



Aspire Achieve Thrive

**Spring Term
(Half Term 3 and 4)**

Sport

Year 10

Name: _____

Tutor: _____

Year 10 Homework Timetable

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

Tassomai - 2 Daily Goals per week

Sparx - 4 tasks of Sparx per week

Option A (EBACC)
French
Geography
History

Open B
Art
Business Studies
Catering
Computer Science
History
Health & Social Care
Music
Sport
IT

Open C
Business Studies
Childcare
Catering
Drama
Geography
Health & Social Care
Triple Science
Sport

Year 10 - Homework Plan Subject

Week/Date	Homework Task	Examination Question
Week 1 January 2nd	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 January 9th	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 January 16th	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 January 23rd	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 January 30th	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)
Week 6 February 6th	Revision Cards on adapting warm ups. Low impact and high impact versions of exercises.	Identify a high impact exercise and then identify how to change that same exercise to low impact. (2)
Week 7 February 20th	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 8 February 27th	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 9 March 6th	Cornell Notes on supporting participants in a warm up.	Give examples of teaching points you could give while performers are taking part in a pulse raiser. (3)

Week 10 March 13th	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 11 March 20th	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 12 March 27th	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)

Year 10 Sport

Weeks 1-2 - The responses of the cardiorespiratory and musculoskeletal system to pulse raising and mobilising activities.

Types of activities in the pulse raiser – activities that gradually increase in intensity to increase the heart rate.

Examples- Jogging, side steps, high knees, heel flicks

Response of the cardiorespiratory system to the pulse raiser:

- Increased heart rate
- Increased breathing rate
- Increased depth of breathing
- Increased supply of oxygen to the working muscles
- Increased removal of carbon dioxide.

Response of the musculoskeletal system:

- Increased temperature of the muscles
- Increased pliability of the muscles
- Reduced risk of muscle strain.

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.

Examples- Shoulder rolls, arm swings, opening and closing the gates, leg swings

Response of the cardiorespiratory system to the mobiliser:

- Slight drop in heart rate as intensity of exercise lowers
- Slight drop in breathing rate as intensity of exercise lowers.

Response of the musculoskeletal system to the mobiliser:

- Increased production of synovial fluid in the joints to increase lubrication of joints and increase range of movement at the joint.

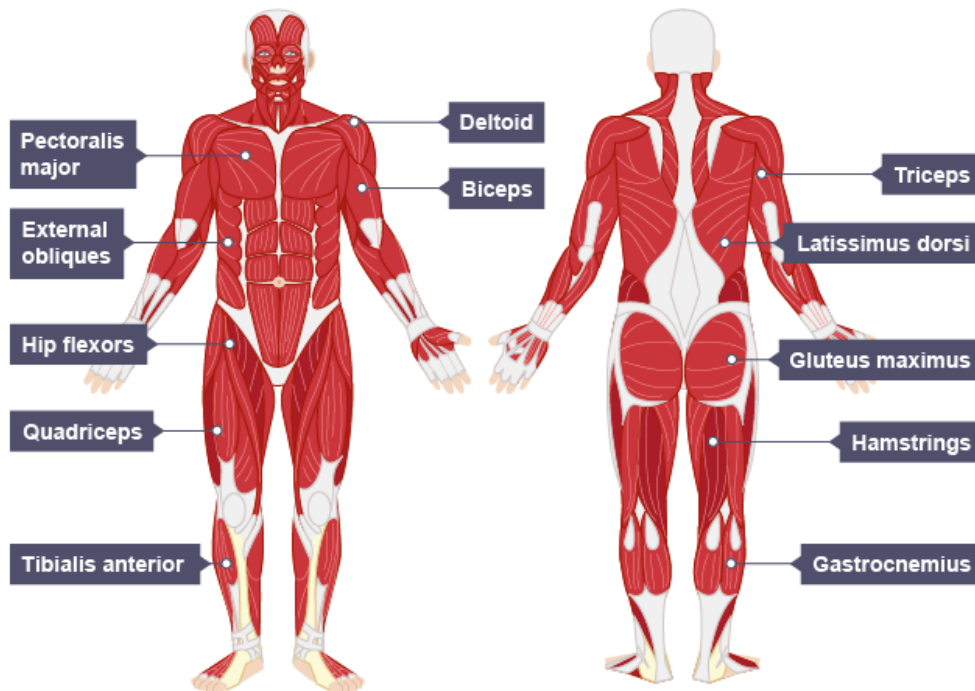
Weeks 3-4 -Location and role of major muscle groups in the body.

	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

Weeks 5-6 - 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 7-8 - 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 9-10 - Types and providers of sport and physical activities.	Weeks 11-12 - Barriers to participation in sport and physical activity for different types of participant
<p>Provision of sport and physical activity:</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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. <p>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.</p> <ul style="list-style-type: none"> • 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 <p>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.</p> <ul style="list-style-type: none"> • 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. 	<p>Cost of participation:</p> <ul style="list-style-type: none"> • clothing • equipment • transport <p>Access to sport or physical activity:</p> <ul style="list-style-type: none"> • location of sport or physical activity • limited accessible transportation • resources • types of sport or physical activity available <p>Time – lack of time due to other commitments:</p> <ul style="list-style-type: none"> • family • school • work <p>Personal barriers:</p> <ul style="list-style-type: none"> • 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 <p>Cultural barriers:</p> <ul style="list-style-type: none"> • 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

WEEK 1

Date.....

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

[illegible]

Date.....

Answer:- Identify one response of the cardiorespiratory system to a mobiliser. (1)

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

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WEEK 3

Date.....

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date.....

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

[illegible]

Date.....

Answer:- Identify one response of the cardiorespiratory system to the preparation stretches. (1)

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

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Date.....

Answer:- Identify a high impact exercise and then identify how to change that same exercise to low impact.
(2)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date.....

Answer:- Identify two stretches that could be performed by beginners. (2)

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

[illegible]

Date.....

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

[illegible]

Date.....

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

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date.....

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

[illegible]

Date.....

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

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Date.....

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

[illegible]

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.

Questions	Notes

Summary

Questions	Notes

Summary

Questions	Notes

Summary

Questions	Notes

Summary

Questions	Notes

Summary

Questions	Notes

Summary

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]



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:	

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:	

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:	

Revision Card on: <ol style="list-style-type: none"> 1. Example of what factors you need to consider when organising a warm up: 2. Examples of how to support participants during a warm up: 	Answers
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Revision Card on: <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: 	Answers
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Revision Card on: <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: 	Answers
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Aspire (ACHIEVE) Thrive

Develop your character



Aspire Achieve Thrive