

## Reception/Key Stage 1 - Fitness Unit 1

- This unit is suitable for teaching in a socially distanced manner
- Please amend activities as you see fit, there are suggestions for differentiation throughout
- All supporting videos can be found on the link in the resources section of the lesson plans
- Each lesson consists of a starter activity, main fitness workout and a cool down
- For further free resources to support home-schooling please visit [pehubportal.co.uk](http://pehubportal.co.uk)



## Learning Intentions

1. To keep moving during the 20 second windows
2. To raise heart rate
3. Undertake coordination activity

## Success Criteria

1. I worked hard to keep moving for 20 seconds
2. I could feel my heart beating more after exercise
3. I took part in all the activities

## National Curriculum Links

Developing a healthy active lifestyle

## Resources

YouTube Fitness playlist: [https://www.youtube.com/playlist?list=PLMgdr1KaPoTWZz3vEROpqpmk\\_IV5so6UE](https://www.youtube.com/playlist?list=PLMgdr1KaPoTWZz3vEROpqpmk_IV5so6UE)

## Starter Activity

1. Walking on the spot x 16 beats
2. Walk in a circle to the left x 8
3. Walk in a circle to the right x 8 beats
4. Lay down on back get up and jump x 2
5. Lay down on tummy get up and jump x 2
6. Stretch up to the sky and take a deep breath x 4

## Tabata 1

- 20 seconds of star jumps
- 10 seconds rest

Complete this 8 times

**The rest for 2 – 3 minutes**

**Easier:** Jumping on the spot

## Tabata 2

- 20 seconds of down ups
- 10 seconds rest

Complete this 8 times

**Easier:** Step back one leg at a time and back up one leg at a time

## Cool Down

Walk on spot for 16 - 32 beats allowing heart rate to drop

- Lie down on back, arms and legs relaxed at side
- Close eyes
- Breath in through the nose and out through the mouth at own pace 5 times

## Teaching Points

Tabata is the name for a type of workout which is four-minutes long consisting of 8 rounds of 20 seconds of work at maximum effort, followed by 10 seconds of rest.

1. Encourage children to work consistently over each 20 second period, slow and steady is better than quickly, then having to stop.
2. If they can start with the full exercise then change to the easier option at say round 4 or 5 that is fine, the key is to keep moving during the 20-second window.

## Key Questions

1. How many times did you repeat each Tabata movement?
2. Where could you feel your heart beating?
3. What body part did you feel you worked the most today?



## Learning Intentions

1. To work consistently across each activity
2. Discuss why we need to rest during exercise
3. Decide which activity they liked best and why

## Success Criteria

1. I can keep moving during each minute
2. I can say why I need to rest after exercise
3. I know which activity I like best

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## Resources

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## Starter Activity

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2. Walk in a circle to the left x 8
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4. Lay down on back get up and jump x 2
5. Lay down on tummy get up and jump x 2

## EMOM

- Minute 1 = Push Ups on knees
- Minute 2 = Air Squats
- Minute 3 = Plank
- Minute 4 = Skipping
- Minute 5 = Rest

Repeat the above 5 minute activities four times to complete the 20-minute workout.

**Easier:** Push ups against a wall. Air squats to chair. Plank against wall.

## Cool Down

**1,2,3 Freeze**

- Sat down in their area children should freeze on the teacher's command
- They cannot lie down, close their eyes or cover their faces

The teacher should decide when a pupil is out and when out they should lie on their tummies

**Extension:** Ask the children to freeze (always seated) expressing, happy face, scared face, silly face etc.

## Teaching Points

An EMOM stands for **Every Minute On the Minute**. In this exercise, you will complete one exercise for 1 minute then change to the next. This is a 20-minute EMOM.

1. The objective of this work out is to raise the heart rate and keep it high while incorporating rest.
2. On the plank rest briefly if needed and then reset to complete the minute.
3. For the other exercises try and work consistently for the entire minute, don't go out too fast!!!

## Key Questions

1. Why do you need to rest on minute 5?
2. Which activity did you breath hardest on/get most out of breath?
3. When you get out of breath what do you think is happening inside your body?



## Learning Intentions

1. Grasp the concept that the heart is a muscle
2. Develop strength by performing a range of exercises
3. Record their own score in the AMRAP

## Success Criteria

1. I realise my heart is a muscle like I have in my arms and legs
2. I can practice exercises which build my strength
3. I can keep count of my rounds during the workout

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## Resources

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## Starter Activity

**Play Simon Says** - Standing in front of the group, the teacher tells pupils what they must do. However, the players must only obey commands that begin with the words “**Simon Says.**” If the teacher says “**Simon says** touch your nose,” then players must touch their nose. Try to catch the pupils out.

**Ideas to try** - Touch your toes, lie on your tummy, lie on your back, jump, run on the spot, hop, star jump, camel walk.

## Strength Session

The teacher should time each position for 10 - 15 seconds before moving onto the next, all children working at the same time. In their own space children should work through 3 rounds of the following strength positions, holding each for 10 - 15 seconds. Add a rest between the 3 rounds e.g. 1 minute or 30 seconds

1. Abdominal strength position
2. Arch hold
3. Bridge
4. Tiptoe balance

**Repeat three times.**

## AMRAP 10

Children should record how many rounds and reps they completed in the 10-minute time cap, with markers or counters. All their counters start on the left-hand side of their working area, each time they complete a full round of the exercise they move a counter over to the right.

A typical score might look like 5 rounds and 5 reps, meaning they completed 5 full rounds and 5 reps of the next round. For younger children just ask them to record the rounds as this is an easier concept.

- 5 sit ups
- 5 star jumps
- 5 heel kicks

5 down ups

When they have finished one round they should start again. Remember to move the counter over to the other side when they have completed each round.

**Record the children's score as this same work out will be repeated later in the unit and their objective is to get the same score or improve.**

## Cool Down

**Knee to chest**

- Have pupils lie on their backs
- Leave the left leg on the floor extended or slightly bent
- Draw the right knee towards the chest and lace fingers over shin to hold leg
- Allow shoulders to relax
- Take 8 to 10 breaths in through the nose out and out through the mouth
- Swap legs repeat 2 or 3 times

**Extension:** Try and straighten the leg on the floor which will stretch the hip.

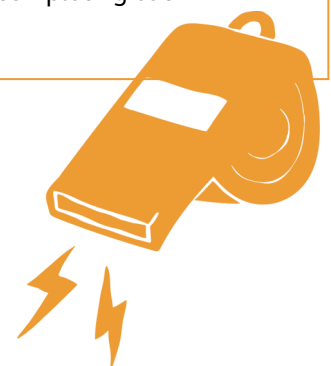
## Teaching Points

**AMRAP** stands for "as many reps as possible" or "as many rounds as possible." It's a workout structure frequently used for conditioning that pushes your body to the max within a set period of time (anywhere from 3 minutes to 60 minutes).

1. On the strength, section look for good form, try the easiest variation first. Do not rush the transition between each position.
2. The purpose of the AMRAP is to go as fast as possible but make sure children are completing each movement sensibly.

## Key Questions

1. Why do you need to rest on minute 5?
2. Which activity did you breath hardest on/get most out of breath?
3. When you get out of breath what do you think is happening inside your body?



## Learning Intentions

1. Play safely with energy in a restricted space
2. Keep track of where they are in an exercise
3. Identify their favourite part of the lesson, some explain why

## Success Criteria

1. I am energetic in my own space
2. I know can keep count of where I am on the ladder
3. I can say what I enjoyed doing

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Developing a healthy active lifestyle

## Resources

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## Starter Activity

**Bean game** - In their areas take children through the actions for the bean game. They can march on the spot as their neutral position waiting for the next command, so you may call, "Baked Bean" allow pupils to perform this for 20 seconds then call them back to marching then they next instruction.

- **Baked Bean** - Lie on the floor in a tuck shape
- **Broad Bean** - Lie on the floor in a star shape
- **Frozen Bean** - Freeze and stand very still
- **Black-Eyed Bean** - Children shadow box on the spot
- **Old Bean** - Walk in area pretending to be old and frail
- **Beanstalk** - Start on feet in a tuck and slowly curl up into straight shape

## Beginners Ladder (8 Mins)

A ladder refers to an increasing number of reps throughout a workout e.g. 3,6,9 etc. For KS1 we have kept the format simpler within a smaller workout so the format is 1,2,3,4 and then repeat. We still refer to this as a ladder.

- 1 Burpee
- 2 Star Jumps
- 3 Tuck Jumps
- 4 Sit ups

**Extension:** Pupils can choose which order they put the 4 exercises in.

Children should rest for short periods when they need, encourage them to count down from 10 - 0 then start again.

## Cool Down

**Climb the ladder** - Pretend to climb a ladder stretching arms and knees, slowly working up the ladder - perform for 15 - 20 seconds then move to...

**Butterfly Wings** - Children sit on the floor with soles of their feet touching, they should gently move their knees up and down like beating wings - perform for 15-20 seconds then move to .....

**Tunnel Toes** - Children stand feet shoulder-width apart they should reach down left hand to right foot and hold for 15 seconds, switch sides, then move back to climb the ladder repeat 2 or 3 times until children are calm and cool.

## Teaching Points

A **ladder** workout means that after completing a round of exercises, the amount of reps increases on each subsequent round. This might look like **3, 6, 9** and so on. An example would be 3 tuck jumps, 3 push ups then 6 tuck jumps, 6 push-ups and so on. For KS1 we have kept the principle simple within a smaller workout so the format is 1,2,3,4 and then repeat. We still refer to this as a ladder.

1. During the warm-up ensure children do not get over-excited and move out of their area.
2. For those that are able, allow pupils to change which exercises go where in the ladder.
3. You are looking for consistent movement over the 8 minutes, not going crazy and then being unable to work for the entire time.
4. During the cool down encourage pupils to really stretch out and use their full range.

## Key Questions

1. Why is the workout like a ladder?
2. What did you feel that made you stop and rest?
3. What parts of your body did you feel worked hardest?



## Learning Intentions

1. Work under time pressure
2. Demonstrate determination to work quickly
3. Relax and act in a calm manner

## Success Criteria

1. I can work as quickly as possible
2. I will keep trying even when I find the activity challenging
3. I can relax after the lesson

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## Resources

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## Starter Activity

- Lateral raises x 5
- Lateral raises thumbs up x 5
- Lateral raises thumbs down x 5
- 10 Second Heel Balance Walk
- 10 Second Tip Toe Walk

**Lead the children in the above movements for 3 rounds. Speed is not key, quality of movement is what to look for.**

## For time

In as quick a time as possible complete 3 rounds of:

- 10 Alternating forward lunge (5 on each leg)
- 10 Heel Kicks
- 10 Tuck Jumps

This will take children approximately 6 - 10 minutes to complete. You may wish children to have counters or markers to move at the end of each round to keep track.

**Easier:** Instead of forward lunge do alternating knee raises, aim to get the leg at a right angle, back straight. Jog on the spot instead of heel kicks, jump on the spot instead of tuck jumps.

## Cool Down

- Alternate between 'Happy cat' and 'Angry cat'. Hold each for 5 - 10 seconds and repeat 5 times each.

**Play dead lions** - Ask children to lie down on the floor in sleeping positions. Once they are settled, they are not allowed to move.

The teacher should walk around the room and try to make the sleeping lions move by making them laugh, telling them jokes etc. Once any lion moves they say their name and they must sit up and wait for the game to end. The last child still on the floor wins!



## Teaching Points

**For Time** is a workout format which means to complete a set amount of work in as quick a time as possible.

In the warm-up the lateral raises should be performed with control, arms should be in line with the side of the body and not in front.

1. During the workout encourage children to go as fast as possible, however, if they are not performing the movement fully or safely then intervene to set them up again.
2. During dead lions encourage children to relax and switch off to 'take themselves' somewhere else nice so they are less likely to be distracted by the teacher!

## Key Questions

1. Do you feel you tried your best to go fast on the workout?
2. What does it mean to relax?
3. What did it feel like when you relaxed during dead lions?



## Learning Intentions

1. Challenge themselves to match or improve their score
2. Compare their score to their previous score
3. Recognise what is happening to their body as they get tired

## Success Criteria

1. I tried to beat my previous score
2. I can decide if I did better, worse or the same
3. I can describe what is happening to my body when I get tired out

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## Starter Activity

- **'Musical Jumps'** Using lively music with a strong beat, get the pupils to move around their area to the music. Encourage them to express themselves freely to the music, but give pupils some pointers, such as big steps, short steps, moving low to the ground, moving high or changing direction.
- Introduce different jumps: star, straight, tuck, half twist (always taking off and landing with 2 feet together). When you call out the name of a jump, pupils must stop and perform that jump.

**Extension:** Pupils must come up with their own 'freestyle' jump. Encourage the pupils to think about what would make a jump look good: e.g. powerful, good height, hands and toes pointing etc.

## AMRAP 10

This session the children are trying to match or beat the score from session 3.

Children should record how many rounds and reps they completed in the 10-minute time cap, with markers or counters. All their counters start on the left-hand side of their working area, each time they complete a full round of the exercise they move a counter over to the right.

A typical score might look like 5 rounds and 5 reps, meaning they completed 5 full rounds and 5 reps of the next round. For younger children just ask them to record the rounds as this is an easier concept.

1. 5 sit ups
2. 5 star jumps
3. 5 heel kicks
4. 5 down ups

When they have finished one round they should start again. Remember to move the counter over to the other side when they have completed each round. **Record the children's score, did they manage to a match or improve their score from session 3?**

## Cool Down

**Head to toe** - Ask children to take 3 deep breaths in through the nose and out through the mouth

1. Tilt the head to the left, back to centre, to the right, back to centre x 4.
2. Circle shoulders backwards x 10.
3. Circle shoulders forward x 10.
4. Rotate wrists in both directions x 10.
5. Hands on hips rotate hips clockwise and anti-clockwise x 10.
6. One at a time circle ankles in both directions x 10.
7. Sit down with legs straight in front. Slide hands down thighs to shin and try and touch toes, go only as far as comfortable. Lie down, close eyes and allow children to relax for 1 - 2 minutes.

## Teaching Points

1. Foster the idea that by getting a greater score we are improving our movement skills and fitness levels - the more we do something the better we get.
2. It is good to challenge ourselves to improve, even if sometimes we don't manage to.
3. Talk through the things that happen to our bodies when we get tired through exercise: aching muscles, out of breath, sweating, red-faced. Emphasise these are all normal and part of knowing how we are getting fitter and working to keep our body healthy.
4. We should try and exercise for 60 minutes each day.

## Key Questions

1. Did you improve your score? How do you feel about that?
2. What are some of the ways our body changes when we exercise?
3. How much exercise should we do each day?

