



Aspire Achieve Thrive

Spring Term
Term 2
Sport
Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

Monday	English Task 1	Ebacc Option A Task 1	Option C Task 1
Tuesday	Option B Task 1	Modern Britain Task 1	Science Task 1
Wednesday	Sparx Maths	Option C Task 2	Sparx Science
Thursday	Ebacc Option A Task 2	Sparx Catch Up	Option B Task 2
Friday	Modern Britain Task 2	Science Task 2	English Task 2

Sparx Science

- Complete 100% of their assigned homework each week

Sparx Maths

- Complete 100% of their assigned homework each week

Option A (EBACC)
French
Geography
History

Option B
Art
Business Studies
Catering
Music
Sport
IT
Childcare
Triple Science
Travel and Tourism

Option C
Business Studies
Catering
Drama
Health & Social Care
Sport
Computer Science
Media
Photography
Sociology

Half Term 3 (5 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 1 8th January 2024	Cornell Notes on the responses of the cardiorespiratory and musculoskeletal system to mobilising activities.	Identify two upper body and two lower body mobilising exercises that a performer could do before a football match. (2)
Week 2 15th January 2024	Revision Cards on the responses of the cardiorespiratory and musculoskeletal system to mobilising activities.	Identify one response of the cardiorespiratory system to a mobiliser. (1) Identify one response of the musculoskeletal system to a mobiliser. (1)
Week 3 22nd January 2024	Cornell Notes on the location of the major muscle groups in the body.	Describe how three muscles in the upper body are used to throw a javelin. (4)
Week 4 29th January 2024	Revision Cards on the types of stretches performed in a warm up, simple and compound stretches.	Give an example of a simple and compound stretch. (2)
Week 5 5th February 2024	Cornell Notes on the responses of the cardiorespiratory and musculoskeletal system to preparation stretches.	Identify one response of the cardiorespiratory system to the preparation stretches. (1) Identify one response of the musculoskeletal system to preparation stretches. (1)

Half Term 4 (6 weeks) - Year 10

Week / Date	Homework task 1 Cornell Notes	Homework task 2 Exam Question
Week 6 19th February 2024	Cornell Notes on adapting warm ups. Types of stretches used for varying levels of performers.	Identify two stretches that could be performed by beginners. (2) Identify two stretches that could be performed by advanced performers. (2)
Week 7 26th February 2024	Revision Cards on organisation of warm ups.	Identify four factors that you will need to be aware of when leading your warm ups. (4)
Week 8 4th March 2024	Cornell Notes types and providers of sport and physical activities.	Give examples of teaching points you could give while performers are taking part in a pulse raiser. (3)
Week 9 11th March 2024	Revision Cards on the types and providers of sport and physical activities.	Discuss three key differences between the public, private and voluntary sectors. (3)
Week 10 18th March 2024	Cornell Notes on the barriers to participation in sport and physical activity for different types of participants.	Cost and access to facilities are two barriers to participation, discuss how they may be overcome. (4)
Week 11 25th March 2024	Revision Cards on the barriers to participation in sport and physical activity.	Taylor is a nurse. She works night shifts and is struggling to keep herself fit. Discuss one way of overcoming this time barrier. (4)

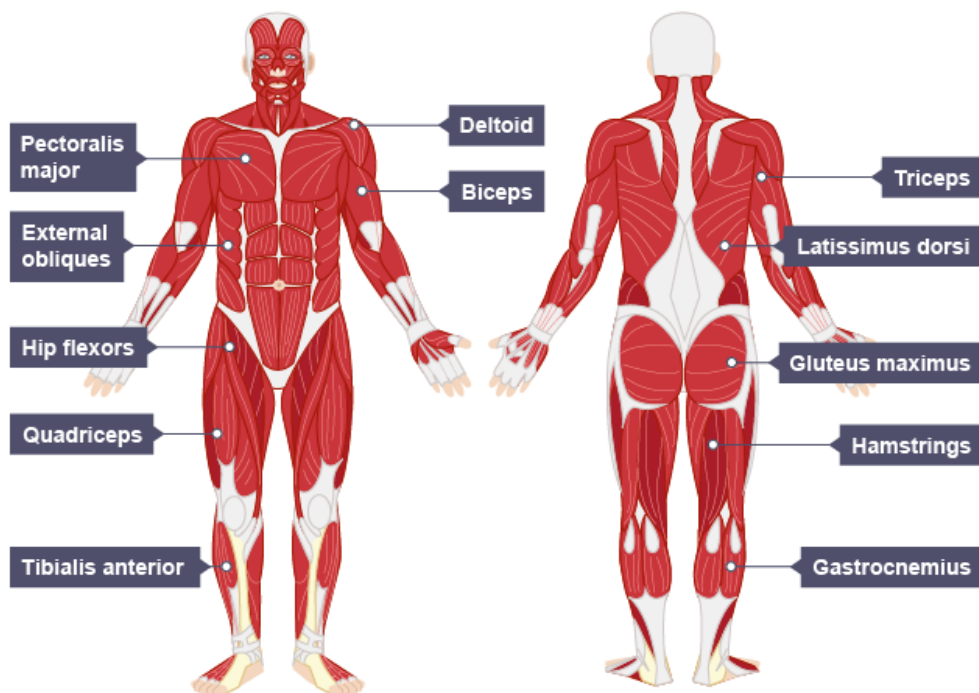
Knowledge Organiser

Year 10 Sport																																									
Weeks 1-2 - The responses of the cardiorespiratory and musculoskeletal system to pulse raising and mobilising activities.		Weeks 3 - Location and role of major muscle groups in the body.																																							
<p>Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate.</p> <p>Examples- Jogging, side steps, high knees, heel flicks</p> <p>Response of the cardiorespiratory system to the pulse raiser:</p> <ul style="list-style-type: none"> Increased heart rate Increased breathing rate Increased depth of breathing Increased supply of oxygen to the working muscles Increased removal of carbon dioxide. <p>Response of the musculoskeletal system:</p> <ul style="list-style-type: none"> Increased temperature of the muscles Increased pliability of the muscles Reduced risk of muscle strain. <p>Types of activities in the mobiliser – activities that take the joints through their range of movement starting with small movements and making these bigger as the warm-up progresses.</p> <p>Examples- Shoulder rolls, arm swings, opening and closing the gates, leg swings</p> <p>Response of the cardiorespiratory system to the mobiliser:</p> <ul style="list-style-type: none"> Slight drop in heart rate as intensity of exercise lowers Slight drop in breathing rate as intensity of exercise lowers. <p>Response of the musculoskeletal system to the mobiliser:</p> <ul style="list-style-type: none"> Increased production of synovial fluid in the joints to increase lubrication of joints and increase range of movement at the joint. 		<table> <tr> <th></th><th>Function</th><th>Example in sport</th></tr> <tr> <td>Deltoid</td><td>Abduction of the shoulder (moving the arm outwards and away from the body)</td><td>Outward arm action in a jumping jack</td></tr> <tr> <td>Pectoralis major</td><td>Adduction of the shoulder (moving the arm towards the body); Shoulder horizontal flexion (moving the arms forwards in front of the body)</td><td>Upwards phase of a press up</td></tr> <tr> <td>Triceps</td><td>Extend the elbow (straightening the arm)</td><td>Shooting in netball</td></tr> <tr> <td>Biceps</td><td>Flex the elbow (bending the arm)</td><td>Drawing a bow in archery</td></tr> <tr> <td>External obliques</td><td>Trunk rotation (turning the body sideways)</td><td>Turning the body to breathe to the side when performing front crawl in swimming</td></tr> <tr> <td>Latissimus dorsi</td><td>Shoulder adduction (moving the arm towards the body); Shoulder horizontal extension</td><td>Butterfly stroke in swimming</td></tr> <tr> <td>Hip flexors</td><td>Hip flexion (moving knee up towards the chest)</td><td>Performing a rugby conversion kick</td></tr> <tr> <td>Gluteus maximus</td><td>Hip extension (moving the leg backwards)</td><td>Pulling back leg before kicking a ball</td></tr> <tr> <td>Quadriceps</td><td>Extend the knee (straightening the leg)</td><td>Kicking a ball</td></tr> <tr> <td>Hamstrings</td><td>Flex the knee (bending the leg)</td><td>Performing a hamstring curl on a weights machine</td></tr> <tr> <td>Gastrocnemius</td><td>Plantar flexion of the ankle (pointing the toes downwards)</td><td>Standing on tiptoe to mark a goal shoot in netball</td></tr> <tr> <td>Tibialis anterior</td><td>Dorsiflexion of the ankle (bringing the toes up towards the shin)</td><td>Foot making contact with a football</td></tr> </table>		Function	Example in sport	Deltoid	Abduction of the shoulder (moving the arm outwards and away from the body)	Outward arm action in a jumping jack	Pectoralis major	Adduction of the shoulder (moving the arm towards the body); Shoulder horizontal flexion (moving the arms forwards in front of the body)	Upwards phase of a press up	Triceps	Extend the elbow (straightening the arm)	Shooting in netball	Biceps	Flex the elbow (bending the arm)	Drawing a bow in archery	External obliques	Trunk rotation (turning the body sideways)	Turning the body to breathe to the side when performing front crawl in swimming	Latissimus dorsi	Shoulder adduction (moving the arm towards the body); Shoulder horizontal extension	Butterfly stroke in swimming	Hip flexors	Hip flexion (moving knee up towards the chest)	Performing a rugby conversion kick	Gluteus maximus	Hip extension (moving the leg backwards)	Pulling back leg before kicking a ball	Quadriceps	Extend the knee (straightening the leg)	Kicking a ball	Hamstrings	Flex the knee (bending the leg)	Performing a hamstring curl on a weights machine	Gastrocnemius	Plantar flexion of the ankle (pointing the toes downwards)	Standing on tiptoe to mark a goal shoot in netball	Tibialis anterior	Dorsiflexion of the ankle (bringing the toes up towards the shin)	Foot making contact with a football
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Weeks 4-5 - The location of major muscles in the body and responses of the cardiorespiratory and musculoskeletal systems to preparation stretches.

Types of activities in the preparation stretch – activities to stretch the main muscles that will be used in the physical activity:

Location of main muscles – deltoids, biceps, triceps, erector spinae, abdominals, obliques, hip flexors, gluteus maximus, quadriceps, hamstrings, gastrocnemius



Types of static and dynamic stretching for each muscle group:

- Simple stretches- Better suited to beginners
- Compound stretches- Better suited to advanced performers

Response of the cardiorespiratory system to the preparation stretch:

- Slight drop in heart rate and breathing rate for static stretches
- Maintained elevated heart and breathing rate for dynamic stretches.

Response of the musculoskeletal system to the preparation stretch:

- Extending muscles so that they are fully stretched and less likely to tear during the sport or activity session.

Weeks 6-7 - Adapting and delivering warm-up for different categories of participants and different types of physical activities.

Adapting warm-ups for different categories of participants:

- Vary intensity of activities
- Low impact and high impact options;
 - Low impact- marching, knee drives, no jump jacks
 - High impact- jogging, high knees, jumping jacks
- Vary timing of warm-up – longer time frame for beginners, participants with low fitness levels and those aged 50 plus
- Types of stretch used – simple stretches for beginners, compound stretch for moderate to advanced participants.

Adapting the warm-up to make it specific to a physical activity:

- Introduction of equipment in the warm-up that is specific to the physical activity
- Using movements and activities from the physical activity in the warm-up
- Stretching the main muscles required for the specific physical activity.

Delivering a warm-up to prepare participants for physical activity

Organisation and demonstration of the warm-up activities:

- Space – areas used
- Equipment
- Organisation of participants
- Timing
- Demonstrations
- Positioning.

Supporting participants as they take part in the warm-up:

- Observing participants
- Providing instructions
- Providing teaching points
- Providing feedback to participants.

Year 10 Sport

Weeks 8-9 - Types and providers of sport and physical activities.

Provision of sport and physical activity:

- **Public sector** to include local authorities and school provision
- **Private sector** – provided by organisations who aim to make a profit
- **Voluntary sectors** – activities provided by volunteers who have a common interest in the sport /activity.

Public sector funded facilities are paid for by national and local government out of taxes and National Lottery funding. They can be found throughout the country, e.g. the Life Centre.

- They are available for everyone to use and are relatively cheap.
- They include sports/leisure centres, swimming pools and outdoor pitches.
- Some schools share facilities with the local authority for lessons and extra-curricular activities.

Private sector funded facilities are set up by private companies that try to make a profit. They are often members-only clubs. Members pay fees to join and use the facilities, e.g. Nuffield Health Gyms.

- They are likely to be more expensive
- They include sports/fitness clubs, golf and tennis clubs
- Some schools pay to use private sports clubs for lessons and extra-curricular activities

The **voluntary sector** is by far the largest sector in terms of numbers of people involved. It provides most of the sport in this country through volunteers who enjoy sport and want to develop their club or team. Examples include local clubs that meet in the evenings or at weekends, such as football teams, swimming clubs and basketball teams.

- Voluntary sector clubs and teams usually cover their costs by collecting subscriptions ('subs') each week or having an annual membership fee.
- They do not normally own their facilities but rent them from local councils or private organisations.

Weeks 10-11 - Barriers to participation in sport and physical activity for different types of participant

Cost of participation:

- clothing
- equipment
- transport

Access to sport or physical activity:

- location of sport or physical activity
- limited accessible transportation
- resources
- types of sport or physical activity available

Time – lack of time due to other commitments:

- family
- school
- work

Personal barriers:

- body image
- lack of self-confidence
- parental or guardian influence
- limited previous participation
- low fitness levels
- extended time off from previous participation
- concerns that taking part in sport or physical activity may make existing health conditions worse

Cultural barriers:

- single sex sport or physical activity sessions
- social norms of participating in unconventional clothing and availability of appropriate clothing to participate
- lack of role models from one's own cultural background

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.

WEEK 1: Cornell Notes (Homework task 1)

Date 08 / 01 / 24	Topic: responses of the cardiorespiratory and musculoskeletal system to mobilising activities	Revision guide page:
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links Questions	Notes

Summary

WEEK 1: Exam Question (Homework task 2)

Date 08/01/24

Question: Identify two upper body and two lower body mobilising exercises that a performer could do before a football match. (2)

Answer:

WEEK 1: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 2: Exam Question (Homework task 2)

Date 15/01/24

Question: Identify one response of the cardiorespiratory system to a mobiliser. (1)
Identify one response of the musculoskeletal system to a mobiliser. (1)

Answer:

WEEK 2: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 3: Cornell Notes (Homework task 1)

Date22 / 01 / 24	Topic: location of the major muscle groups in the body.	Revision guide page
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links	Notes
Questions	

Summary

WEEK 3: Exam Question (Homework task 2)

Date 22/01/24

Question: Describe how three muscles in the upper body are used to throw a javelin. (4)

Answer:

WEEK 3: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 4: Exam Question (Homework task 2)

Date 29/01/24

Question: Give an example of a simple and compound stretch. (2)

Answer:

WEEK 4: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 5: Cornell Notes (Homework task 1)

Date	05 / 02 / 24	Topic: Responses of the cardiorespiratory and musculoskeletal system to preparation stretches.	Revision guide page
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links	Notes
Questions	

Summary

WEEK 5: Exam Question (Homework task 2)

Date 05/02/24

Question: Identify one response of the cardiorespiratory system to the preparation stretches. (1)
Identify one response of the musculoskeletal system to preparation stretches. (1)

Answer:

WEEK 5: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 6: Cornell Notes (Homework task 1)

Date 19 / 02 / 24	Topic: Adapting warm ups. Types of stretches used for varying levels of performers	Revision guide page
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links	Notes
Questions	

Summary

WEEK 6: Exam Question (Homework task 2)

Date 19/02/24

Question: Identify two stretches that could be performed by beginners. (2) Identify two stretches that could be performed by advanced performers. (2)

Answer:

WEEK 6: Exam Question review and improvement (Classwork)

Question:

Answer:

WEEK 7: Exam Question (Homework task 2)

Date 26/02/24

Question: Identify four factors that you will need to be aware of when leading your warm ups. (4)

[illegible]

WEEK 7: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 8: Cornell Notes (Homework task 1)

Date 04 / 03 / 24	Topic: Types and providers of sport and physical activities	Revision guide page
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links Questions	Notes

Summary

WEEK 8: Exam Question (Homework task 2)

Date 04/03/24

Question: Give examples of teaching points you could give while performers are taking part in a pulse raiser. (3)

[illegible]

WEEK 8: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 9: Exam Question (Homework task 2)

Date 11/03/24

Question: Discuss three key differences between the public, private and voluntary sectors. (3)

[illegible]

WEEK 9: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 10: Cornell Notes (Homework task 1)

Date 18 / 03 / 24	Topic: Barriers to participation in sport and physical activity for different types of participants	Revision guide page
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links	Notes
Questions	

Summary

WEEK 10: Exam Question (Homework task 2)

Date 18/03/24

Question: Cost and access to facilities are two barriers to participation, discuss how they may be overcome. (4)

[illegible]

WEEK 10: Exam Question review and improvement (Classwork)

Question:

[illegible]

WEEK 11: Exam Question (Homework task 2)

Date 25/03/24

Question: Taylor is a nurse. She works night shifts and is struggling to keep herself fit. Discuss one way of overcoming this time barrier. (4)

Answer: _____

[illegible]

WEEK 11: Exam Question review and improvement (Classwork)

Question:

Answer: _____

[illegible]

Week 2

Revision Card on	Answers
<ol style="list-style-type: none">1. Examples of mobilisation activities:2. Responses of the cardiorespiratory system to the mobiliser:3. Responses of the musculoskeletal system to the mobiliser:	



Week 4

Revision Card on	Answers
<ol style="list-style-type: none">1. Location of major muscle groups:2. Examples of simple stretches:3. Examples of compound stretches:	

Week 7

Revision Card on	Answers
<ol style="list-style-type: none">1. Example of a low impact warm up exercise:2. Example of a high impact warm up exercise:3. Example of how you would adapt a warm up for a beginner:4. Example of how you would adapt a warm up for a beginner:	



Week 9

Revision Card on	Answers
<ol style="list-style-type: none">1. Give an example of a public sector facility:2. The aim of public sector facilities are:3. Give an example of a private sector facility:4. The aim of private sector facilities are:5. Give an example of a voluntary sector club:6. The aim of voluntary sector facilities are:	



Week 11

Revision Card on	Answers
<ol style="list-style-type: none">1. Give an example of how cost can be a barrier to participation:2. Give an example of how location can be a barrier to participation:3. Give an example of how time can be a barrier to participation:4. Give an example of a personal barrier to barrier participation:	

Aspire (ACHIEVE) Thrive

Develop your character



Aspire | Achieve | Thrive