

# St Mary's PE

## Fitness, Scheme of Work, Class Three.

### Introduction

As in all units, pupils develop physical, social, emotional and thinking whole child objectives.

Pupils will take part in a range of fitness activities to develop components of fitness. Pupils will begin to explore and develop agility, balance, co-ordination, speed and stamina. Pupils will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.

### Key Skills

- Physical: agility
- Physical: balance
- Physical: co-ordination
- Physical: speed
- Physical: stamina

- Physical: skipping
- Social: taking turns
- Social: encouraging and supporting others
- Emotional: determination
- Emotional: perseverance
- Emotional: challenging myself
- Thinking: identifying strengths and areas for improvement
- Thinking: observing and providing feedback

## Learning Objective

<b>LESSON</b> <b>1</b>	To understand how to run for longer periods of time without stopping.
<b>LESSON</b> <b>2</b>	To develop co-ordination and timing when jumping in a long rope.

<b>LESSON</b> <b>3</b>	To develop individual skipping.
<b>LESSON</b> <b>4</b>	To take part in a circuit to develop stamina and agility.
<b>LESSON</b> <b>5</b>	To explore exercises that use your own body weight.
<b>LESSON</b> <b>6</b>	To develop ‘ABC,’ agility, balance and co-ordination.

# Assessment Criteria

## CLASS 2

I can describe how my body feels during exercise.

I can show hopping and jumping movements with some balance and control.

I persevere with new challenges.

I show determination to continue working over a longer period of time.

I understand that running at a slower speed will allow me to run for a longer period of time.

I work with others to turn a rope and encourage others to jump at the right time.

## Links to the National Curriculum

### ENGLISH

Learning of key vocabulary - Co ordination,  
agility, stamina, continuous.

Reading task cards and following instructions.

Communicating with others.

### MATHS

Counting how many repetitions are made.

Working to a time length.

### SCIENCE

Understanding that humans feel differently

when performing different exercises.

Exploring exercises to develop different areas of

fitness.

## Health and Safety

**Ensure pupils are fully warmed up and prepared for the lesson. Teach the pupils how to behave and move in a safe way both with and without equipment. Ensure that all equipment is stored safely when not in use.**