

Key Stage 2 - Fitness Unit 1

- This unit follows the R/KS1 format but is differentiated by increased expectation for each activity and advanced questioning
- 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 via 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



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

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Resources

YouTube Fitness playlist: https://www.youtube.com/playlist?list=PLMgdr1KsPoTWZz3vEROpqmk_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 high knees
- 10 seconds rest

Complete this 8 times

Rest for 2 – 3 minutes

Tabata 2

- 20 seconds of burpees
- 10 seconds rest

Complete this 8 times

Easier: Down ups or continue with burpees but step back one leg at a time and back up one leg at a time.

Cool Down

March 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
- Tense all muscles in the body, hold for 10 seconds, release

You might choose some relaxing music for the cool down.

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. Can you explain what a tabata exercise is?
2. Can you suggest a movement that would be suitable for a Tabata?
3. What body part/muscles did you feel you worked the most today?



Learning Intentions

1. To work consistently across each activity
2. Identify challenges within the workout
3. Show determination to keep moving even when tired

Success Criteria

1. I can keep moving during each minute
2. I can share what I found challenging
3. I will demonstrate determination

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playlist: https://www.youtube.com/playlist?list=PLMgdw1KSPoTWz3VEROpqpmk_IV5zo6UE

Starter Activity

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2. Walk in a circle to the left x 8
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6. Stretch up to the sky and take a deep breath x 4

EMOM

- Minute 1 = Push Ups
- Minute 2 = Jumping Air Squats
- Minute 3 = Side Plank
- Minute 4 = Skipping (with rope if available and able)
- Minute 5 = Rest

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

Easier: Push ups on knees. Air squats. Plank against wall.

Cool Down

1,2,3 Move and Freeze

- Children stood in their area children should freeze on the teacher's command
- They cannot lie down, close their eyes or cover their faces
- They should move around their area walking or side-stepping etc
- On the teacher's command, the group should freeze
- The teacher should decide when a pupil is out and when out they should lie on their tummies

Extension: Ask the children to freeze as a DJ, as a gymnast, as a spaceman, as a basketball player, as a cat 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. What elements of this work out could you change to make it more challenging? (Increase time, increase movements, take out rest periods)
2. What muscles did you use in the side plank and can you identify other activities in which you would use these muscles?
3. Analyse the workout, what parts did you find the most challenging?



Learning Intentions

1. Describe the principles of an AMRAP workout
2. Develop strength by performing a range of exercises
3. Accurately score rounds and reps

Success Criteria

1. I can describe the model of an AMRAP workout
2. I can complete exercises which build my strength
3. I can keep count of my rounds and reps

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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 - 3 point balance, 2 point balance, jumping air squat, v-sit, touch toes, jump as high as possible, spring on the spot, high knees, freeze.

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 burpees
- 5 star jumps
- 5 mountain climbers

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. Our heart is a muscle when we perform exercise and get out of breath what are we doing to the heart? (Strengthening it)
2. Can you name any of the muscles you used in the strength session? (abdominals, glutes, thighs/quadriceps, calf muscles/gastrocnemius)
3. If you were to repeat the AMRAP again what would you do to try and improve your score?



Learning Intentions

1. Accurately replicate the warm-up showing control
2. Keep track of where they are in an exercise
3. Identify what you found most difficult and why

Success Criteria

1. I can show control in the warm-up
2. I can keep track of my score
3. I can explain What I found difficult/challenging

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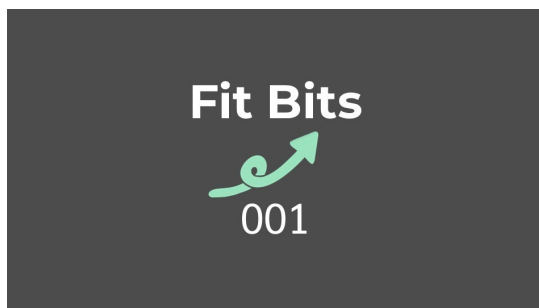
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Starter Activity

Complete video - Fit Bits 001

<https://www.youtube.com/watch?v=2v6MB0nsGsg>



Ladder 8 Minutes

A ladder refers to an increasing number of reps throughout a workout. In this instance, it is 3, 6, 9, 12 and so on. What rung of the ladder can pupils reach in 8 minutes? The workout will start 3 Burpees, 3 air squats, 3 push ups, then move to 6, 9, 12 etc.

- Burpee
- Air Squat
- Push Ups

Easier: For pupils who will struggle to move up through the 3 times table they can progress, 3, 6, 9 then start again a 3 and repeat again 3,6,9 for the 8 minutes. Or work thought a 2, 4, 6, 8 ladder.

Extension: Pupils can choose which 3 movements they do for the workout. Children should rest for short periods when they need, encourage them to count down from 15 - 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.

- During the warm-up ensure children move slowly so not to lose balance, it not about moving fastest but getting the correct positions.
- For those that are able, allow pupils to change which exercises go where in the ladder.
- You are looking for consistent movement over the 8 minutes, not going crazy and then being unable to work for the entire time.
- 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 techniques did you use to keep track of your progress during the workout?
3. Why do we keep count/keep score of what we have achieved?



Learning Intentions

1. Work under time pressure
2. Demonstrate determination to work quickly
3. Explain why relaxing is important for our health

Success Criteria

1. I can push myself to work under pressure
2. I will keep trying even when I find the activity challenging
3. I can explain some of the reasons we should relax

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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 reverse lunge (5 on each leg)
- 10 Alternating Gorilla walk (5 on each side) this will look like one step left, then one step back to the right and so on.
- 10 Down Ups

This will take children approximately 5 - 10 minutes to complete. You may wish children to have counters or markers to move at the end of each round to keep track.

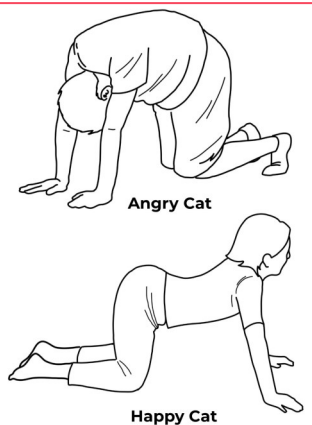
Easier: Instead of reverse lunge do alternate forward lunge.

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. 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.
2. 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.
3. 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. What could you have done differently to go faster in the workout?
2. What activities do you do at home to relax?
3. Why do you think relaxation is important to staying healthy?



Learning Intentions

1. Challenge themselves to match or improve their score
2. Calculate difference in their score to previous session
3. Discuss what is happening to their bodies when they exercise

Success Criteria

1. I tried to beat my previous score
2. I can calculate the difference in my 2 scores
3. I can discuss what's happening to my body when I tire

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Starter Activity

Opposites

- If the teacher calls 'Wide' children should make a narrow shape if the teacher calls 'Narrow' children should make a wide shape.
- Encourage children to move around in their area using a variety of levels and pathways.
- Shapes must be held for at least 3 seconds. Encourage children to balance on different body parts.
- Possible calls could be Tall – Tucked, Straight-Curled, High (standing up) – Low (on the floor).

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 burpees
3. 5 star jumps
4. 5 mountain climbers

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 that these are normal and necessary to keep fit. Explain that it can sometimes feel uncomfortable when exercising and this is not a reason to stop.
4. Discuss how we can sometimes feel self-conscious when we exercise because we go red or sweat but this happens to everyone when they work hard.
5. We should try and exercise for 60 minutes each day this can be split up throughout the day.

Key Questions

1. How do you feel about your score this week?
2. With a partner describe how your legs felt during the workout.
3. Can you chat with a partner to discuss what you think is happening in your body when your cheeks go red when you exercise?

