

Medium Term Learning Plan

Year/Group: KS3

 Course: **Circuit Training**

| About the unit | Assessment Focus |
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| <p>During this unit the pupils will learn about the respiratory and cardio systems and the effect exercise has on them. They will experience a variety of exercising for use during circuit training. The pupils will then design and analyse their own circuit related to a particular sport and lead the session for the other pupils.</p> | <p>NC levels/ Exam specification Beginners levels: 1-3 Skill Builders levels: 3-5 Advanced levels: 5-8</p> |
| Key Content to be covered | Expected Learning Outcomes |
| <ul style="list-style-type: none"> • How to warm up safely for the skills to be covered. • Taught a minimum of eight different exercises • Key Terms related to Circuit Training e.g. stations, sets and reps. • Monitor heart rate and recovery • Understand Respiratory and Circulatory Systems and how they are affected by exercise. • Benefits and Adverse Effects of exercise. • Complete a minimum of two basic circuits • Design their own sport related circuit e.g. football circuit • Compare with other ways of keeping fit. | <p>By the end of this scheme students will be able to:</p> <ul style="list-style-type: none"> • the importance of a warm-up and a warm-down • at least eight component parts of fitness • the fact that general fitness does not necessarily mean being fit for all sports • how exercise affects at least two of the body's systems • at least two pressures and benefits that keeping fit puts on the body • complete two basic fitness circuits • at least two ways of keeping fit, e.g. jogging. |
| Key Skills to be developed | Key Assessment Points (evidence) |
| <ul style="list-style-type: none"> • Run the warm up and name the stretches and muscles involved in them. • Remember all of the component parts of fitness and how to improve them. | <p>Assessment Grid completed by both pupils and staff. Student completed worksheets for all sessions.</p> |

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| <ul style="list-style-type: none"> • Know that having a general fitness is different than being fit for football or weightlifting. • Know that when they exercise that the majority of my body's systems are in use. Explain how they are as well. • Know that doing too much exercise can put unnecessary pressures on joints and this might affect me negatively in the future. Know how to moderate training effectively. • Complete at least two basic fitness circuits and how to challenge themselves whilst doing them. E.g. Aim to complete the skills properly rather than rushing and trying to do as many as possible. • Name many different ways to keep fit from, for example, playing football with friends to having their own weights at home. | |
| <p>Language for Learning</p> | <p>Links to EBD/ personal, social and emotional needs</p> |
| <p>Key skills for circuit training e.g. press-ups, skipping, etc. Design, develop, analyse. Respiratory system and breathing rate. Cardio-vascular system, heart rate and pulse. Positive and Negative effects on the body. Fit for Sport or Fit for A Sport.</p> | <p>L1 - Is attentive and has an interest in school work. L4 - Works efficiently in a group/team. C3 - Only interrupts and seeks attention appropriately. C4 - Is physically and verbally peaceable. C5 - Respects property/equipment. E5 - Is emotionally stable and shows self-control.</p> |

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| Session | Learning Objectives | Content to be covered | Suggested Pedagogy/Teaching Activities | Learning Outcomes (Assessment/ Level descriptors for this lesson) |
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| 1 | <p>Pupils will be able to find their pulse/heart rate in two different places.</p> <p>To know the difference between resting heart rate and recovery rate.</p> <p>Can name at least 8 component parts of fitness.</p> | <p>Introduction to the pulse and heart rate.</p> <p>Difference between resting heart rate and recovery rate.</p> <p>Basic exercise stations.</p> | <p>During this session the pupils will be introduced to finding their pulse, completing basic circuit training exercises and count their pulse until it returns to resting state.</p> <ol style="list-style-type: none"> 1. In class, having sat the pupils down, explain what the course is about. Discuss with the pupils why it is important to warm up and warm down. 2. What is the difference between resting heart rate and recovery rate? Show the handout. | <p>The pupils will be able to measure their heart rate by finding and counting their pulse.</p> <p>To be able to complete the circuit.</p> <p>To have an understanding of why their heart rate returned to normal at a different time to someone else's.</p> <p>To analyse the difficulty of the stations and make suggestions for changes.</p> <p>Student Completed Worksheets. 1 Resting Heart</p> |

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| | | | <ol style="list-style-type: none"> 3. Demonstrate where to find their pulse (wrist and neck next to the windpipe) and the importance of not using the thumb. 4. Get the pupils to find their own pulse (some may need help with this) and to count for 15 seconds. This is then multiplied by four to find their resting heart rate. 5. Pupils to complete worksheet. 6. Move to the PE area and get out mats, light weights, skipping ropes, etc. Pupils to carry equipment safely. 7. On each mat demonstrate the skill involved. Provide diagrams to help the pupils remember. 8. Warm up and stretches for muscles to be used. | <p>Rate and Recovery Rate Worksheet. And</p> <p>1 Component Parts of Fitness and Warming Up and Down Worksheet.</p> |
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| | | | <ol style="list-style-type: none">9. Pupils to complete three circuits and rotating, following the instructions on the diagrams. 30 seconds at each station plus 30 seconds rest before rotating.10. Once the circuit is complete, pupils are again to find their pulse and count for 15 seconds. Again multiply by four.11. Repeat every minute until their pulse returns to normal.12. Ask the pupils why they think it takes so long to return to normal? (Fitness levels or not used to performing such skills).13. Discussion related to which stations were easy and | |
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| | | | <p>which they found difficult. How would they alter them?</p> <p>14. Discussion related to the skills they used during the circuit (Components of Fitness). Can they name at least 8 e.g. agility, endurance, power, speed, flexibility, strength, balance and reaction time.</p> <p>15. Complete the worksheet for Component Parts of Fitness and Importance of Warming up and down.</p> <p>16. Warm down and equipment away.</p> | |
| 2 | The pupils will be able to explain the difference between sets and repetitions. | <p>Introduction to Sets and Reps</p> <p>Body Systems Used During Exercise.</p> | <ol style="list-style-type: none"> 1) Recap how they test their heart rate and if they can remember what theirs was. 2) Recap the key points related to the skills they learned. 3) Explain what sets and reps are. E.g. 10 press ups | <p>To be able to describe what sets and reps are.</p> <p>To analyse and decide whether they prefer sets/reps or a timed circuit.</p> |

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| | <p>Have a basic knowledge of which Body Systems are being used during exercise.</p> | | <p>(repetitions) repeated 3 times (sets).</p> <p>4) Pupil lead warm up and stretches – thinking about the muscles they will use for each activity.</p> <p>5) 3 Sets of 10 reps concentrating on precision rather than amount. Therefore, not timed. Differentiated skill levels e.g. for those who can't do a press up, they can do it on their knees. Or when skipping, forwards is easiest, boxing style skipping is the hardest.</p> <p>6) Discussion related to whether performing the circuit was easier when not timed?</p> <p>7) Discussion related to the body systems involved when completing the circuits. What ones do the pupils know that are</p> | <p>To be able to think about their body and begin to explain which systems are being used during the activities.</p> <p>Student Completed Worksheets.</p> <p>2 Label the Body Systems Worksheet. (includes the effect of exercise on two systems).</p> <p>And</p> <p>2 Sets and Reps Worksheet</p> |
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| | | | <p>working? Circulatory, Respiratory, Muscular and Skeletal Systems. What effect does exercise have on these body systems?</p> <p>8) Warm down and equipment away.</p> | |
| 3 | <p>To be able to adapt a circuit to make it harder for themselves.</p> <p>To decide whether making a circuit more difficult has a positive or negative effect on the body.</p> | <p>Altering Sets and Reps to make it harder.</p> <p>What the effect of this could have on the body.</p> | <ol style="list-style-type: none"> 1) Recap the difference between Sets and Reps with the pupils explaining. 2) Explain that the pupils are going to try and make the circuit they completed last week harder for themselves. E.g. correct press ups or more of the easier ones. 3) Are there any other exercises that the pupils might know that could be included in a circuit or any that they miss out? 4) Pupil lead warm up and stretches – thinking about the muscles they will use for each activity. | <p>Pupils will have altered each station to make it more difficult for themselves.</p> <p>They will analyse the changes they have made and decide whether it was too hard or too easy still.</p> <p>To be able to explain whether their circuit was more beneficial to fitness levels, or could be detrimental to parts of their body in the future.</p> |

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| | | | <p>5) 3 Sets of 15 reps concentrating on precision rather than amount. Therefore, not timed. Differentiated skill levels e.g. for those who can't do a press up, they can do it on their knees but, more of them. Or when skipping, forwards is easiest, boxing style skipping is the hardest.</p> <p>6) Discussion related to whether the pupils felt that the circuit was more beneficial to fitness levels or could it be detrimental to joints or pulling muscles?</p> <p>7) Warm down and equipment away.</p> | <p>Student Completed Worksheets. 3 Challenging Myself Harder Sets and Reps</p> |
| 4 | <p>The pupils will be able to devise a circuit for a sport rather than just for fitness.</p> | <p>Sets and Reps – Devising a circuit for a group of primary pupils that is based on a particular sport.</p> <p>Pupils to understand that if they are fit enough to play one sport it does not</p> | <p>1. This lesson the pupils will use their knowledge to design a circuit for primary pupils.</p> <p>2. They will choose a sport that interests themselves and design the circuit using</p> | <p>To have designed their own circuit on paper.</p> <p>To lead their circuit for the other pupils.</p> |

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| | <p>To analyse other ways of keeping fit.</p> | <p>necessarily mean they are fit for every sport.</p> | <p>skills related to the sports and basic circuit training skills. E.g. kick ups, weights and skipping.</p> <ol style="list-style-type: none"> 3. Hand out paper, pencils and rulers to the pupils. Pupils are to draw 6 or 8 boxes on their paper to represent mats/stations. 4. Explain to the pupils that they are going to use their knowledge of their favourite sport to design a circuit. It must be set out in a way that one muscle is not used on stations next to each other because they would tire more quickly. 5. Give the pupils 15 minutes to design their circuits asking questions to help them think about how many reps and sets would be completed for it to be beneficial. | <p>Self and Peer Assessment of the individual circuits, giving positive advice on any changes that could be made.</p> <p>Showing knowledge of other activities that could help get them fit.</p> <p>To be able to explain why being fit for a particular sport doesn't necessarily make you fit for every sport.</p> <p>Student Completed Worksheets. 4 Design a sport fitness circuit. Fit for Sport worksheet. This worksheet includes different ways of keeping fit.</p> |
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| | | | <ol style="list-style-type: none"> 6. Pupil led warm up and stretches. 7. Chose two pupils' circuits and get the individual pupils to run them. 8. Discussion related to which stations were too easy or too difficult and how they would adapt them? 9. Are there other ways of keeping fit rather than completing circuits or training for their sports? E.g. weight training or jogging. When could these activities become detrimental to the body? If you are fit for one particular sport, are you fit enough to play a different one? E.g. being fit for football doesn't make you fit for rock climbing. 10. Warm down and equipment away. | |
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| <p>5</p> | <p>To analyse pupil led circuits and make suggestions for improvement.</p> | <p>Pupils will complete the final circuit using the ones designed last lesson.</p> | <p>Pupils to complete the football and basketball skills circuits designed and altered in the previous lesson. At the end of the sessions they will complete their Self-Assessment form.</p> <ol style="list-style-type: none"> 1) Choose a volunteer to run their football or basketball circuit. 2) Explain that they must explain and demonstrate their circuit to the pupils before leading the warm up. 3) Circuits to be completed. 4) Warm Down and equipment away. Safe carrying to be applied. 5) Class discussion related to how well they felt the circuits were easy to access and how fun they were. The | <p>To be able to lead part of a circuit session.</p> <p>To explain the difference between fit for sport and fit for a sport.</p> <p>To be able to explain the body systems in use.</p> <p>To be able to use their heart rate to analyse any improvement in their fitness levels.</p> <p>Student Completed Worksheets. Pupil Assessment Tracker sheet.</p> |
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| | | | <p>advice must be constructive and not negative.</p> <p>6) What have they learned about heart rate, body systems, fit for sport and other activities that can keep them fit and active?</p> <p>7) Pupils to complete the Self-Assessment sheets.</p> | |
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