</b> on definitions.	Why do triathletes require muscular endurance to be successful? (3)
Week 5 3rd October	<b>Cornell Notes</b> on Testing and Training	Max's BTEC group all play different sports. Explain the advantages and disadvantages of the group using circuit training to improve their fitness for their sport. (4)
Week 6 10th October	<b>Revision Cards</b> on definitions	Why do kayakers require balance to be successful? (3)
Week 7 17th October	<b>Cornell Notes</b> on Principles of training / Testing and Training	Why do high jump athletes require flexibility to be successful? (3)

## Year 11 Sport and Coaching

### Week 1 & 7 - Components of Fitness

#### **Physical:**

- Muscular Endurance: The ability of the muscular system to work efficiently and continue to contract over a period of time against a light to moderate load.
- Aerobic Endurance: The ability of the cardiorespiratory system to work efficiently, supplying nutrients and oxygen to working muscles during sustained (long lasting) physical activity.
- Muscular Strength: The maximum force (strength) that can be generated (made) by a muscle or muscle group.
- Speed:  $\text{Speed (m/s)} = \text{distance (m)} / \text{Time (s)}$ .
- There are three types of speed:
  1. Accelerative speed – sprints up to 30 m
  2. Pure speed- sprints up to 60 m
  3. Speed endurance- sprints with a short recovery period (rest) in between.
- Body Composition: The relative ratio of fat mass to fat-free mass in the body.
- Flexibility: Having an adequate range of motion in all joints of the body; the ability to move a joint fluidly through its complete range of movement.

#### **Skill related:**

- Coordination: The smooth flow of movement needed to perform a motor task efficiently (wasting as little energy as possible) and accurately (without going wrong).
- Agility: The ability of a sports performer to quickly and precisely (exactly) move or change direction without losing balance or time.
- Reaction time: The time that it takes for a sports performer to respond to a stimulus and initiate (start) their response.
- Balance: The ability to maintain a centre of mass over a base of support.
  1. Static Balance – a still balance like a handstand
  2. Dynamic Balance – a moving balance like a cartwheel
- Power: The product (result) of speed x strength.

### Week 3 & 7 - Principles of Training

#### **The basic principles of training (FITT):**

- Frequency: the number of training sessions completed over a period of time, usually per week
- Intensity: how hard an individual will train
- Time: how long an individual will train for
- Type: how an individual will train by selecting a training method to improve a specific component of fitness and/or their sports performance.

#### **Additional principles of training (SPORVAIR):**

- Specificity: definition: training should be specific to the individual's sport, activity or physical/skill-related fitness goals to be developed.
- Progressive overload: definition: in order to progress, training needs to be demanding enough to cause the body to adapt, improving performance.
- Reversibility: definition: if training stops, or the intensity of training is not sufficient to cause adaptation, training effects are reversed.
- Variation: it is important to vary the training regime to avoid boredom and maintain enjoyment
- Adaptation: definition: how the body reacts to training loads by increasing its ability to cope with those loads. Adaptation occurs during the recovery period after the training session is completed.
- Individual differences/needs: definition: the programme should be designed to meet individual training goals and needs.
- Rest and recovery are required so that the body can recover from the training and to allow adaptation to occur

## Week 5 & 7 - Testing and Training

Type	COF	Test	Method of training
Physical	Muscular Endurance	1 minute sit up/press up	Circuit training / free weight training
	Aerobic Endurance	Multistage fitness test / Forestry step test	Continuous / fartlek / interval
	Muscular Strength	Hand grip dynamometer test	Free weight training
	Speed	35 metre sprint test	Hollow sprints / interval / acceleration sprints
	Body Composition	Body mass index (BMI) / Bioelectrical impedance analysis (BIA) / skinfold test	
	Flexibility	Sit and reach test	Static stretching / ballistic / PNF
Skill	Agility	Illinois agility test	
	Power	Vertical jump test	Plyometric training / free weight training

### **Equipment required for tests:**

- 1 Minute Sit-up and Press-up Test: mat / stopwatch
- Multistage Fitness Test: Test recording / speakers / tape measure / cones
- Forestry Step Test: Steps / stopwatch / metronome
- Handgrip Dynamometer test: Grip Dynamometer
- 35 Meter Sprint Test: Tape measure / stopwatch / tape or cones
- Body Mass Index (BMI) Test: Scales / tape measure or stadiometer
- Bioelectrical Impedance Analysis (BIA): BIA analyser / mat
- Skinfold Test: Skinfold callipers
- Sit and Reach Test: Tape measure / box / or sit and reach box / mat
- Illinois Agility Test: Tape measure / cones / tape / stopwatch
- Vertical Jump Test: Chalk / tape measure / wall / scales(to work out power)





**WEEK 3**

Date.....

Describe how a Premier league footballer could apply the FITT principle to their training programme (4)

Answer:-

Horizontal lines for writing the answer.











## STEP 2: CREATE CUES

**What:** Reduce your notes to just the essentials.

**What:** Immediately after class, discussion, or reading session.

**How:**

- Jot down key ideas, important words and phrases
- Create questions that might appear on an exam
- Reducing your notes to the most important ideas and concepts improves recall. Creating questions that may appear on an exam gets you thinking about how the information might be applied and improves your performance on the exam.

**Why:** Spend at least ten minutes every week reviewing all of your previous notes. Reflect on the material and ask yourself questions based on what you've recorded in the Cue area. Cover the note-taking area with a piece of paper. Can you answer them?

## STEP 1: RECORD YOUR NOTES

**What:** Record all keywords, ideas, important dates, people, places, diagrams and formulas from the lesson. Create a new page for each topic discussed.

**When:** During class lecture, discussion, or reading session.

**How:**

- Use bullet points, abbreviated phrases, and pictures
- Avoid full sentences and paragraphs
- Leave space between points to add more information later

**Why:** Important ideas must be recorded in a way that is meaningful to you.

## STEP 3: SUMMARISE & REVIEW

**What:** Summarise the main ideas from the lesson.

**What:** At the end of the class lecture, discussion, or reading session.

**How:** In complete sentences, write down the conclusions that can be made from the information in your notes.

**Why:** Summarising the information after it's learned improves long-term retention.

Date     /     /

Topic

**WEEK 1**

<b>Questions</b>	<b>Notes</b>

**Summary**

Date / /

Topic

**WEEK 3**

Questions	Notes

**Summary**

Date / /

Topic

**WEEK 5**

Questions	Notes

Summary



Date    /    /

Topic

**WEEK 7**

Questions	Notes

**Summary**





<b>Revision Card on definitions</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 383 655 421">1. Define muscular endurance.</li><li data-bbox="236 488 635 526">2. Define aerobic endurance.</li><li data-bbox="236 593 624 631">3. Define muscular strength.</li><li data-bbox="236 698 469 736">4. Define speed.</li></ol>	

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<b>Revision Card on definitions</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 987 608 1025">1. Define body composition.</li><li data-bbox="236 1115 491 1153">2. Define flexibility.</li><li data-bbox="236 1220 453 1258">3. Define agility.</li><li data-bbox="236 1326 485 1364">4. Define balance.</li></ol>	

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<b>Revision Card on definitions</b>	<b>Answers</b>
<ol style="list-style-type: none"><li data-bbox="236 1709 549 1747">1. Define coordination.</li><li data-bbox="236 1814 464 1852">2. Define power</li><li data-bbox="236 1919 557 1957">3. Define reaction time.</li></ol>	

