STOKE DAMEREL

Aspire Achieve Thrive

Spring Term
(Half Term 3 and 4)

Sport and Coaching

Year 11

Name: _____

Tutor: _____

Aspire | Achieve | Thrive

GREENSHAW LEARNING TRUST

Year 11 Homework Timetable

Monday	Ebacc Option D Task 1	Option C Task 1	Option A Task 1	
Tuesday	English Task 1	Tassomai Daily Goal 1	Option B Task 1	
Wednesday	Sparx	Science Task 1	Option C Task 2	
Thursday	Ebacc Option D Task 2	Tassomai Daily Goal 2	Option B Task 2	
Friday	Sparx	Science Task 2	English Task 2	Option A Task 2

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	Revision Cards
Week 1 January 2nd	**Cornell Notes:** Components of fitness	**Revision Cards:** Components of fitness
Week 2 January 9th	**Cornell Notes:** Principles of training	**Revision Cards:** Principles of training
Week 3 January 16th	**Cornell Notes:** Exercise Intensity	**Revision Cards:** Exercise Intensity
Week 4 January 23rd	**Cornell Notes:** Testing and Training	**Revision Cards:** Testing and Training
Week 5 January 30th	**Cornell Notes:** Muscles and Bones	**Revision Cards:** Self testing
Week 6 February 6th	**Unit 1 Exam Week** **Please use cornell notes and revision cards in preparation for your exam**	
Week 7 February 20th	**Homework task**	**Exam Question**
	Cornell Notes: Rounders	**Question 1** Pick two pieces of equipment required for your sport and explain why they are necessary to compete. (4)
Week 8 February 27th	**Cornell Notes:** Rounders	**Question 2** Explain the scoring system and process for your selected sport. (3)
Week 9 March 6th	**Cornell Notes:** Football OR Netball	**Question 3** Describe 3 rules of your selected sport. (3)
Week 10 March 13th	**Cornell Notes:** Football OR Netball	**Question 4** Explain how two rules of your selected sport are applied. (4)
Week 11 March 20th	**Cornell Notes:** Football OR Netball	**Question 5** Describe the “no-ball” rule in rounders. (2)
Week 12 March 27th	**Cornell Notes:** Football OR Netball	**Question 6** Describe 4 ways to score in rounders. (4)

Year 11 Sport and Coaching

Week 1 - 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: Speed (m/s) = distance (m) / 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 2 - 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 3 - Exercise Intensity

Heart rate: The number of times the heart beats per minute (bpm)

Maximum heart rate – also called HR max

Equation: HR max = 220 – age (years)
e.g. the maximum heart rate of a 25 year old is 195 bpm

Heart rate training zones:
The target zone recommended to improve cardiorespiratory fitness is 60%-85% of HR max (a person's maximum heart rate).

Working out target zones:
1. Calculate maximum heart rate (HR max) HR max = 220 – age (years)
2. Find upper training threshold = HR max X 0.85
3. Find lower training threshold = HR max X 0.60

e.g. 220 – 25 (age) = 195 bpm
195 x 0.85 = 165.75 = 166 bpm (upper training threshold)
195 x 0.60 = 117 bpm (lower training threshold)
Target zone = 117 bpm – 166 bpm

The RPE BORG Scale
The numbers on the scale represent the different levels of exercise intensity.
The BORG can be used to estimate a person's heart rate HR (bpm) = RPE x 10
e.g. a perform says they are working extremely hard and give a RPE scale rating of 19 their estimated heart rate is: HR (bpm) = RPE X 10

You can also estimate a RPE scale/Borg scale rating from a heart rate (bpm):
RPE scale = HR (bpm) ÷10.

Rating	Perceived Exertion
6	No exertion
7	Extremely light
8	
9	Very light
10	
11	Light
12	
13	Somewhat hard
14	
15	Hard
16	
17	Very hard
18	
19	Extremely hard
20	Maximal exertion

Free weight training reps and 1 rep max %:

- Muscular endurance - low load / high rep
  50-60% 1RM / 20 reps
- Elastic strength (power) -
  medium load / medium rep 75% 1RM / 12 reps
- Maximal strength - high load / low rep
  90% 1RM - 6 reps

Week 4 - Testing and Training

Type	COF	Test	Method of training
Physical	Muscular Endurance	1 minute sit up/press up (Reps/min)	Circuit training / free weight training
	Aerobic Endurance	Multistage fitness test / Forestry step test - (Vo2max ml/kg/min)	Continuous / fartlek / interval
	Muscular Strength	Hand grip dynamometer test (KgW)	Free weight training
	Speed	35 metre sprint test (m/s)	Hollow sprints / interval / acceleration sprints
	Body Composition	Body mass index (BMI) / Bioelectrical impedance analysis (BIA) / skinfold test (%)	
	Flexibility	Sit and reach test (cm)	Static stretching / ballistic / PNF
Skill	Agility	Illinois agility test (m/s)	
	Power	Vertical jump test (kgm/s)	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 5 & 6 - Muscles and Bones

Muscles			
Upper Body (waist up)		Lower Body (waist down)	
Name	Location	Name	Location
Trapezius	Neck down	Gluteus Maximus	Below lower back
Deltoid	Top of shoulder	Quadriceps	Front of thigh
Pectoralis Major	Chest	Hamstrings	Back of thigh
Biceps	Front of upper arm	Gastrocnemius	Lower back leg
Triceps	Back of upper arm	Soleus	Lower back leg
Abdominals	Middle of stomach	Tibialis Anterior	Lower front leg
External Obliques	Side of stomach		
Latissimus Dorsi	Lower back		

Bones			
Upper Body (waist up)		Lower Body (waist down)	
Name	Location	Name	Location
Cranium	Head	Pelvis	Hips
Clavicle	Collar bone	Femur	Thigh
Scapular	Shoulder	Patella	Knee Cap
Sternum	Middle of chest	Tibia	Front of lower leg
Ribcage	Chest	Fibula	Side of lower leg
Humorous	Upper arm	Tarsals	ANkle
Radius	Lower arm	Metatarsals	Foot and toes
Ulna	Lower arm	Phalanges	End of toes

Week 7 & 8 - Rounders

Game play:

- Each batter gets 1 good ball to hit before joining the back of the batting queue.
- A batter must hold on to the bat whilst running round the track.
- Batters must always keep contact with the post, either with their hand or bat. If you don't, the fielders can stump you out at the following post.
- A batter does not have to move to the next post every time a ball is bowled.
- A batter may not remain at the same post as another batter. The umpire shall order the player who batted first to run on and may be put out in the usual ways. If they are both between posts and the batter coming up the rear runs past, then they would be out as the overtaker.
- If you are at a post you cannot keep on moving to the next post when the bowler has the ball in the bowling square.

No balls:

It is a no ball when: the ball is above the head/below the knee, the ball bounces on its way to the batter, the ball is wide or straight at body, the bowler's foot is outside of the square when they release the ball, the bowler does not use a smooth underarm action.

Outs:

A player is out when:
a batter runs on the inside of the posts - The post the batter is running to is stumped - a batter overtakes a previous batter on the field - the batter misses or hits the ball and their foot is over the front or back line of the batting square - a batter deliberately throws a bat - the batter is caught out - the batter loses contact with the post when the bowler has the ball.

Scoring:

- If the batter gets to 2nd in one hit they score a ½ Rounder
- If the batter gets to 4th post in one hit a full Rounder is awarded.
- If the runner reaches the 4th post on a no ball, the batting team scores 1 rounder and the good ball is not taken off the total - the batter cannot be caught out.
- 1/2 rounder is scored if the 4th post is reached without the batter hitting the ball.
- If the ball goes into the backward area the batter must stay at the 1st post until it reaches the outward area, scoring can then take place as normal
- If 2 no balls in a row are bowled 1/2 a rounder is awarded to the batting team.
- There is a penalty 1/2 rounder given to the batting team if the batter is obstructed by a fielder.

Year 11 Sport and Coaching

Choose from either:

Week 9 & 10 - Football

Scoring

In football, a goal is scored when the whole of the ball passes between the goalposts and travels fully over the goal line. However, a goal is not awarded until the referee has signalled this and they are confident that no infringement of the Laws of the Game has been committed.

The team at the end of 90 minutes with the most goals will be declared the winners. However, in the event that both teams have the same score, a draw is recorded.

Rules

- A senior football match consists of two 45-minute halves and must have a 15-minute break in the middle.
- A team can start with a maximum of 11 players, of which one is the designated goalkeeper.
- To continue a match, a team must have a minimum of 7 players on the field.
- The ball must be deemed spherical and have a circumference of 58-61 cm.
- A team is able to make substitutions at any time of the match and are able to make a maximum of three changes.
- A competitive game must be officiated by a referee and two assistant referees, also known as linesmen.
- The whole ball must cross the goal line for it to constitute a goal.
- A referee may award a foul if they believe an unfair act is committed by a player. A foul contravenes the laws of the game and can be given for a range of offences (for example, kicking the player, pushing, handball etc).
- Fouls are punished by the award of a free kick (direct or indirect, depending on the offence) or penalty kick to the opposing team if it is committed in the penalty box.
- In cases of foul play, a referee can penalise players with either a yellow or red card. A yellow card gives a player a warning about their conduct and a red card requires them to leave the pitch.
- In the event that a player receives two yellow cards, the referee will automatically show a red card.
- A throw-in is awarded to a team if the opposition kicks the ball over the sidelines.
- A corner kick is awarded to a team if the opposition kicks the ball over the goal line and either side of the goal posts.
- A player is deemed offside if they are in front of the last defender when a teammate passes the ball through to them (although this is often the most complicated of rules and has a range of interpretations).

Week 9 & 10 - Netball

Scoring

In a game of netball there are two clear ways to score points:

In open play, if a shot is successfully scored from inside the goal circle, the team gains one point.
If the team is awarded a technical foul then they will receive a free shot at the net. A successful shot will be awarded with one point.

Players

A netball team consists of seven players per side and is divided into different positions. Like most sports the team has very clear roles to support their overall success:

- Centre (C) - this position starts the game and is allowed anywhere on the court except their own and the opposing team's goal circles.
- Wing attack (WA) - this position aims to collect the ball and deliver it safely into the goal circle to the shooters. The wing attack is only allowed in the top 2 thirds of their court.
- Goal attack (GA) - this position aims to collect the ball safely from the wing attack or centre and either passes to the shooter or has a shot for themselves. The goal attack is only allowed in the top two thirds of their court and the goal circle.
- Goal shooter (GS) - this position aims to find space in order to receive the ball from their teammates and shoot at the net. The goal shooter is only allowed in the top third of their court and the goal circle.
- Wing defence (WD) - this position is required to close down opposition players, intercept and protect the goal circle. The wing defence is only allowed in the bottom two thirds of their court.
- Goal defence (GD) - this position deals with preventing the opposition from passing the ball into the goal circle. The goal defence is only allowed in the bottom two thirds of their court and the goal circle.
- Goal keeper (GK) - this position aims to close down opposition shooters in order stop the ball from being shot at the net. The goal keeper is only allowed in the bottom third of their court and the goal circle.

Year 11 Sport and Coaching

Choose from either:

Week 11 & 12 - Football

Officials

During a competitive game of football there is a referee and two assistant referees, also known as linesman or lineswomen, responsible for upholding the rules of the game. The referee's decision is always final and they have the ability to overrule an assistant referee if they consider their decision to be wrong. A linesman does not just look out for offsides and throw-ins, but acts as an additional referee and signals if they observe an infringement of the Laws.

Football player positions and playing area

Playing area

A competitive football match is played on a large rectangular grassy field or artificial turf. Although there is not an exact fixed dimension all pitches will vary between:
90 m and 120 m long by 45 m and 90 m wide

Although the pitch has no definite size, the inner markings are very precise:

- Goals - these are placed at the end of the pitch and consist of two posts and a crossbar. The inner edges of the posts must be 7.32 metres wide and the bottom of the crossbar must be 2.44 metres above the ground.
- Penalty area, otherwise known as the 18-yard box - this measurement is taken 18 yards from each goal post and 18 yards out from the goal line.
- Penalty spot - within the penalty area is a spot marked 12 yards in front of the centre of the goal. The arc on the penalty area is deliberately made to ensure opposition players are kept 10 yards from the penalty spot.
- Centre circle - this is marked continually 10 yards from the centre spot and ensures that opposition players are kept 10 yards away from the kick-off.
- Goal area, otherwise known as the 6-yard box - this measurement is taken 6 yards from each goal post and 6 yards from the goal line.

Players

A football team consists of 11 players per side and is divided into forward, midfield, defending, and goalkeeping positions. Like most sports the team has very clear roles to support their overall success:

- forwards - their main responsibility is to score goals for the team
- midfielders - their main responsibility is to link play between the defenders and attackers of a team
- defenders - their main responsibility is to prevent the opposition from scoring by working with the goalkeeper to protect the goal

Week 11 & 12 - Netball

Rules

- Players are not allowed to travel with the ball.
- A team can have up to 12 players but only seven are allowed to play on court.
- Defending players are unable to snatch or hit the ball out of another player's hands.
- A defending player is only allowed to stand beside the player with the ball until it has left their hands.
- A defending player must stand three feet away from the person with the ball.
- An attacking player is unable to hold the ball for more than three seconds.
- Players must remain within their designated zones.
- The team retaining possession after the ball goes out of play have three seconds at the sideline to get the ball back into play.
- Officials
- During a competitive game of netball there are two referees and up to two scorekeepers and timekeepers officiating.

Playing area

A competitive netball match is played on a large rectangular court and can be played both indoors and outside. An official court is measured at 30.5 m (100 ft) long and 15.25 m (50 ft) wide.

- Netball post - the vertical height should be 3.05 metres from the ground.
- Netball ring - the ring's internal diameter should be 38 cm and the ring's thickness 1.5 cm.
- Goal circle - the attacking team are only able to shoot when they are within the semi-circle. The area measures a radius of 4.90 metres.
- Centre circle - the match begins and restarts after a goal from the centre circle. The area measures a diameter of 0.90 metres.
- The netball court is assigned into three different areas and two goal circles. No one player is allowed in all 5 areas of the court.

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

Questions	Notes

Summary

Date / / Topic

WEEK 2

Questions	Notes

Summary

Date / / Topic

WEEK 3

Questions	Notes

Summary

Date / / Topic

WEEK 4

Questions	Notes

Summary

Date / / Topic

WEEK 5

Questions	Notes

Summary

Date / / Topic

WEEK 6

Questions	Notes

Summary

WEEK 7

Date…….

Pick two pieces of equipment required for your sport and explain why they are necessary to compete. (4)

Answer:-

WEEK 8

Date…….

Explain the scoring system and process for your selected sport. (3)

Answer:-

WEEK 9

Date…….

Describe 3 rules of your selected sport. (3)

Answer:-

WEEK 10

Date…….

Explain how two rules of your selected sport are applied. (4)

Answer:-

WEEK 11

Date…….

Describe the “no-ball” rule in rounders. (2)

Answer:-

WEEK 12

Date…….

Describe 4 ways to score in rounders. (4)

Answer:-

Revision Page

Revision Page

Revision Page

Revision Card on definitions	Answers
Muscular Strength	
Aerobic Endurance	

✂

Revision Card on definitions	Answers
Muscular Endurance	
Speed	

Revision Card definitions	Answers
Body Composition **Flexibility**	

✂

Revision Card definitions	Answer
Agility	

✂

Revision Card definitions	Answer
Balance	

Revision Card definitions **Coordination**	**Answers**

✂

Revision Card definitions **Power** **Reaction Time**	**Answers**

✂

Revision Card on basic principles of training 1. Define frequency. 2. Define intensity. 3. Define time. 4. Define type.	**Answers** 1. 2. 3. 4.

Revision Card on additional principles of training definitions	**Answers**
Specificity	
Progressive Overload	

✂

Revision Card on additional principles of training definitions	**Answers**
Reversibility	
Variation	

✂

Revision Card on additional principles of training definitions	**Answers**
Adaptation	
Individual differences	

Revision Card on **additional principles of training**	**Answers**
Rest and Recovery	

✂

Revision Card on **exercise intensity**	**Answers**
1. Identify the equation for MHR. 2. Identify the training zones for aerobic endurance. 3. When free weight training, what rep count and weight is used for: a. Strength Endurance b. Elastic Strength c. Maximal Strength	

✂

Revision Card fitness tests	Answers
1. Fitness tests:	1.
2. Component of fitness measured:	2.
3. Units of measurement:	3. :
4. Equipment	4.

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Revision Card fitness tests	Answers
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.....✂.....

Revision Card methods of training	Answers
Circuit Training	

Revision Card methods of training	**Answers**
Free Weight Training	

✂

Revision Card methods of training	**Answers**
Continuous Training	

✂

Revision Card methods of training	**Answers**
Fartlek Training	

Revision Card methods of training	**Answers**
Interval Training	

✂

Revision Card methods of training	**Answers**
Hollow Sprints Acceleration Sprints	

✂

Revision Card methods of training	**Answers**
Static Stretching Ballistic Stretching	

Revision Card methods of training	**Answers**
Proprioceptive Neuromuscular Facilitation (PNF)	

✂

Revision Card methods of training	**Answers**
Plyometric Training	

Aspire ACHIEVE Thrive

Develop your character

STOKE DAMEREL

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