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|  | **I am struggling with some or all of the content** | **I am progressing and developing an understanding but sometimes need help** | **I have learned the content and remember it** | **I fully understand the content and could teach it to a classmate** |
| **UNIT 3 AOS 1** |  |  |  |  |
| • classification of movement skills including fundamental movement skills, sport specific skills, open and closed skills, gross and fine skills, and discrete, serial and continuous motor skills |  |  |  |  |
| • influences on movement including individual, task & environmental constraints on motor skills |  |  |  |  |
| • direct and constraints-based approaches to coaching and instruction |  |  |  |  |
| • the link between motor skill development and participation and performance |  |  |  |  |
| • practice strategies to improve movement skills including amount, distribution (massed and distributed) and variability (blocked and random) |  |  |  |  |
| • feedback including type (intrinsic, augmented, knowledge of results and knowledge of performance) and frequency. |  |  |  |  |
| • qualitative movement analysis principles (preparation, observation, evaluation & error correction) |  |  |  |  |
| • Newton’s three laws of motion, inertia, mass, force, momentum and impulse  |  |  |  |  |
| * distance, displacement, speed, velocity, acceleration & projectile motion (height, angle & speed of release)
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| * levers (force, axis, resistance and the mechanical advantage of anatomical levers),
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| * stability and balance (centre of gravity, base of support and line of gravity)
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| **UNIT 3 AOS 2** |  |  |  |  |
| • fuels (both chemical and food) required for resynthesis of ATP at rest and during physical activity, including the relative contribution of fuels at varying exercise intensities |  |  |  |  |
| • characteristics of the energy systems (ATP–CP, anaerobic glycolysis, aerobic system) for physical activity, including rate of ATP production, the yield of each energy system, fatigue/limiting factors & recovery rates associated with active & passive recoveries |  |  |  |  |
| • interplay of energy systems in relation to the intensity, duration and type of activity |  |  |  |  |
| • oxygen uptake at rest, and during exercise and recovery, including oxygen deficit, steady state, and excess post-exercise oxygen consumption |  |  |  |  |
| • acute physiological responses to exercise in the cardiovascular, respiratory and muscular systems |  |  |  |  |
| **UNIT 4 AOS 1** |  |  |  |  |
| • activity analysis, including skill frequencies, movement patterns, heart rates and work:rest ratios |  |  |  |  |
| • fitness components: definitions & factors affecting aerobic power, agility, anaerobic capacity, balance, body composition, coordination, flexibility, muscular endurance, power and strength, reaction time & speed |  |  |  |  |
| • analyse data to determine major fitness components, factors that affect them, and energy systems used in a variety of sporting events and physical activities |  |  |  |  |
| **UNIT 4 AOS 2** |  |  |  |  |
| • strategies to monitor and record physiological, psychological and sociological training data, including training diaries, digital activity trackers and apps |  |  |  |  |
| • components of an exercise training session including warm up, conditioning phase and cool down |  |  |  |  |
| • training program principles, including frequency, intensity, time, type, progression, specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining |  |  |  |  |
| • training methods including continuous, interval (short, intermediate, long and high intensity), fartlek, circuit, weight/resistance, flexibility and plyometrics |  |  |  |  |
| • chronic adaptations-cardiovascular, respiratory & muscular systems to training. |  |  |  |  |
| • psychological strategies to enhance performance and aid recovery including sleep, confidence and motivation, optimal arousal, mental imagery and concentration |  |  |  |  |
| • nutritional & rehydration recovery including water, carbohydrate & protein replenishment |  |  |  |  |