

St Mary's PE

Fitness, Scheme of Work, Class 4.

Introduction

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

Pupils will take part in a range of fitness challenges to test and record their scores. They will learn different components of fitness including speed, stamina, strength, coordination, balance and agility. Pupils will be given opportunities to work at their maximum and improve their fitness levels. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas in which they make the most improvement using the scores they have collected.

Key Skills

- Physical: strength
- Physical: speed
- Physical: power
- Physical: agility

- Physical: coordination
- Physical: balance
- Physical: stamina
- Social: supporting and encouraging others
- Social: working collaboratively
- Emotional: perseverance
- Emotional: determination
- Thinking: analysing scores

Learning Objective

LESSON 1	To develop an awareness of what your body is capable of.
LESSON 2	To develop speed and stamina.

LESSON 3	To develop strength using my own body weight.
LESSON 4	To develop co-ordination through skipping.
LESSON 5	To perform actions that develop agility.
LESSON 6	To develop control whilst balancing.

Assessment Criteria

YEAR 5

I can analyse my fitness scores to identify areas for improvement.

I can choose the best pace for a running event and maintain speed.

I can encourage and motivate others to work to their personal best.

I can identify how different activities can benefit my physical health.

I can work with others to manage activities.

I understand the different components of fitness and how to test them.

I understand what my maximum effort looks and feels like and I am determined to achieve it.

YEAR 6

I can change my running technique to adapt to different distances.

I can collect, record and analyse scores to identify areas where I have made the most improvement.

I can work with others to organise, manage and record information at a station.

I encourage and motivate others to work to their best.

I understand that there are different areas of fitness and how this helps me in different activities.

I understand the different components of fitness and ways to test and develop them.

I work to my maximum consistently when presented with challenges.

Links to the National Curriculum

ENGLISH

Learning of key vocabulary – Co ordination,
personal, technique, agility, stamina, continuous

Reading task cards and following instructions

MATHS

Recording data on a record sheet

Analysing data to discover areas that show the
most improvement

Using stopwatches to time a partner in fitness
challenges

Placing cones set distances apart

SCIENCE

Understanding that humans have different
components of fitness

Exploring exercises to develop different areas of fitness

Learning about muscles and what they are used for

Health and Safety

Encourage the pupils to focus on their own results and to identify where they see areas to improve. Try to avoid pupils comparing themselves with others in the class and to work within their own capabilities. All actions need to be performed with control.