

Term	Week	Focus	Summary	Learning Outcomes	Learning skills
Term 2.1	1	Levers	1st, 2nd and 3rd class levers	Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance	<u>Critical Thinking – Video Analysis of the different types of levers being applied, identify when these occur</u>
	2	Levers	1st, 2nd and 3rd class levers	Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance	<u>Critical Thinking – Video Analysis of the different types of levers being applied, identify when these occur</u>
	3	Levers	1st, 2nd and 3rd class levers	Mechanical advantage and disadvantage (in relation to loads, efforts and range of movement) of the body's lever systems and the impact on sporting performance	<u>Critical Thinking – Video Analysis of the different types of levers being applied, identify when these occur</u>
	4	Planes and Axis	Sagittal, Frontal and transverse plane. Frontal, Sagittal and vertical axis Sagittal plane and Frontal axis	Movement patterns using body planes and axes: sagittal, frontal and transverse plane; and frontal, sagittal, vertical axes applied to physical activities and sporting actions	<u>Collaborative Learning – peer teaching various planes and axis. Students to present small pieces of information with their group to develop an understanding of these concepts.</u>
	5	Planes and Axis	Frontal plane and sagittal axis	Movement in the sagittal plane about the frontal axis when performing front and back tucked or piked somersaults	<u>Collaborative Learning – peer teaching various planes and axis. Students to present small pieces of information with their group to develop an understanding of these concepts.</u>

	6	Planes and Axis	Positive and Negative impacts of lifestyle choices	Movement in the frontal plane about the sagittal axis when performing cartwheels	<i>Collaborative Learning – peer teaching various planes and axis. Students to present small pieces of information with their group to develop an understanding of these concepts.</i>
Term 2.2	1	Lifestyle	Positive and Negative impacts of lifestyle choices	Positive and negative impact of lifestyle choices on health, fitness and well-being,	<i>Critical thinking – problem solving scenario – address issues with different negative lifestyle and provide solutions to turn these into a positive lifestyle choices</i>
	2	Lifestyle	Consequences of sedentary lifestyle.	Lifestyle choices in relation to: diet; activity level; work/rest/sleep balance and recreational drugs (alcohol, \nicotine)	<i>Critical thinking – problem solving scenario – address issues with different negative lifestyle and provide solutions to turn these into a positive lifestyle choices</i>
	3	Nutrition	Balanced Diet	The role and importance of macronutrients (carbohydrates, proteins and fats) for performers/players in physical activities and sports, carbohydrate loading for endurance athletes, and timing of protein intake for power athletes	<i>Critical thinking – problem solving scenario – address issues with different athletes/body types and develop a specific diet for their needs.</i>
	4	Nutrition	Optimum Weight	The correct energy balance to maintain a healthy weight	<i>Critical thinking – problem solving scenario – address issues with different athletes/body types and develop a specific diet for their needs.</i>

	5	Classification of Skills	Skills on a Continuum	Classification of a range of sports skills using the open-closed, basic (simple)-complex and low organisation-high organisation continua	<i><u>Collaborative learning – group debate - justify why you would place specific skills on certain parts of each skill continuum.</u></i>
	6	Classification of Skills	Skills on a Continuum	Application of knowledge of practice and skill classification to select the most relevant practice to develop a range of skills	<i><u>Collaborative learning – group debate - justify why you would place specific skills on certain parts of each skill continuum.</u></i>
	7	Guidance and Feedback	Different types of Feedback	Types of guidance to optimise performance: visual; verbal; manual and mechanical	<i><u>Collaborative learning – group debate - justify why you would place specific skills on certain parts of each skill continuum.</u></i>
	8	Guidance and Feedback	Different types of guidance	Types of feedback to optimise performance: intrinsic; extrinsic; concurrent; terminal	<i><u>Collaborative learning – group debate - justify why you would place specific skills on certain parts of each skill continuum.</u></i>