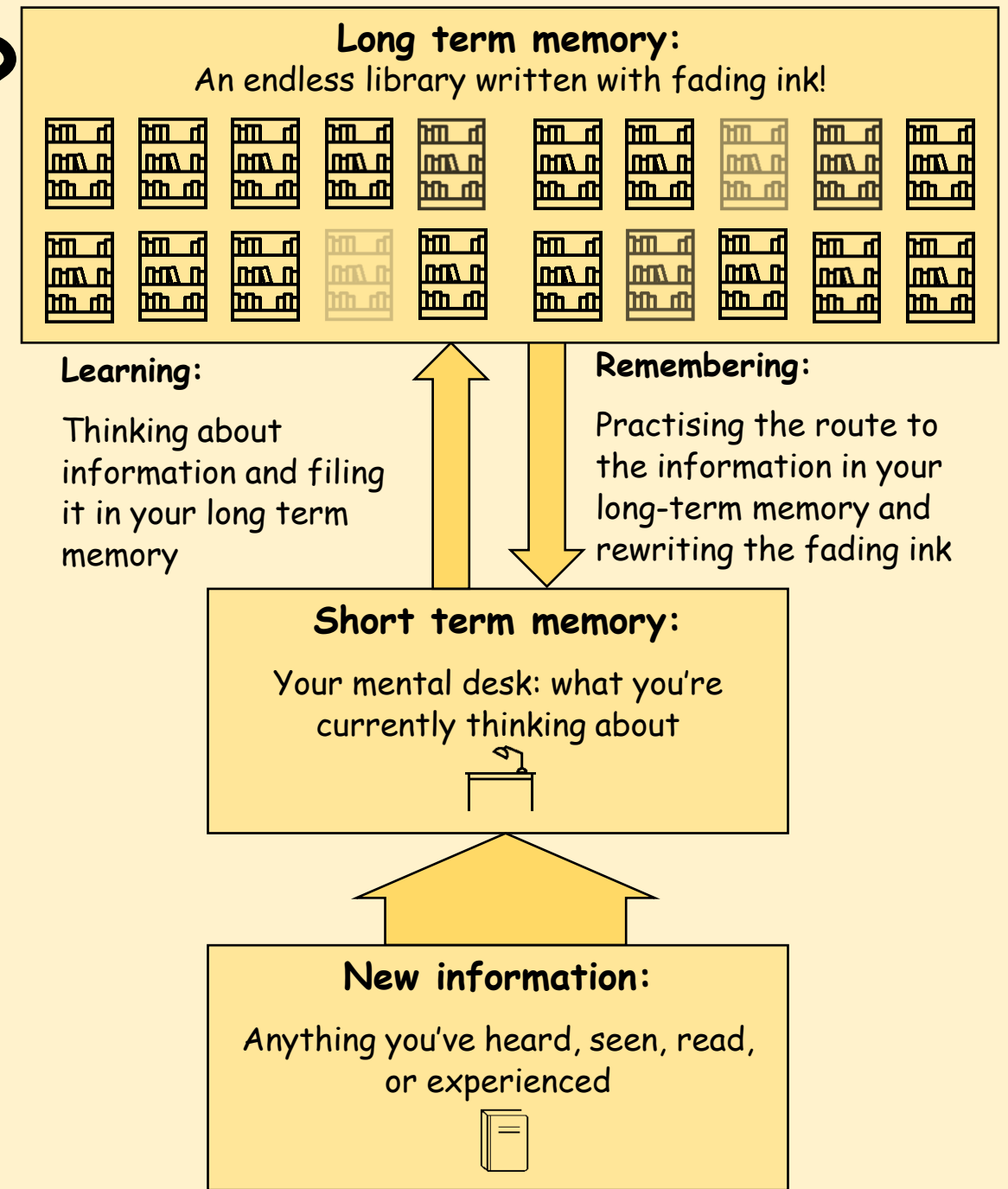


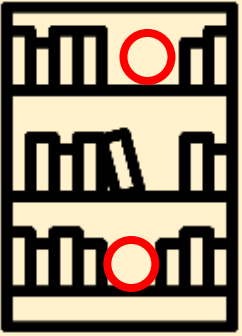
# Yr8 - How do I practice?

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.



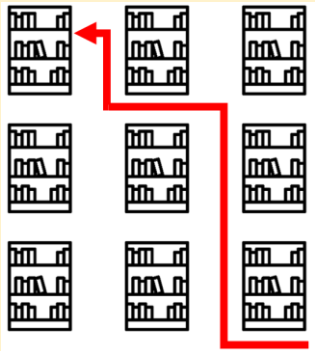
Whenever you revise, you are doing one of three things:



1. Finding and closing gaps in your knowledge.



2. Strengthening fading knowledge in your long term memory.



3. Practising recalling knowledge quickly.

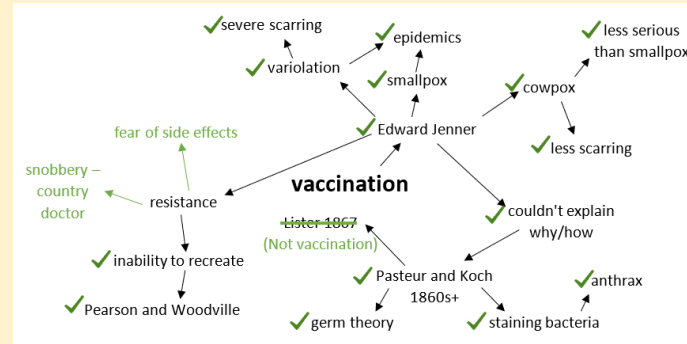
# Strategies to try:

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

## Writing a concept map:



## Watch videos:



## Flashcards:

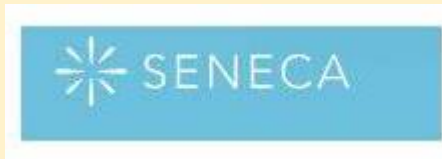
osmosis

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

## Practising exam questions:

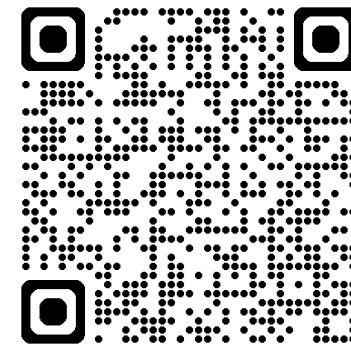


## Online platforms:



## Year 8 Key Assessment 1

Having studied The Adventure of the Speckled Band and The Adventure of the Sussex Vampire, in this Key Assessment, you will evidence your ability to deconstruct, evaluate, and analyse an extract from a different story by Sir Arthur Conan Doyle.



What to revise:	How to revise:	Key words:
<ul style="list-style-type: none"><li>• Connotations and denotations</li><li>• Language features</li><li>• Sentence types</li><li>• Word Classes</li></ul>	<p>Create <b>revision cards</b> for the language and structural devices you studied.</p> <p>Summarise notes from your English book as bullet points on a revision card.</p>	<ul style="list-style-type: none"><li>• Connotation</li><li>• Inference</li><li>• Think</li><li>• Feel</li><li>• Imagine</li></ul>

Denotation: the literal meaning of the word.

Connotation: the ideas and feelings created in addition to the literal meaning (what is suggested or implied).

Use **record cards** to create a golden rules for completing quote explosions and crafting PESAA paragraphs.

Practice **redrafting** your PESAA paragraphs from your books, actioning the feedback you have received.

Use the '**Key Links**' tab in the English student portal to access the home learning resources.

Word Class	Definition
Noun	A word that names a person, place, thing, or idea.
Adjective	A word that describes a noun (e.g., size, colour, quality).
Verb	A word that shows an action, state, or being.
Adverb	A word that describes how, when, or where something happens, often modifying a verb.
Preposition	A word that shows the relationship between a noun (or pronoun) and another word in a sentence (e.g. over there, later).

# Mathematics Year 8

Add/subtract fractions

$$\frac{1}{3} + \frac{1}{5}$$

$$\frac{5}{15} + \frac{3}{15}$$

$$\frac{8}{15}$$

**Multiplying Fractions**

$$\frac{2}{4} \times \frac{3}{6}$$

$$\frac{2}{4} \times \frac{3}{6} = \frac{6}{24}$$

Multiply the numerators. Multiply the denominators.

$$\frac{6}{24} = \frac{1}{4}$$

Simplify the fraction by dividing the numerator and denominator by their largest common factor.

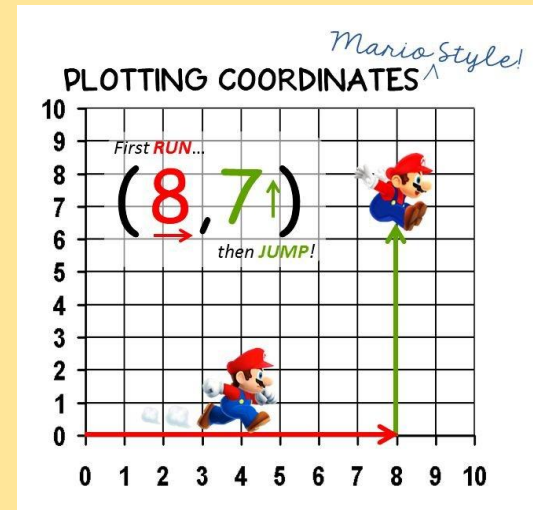
**Some topics to revise (Sparx code)**

Simplify ratio (M885)

Sharing in a ratio (M525)

Multiplying fractions with whole numbers (Q912)

Writing probabilities as fractions (M941)



**Workings**

Show each stage of your working, try not to do too much calculating in your head, we can't mark what isn't written!!

Show off what you know!

**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 8 - Science







1. Read the question carefully
2. Annotate the question

## Key topics:

- Nutrition
- Digestion
- Enzymes
- Lungs
- Gas exchange
- Smoking

Watch video clips



Type of Food Group	Function	Examples
Carbohydrates	Helps your body work properly	
Protein	Needed for chemical reactions in our body	
Vitamins & Minerals	Helps your body grow and repair itself	
Fats and Oils	Acts as an energy store	
Fibre	Gives you energy	
Water	Cleans our digestive system	



# RE Revision Year 8 – Being Human

## Key topics

Community  
Morality  
Forgiveness  
Care



## Where to find information...

- You book
- BBC bitesize – humanism
- BBC bitesize – Christianity
- Textbook – Mr May has a copy of this.
- Your teacher.



## What you will be asked to do...

You will be sitting a short assessment on what you have covered in your lessons.

These questions will be linked to RE cycle that all your lessons follow.

At Communicate	... <i>respond creatively as well as offer more detailed explanations</i> for their own responses to their experiences of the concepts/words introduced.
At Apply	... <i>explain examples of</i> how their responses relate to events in their own and other people's lives.
At Inquire and Contextualise	<p>... <i>accurately explain meanings of concepts/words</i> in the traditions encountered and studied (taught at the <b>Inquire</b> step).</p> <p>... <i>accurately explain</i> the way the concepts/words in the traditions encountered and studied, impact the lives of those in the traditions with examples (taught at the <b>Contextualise</b> step).</p> <p>... <i>appreciate and begin to explain how the concepts/words may interact together</i> to influence the way people think and speak and act in the world.</p>
At Evaluate	<p>... <i>discern value</i> of these concepts/words in the lives of those living in the traditions encountered and studied, as well as recognising some of the issues this might raise <i>articulating the value</i> of their interconnections.</p> <p>... <i>discern possible value for</i> their own lives and communities and how this might influence how they speak, think and act in the world (not usually assessed through summative assessment).</p>



# Y8 Geography

## Key Questions:

Can I explain what happens at different plate boundaries?

How do earthquakes happen?

Are LICs more or less effected than HICs and why?

Use the student area  
to recap and review  
all our lessons

[Y8 - Tectonics  
\(sharepoint.com\)](https://sharepoint.com)





# Year 8 History - Key Assessment 1

Topics we have studied in Year 7 that will come up on the test:

- Norman Conquest and Battle of Hastings
- Henry VIII and the Reformation
- Licoricia and Medieval Anti-Semitism

Topics we have studied in Year 8 that will come up on the test:

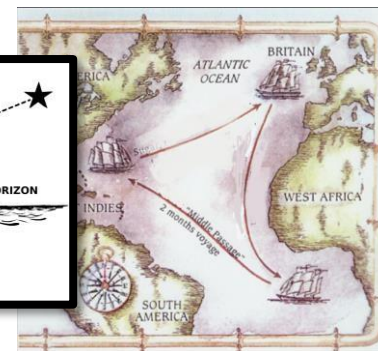
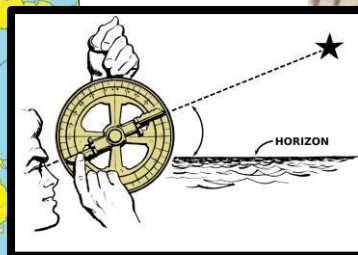
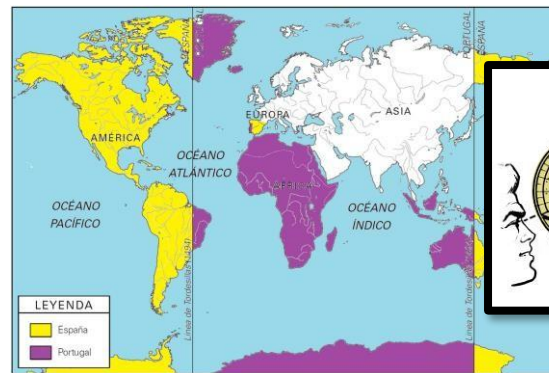
- The Stuarts
- English Civil War
- European Empires

Student Page for History



Tips for success:

- Revise the 'big stories', what is the theme in each of the topics?
- Remember some specific historical facts for each topic.
- History is not just about learning dates!



## Key Revision Questions

- How did King William I change England?
- Why did Henry VIII set up the Church of England?
- What is anti-Semitism and persecution?
- Why did King Charles I and Parliament go to war?
- Why did European nations begin building Empires?
- How did the British Empire exploit India?

# YEAR 8 - HALF TERM 1 – Learning Log

What you need to know to do well in Key Assessment 1:

STEP 3 STEP 4 STEP 5 STEP 6

SPORTS & HOBBIES – Use and understand a variety of hobbies in Spanish.

VERBS – Pick and use the correct verb (JUGAR al / a la - PRACTICAR / HACER el / la)

CONNECTIVES – Use a wide range of connectives to extend sentences, add information and **contrast opinions**.

OPINIONS – Give a range of opinions about hobbies and explain why.  
Use the conditional/future tense to talk about future spare time plans.  
Use the past tense to talk about past spare time activities.

ADVERBS OF FREQUENCY – Use a range of adverbs of frequency to **extend sentences** and increase details.

GOING OUT – Use and understand a variety of places in town in Spanish.

ORGANISING TO GO OUT – Use the verb IR appropriately to organise an outing.

TV & FILMS – Use and understand a range of TV and film genres.

TECHNOLOGY – Use and understand a range of technology items and activities.

Apply accurate spellings and punctuation in Spanish.

Apply knowledge of key Spanish phonics: ñ / ll / h / rr / j

## SPANISH PRONUNCIATION

<b>A</b> ah	<b>B</b> bay	<b>C</b> say	<b>D</b> day	<b>E</b> ay	<b>F</b> effay
<b>G</b> hay	<b>H</b> ah-ray	<b>I</b> ee	<b>J</b> huh	<b>K</b> ka	<b>L</b> ah-lay
<b>M</b> ah-may	<b>N</b> ah-nay	<b>Ñ</b> en-nyay	<b>O</b> o	<b>P</b> pay	<b>Q</b> kaa
<b>R</b> er-ray	<b>S</b> es-ray	<b>T</b> tay	<b>U</b> ooh	<b>V</b> vay	<b>W</b> do-bloy-ray
<b>X</b> ay-hass	<b>Y</b> e-gee-ray-ge	<b>Z</b> say-fa			

### JUGAR

### TO PLAY

juego	I play
juega	(s)he plays
jugamos	we play
juegan	they play

voy a jugar	I am going to play
me gustaría jugar	I would like to play

voy a jugar	I am going to play
será	It will be
sería	It would be

jugué	I played
era / fue	It was

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*: Park2024).
- ☐ 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.
- ☐ Write a paragraph and ask your teacher to mark it and give you feedback.

### STEP 1

Introduce yourself – include your name, your age & where you live and who with

### STEP 2

Give at least three pieces of information about what you do in your spare time.

### STEP 3

Now say what you like / don't like to do / watch / play and also what you like / dislike to do / watch / play. Say how often you do each activity.

### STEP 4

Add a reason for each opinions expressed in STEP 3 – make sure to use a variety of adjectives and connectives. Add what you would like to do in the future.

### STEP 5

Where are you going to go, and what are you going to do / watch / play? - don't forget reasons in the future tense!

### STEP 6

Say what you did recently using the preterit tense. Don't forget your opinions in the past tense! Conclude with what you used to do / play / watch when you were younger.

Hola. Buenos días. Me llamo Maria. Tengo trece años. Vivo en una casa grande en Havant con mi madre.

En mi tiempo libre, juego al fútbol y también camino por el parque con mi perro. Finalmente, hago mis deberes todos los días.

Me encanta jugar al fútbol cada semana ya que es emocionante. Sin embargo, no me gusta hacer la natación dado que es aburrido. Nunca hago la natación pero siempre veo las películas de acción. De vez en cuando, me chifla hacer el ciclismo puesto que es divertido. Hago el ciclismo los lunes y los miércoles. A veces, voy al parque y cada día juego con mi videoconsola. En mi opinión, jugar con videojuegos es mi actividad favorita.

En el futuro, me gustaría ir al estadio de fútbol porque sería fantástico. El fin de semana próximo, voy a jugar al baloncesto con mi hermano y será excelente.

Ayer, jugué al tenis con mis amigos y fue muy entretenido.

Cuando era joven, me gustaban las series románticas pero ahora prefiero las series de horror.

me encanta (mucho)	no me gusta (nada)
I love	I don't like (at all)
odio	prefiero
I hate	I prefer



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

Caminar con mi perro  
Hacer mis deberes  
Dormir  
Bailar en la discoteca  
Jugar con los videojuegos  
Cocinar con mi madre  
Caminar por el parque  
Jugar al fútbol con mis amigos  
Hacer ejercicio

Conectivos  
Porque  
Ya que  
Puesto que  
Dado que  
= **because**

TYPES OF MOVIES  
una película... / una serie...  
• de amor / romántica  
• de acción  
• de aventura  
• de miedo / de horror / de terror  
• de guerra  
• del oeste  
• cómica  
• familiar  
una comedia  
un documental



Adjetivos  
Fantástico  
Excelente  
Perfecto  
Bueno  
Aburrido  
Divertido



<b>Siempre</b>	<b>100%</b>
<b>Casi siempre</b>	<b>90%</b>
<b>Normalmente</b>	<b>75%</b>
<b>A veces</b>	<b>50%</b>
<b>De vez en cuando</b>	<b>25%</b>
<b>Casi nunca</b>	<b>10%</b>
<b>Nunca</b>	<b>0%</b>



# Year 8 - Computer Science

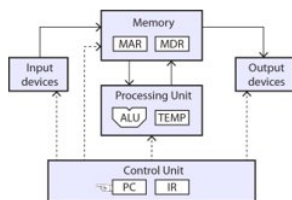
## Computer Systems

In this unit we explored the different layers of computing systems: from programs and the operating system to the physical components that store and execute these programs.

In the assessment you will need to answer questions about operating systems, software and hardware which includes the CPU, RAM, Secondary Storage and Logic Gates.

### Systems architecture

- **The purpose of the CPU**
- **Von Neumann architecture**
  - Memory Address Register [MAR]
  - Memory Data Register [MDR]
  - Program counter
  - Accumulator
- **Common CPU components and their function**
  - Arithmetic Logic Counter [ALU]
  - Control unit [CU]
  - Cache
- **Function of the CPU as fetch / execute instructions stored in memory**
- **How common characteristics of CPUs affect their performance:**
  - Clock speed
  - Cache size
  - Number of cores
- **Embedded systems:**
  - Purpose
  - Examples of embedded systems.



### Memory

- **Random Access Memory [RAM]**
  - Purpose of RAM in a computer system.
- **Read Only Memory [ROM]**
  - Purpose of ROM in a computer system.
- **The difference between RAM and ROM.**
- **Virtual Memory**
  - How it works
  - The need for VM
  - How to prevent the need for VM
- **Flash memory**
  - How it is constructed
  - Appropriate use

### Wired & Wireless networks

- **Types of network**
  - Local Area Network [LAN]
  - Wide Area Network [WAN]



wiseGEEK

### Storage

- **Secondary Storage**
  - The need for secondary storage
  - Data capacity / calculation of data capacity requirements.
- **Common types of storage**
  - Optical
    - Different examples of optical storage
  - Magnetic
  - Solid State
- **Suitable storage devices / media for a given application**
  - Advantages / Disadvantages using the following characteristics:
    - Capacity
    - Speed
    - Portability
    - Durability
    - Reliability
    - Cost

## Web development

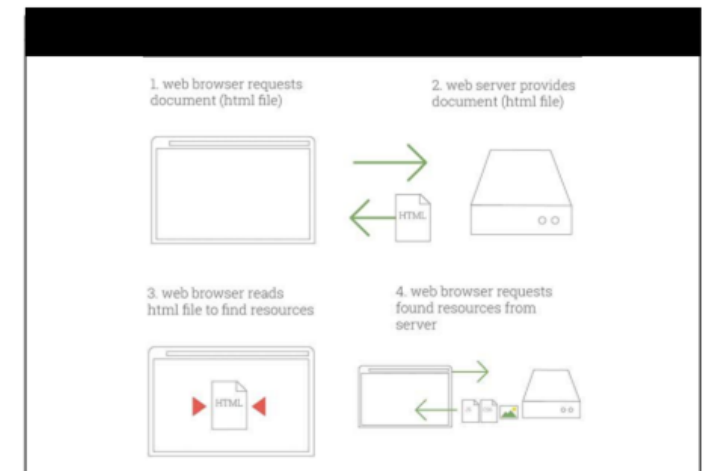
In this unit, you will have explored the technologies that make up the internet and World Wide Web. Starting with an exploration of the building blocks of the World Wide Web, HTML, and CSS, you will have investigated how websites are catalogued and organised for effective retrieval using search engines.

In the assessment you need to be able to recognise HTML and CSS tags, and know what HTML is.

HTML Tags	
<html>	Root of a HTML document
<body>	Contents of the page
<head>	Information about a page
<title>	Tab title / defines title
<h1>, <h2>, <h3>	Headings
<p>	Paragraph
<img>	Image
<a>	Anchor (used in hyperlinks with href)

File Types	
.HTML	A single page in a website
.CSS	Used for defining styles and formatting
.DWT	A template used for building HTML pages from which are consistent.
.JPG	The main file type used for images on the World Wide Web - uses lossy compression.
.PNG	Another type of image file used on the World Wide Web - supports transparency and uses lossless compression.
.GIF	An image file which uses lossy compression. GIFs can have a transparent
.WMV	A video file which can be embedded within a webpage.

```
<!DOCTYPE html>
<html>
<head>
<title>My First Webpage</title>
</head>
<body>
<h1>My First Heading</h1>
<p>My first paragraph.</p>
</body>
</html>
```



# Topics Year 8

## Catering

1. Health and Hygiene in the kitchen
2. Bacteria Growth
3. Food Poisoning
4. High Risk Foods
5. Nutrition

## Graphics

1. Typography
2. Drawing techniques
3. Rendering techniques
4. Industry standards
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.



# Year 8 Drama

## Melodrama

Key Word / Drama Skill	Definition
<b>GENRE</b>	A type of performance that can be defined by specific key features and audience response
<b>MELODRAMA</b>	A theatrical genre in popular in the Victorian era. Literal translation
<b>STOCK CHARACTERS</b>	The term given to the stereotypical characters in Melodrama
<b>HEIGHTENED ACTING STYLE</b>	An exaggerated and over the top way of acting
<b>SLAPSTICK</b>	A comedic routine that uses humour and heightened acting to make the audience laugh
<b>MELODRAMA ROUTINE</b>	A stock (typical) narrative (Villain takes advantage of Victim, Hero saves the day!)
<b>LOOP DIALOGUE</b>	Over the top dialogue that accompanies a melodrama routine; repeated 3 times with increased exaggeration

### Features and Conventions of Melodrama

- **Melodrama = Music (Melody) + Acting (Drama)**
- **Melodrama is a style of theatre created in the late 1800s (also referred to as Victorian Era)**
- **It was a form of comedy for Victorian audiences**
- **Music used to underscore the acting**
- **Exaggerated Acting and Characterisation**
- **Humour and Comedy**
- **Stock Characters – Clear Villain, Victim and Hero**
- **Stock Routine – Villain takes advantage of a Victim with a scheming plot, the Hero saves the day and rescues the Victim**

### Subject Specific Vocabulary Spellings

Theatre  
Performer  
Performance  
Audience  
Role  
Facial Expressions  
Gesture  
Dialogue  
Theatrical  
Genre

## Stock Characters





**Motif:** A short phrase of movement that can be developed or repeated.

**Formation:** where a dancer is standing/ dancing in relation to other dancers.

**Pathway:** the direction of travel

**Dynamics:** (How) Quality of how you perform the movement.

**Unison:** all together at the same time.

**Choreographic device:**

Choreographic devices are **the tools we use to manipulate movement in order to enhance, exaggerate and embody actions.**

For example: Mirroring, canon, action and reaction

# Year 8 Dance

## The 5 basic dance actions

- ✓ Jump
- ✓ roll/spin
- ✓ Traveling
- ✓ Stillness
- ✓ Gesture

## Performance skills

- ✓ Facial expressions
- ✓ Projection
- ✓ Clear timing
- ✓ Control



Swan song explores a prisoner which shows that he has no way of escaping and becoming free. He also performs all three of the solos which suggests that he has no one to talk to and confide in so he's forced to go through the experience alone.

**Choreographer: Christopher Bruce**

**Premiered: 1987**

**Music/composer: Phillip Chambon**

**Dance style: classical and contemporary dance styles**

# Year 8 Music

## MUSIC Knowledge Organiser

## Unit Name: BRITPOP

### CORE KNOWLEDGE

**Britpop** is a mid-1990s British-based music and culture movement that emphasised Britishness. It produced brighter, catchier alternative rock

Britpop bands typically feature vocals, guitars, bass guitar, drums and keyboards.

Keywords -

**Britpop** - The name given to the music and popular culture from the 1990's

**Intro** - The first section of the song, often featuring the **hook** and the **riff**

**Verse** - The part of the song that tells the story

**Chorus** - A section that is repeated, often containing repetitive lyrics that make the song memorable

**Solo** - Another name for the instrumental section where there is not singing.

**Tempo** - The speed of the music

**Timbre** - The sound quality of instruments

**Tonality** - The mood of the music (Major/Minor)

**Suggested Bands or Artists:**

Oasis

Blur

The Verve

Suede

Elastica

Supergrass

### FACILITATING KNOWLEDGE

Britpop emerged partly in reaction to the popularity of the darker lyrical themes of the US-led grunge music. The movement brought British alternative rock into the mainstream and formed the backbone of a larger British popular cultural movement, Cool Britannia, which evoked the Swinging Sixties and the British guitar pop of that decade.

Britpop band rivalry was a common part of fan identity, fans siding with either Oasis or Blur.

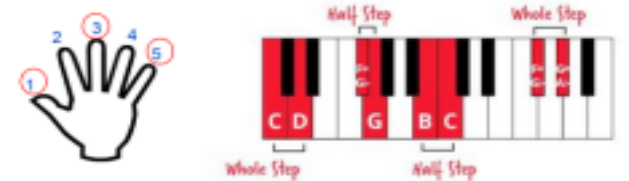
Oasis were often in the media because of their larger than life personas (mostly the two singers, brothers Noel and Liam Gallagher) and their infamous "rock and roll" lifestyle. Oasis often stated that **The Beatles** were a huge influence on their style and song writing.



### SKILL

#### Keyboard / Piano

Using your right hand you should be able to play chords using the correct fingers with correct timing and rhythm.



#### Drums

You can play a crotchet or quaver beat on the hi-hat cymbal, ensuring your bass drum (foot) pedal is pressed on beats 1 and 3, snare drum hit on beats 2 and 4. Add a fill at the correct points.

#### Guitar

Copy the shapes on the chord symbols to play the chords in the song in the correct order during the performance.

#### Ensemble Skills

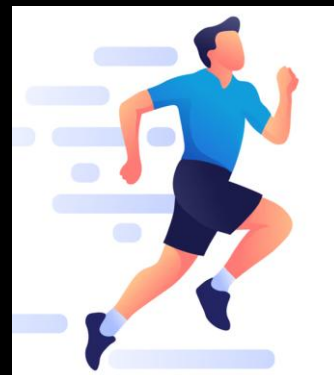
- Play your part in time with others
- Have a good awareness of the changing sections
- Listen and respond to cues (eg. Count in 1, 2, 3, 4...)



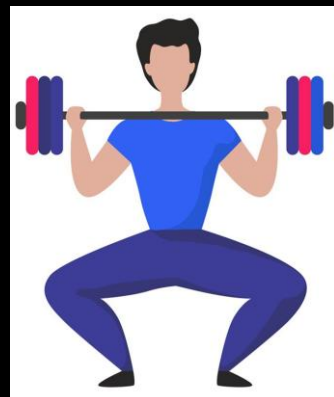
# Y8 PE Test 1 - Revision

## Components of skill related fitness

## P-Crab



Aerobic Endurance



Muscular Strength



Flexibility

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"> <li>Vertical standing jump test</li> <li>Standing long jump</li> <li>Margaria-Kalamen power test</li> </ul>	<ul style="list-style-type: none"> <li>Alternate-Hand wall-Toss test</li> <li>Stick flip coordination test</li> </ul>	<ul style="list-style-type: none"> <li>Ruler drop test</li> <li>Online reaction test (reaction timer test)</li> </ul>	<ul style="list-style-type: none"> <li>Illinois agility run test</li> <li>T Test</li> </ul>	<ul style="list-style-type: none"> <li>Stork stand test</li> <li>Y balance test</li> </ul>

## 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"> <li>Grip dynameter</li> <li>1 Rep Max</li> </ul>	<ul style="list-style-type: none"> <li>One-minute press up test</li> <li>One-minute sit-up test</li> <li>Timed plank test</li> </ul>	<ul style="list-style-type: none"> <li>Multi-stage fitness test (bleep test)</li> <li>Harvard step test</li> <li>12-minute Cooper run</li> <li>Yo-Yo test</li> </ul>	<ul style="list-style-type: none"> <li>Sit and reach test</li> <li>Calf muscle flexibility test</li> <li>Shoulder flexibility test</li> </ul>	<ul style="list-style-type: none"> <li>Body Mass Index (BMI)</li> <li>Bioelectrical Impedance Analysis (BIA)</li> <li>Waist to hip ratio</li> </ul>	<ul style="list-style-type: none"> <li>30 metre sprint test</li> <li>30 metre flying sprint</li> </ul>

## 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.