

**Clapgate Primary School**  
Curriculum weekly plan - PE

Theme: Exercise & Fitness

Class: Year 5

Term: Autumn 1

Previous Learning	Learning Objective/Skill	Learning Activities and differentiation	Resources
<p>Children can perform different skills such as agility, balance and coordination. They can follow instructions well. This will explore different fitness types, fitness components and effects of exercise.</p> <p>Children have taken part in some fitness testing previously.</p>	<p>I can help set up fitness tests and explain the differences expected in scores as a result of different lifestyles</p> <p>I can discuss fitness and work in a team</p>	<p><u>Intro-</u> discuss unit and what we already know about fitness. What does it mean? What does it mean to be healthy?</p> <p><u>Warm up-</u> number command- moving around the area. When a set number is called they must perform a set action. 1=jump up 2= touch the floor 3= 2 star jumps</p> <p><u>Fitness Circuit-</u> each given score sheet for circuit. In pairs/ three's- 1 performing and 1 counting then swap over. 2x rest stations where children will think about effects of exercise. Demo and teaching cards for each activity.</p> <p><u>Cool down-</u> plank challenge- as a class see who can hold the plank position for the longest.</p> <p><u>Plenary-</u> discuss how the body has changed during the lesson. Why do these take place? Why sweat? Have you met the LO's? Explain will repeat the activity at end of half term- what do we hope will happen?</p>	<p>Resources- benches, bean bags, hoop/ box, cones, mats, volleyball, speed bounce, fitness score sheets, pencils</p>
	<p>I can identify how exercise changes the body in the short and long term</p> <p>I can identify strengths and weakness' of mine</p>	<p><u>Intro-</u> review what we have done so far. What elements of fitness have we focused upon so far? What types of training can we do? What are the effects of exercise? What are the elements of a healthy lifestyle? What could we deem unhealthy? Share LO's for today</p> <p><u>Bleep Test-</u> done over 15 metres- measure out 15 metre line and provide cones/ use lines of the basketball court for the 2 lines for children to run to. Children perform the bleep test. Practice one first. Explain that it is testing how long they can keep going for. What happens when we exercise? (out of breath, hot etc). Encourage children to keep going even if out of breath. Scores put down on the class sheet. Children sit out if do not reach the line by the time the whistle has gone. What fitness component is this testing?</p> <p>If children struggling with energy levels after the bleep test- follow a yoga session on cosmic yoga in the hall</p> <p><u>Cool down-</u> plank challenge- as a class see who can hold the plank position for the longest.</p> <p><u>Plenary-</u> What were our LO's today? What are the short term effects of exercise? Long term?</p>	<p>Bleep test- class sheet, bleep test app, cones, trundle wheel, clipboard, whistle</p> <p>Fitness component relays- hurdles, flat markers, beanbag x6, tennis balls x6,</p>

	<p>I can list different training methods</p> <p>I can name which muscles are being used in activities</p>	<p><u>Intro-</u> discuss what we did last week. What is fitness? What does it mean to be healthy? Why should we test fitness? What activities did we do last week?</p> <p><u>HIIT workout-</u> Follow a Joe Wicks workout on the board. Explain that this is a HIIT workout which stands for High Intensity Interval Training. Emphasis on that repeat move for high intensity then rest. This is used to burn fat and seen to be effective as continues to burn fat after finished working out</p> <p><u>HIIT instructors-</u> children to go in group and design their own HIIT workouts. Groups given 2 different exercises that they must include in their workout. Groups must include these 2 moves into their group workout but can add in 2 more. Explain that they will instruct the moves for 10 seconds and rest for 5 seconds.</p> <p>Groups then come up one at a time to the front of the class and teach their workout to the class. Give awards for best group of instructors based on their enthusiasm, knowledge of the moves and workout and their teamwork.</p> <p><u>Plenary-</u> what have we done today? What type of workout did we do? What is special about it? What are some healthy lifestyle choices we can make? What element of the lesson have you enjoyed today? What would you like to learn more about? Stars of the day awarded and celebrated</p>	<p>HIIT cards, extra HIIT cards for groups, cones, hoops x12, healthy and unhealthy cards</p>
<p>23/9- did really well. Ch enjoyed it and all worked hard. Caden struggled to work in a team. Star- Macey</p>	<p>I can help set up fitness tests and explain the differences expected in scores as a result of different lifestyles</p> <p>I can explain the benefits of regular exercise</p>	<p><u>Intro-</u> what types of training have we looked at so far? What are the effects of exercise? Why do we test? What is special about the HIIT type of training? Share LO's and what we are doing today. What social skills will we need to show?</p> <p><u>Warm up game-</u> toilet tig</p> <p><u>Cooper Run-</u> In pairs, one perform and one watch. Runner runs for 3 minutes whilst watcher tallies on runners sheet, counting each time runner does a lap. Swap over after 3 minutes. Repeat until done 9 minutes each. Can walk but encourage to do a slow jog instead and not to walk if possible. Pace self so can increase speed at the end. Keep runners informed as to what time they are on within the 3 minutes, give 2 and 1 minute warning. 30 seconds and 10 seconds warning.</p> <p>Discuss pacing after each round- children should aim to jog/ run for first 2 mins. During the last minute they should have saved enough energy to increase speed. During last 10-20 seconds, children should be able to sprint.</p> <p><u>Plenary-</u> How are you feeling now? What is your heart like? Why is this? Why do you think we should do fitness tests? What would happen to our fitness if we kept doing this exercise? What fitness components have we developed today? Stars of the day awarded and celebrated</p>	<p>Cooper run scoresheet, trundle wheel, pencils, flat markers, hurdles, tennis balls/ beanbagsx6, cones, batons</p>

<p>I know the fitness components and can link them to fitness tests</p> <p>I can discuss healthy and unhealthy choices</p>	<p>Intro- review what we have done so far. What fitness tests? What are the effects of exercise?</p> <p><u>Fitness Component relays</u>- races will be carried out in 4 separate groups. Race one- simple relay race (speed/ power).  Race two- pacing 1<sup>st</sup> person goes once etc (endurance).  Race three- in and out of cones, sprint back (agility).  Race four- hurdles two footed (power).  Race five- walking caterpillar (flexibility).  Race six- throwing bean bag/ tennis ball whilst moving (co-ordination).</p> <p>Scores given for teams' positions in races, listening and sitting correctly.</p> <p><u>Healthy and unhealthy relays</u>- children to be split into teams of 4. Take it in turns to run to the end and collect a card then when return to teams, next person will go. When all been or whilst running children must sort healthy cards into green hoop and unhealthy cards into red hoop. Quickest team to be finished are the winners.  Divide cards up so have two races.  Discuss results and choices children have made.</p> <p>What things did people put in the healthy hoop? What did you think were unhealthy? Why are they classed as healthy? Why unhealthy?</p> <p>What impact will these choices have on our bodies? Does this mean we can never have the foods in the red hoop or just have these sometimes as a treat</p> <p><u>Plenary</u>- Which fitness components have we developed today? How did we challenge these different fitness components?  What choices were healthy? What were unhealthy?  Stars of the day awarded and celebrated</p>	<p><u>FC relays</u>-  Cones, flat markers, batons, hurdles, beanbags, tennis balls, beanbags</p> <p><u>H/UH relays</u>- 4x green hoops, 4x red hoop, flat markers, H/UH picture cards</p>
<p>I can participate in a new type of fitness training</p>	<p>Intro- discuss what has been covered so far in the unit. What activities have we taken part in? What different fitness tests have we done? What are we hoping to happen when we redo the fitness circuit? What are the different fitness components?  Share LO's and what we will be doing in today's lesson</p> <p>Warm up- coloured lines- have 3 lines that are marked out with different colours. Start all children lined up on the middle line. On your command, when you call out the colour they must run in their straight line to that coloured line.  Speed up your commands as children get quicker. Try trick children and call out 2 colours straight after the other/ before they reach the first line you have said to really test your agility.  What fitness component is this working on? Speed, agility, endurance</p> <p><u>Fartlek training</u>- Fartlek means speed play in Swedish. This is a type of training that lots of athletes do to get quicker and fitter.</p>	<p>Different coloured cones</p>

		<p>Set out 4 courses exactly the same with different coloured cones- yellow to yellow= jog, blue to blue= sprint. Walk back to starting point. How do you feel after this one? How could we make them easier? How could we make them harder?</p> <p>Progression- let groups adjust their fartlek course. They may increase the distance they walk, run or sprint.. What do you think will happen now?</p> <p><u>Plenary</u>- What sort of people would do fartlek training? Games players as they change speed a lot in a game. How are you feeling now? What is your heart like? Why is this? Why do you think we should do fitness tests? What would happen to our fitness if we kept doing this exercise? What fitness components have we developed today? Stars of the day awarded and celebrated</p>	
<p>I can reflect upon and review my performance in our fitness unit</p> <p>I can set targets for the future</p>		<p><u>Intro</u>- discuss what we have done so far in the unit. What types of training have we looked at? (fartlek, circuit, HIIT, relay races). What fitness tests have we done? (cooper run, bleep test, circuit test) What impact can diet choices make on our bodies? What are the effects of exercise?</p> <p>Share LO's and aims of the lesson. What did we say we would attempt again in the last week? What are we hoping will have happened to our scores? Why may this have happened?</p> <p><u>Fitness Circuit</u>- each given score sheet back for circuit. In pairs/ three's- 1 performing and 1 counting then swap over. 2x rest stations where children will think about effects of exercise. Demo and teaching cards for each activity. Remind ch. They are trying to beat their scores from before.</p> <p>Think about being honest with your scores- what is the point in putting a number down if you haven't achieved it. You want to feel proud at the end of the session due to your honest, hard work. Encourage your group too.</p> <p>What muscles are we working at these different stations? Why do we need to do some exercises that target specific muscles and then some that work the whole body? (to ensure overall fitness. Some people may want to improve/ target a certain part of their body- boxer work on bicep strength to build up punching power, gymnast build up leg muscles so can jump higher, rugby player work on overall strength and increase weight to can perform harder tackles and more intimidating to players)</p> <p><u>Plenary</u>- How do you feel now? Why have these changes taken place? What would happen if we continued working like this? Could these exercises be something you do at home- they use little/ no equipment and you now know how to do them safely. You also feel really good after exercise and it has lots of positive effects on your body and mind! What is something you have been proud of yourself for in our exercise and fitness unit? What is something you would like to keep improving?</p> <p>Award and celebrate stars of the day</p>	<p>Resources- benches, bean bags, hoop/ box, cones, mats, volleyball, speed bounce, fitness score sheets, pencils</p>

