|  |  |  |  |
| --- | --- | --- | --- |
| Learning outcome | I understand this | I can recall this | I need to revisit this |
| I know what a motor unit does and howIt works |  |  |  |
| I can explain the process of the motor unit and use the relevant terms to describe the function. |  |  |  |
| I know the names of all the major muscles in the body including the names of the quads and hamstrings. |  |  |  |
| There are three different fibre types and I can identify them all.  |  |  |  |
| I can describe the characteristics of each of the muscle fibres. I can also link the characteristics to the function. |  |  |  |
| I can link the recruitment to exercise during different intensities. |  |  |  |
| I can perform a movement analysis stating the muscles, type of contraction, with and against gravity, as well as state the plane of movement. |  |  |  |
| I know the classifications of skills |  |  |  |
| I can link the classifications of skills and justify the reason I’ve placed the skill on the continuum. |  |  |  |

**Week 2 Task sheet A level PE Motor units muscle fibre**

**Key words:** motor unit, axon, neuromuscular junction, action potential, synaptic cleft. All or nothing. Slow oxidative, fast oxidative, fast glycolytic. Skill classifications, including, Gross Fine, Open closed.

1) Complete the circuit in the yellow booklet completing all sections. Compete the table in the booklet completing all sections. (Monday).

2) Make extensive notes on the different muscle fibre types.

3) Using three joints from your own sport outline in detail (paragraph format) a movement analysis that covers all the knowledge you have regarding bones, joints and muscles, type of contraction and the fibre types that are recruited. (Monday)

4) Complete the screencast on classifications of skills on the Ash PE web site or the you tube channel. (Cornell notes) Tuesday for A group/ Wednesday for C group.

5)Complete exam question on classifications of skill (these will be issues in the lesson on Thursday and Friday.