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| **Weeks** | Content |
| 1-2  30/01-03/02  No school  Monday and Tuesday  06/02-10/02 | **Functional Anatomy**  *Demonstrate an understanding of the musculoskeletal structures in the production of movement and apply the correct terminology.*  *Bones: Humerus, Radius, ulna, femur, patella, tibia, fibula, pelvis, sternum, ribs, carpals, metacarpals, phalanges, tarsals, metatarsals*  *Muscles: biceps, triceps, gastrocnemius, trapezius, deltoid, quadriceps, hamstrings, tibialis anterior, adductor group, latissimus dorsi, soleus, abdominal, gluteus maximis, pectorals*  *Discuss how the musculoskeletal system is used in the production of movement. Use suggested Diagrams, worksheets activities and/ or practical activities to assist understanding of movement production* |
| 3  13/02-17/02 | **Functional Anatomy**  Respiratory System  Describe the structure and function of the respiratory system, i.e lungs, diaphragm, alveoli, mechanics of breathing  Circulatory System  Describe the structure and function of the circulatory system, i.e heart, arteries, veins, capillaries, blood  With the use of diagrams, worksheets and or activities discuss the structure and function of the circulatory System and Respiratory System  Skill Development  Develop or refine skill technique in Basketball to improve skills consistency, precision, fluency and control of the participant |
| 4  20/02-24/02 | **Motor coaching and Learning**  Describe the classification of motor skills, i.e gross, fine, open, closed, discrete, serial, continuous  Describe the phases of motor learning (Fitts and Posner Model) and how they can be used to develop/ improve physical skills |
| 5  27/02-03/03  Swimming carnival Friday | **Motor coaching and Learning**  Identify the types of cues used to improve performance, i.e visual, verbal proprioceptive  Know the phases of information processing during skill performance , i.e identification of stimuli/ input, response/output, feedback |
| 6  06/03-10/03  MON-Labour day | Assignment - Motor coaching and Learning  Topic Test  Functional Anatomy  Motor learning and Coaching |
| 7  13/03-17/03 | **Biomechanics**  Linear Kinematics  Define and apply linear motion to a selected sport in relation to speed, velocity, acceleration, instantaneous measure/ mean measure |
| 8  20/3-24/03 | **Biomechanics**  Define and apply Projectile motion to a select sport in relation to the principle of optimum projection, parabolic trajectory, release of projectiles- angles, velocity and height |
| 9  27/03-31/03 | **Biomechanics**  Angular Kinematics  Define and apply angular motion to a selected sport in relation to angular velocity  Define and apply general motion to a selected sport |
| 10  03/04-07/04 | **Exercise Physiology**  Explain the body's immediate responses to physical activity in relation to:  Heart rate (HR), stroke volume (SV), blood pressure (BP) , cardiac output , tidal volume, respiratory rate, max O2 uptake (VO2 max), gas exchange, arteriovenous O2 difference, blood redistribution |
|  | **SCHOOL HOLIDAYS** |
| 1  24/04-28/04  Monday  PD day | **Exercise Physiology**  Explain the body's long term adaptations to training in relation to:  Cardiac output, heart rate, blood pressure, blood volume/haemoglobin , stroke volume, capillarisation, ventilation, O2 exchange, muscle hypertrophy, increased flexibility, increased aerobic and anaerobic capacity |
| 2  01/05-05/05 | **Exercise Physiology**  Explain the utilisation carbohydrates, fats and proteins as energy sources for physical activity and their roles in the onset of fatigue |
| 3  08/04-12/05 | **Exercise Physiology**  Describe the response of energy systems to physical activity, i.e  Anaerobic ATP-CP  Lactic Acid  Aerobic  Identify the relationship between energy systems and types of physical activity, i.e energy system continuum |
| 4  15/05-19/05 | **Sports Psychology**  Demonstrate an understanding of the mental skills required for improving performance and achieving the ideal performance state (being in the 'zone') , i.e  Intrinsic motivation  Self confidence  Stress management  Concentration or attentional - Nideffer's model  Arousal regulation related to individual performance  Inverted U hypothesis |
| 5  22/05-26/05 | **Sports Psychology**  Demonstrate an understanding of the mental skills and strategies used to manage stress, motivation, concentration and arousal levels, i.e self talk, self imagery, relaxation |
| 6  29/05-02/06 | Exam Revision |
| 7-8  Exams | Exams |