

LO: to understand what stamina is**Success criteria:**

- I can think carefully about how quickly I perform each station.
- I can give feedback to my partner.

Big ideas:**Healthy Me****Social Me****Physical Me****Cognitive Me****Warm up: Video game**

Play-walk , Fast forward-run, Rewind-Move backwards, Pause-freeze, Record-pull a silly face, Slow motion-move slowly. Followed by a range of stretches from head to toe, look at attached stretches sheet.

Effects of a warmup: Heartbeat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Start by introducing the sequence of learning to the children and that we are going to be focusing on fitness, specifically circuit training. Explain that circuit training is a number of different activities done one after another which help us to stay fit and health. Ask the chn **What activities help us to stay fit and healthy?** Some of the responses might be ones that are being incorporated into the session. Then explain to the chn that we need to pace ourselves in these sessions and **have stamina/endurance which means the ability of your body to continue fitness activities for a long time.** Ask the chn **What sports can you think of that are played for a long time?** football (90 mins), rugby (90 mins), triathlon (swim, bike and run), netball (60 mins).

Put the chn in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score.** Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in once session.

Set up the following 6 stations in a large circle so the chn can move from one station the next.

- Jump the stream
- Quoit balance
- Shuttle runs
- Weaving
- One leg balance
- Twist jumps

Cool down: Parking cars

Tell the chn the speed they need to go- start with a light jog but bring it down to a walk. When you say red- the child freezes and when you say green light- children move at the same speed as before they stop. When you say park the car, the child needs to find a space on the flood.

LO: to understand how to pace yourself.

Success criteria:

- I can think carefully about how quickly I perform each station.
- I can give feedback to my partner.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up: Pirate ship

- Climb the rigging! Move your arms and legs up and down as if you are climbing the rigging.
- Captain's aboard! Stand up straight and salute.
- Scrub the decks! Crouch down low and pretend to scrub the floor.
- Man overboard! Pretend to swim.
- Dig for treasure! Pretend to dig for treasure.
- Rats on board! Sit on the floor, hugging your knees into your chest.
- Land ahoy! Put one hand above your eyes as if you have spotted land. Point with the other hand to show your fellow pirates.

Followed by a range of stretches from head to toe, look at attached stretches sheet. **Mention one or two muscles to the chn.**

Effects of a warmup: Heartbeat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Recap the vocabulary introduced last lesson- **pace, endurance and stamina.** Ask the chn **Can anyone remember the words we focused on last week? Ask, Can anyone remember the meaning of these words? And What sports do we need endurance in?**

Put the chn in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score.** Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in once session.

Set up the following 6 stations in a large circle so the chn can move from one station the next.

- Star jumps
- Ski jumps
- Shuttle runs
- Squats
- Climb the rope
- One leg balance

Cool down: You are going to play a game called 'In PE today...'. This is an action game, based on 'I went to the market and I bought...'. A new activity will be added to the list each time and you will need to perform all of them in order. Try this example:

In PE today, I did a jumping jack. In PE today, I did a jumping jack and then, balanced on one leg. In PE today, I did a jumping jack, balanced on one leg and then, sat on the floor. In PE today, I did a jumping jack, balanced on one leg, sat on the floor and then, walked around the room. Now your teacher will change the activities included (up to five). If you are confident with the game, you might be invited to contribute your own ideas. To end the cool-down, you will perform five actions which will allow you to stretch.

LO: To understand the importance of cardiovascular training

- **Success criteria:** I can explain what endurance means.
- I can think about pacing myself to complete each activity.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up: Bean game

Jumping bean - Jump on the spot, Runner bean - Run on the spot, Broad bean - Stretch your arms and legs out as wide as you can, Baked bean - Lay on the floor in a star shape, Jelly bean - Wobble like a jelly, Chilli bean - Shiver and shake as if you are cold, Frozen bean - Stand still, String bean - Stand on your tiptoes and make yourself as tall and thin as possible, Kidney bean - Touch your toes. Followed by a range of stretches from head to toe, look at attached stretches sheet. **Recap the muscles that were mentioned last week-Can they remember the names of the muscles?**

Effects of a warmup: Heart beat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Recap the vocabulary again from last week, **endurance, stamina and pace**. Explain that today's lesson is going to be focusing on our **cardiovascular fitness** by improving this we can do exercise for longer, develop this by explaining what organs are included in the cardiovascular system.

Put the chn in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score.** Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in once session.

Set up the following 6 stations in a large circle so the chn can move from one station the next.

- Shuttle runs
- Twist jumps
- Spotty dogs
- Hopping
- Star jumps
- Burpees

Cool down: The creepers

The creepers stand at one end of the area.

- One person will be crept up on and must stand at the other end of the area with their back to the creepers.
- The creepers must creep up and try to steal one of the cones that are placed just behind the person being crept up on.
- The person being crept up on can turn around at any time to try and catch the creepers moving.
- If you are caught moving, you must go and line up.
- Can you steal a cone without being caught?

LO: to understand the core muscles of the body and their importance.

Success criteria:

- To use the correct techniques in a range of exercises aimed to strengthen the core muscles.

Apply stamina and endurance to each station.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up: Traffic lights

- Red - stop
- Amber - jog on the spot
- Green - go
- First gear - walk
- Second gear - jog
- Third gear - sprint

Followed by a range of stretches from head to toe, look at attached stretches sheet. **Introduce different muscles that were mentioned previously.**

Effects of a warmup: Heart beat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Ask the children **Can anyone remember what we focused on last week?** One of the children might remember that we focused on **cardiovascular fitness**. Explain that today's circuit is going to focus on using our **core fitness** as this is good for **posture, playing sports, less back pain when older and helps us to sit up straight and write neatly**. Point to where the **core muscles are**. Put the children in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score**. Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in one session. Set up the following 6 stations in a large circle so the children can move from one station to the next.

- Plank
- Sit ups
- Crunches
- Chest raises
- Mountain climbers
- Bicycle kicks

Cool down: Parking cars

Pick one child and ask them their favourite animal. The rest of the class will then move around the room like your animal would.

Think carefully about the way that your animal moves and whether you need to stay on your feet or use other parts of your body.

"If I could be an animal, I would like to be a crocodile." After several of you have had a turn, your teacher will end the activity with examples of animals that aren't moving or are moving very slowly (e.g. a tortoise, a lion stretching, a dog having a sleep in the sun).

PE- fitness - lesson 5

LO: To understand the muscles in the arms and legs and their importance

- **Success criteria:**
To use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs
- Apply stamina and endurance to each station.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up:

Guess the corner- Choose one person from the class to be the caller or the teacher, having their back to the class. Name the four corners of the hall / playground (the names can be anything, e.g. flowers, food...) The rest of the class has 30 seconds to run to one of those corners. The caller then shouts the name of one of the corners. Whoever is in this corner is out. Continue in this way until there is only one child left. Followed by a range of stretches from head to toe, look at attached stretches sheet- **recap the new muscles that were introduced last week.**

Effects of a warmup: Heart beat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Ask the chn **What key words can you remember that we have focused on over the past few weeks?** (**Endurance, stamina, pace, cardiovascular fitness, core strength**). Explain that today we are going to focus on our arm and leg muscles, each section will be focusing on a different muscle. Don't worry about the names of the muscles but more where they are in the body. Put the chn in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score.** Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in once session. Set up the following 6 stations in a large circle so the chn can move from one station the next.

- **Shoulder taps**
- **Squats**
- **Lunges**
- **Heel walks**
- **Bunny hops**
- **Push ups**

Cool down: PE Pasta

- **Spaghetti** - Walk around tall and thin, stretching arms up over the head.
- **Pasta Twists** - Walk in a straight line then quickly spin and walk the other way.
- **Lasagne** - Lie as flat as possible on the floor, stretching arms and legs.
- **Tagliatelle** - Everyone walks around wiggling and waving

LO: to use the correct technique in a variety of circuit exercises

- **Success criteria:**
Apply stamina and endurance to each station.
- To use the correct techniques in a range of exercise aimed to strengthen the muscles in the arms and legs.
- I can think about pacing myself to complete each activity.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up:

Simon says- Try to make this game as active and as fun as possible, combining aerobic and stretching activities. Change directions quickly, some suggestions are jog on the spot, lift knees high, run around the room changing directions, skip around the room, touch your toes keeping legs straight, five tuck jumps on the spot etc. Followed by a range of stretches from head to toe, look at attached stretches sheet- **Recapping the names of the different muscles that have been mentioned over the past 5 weeks.**

Effects of a warmup: Heart beat gets faster to pump more blood around the body. You start to get hot and sweaty as your body gets warmer.

Main section:

Explain that today is the last session and we are going to be doing a full body circuit! **What muscles have we focused on over the past few weeks and where are they on the body?** We will now be fitter and healthier because we have been training our bodies. Put the chn in pairs and two pairs per station (one station will need 3 pairs for a class of 30). Refer to the circuit cards for how to perform each exercise. Each station will take 1.30 seconds, as each child will complete the exercise for 45 seconds. **Whilst one is completing the other can count their score.** Then allow for 30 seconds to move to the next station. This circuit will take 14 minutes to complete and can be performed twice in once session. Set up the following 6 stations in a large circle so the chn can move from one station the next.

- **Jump the stream**
- **Tip toe walks**
- **Crunches**
- **High knees**
- **One leg balance**
- **Push ups**

Cool down: Into the jungle

- Stretch and lunge forward to push through the bushes./Tiptoe around the snake and run away from the tiger./ Duck under branches, and step over logs./ Swim across the river/ Reach up to climb the trees./ High knee stretches to get out of the quicksand/ Knee kickbacks to flick off the bugs.

Ask the children what their favourite exercise was from the past few weeks and why? What do they think they have done well and what could they improve on?

