

PE- fitness - lesson 1

LO: to assess my fitness.

Success criteria:

- I can identify what I have done well.
- I can identify what needs to be improved.
- I can offer tips for improvement.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up:

Chn to find a space running on the spot- when you blow your whistle once they jump up and carry on running. If you blow yur whistle twice they touch the ground. You can then change the main activity- they might hop, jump on the spot waiting for the whistle to be blown. Follow this by completing a range of whole body stretches. See examples of stretches sheet for ideas- **Choosing different muscles- do they children know the names of the muscles they are stretching? Why do we have to stretch?**

Effects of a warm up: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

Main section: Start by posing the question of **what does it mean to be fit?** Take feedback from the chn, you should be looking for answers of endurance/Stamina, speed and agility. If the chn don't come up with these terms independently introduced them.

Endurance/stamina- means the ability of your body to continue fitness activities for a long time.

Speed- The ability to move all or part of the body as quickly as possible.

Agility-The ability to change the direction or position of the body at speed.

Then ask the chn, **what sports do we need endurance in?**

-football (90 mins), rugby (90 mins), triathlon (swim, bike and run), netball (60 mins).

Explain to the pupils that they are going to take part in six different fitness challenges. After each challenge pupils will need to record their base fitness scores on their 'My Fitness Record'. Tell the pupils that in their unit the focus is on improving their own fitness levels and not competing against others.

Give each pupil a fitness record and a pencil. Ask them to write their name on their record and place both the pencil and the sheet in a safe space. **Chn to really encourage and support their partner**

Balance challenge: Stork stand.

Organisation: The first pupil stands on one foot for 45 seconds. partner counts how many times they touch the floor with their non-standing foot. Record their data on their record sheet. Change over.

Teacher note: remind the pupils that they do not want to get a high score in this test.

Slightly bend your standing leg and focus on something still.

Strength challenge: Press ups.

One pupil completes as many press ups as they can, within the 45 seconds whilst their partner counts for them.

Record data and change over.

Try to keep your body in a straight line as you bend and straighten your elbows.

Make this easier by completing box press ups from their knees.

Core strength challenge: Sit ups

One pupil completes as many sit ups as they can, within the 45 seconds whilst their partner count for them. Record and change over.

Keep legs bent and hands beside head or arms across chest.

Make this easier by doing crutches and only coming half the way up.

Speed/agility challenge: Speed bounce

One pupil to use the speed bounce or jump over a line of cones completing as many as they can in 45 seconds. Their partner counts for them. Record and change over.

Try to take off and land on two feet

Make this easier by having a line for the chn to jump over

Agility test: Illinois agility run

Subjects should lie on their front (head to the start line) and hands by their shoulders. On the 'Go' command the stopwatch is started, and the athlete gets up as quickly as possible and runs forwards 10 meters to run around a cone, then back 10 meters, then runs up and back through a slalom course of four cones. Finally, the athlete runs another 10 meters up and back past the finishing cone, at which the timing is stopped

Stamina challenge: Lap running.

Organisation: Pupils take one cone each and place it around the outside of the track. The teacher times the pupils in a 3-minute run. The pupils count how many laps they can complete in 3 minutes. (Would suggest doing this in 3 groups)

Breathe in through your nose to steady your breathing.

Keep a steady pace that you can maintain.

Make this easier by completing a 2 minute run.

Look at activity cards to explain how to complete each activity correctly. You will then be able to leave the activity card at each station to remind the chn of how to perform each one

Do not throw away score sheets- these will be needed in the final session!

Cool down: Chn to do a slow gentle jog around the field, slow down into a walk and then stretch it out.

Discuss why we cool down- bring down our heart rates and slow down breathing, bringing the body and mind back to a resting state.

PE- fitness - lesson 2

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:

Chn to stand in a space and the teacher calls out one of the following. Runner Beans - children run into spaces, Jumping Beans - children jump into spaces, Kidney Beans - children (kids) hop around holding onto a knee, Baked Beans - children lay flat on their backs as if they are baking in the sun, Broad Beans - children move around making broad shapes with their bodies, String Beans - children move around making skinny, string-like shapes with their bodies, Chilli Beans - children act as if they are chilly. Follow this by completing a range of whole body stretches. See examples of stretches sheet for ideas. Recap why we have to stretch and the effects it has on the body. **We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion. Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury.**

Main section: What is cardiovascular training? Why do we do it? Why is it important to keep our heart healthy? How does this sort of training keep our heart healthy? Chn to recall their understanding of endurance and stamina from last week to put into practise for this week's lesson.

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.** Chn to really encourage and support their partner 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.

1. Shuttle runs (set out cones to mark distance)
2. Burpees
3. Star jumps
4. Spotty dogs
5. Ski jumps
6. twist jumps
7. Rest station

(For children not taking part- look at the resources for none doers, these will allow chn to still be part of the lesson)

Cool down: yoga stretches to bring down the chn heart rate and to stretch out muscles to reduce build-up of lactic acid. **Can the chn remember why else we have to cool down at the end of a PE session?**

PE- fitness - lesson 3

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: 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. Follow this by completing a range of whole body stretches. See examples of stretches sheet for ideas- again recapping why this is important.

Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

Main section: What are your core muscles? (Abs, obliques, back) Why is it important to strengthen/exercise them? (Good for posture, playing sports, less back pain when older etc. (I should know! Ow!)) 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. Chn to really encourage and support their partner Then allow for 30 seconds to move to the next station.

1. Mountain climbers (chn in a front support shape on feet and hands with backs flat, alternately bringing each knee up to the chest))

2. Plank

3. V-sit hold if tuck hold is too easy (same as tuck but with legs straight, making sure lower back is pressed into the floor otherwise it will be using the wrong muscles and will hurt the back)- to make easier- chn can complete a tuck hold.

4. Chest rise (line on front with hands on temples, lifting chest and feet off the floor)

5. Sit-ups - to make easier chn can complete crunches

6. Bicycle kicks (like tuck hold but with hands behind head and alternating bending legs so it looks like you're cycling a bike on your back! Make sure lower back is pressed into the floor otherwise it will be using the wrong muscles and will hurt the back)

(For children not taking part- look at the resources for none doers, these will allow chn to still be part of the lesson)

Cool down-Windstorm: Pretend to be trees in a windstorm, with wind blowing arms as branches. Start while the windstorm is strong and blowing hard, and finish as the wind calms and blows softer. Followed by a range of stretches. Can the chn remember why else we have to cool down at the end of a PE session?

PE- fitness - lesson 4

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 have the teacher do this- 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 range of stretches- from head to toes See examples of stretches sheet for ideas- **Chn to explain why we have to warm up and stretch**

Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

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.** **Chn to really encourage and support their partner** 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.

Main section: Ask the chn **Can you name any muscles in your arms or legs?**

The arm and leg muscles work in pairs: arms - biceps and triceps; upper legs - quadriceps and hamstrings; lower legs - calves

1. Legs: Lunges - swap legs after each lunge

2. Legs (quads): Squats -

3. Arms (biceps): Press-ups- to make easier press ups can be completed on knees

4. Legs (calves): Heel raises(*stand with their feet together, raise up onto tiptoes as high as they can and back down to flat feet, movement must be slow*)- to make easier to keep balance hold onto something if possible

5. Arms: shoulder taps

6. Legs (quads): Squat jumps (*chn squat down and touch the floor, jump up to 'touch the ceiling', squat back down to the floor and repeat*)

(For children not taking part- look at the resources for none doers, these will allow chn to still be part of the lesson)

Cool down- sky high: Reach up and touch the sky for 20 seconds. Now, reach down and touch toes for 20 seconds. Repeat until cool. Followed by stretches- **Chn to list off why we cool down and the benefits of this.**

PE- fitness - lesson 5

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

- Apply stamina and endurances 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: traffic light game- chn stand in a space when you shout green the chn run, when you shout amber the chn start to walk when you shout red the chn stop. You can then alter how the chn are moving in a space e.g. hop, skip, jump. Followed by range of stretches- from head to toes See examples of stretches sheet for ideas. **Chn to explain why we have to warm up and stretch**

Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

Main section:

Start by asking the chn- **Can you remember the names of any muscles in the body?** Get the chn to point to the muscle that they are naming. Explain to the chn that today's session will focus on a full body work out and use all of the bodies muscles that we have focused on.

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 2 minutes, as each child will complete the exercise for 1 minute. **Whilst one is completing the other can count their score.** **Chn to really encourage and support their partner** Then allow for 30 seconds to move to the next station. This circuit will take 18 minutes and 40 seconds to complete and could be performed twice in once session.

1. Shuttle runs

2. Burpees

3. plank

4. Lunges

5. ski jumps

6. shoulder taps - to make easier can go onto knees like in a push up

7. squats

8. quick punches

Cool down- yoga stretches to bring down the chn heart rate and to stretch out muscles to reduce build-up of lactic acid (See hand out) **Chn to list off why we cool down and the benefits of this.**

PE- fitness - lesson 6

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:

Lumps- Children are directed to run, hop or skip around the room at the teacher's direction. On the teacher's command a number is called, e.g. 5 and the children have to get into groups of that number.

Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

Main section:

Start by asking the chn- **Can you remember the names of any muscles in the body?** Get the chn to point to the muscle that they are naming. Explain to the chn that today's session will focus on a full body work out and use all of the bodies muscles that we have focused on.

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 2 minutes, as each child will complete the exercise for 1 minute. **Whilst one is completing the other can count their score.** **Chn to really encourage and support their partner** Then allow for 30 seconds to move to the next station. This circuit will take 16 minutes and 10 seconds to complete and could be performed twice in once session.

1. Shuttle runs
2. speed bounce
3. side lunges
4. twist jumps
5. push ups- to make it easier go onto knees
6. plank
7. Bicycle kicks

(For children not taking part- look at the resources for none doers, these will allow chn to still be part of the lesson)

Cool down- Walk around the pitch with hands stretch at their head, taking deep breaths in and out, this will help bring the chn heart rate down. Follow this by a range of different stretches- **Chn to choose their own stretches-** **Can they say what muscles they are stretching and the benefits?**

PE- fitness - lesson 7

LO: to reassess fitness and evaluate the effectiveness of the PE sequence.

Success criteria:

- Apply stamina and endurance to each station.
- Compare scores from the first to final weeks.
- Evaluate elements of fitness that have improved.

Big ideas:

Healthy Me

Social Me

Physical Me

Cognitive Me

Warm up: Ask chn to vote on their favourite warm up that they have completed previously.

Effects of a warmup: Heart rate/breathing increase, increase in core body temp-start to sweat, blood flow to muscles, decrease the risk of injury. We have to stretch to reduce the risk of injury and so a joint can move through its full range of motion.

Main section:

Chn to repeat the fitness challenges that they completed in the first week. In the same way the chn will go round each station and write down their scores. **Chn to really encourage and support their partner.** There is room on their score sheets from week one, this will then allow them to compare what they have achieved and what elements of their fitness has improved.

Balance challenge: Stork stand.

Strength challenge: Press ups

Core strength challenge: Sit ups

Speed/agility challenge: Speed bounce

Agility test: Illinois agility run

Stamina challenge: Lap running.

Give chn time at the end of the lesson to compare their results. Ask them what areas they have score better in and what activities over the previous weeks would have helped improve this? Then, ask the chn if there is anything else they think they could have done to improve their score further?

(For children not taking part- look at the resources for none doers, these will allow chn to still be part of the lesson)

Cool down- Walk around the pitch with hands stretch at their head, taking deep breaths in and out, this will help bring the chn heart rate down. Follow this by a range of different stretches to avoid build up of lactic acid.

Chn to choose their own stretches- **Can they say what muscles they are stretching and the benefits?**