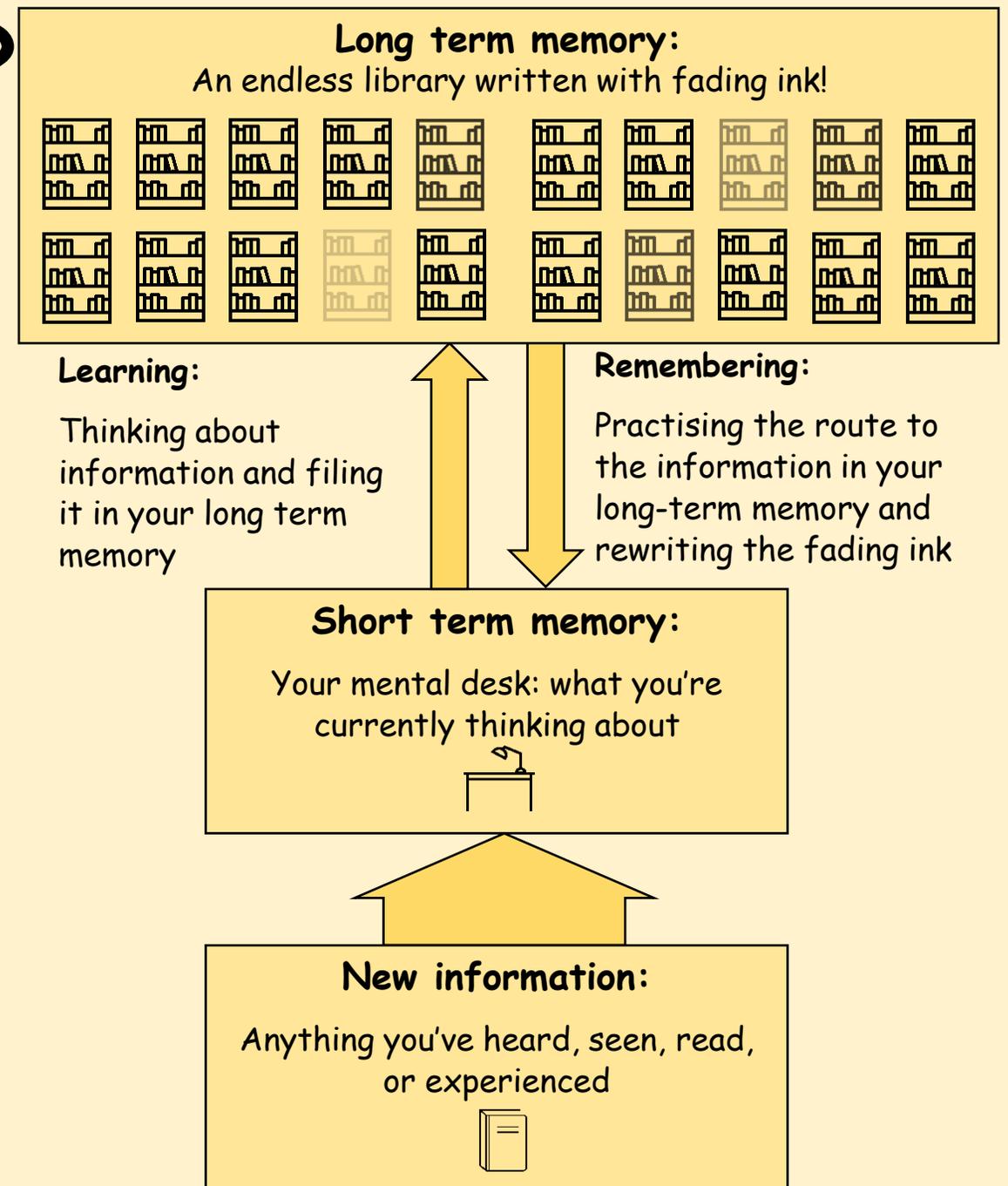


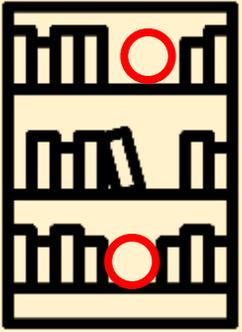
Yr7 - How do I practice?

In exams, you want to be able to remember a lot of knowledge quickly. This knowledge includes facts and methods which you can use to answer exam questions. To remember a lot of knowledge quickly, that knowledge needs to be securely stored in your long term memory.

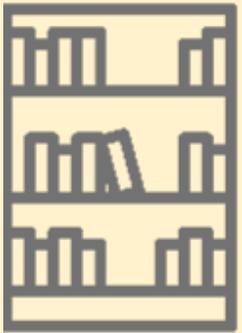
To make sure knowledge goes into your long term memory, stays there, and to make sure you can find it quickly, you need to spend time thinking hard about that knowledge in your short term memory.



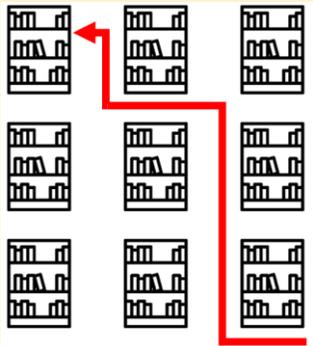
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



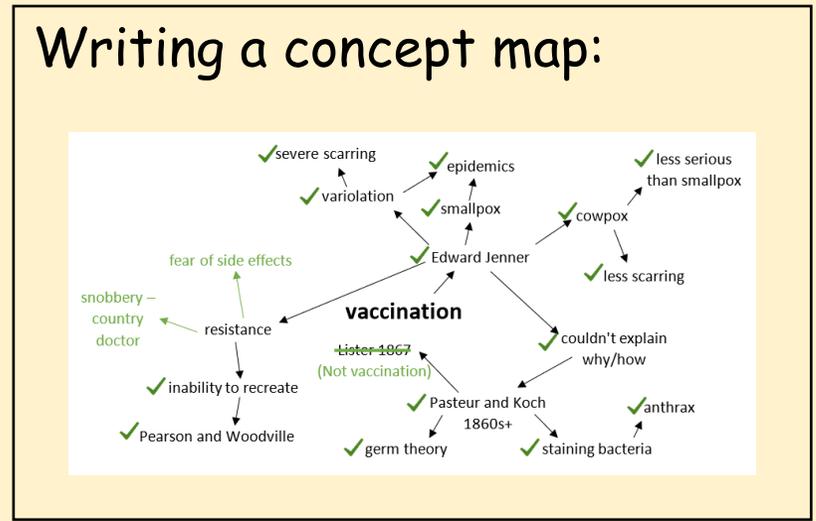
3. Practising recalling knowledge quickly.

Strategies to try:

Use your exercise book to help create these revision resources.

Self-quizzing:

Topic	
Question 1	Answer 1
Question 2	Answer 2
Question 3	Answer 3
Question 4	Answer 4
Question 5	Answer 5
Question 6	Answer 6



Watch videos:

Flashcards:

osmosis
Net movement of water from a high concentration to low concentration across a partially permeable membrane

Practising exam questions:

Online platforms:

Mathematics Year 7- Spring

Some topics to revise (Sparx code)

Add and subtract directed numbers (M106)

Solve one step equations (M707)

Four operations with decimals (M803 and M409)

Metric conversions (M772 and M530)

Multiplying and Dividing Directed Numbers

SAME SIGNS - POSITIVE		DIFFERENT SIGNS - NEGATIVE	
$+$ \times $+$	$+$	$+$ \times $-$	$-$
$-$ \times $-$		$-$ \times $+$	
Even number of negative numbers		Odd number of negative numbers	

Examples: Evaluate the following:

a. -2×-4
 $= 8$

b. $2 \times (-4)$
 $= -8$

c. -2×4
 $= -8$

d. $-4 \div -2$
 $= 2$

e. $4 \div (-2)$
 $= -2$

f. $-4 \div 2$
 $= -2$

Algebraic notation

In algebra, we use particular notation for different calculations.

We group letters together

$a + a + a$
 means
 3 lots of a
 $3 \times a$

$b + b$
 means
 2 lots of b
 $2 \times b$

We use indices/powers

$a \times a$
 $= a^2$
 (a squared)

$b \times b \times b$
 $= b^3$
 (b cubed)

We do not use multiplication signs

$3 \times a = 3a$

$a \times b = ab$

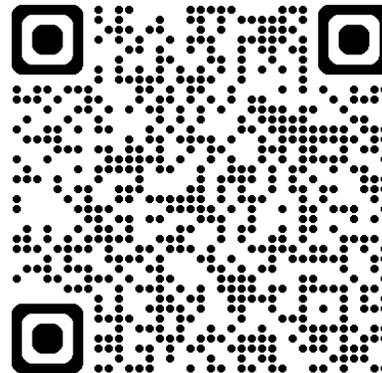
$5 \times b = 5b$

$a \times b \times c = abc$

We write division using fraction notation

$a \div 2$
 is written as
 $\frac{a}{2}$ or $\frac{1}{2}a$

$b \div 3$
 is written as
 $\frac{b}{3}$ or $\frac{1}{3}b$



Presentation

Present your work logically and in an organized way on the page, sufficient that the order of the process of solution is clear and unambiguous. **Work down the page and use bullet points or steps.**

Year 7 - Science revision for KA2

Steps	Identity	Reactions 1	Forces
1 - Recall 2 - Understand	To recall how features are inherited using DNA	To understand the pH scale and label it correctly. To understand neutralisation.	To identify the forces acting on an object and label them correctly.
3 - Apply 4 - Analyse	To apply knowledge of inheritance to explain diagrams	To analyse graphs which show information about the pH of substances	To predict the motion of objects from given forces acting on them.
5 - Evaluate 6 - Create	To evaluate data within a table of results.	To create a line graph from scratch using data provided.	To predict the motion of objects when multiple forces are acting upon them.

Support Videos:

Inheritance



Variation



pH Scale



Forces Part 1



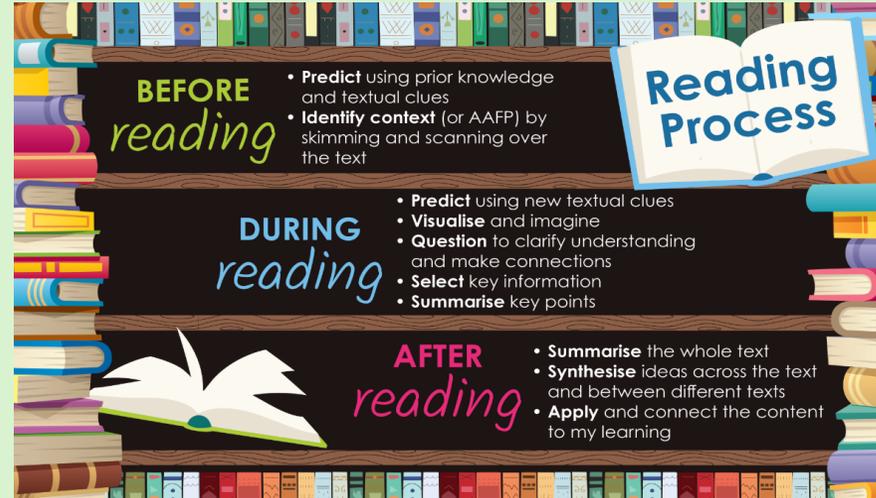
Forces Part 2



Year 7- Star Curriculum: English

Topics to revise:

- Word classes
- Language methods
- Writing a PEA/PESA Paragraph
- The Reading Process



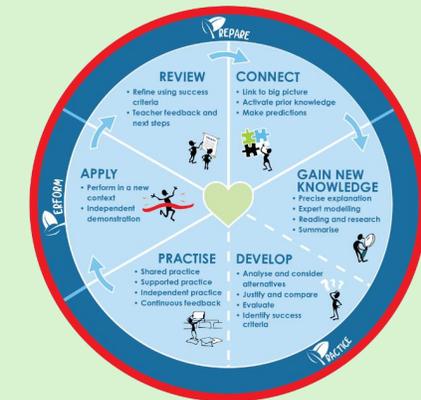
In Star, we transfer skills and apply learning.



Use the QR code to revisit our lessons

Word Class	Definition
Noun	A person, place or thing
Verb	Action, motion, state of being
Adjective	Describes a noun
Adverb	Describes a verb

Rhetorical question	A question to make the reader think.
Metaphor	When someone or something is compared to or described as something else without using 'like' or 'as'.
Connotations	The meanings linked to something.



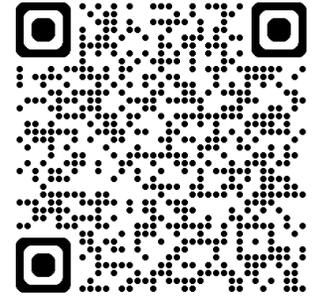
Year 7- Star Curriculum: History

Topics to revise:

- Life in the Middle Ages
- The role of the Church in the Middle Ages (Power, hope, help)
- Making Inferences using a source



In Star, we transfer skills and apply learning.



Use the QR code to revisit our lessons

Average life expectancy was 40.

The weather controlled the harvest. Bad weather could mean there wasn't enough food.

Medieval England often had wars and conflicts. People had to worry about invasions or fighting between kings and nobles.

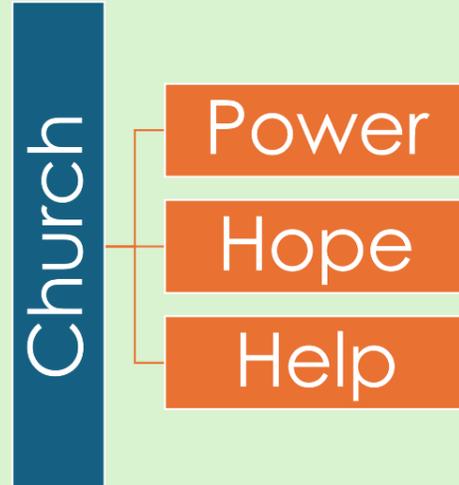
Education was rare. Most children worked on the land. Only rich families could afford to educate their children using the church.

Most people (peasants) worked very long hours, usually from sunrise to sunset working the land and tending animals. It was hard physical work.

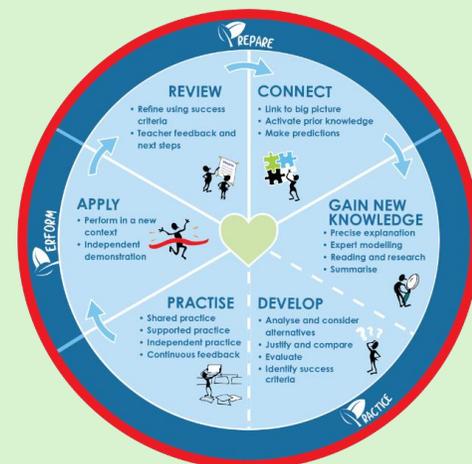
There were no doctors or medicines today. Even small injuries could be deadly if they got infected. Diseases like the Black Death (The Plague) killed millions of people.

1 in 5 babies died before their 1st birthday.

Life was strictly divided into classes. Most people were peasants; they didn't have the freedom to choose their jobs. Nobles and kings had more rights.



Stone Age c900,000 BC – 2300 BC	Bronze Age c2300BC-800BC	Iron Age c800BC-43AD	Roman Britain c43AD-450AD	Medieval Britain 500-1500 AD	Early Modern Britain 1500-1750	Industrial Britain 1750-1900	Modern Britain 1900-Present
------------------------------------	-----------------------------	-------------------------	------------------------------	---------------------------------	-----------------------------------	---------------------------------	--------------------------------



Year 7- Star Curriculum: Geography

Topics to revise:

- Migration
- Push and pull factors
- Building Chains of reasoning

Migration is the movement of people from one place to another. This can happen between countries or within the same country.

A **push factor** is anything that makes you want to leave a place. They are often negative reasons.

A **pull factor** attracts you to a place. These are often positive reasons.

When people migrate, they bring aspects of their culture with them (e.g. Food, music, religious buildings, festivals).



In Star, we transfer skills and apply learning.



Use the QR code to revisit our lessons

Chains of reasoning



*this means that.....
so that.....
therefore.....
as a consequence of....
in contrast.....
similarly.....
as well as....
further more.....
in addition.....*



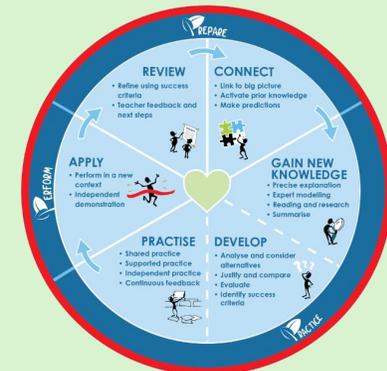
Social



Economic



Environmental



Year 7- Star Curriculum: RE

Topics to revise:

- The Torah
- Mitzvah

The word **Torah** means **instruction** or **teaching** or is sometimes interpreted to mean **rules** or **laws for life**.

The Torah is the guidelines for living and was given to Moses by g-d on Mount Sinai. Therefore, it is seen as having great importance as a sacred and precious gift and is treated with tremendous respect.



Chains of reasoning

this means that.....
so that.....
therefore.....
as a consequence of....
in contrast.....
similarly.....
as well as....
further more....
in addition.....

Mitzvot

The **mitzvot** (plural of mitzvah) are Jewish laws. They instruct Jews how to live a good life.

A **mitzvah** is a Jewish commandment, or a religious duty, law, rule that is from the Torah; there are 613 mitzvot in total.

Jews believe that God will judge them on how well they have kept his laws. The mitzvot also include guidance for Jews on how to treat other humans and do good deeds.

Examples include:

- visiting sick people
- feeding the hungry
- helping the poor

Orthodox Jews

Orthodox Jews follow all the mitzvah very closely as they believe the mitzvot are God's direct words to Moses, including how to dress, what to eat and how to worship God.

Reform Jews

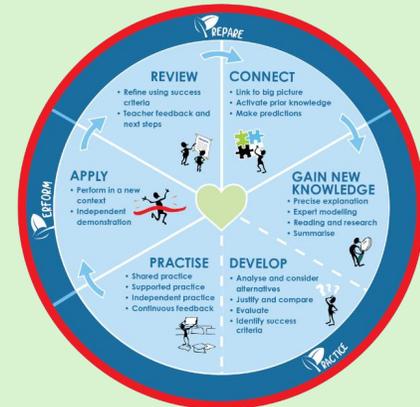
Reform Jews believe following the mitzvot is a matter of personal choice. They believe some laws do not apply to life today in the modern world.



In Star, we transfer skills and apply learning.



Use the QR code to revisit our lessons



YEAR 7 – TERM 2 – Learning Log

What you need to know to do well in Key Assessment 2:

STEP 3 STEP 4 STEP 5 STEP 6

FAMILY / FRIENDS & TENER – Describe families using TENER in the first persons (I – we) and in the third persons (he – she – they).
PHYSICAL DESCRIPTION – Say what you look like and what other people look like using the verb TENER + Masculine / Feminine
PERSONALITY DESCRIPTION – Say what you are like and what other people are like using the verb SER + Masculine / Feminine
SPORTS & HOBBIES – Say what sports / hobbies you like / dislike / do + Masculine / Feminine / Singular / Plural
OPINIONS – Give a range of opinions about sports and hobbies and explain why. Use the future tense to talk about sports you would like / going to try. Use the past tense to talk about sports you used to like.
WEATHER STRUCTURES – Use weather structures linked to sports and hobbies in subordinate clauses.
ADJECTIVES – Use adjectives accurately, in the right place and in the right form.
Apply accurate spellings and punctuation in Spanish.
Apply knowledge of key Spanish phonics: LL / J = G / H / C / ñ / ción

TENER	TO HAVE
tengo	I have
tiene	he/she has
tenemos	we have
tienen	they have
soy	I am
es	he/she is
somos	we are
son	they are
voy a hacer / jugar	I am going to do / play
me gustaría hacer / jugar	I would like to do / play
será	It will be
sería	It would
era	It was
me gustaba	I used to like

PRESENT
FUTURE
PAST

- ### How to be successful in Spanish?
- Take neat notes in your exercise book – treat your book with pride!
 - Complete all the work to the best of your ability in lessons.
 - Bring your equipment for every lesson.
 - Complete the independent practice tasks – MCQ and homework booklets – on time.
 - Use MEMRISE to learn / revise vocabulary (password: Park2025).
 - Use the student website and Google Classroom to revise / catch up on work missed.
 - Ensure you read the feedback and act upon it.
 - Create flashcards / mind maps / revision resources to use to revise.

STEP 1
Start by introducing yourself – give your name, age. Describe your hair and eyes.

STEP 2
Add a physical description of one person in your family – Mention their name and age, the colour of their eyes and details about their hair.

STEP 3
Give personality details about two people in your family. Add two opinions about people in your family.

STEP 4
Next, support each opinion with a reason – say why you like or dislike the people in your family. Mention a sport / hobby linked to the weather.

STEP 5
Say what sport / hobby you like or dislike and explain why. + Include a sport / hobby you are going to / would like to do in the future.

STEP 6
Conclude with what sports / hobbies you used to like in the past and what they were like.

Hola. Me llamo Maria y tengo catorce años. Tengo los ojos azules y el pelo medio largo, castaño y ondulado.

Mi madre se llama Carolina. Tiene treinta y seis años. Tiene los ojos verdes. Tiene el pelo largo, rubio y liso.

Mi madre es graciosa y simpática. Me encanta mi madre porque tenemos mucho en común. Sin embargo, no me gusta mi padre dado que es muy severo y estricto. Pero me gusta mi padre porque jugamos al fútbol cuando hace sol. Me chifla el fútbol puesto que es bueno para la salud.

También, me gusta la natación ya que es interesante. En el futuro, me gustaría hacer la equitación porque sería genial.

En el pasado, me gustaba el baloncesto porque era facil y emocionante.

	masculino		feminino
grandad	abuelo	grandma	abuela
father	padre	mother	madre
son	hijo	daughter	hija
nephew	sobrino	niece	sobrina
brother	hermano	sister	hermana
cousin	primo	cousin	prima
uncle	tío	aunt	tia

No me gusta (sad face) **No me gusta nada** (very sad face) **Odio** (angry face) **Me gusta** (happy face) **Me gusta mucho** (very happy face) **Me encanta** (extremely happy face) **Prefiero** (happy face) **Prefiero sobre todo** (extremely happy face)

el fútbol el voleibol el ciclismo el hockey el tenis el atletismo el baloncesto la natación la equitación la vela la gimnasia

Conectores
Porque
Ya que
Puesto que
Dado que
= because

es

Adjetivos
Fantástico
Excelente
Perfecto
Bueno
Aburrido
Divertido

ADJECTIVES OF PERSONALITY IN SPANISH

Amable - Kind	Divertido - Funny	Paciente - Patient
Agradable - Nice	Energico - Energetic	Perezoso - Lazy
Arrogante - Arrogant	Generoso - Generous	Seguro - Confident
Aventurero - Adventurous	Gracioso - Funny	Sensible - Sensitive
Bueno - Good	Gruñón - Grumpy	Serio - Serious
Celoso - Jealous	Honesto - Honest	Simpático - Likeable
Cortés - Polite	Inteligente - Clever	Terco - Stubborn
Creativo - Creative	Leal - Loyal	Timido - Shy
Curioso - Curious	Nervioso - Nervous	Valiente - Brave
	Orgulloso - Proud	

Tiene (He / She has)	el pelo	•corto	•liso	•rubio
Tienen (They have)		•medio largo	•ondulado	•castaño
		•largo	•rizado	•moreno
				•negro
				•pelirrojo
				•blanco/ canoso

HAIR

Tiene (He / She has)	los ojos	•azules
Tienen (They have)		•marrones
		•verdes

EYES

Es calvo/a
Es gordo/a
Es delgado/a
Es musculoso/a
Es viejo/a
Es joven
Es feo/a
Es guapo/a
Es alto/a
Es bajo/a
Tiene pecas
Lleva gafas
Lleva un hiyab

APPEARANCE

Revision Topics Year 7

Catering

1. Health and Hygiene in the kitchen
2. Fridge and freezer temperatures
3. Bacteria Growth
4. 4C's
5. Eatwell Guide

Graphics

1. Measuring
2. Design Movements
3. Visual Elements
4. Drawing equipment
5. Photoshop Skills

3D Product Design

1. Tool identification
2. Materials Identification
3. ACCESS FM
4. Environmental Design
5. Design Process

Top Tips

1. Always read the question twice
2. Always with your first gut reaction
3. Use the images to help you make your choices
4. Don't forget look back through your book before the test
5. Some questions will be linked to your homework

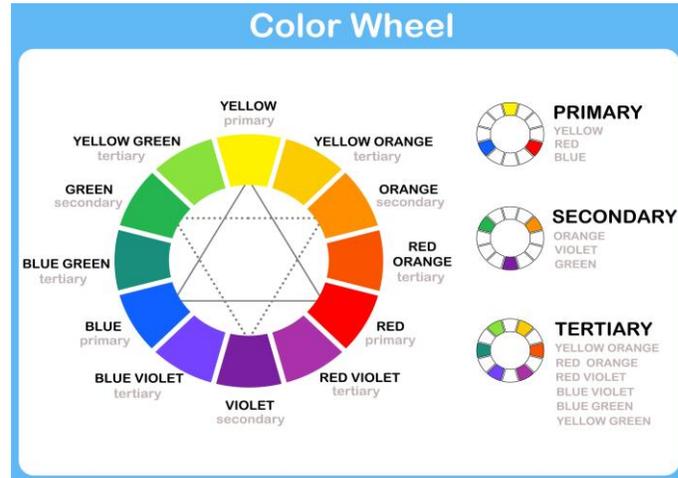
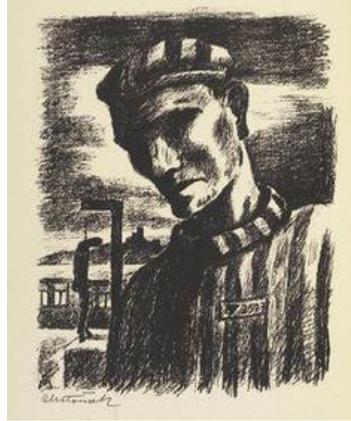
Please refer to your book for more in-depth topic information including Assessment Criteria and Big Pictures

Scan here for extra resources on student portal.



REVISION FOR YEAR 7 ART - Identity

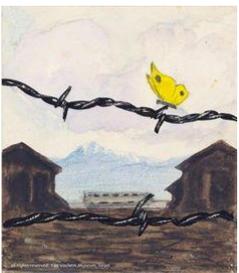
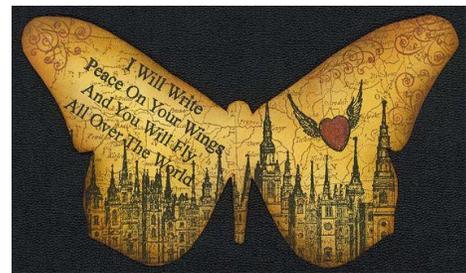
What you need to know to do well...	
1	Re cap of identity unit, cave painting, green man etc
2	What is conflict art?
3	Holocaust art and the symbols associated with it
4	Artist study – Pablo Picasso
5	Colour theory and art movements



Step 3	Step 4
Application / Applying	Analysis / Analysing
<ul style="list-style-type: none"> *Use 2 of the sources provided *Carefully select your research *Give well explained opinions *Clearly consider your layout *Explain using some technical vocabulary 	<ul style="list-style-type: none"> *Use all of the sources provided *Present carefully selected and relevant research *Justify your opinions *Clearly consider your layout *Analyse using some technical vocabulary
<ul style="list-style-type: none"> *Clearly attempt to refine skill/s in context *Focus on improving precise elements of your outcome *Understand what and how you need to improve 	<ul style="list-style-type: none"> *Experiment with the materials *Refine your outcome with some independence *Record the stages of your experimentation with annotation *Be able to self-assess areas for improvement
<ul style="list-style-type: none"> *Create a mostly consistent body of work *Take pride in the presentation of your work *Evaluate your own work and skilfully identify how it can be improved or adapted 	<ul style="list-style-type: none"> *Create a consistent body of work with some degree of independence *Take pride in the presentation and development of your work *Carefully record each stage of the process you are undertaking
<ul style="list-style-type: none"> *Create an outcome/s which shows precise understanding of the link artist and or processes used *Use understanding to in some way personalise your work 	<ul style="list-style-type: none"> *Create an outcome/s which shows clear understanding of the link artist and or process *Use understanding to personalise your work to create something new

Tips to revise for your Art assessment:

- Practice colour mixing with primary colours i.e. blue + yellow
- Research Picasso and his work – what is his style of work called? What else has he painted?
- Check out the elements of art here: [Elements of Art - GCSE Art and Design Revision - BBC Bitesize](#)
- Attend an after school drop in if you are struggling with anything





Networks: from semaphores to the internet

This unit began by defining a network and addressing the benefits of networking, before covering how data is transmitted across networks using protocols. The types of hardware required were explained, as is wired and wireless data transmission. You developed an understanding of the term's 'internet' and 'World Wide Web', and of the key services and protocols used.

To be working above Step 4 in this unit you need to show:

- You understand the hardware and software components that make up computer systems, and how they communicate with one another and with other systems
- You understand a range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns

Network	Network cable	Wireless	Gigabit
Protocol	Hub	Wi-Fi	Broadband
Mainframe	Server	Bandwidth	Buffering
Personal computer	Router	Bit	Internet
HTTP	Wired	Megabit	Packet
World-wide web	email	VOIP	IoT
Web browser	Web server	Web page	Search engine
HTTP	HTTPS	URL	DNS

Programming pt1

To be working above Step 4 in this unit you need to show:

- You can understand several key algorithms that reflect computational thinking [for example, ones for sorting and searching]; use logical reasoning to compare the utility of alternative algorithms for the same problem
- You can use two or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions
- You can understand simple Boolean logic [for example, AND, OR and NOT] and some of its uses in circuits and programming; understand how numbers can be represented in binary, and be able to carry out simple operations on binary numbers [for example, binary addition, and conversion between binary and decimal]
- You can create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability

Sequencing	Variables	Expressions	Count-controlled
Subroutines	Commands	Evaluate	Condition-controlled
Instructions	Input	Conditions	Debugging
Execute	Process	Selection	Algorithm
Tracing	Output	Comparisons	Programming
Variables	Storage	IF Statements	Code
Operators	Logic	Iteration	Resilience

Physical theatre

Physical Theatre

A form of Theatre which emphasises the use of physical movement, as in dance and mime, for expression.



Mastery Success Criteria

Skills covered:

- Physical Expression
- Movement
- Facial expression
- Posture
- Gesture
- Audience awareness
- Interaction with others
- Reactions
- Timing
- Sound/music
- Synchronised movement
- Slow motion
- Narration
- Props/costume
- Equal participation
- Evidence of rehearsal

Using Movement to communicate letters and messages

- Using Sound to create objects and locations
- Using movement to create objects and locations
- Using Facial reactions to create character and story
- Using mime to create stylised routines
- Using timing to communicate character and story
- Rehearsing and structuring performances
- Working with others as a group collaboratively
- Contributing ideas in group tasks and evaluations
- Being a good audience
- Using rehearsal time wisely in and out of lessons
- Staying in role in performance
- Awareness of audience

Key Vocabulary

- Physical theatre
- Ensemble
- Chorus
- Canon
- Levels
- Motif
- Still image
- Transition

Year 7
Drama

Section 1	Section 2	Section 3
Teacher taught motif Spatial formation	Your own video games actions Spatial formation	Repetition of the motif with a pathway.
Choreographic devices: Canon/accumulation, size, repetition, retrograde		
<p>Performance skills:</p> <ul style="list-style-type: none"> •Focus- Looking up out to the audience, not talking •Facial expression-motions or positions of the face. •Timing- Dancing to the beat of a song •Musicality-which sounds they choose to dance to, how they highlight the sounds, how they emote the mood of the song. 		



Year 7 Dance

KS3 Dance Assessment Grid

Blooms	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
	Know & Remember	Comprehend & understand	Apply	Analysis	Evaluation	Synthesis & creating
Create Choreograph dances in relation to a theme/stimulus	Can remember and select movements from choice given and link them together to create motifs	Comprehend and understand how to develop motifs by using space and dynamics.	Apply appropriate movements and link them together in response to a given stimulus, using actions, space, dynamics and relationships.	Select, adapt and structure movement using creativity through the application of actions, dynamics, space and relationships.	Make decisions to develop the motif by using a range of choreographic principles appropriate for the dance idea.	Compose material with imagination, sensitivity and confidence. Select a range of choreographic principles appropriate for the dance idea.
Perform Apply skills and techniques to performance	Perform simple dance motifs and phrases with limited control and accuracy.	Attempt to perform movement rhythmically expressing the given style with control and accuracy.	Perform movement with some accuracy, competence, musicality, some expression.	Perform movements with some technical skills, stylistic accuracy and some clarity of focus, commitment; both mentally and physically.	Perform movements with technical skills, stylistic accuracy and commitment; both mentally and physically.	Perform movements with excellent technical skill, stylistic accuracy and clarity of focus, sensitivity to music and other performers
Evaluate Review own develop and performance	Remember key dance terminology and recall definitions.	Simple review on their own strengths and weaknesses and use target setting to enable limited development.	Detailed review on their own strengths and weaknesses and use target setting to enable some development.	Adequate review on their own strengths and weaknesses and use target setting to enable development.	Appropriate review on their own strengths and weaknesses and use target setting to enable development.	Create an in-depth review on their own strengths and weaknesses with an effective use of target setting to drive forward own development.

Year 7 Music revision slide

MUSIC Knowledge Organiser

Unit Name: ELEMENTS

CORE KNOWLEDGE

The elements of music are building blocks that make music interesting.

Keywords:

Dynamics – how loud or soft to play the music

Rhythm – music's way of telling time, the organisation of different length beats

Tempo – the heartbeat or pace of music – how fast or slow

Timbre – the different sounds instruments make

Texture – combines melody, harmony, rhythm and timbre to create an overall sound of a piece of music

Structure – the shape of a piece of music

Melody – series of notes connected together

Harmony – two or more notes played together to form a chord

Dynamics



Pitch



Tempo



Rhythm



Timbre



Woodwind



Strings



Instruments



Brass

Percussion

Texture





Coaching + Leadership



What makes a good coach / leader?

- Organisation
- Clear Communication
- Provide feedback
- Clear coaching points
- Knowledgeable of skill required.

Rules and Regulations

What is a Regulation?

“an element of the sport/activity that is set before the game starts to ensure the game is fair for all participants”

For example;

- Number of players
- Size of the pitch
- Size of the ball



What is a Rule?

“an element of the sport / activity that is applied during the game to ensure the game is fair and safe”

For example;

- Penalties
- Fouls
- How you score.

Tactics / strategy

In sport, a tactic is a specific, actionable method or planned maneuver used by individuals or teams to gain a competitive advantage.



Tactics can be used to increase the chances of scoring and prevent the opposition from scoring.

For example;

- Positioning of players on the pitch
- How quick or slow you play.

Warm-up

A warm up is completed before physical activity in order to prevent injury.

1) Pulse Raiser

Enhances performance and reduces injury risk by boosting blood flow and oxygen delivery to muscles.

1) Mobilisation

Prepares the body for exercise by increasing joint range of motion and lubricating joints with synovial fluid.



1) Stretches

Prepares the body for physical activity by increasing blood flow, muscle temperature, and elasticity, which reduces risk of injury.

Officiating

Officiating in sports involves referees, umpires, or judges enforcing the rules, regulations, and laws of a game to ensure fair play and player safety.

What makes a good official?

- Organisation
- Clear Communication
- Knowledgeable of rules and regulations.
- Decisive when making decisions.
- Calm under pressure



KS3 PE Test 2 - Revision

Components of skill related fitness

P-Crab

Power	Coordination	Reaction Time	Agility	Balance
"The product of speed and strength to allow for explosive movements"	"The ability to move two or more body parts at the same time smoothly and effectively to allow effective application of technique"	"The time taken to respond to a stimulus"	"The ability to change direction quickly to allow performers to out manoeuvre an opponent"	"The ability to maintain centre of mass over a base of support"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness Test
<ul style="list-style-type: none"> Vertical standing jump test Standing long jump Margarita-Kalamen power test 	<ul style="list-style-type: none"> Alternate-Hand wall-Toss test Stick flip coordination test 	<ul style="list-style-type: none"> Ruler drop test Online reaction test (reaction timer test) 	<ul style="list-style-type: none"> Illinois agility run test T Test 	<ul style="list-style-type: none"> Stork stand test Y balance test

Components of Physical related fitness

Mary Must cAre For Bill Smith

Muscular Strength	Muscular Endurance	Aerobic Endurance	Flexibility	Body composition	Speed
"the maximum force that can be generated by a muscle or muscle group to improve forceful movements within an activity"	"The ability of a muscle group to undergo repeated contractions avoiding fatigue"	"The ability of the heart and lungs to supply oxygen to the working muscles for long periods of time"	"The range of motion possible at a joint to allow improvements in technique"	"The relative ratio of fat mass to fat-free mass in the body"	"Distance divided by time to reduce time taken to move the body or body part in a game or event"
Fitness Test	Fitness Test	Fitness Test	Fitness Test	Fitness test	Fitness Test
<ul style="list-style-type: none"> Grip dynameter 1 Rep Max 	<ul style="list-style-type: none"> One-minute press up test One-minute sit-up test Timed plank test 	<ul style="list-style-type: none"> Multi-stage fitness test (bleep test) Harvard step test 12-minute Cooper run Yo-Yo test 	<ul style="list-style-type: none"> Sit and reach test Calf muscle flexibility test Shoulder flexibility test 	<ul style="list-style-type: none"> Body Mass Index (BMI) Bioelectrical Impedance Analysis (BIA) Waist to hip ratio 	<ul style="list-style-type: none"> 30 metre sprint test 30 metre flying sprint

Training Methods

Continuous Training	Fartlek Training	Circuit Training	Interval Training	Plyometric Training	Weight Training	Static Stretching
Is submaximal aerobic exercise that has no breaks or rest. It lasts for a minimum of 20 minutes and can improve aerobic endurance and muscular endurance	Form of continuous training that varies in pace and terrain. It is both aerobic and anaerobic and can improve aerobic and muscular endurance	Contains stations organised in a circuit. They can be skill or fitness based, aerobic or anaerobic. Intensity is measured by circuits, time or repetitions. Can be adapted to improve all types of fitness.	High intense exercise if followed by periods of rest to recover. Usually, anaerobic can be used in a variety of locations. Improves speed but can improve strength and aerobic endurance.	Maximal intensity involving jumping/bounding. It works on an eccentric contraction (muscle lengthens) immediately followed by a concentric contraction (muscle shortens). Improves power (speed & strength)	Form of interval training which involves reps and sets. The weight provides the resistance. Can be done using free or fixed weights. It improves strength, power and muscular endurance.	Stretch as far as you can. The stretch is held (isometric) for up to 30 seconds. It can be done on your own, with apparatus or with a partner. Improves flexibility.



When participating in or coaching a sport you need to make sure that it is safe in order to prevent injury, you need to consider the following; equipment, playing surface, weather, previous injuries, use of protective equipment and following the rules and regulations



Athletics events



Throwing events - Shotput, Discus, Javelin



Running events - 100/80m, 200m, Relay

Rounders

Batter

The role of the batter is to hit the ball into the rounders pitch and score a rounder by running around all four posts, before the fielders can return the ball.



Fielder

The role of a fielder is to prevent a batter from scoring a rounder, by catching or stumping the batter out on a post.



Bowler

The role of a bowler is to bowl the rounders ball to the batters for the opposing team.