

# Fitness Knowledge Organiser

<b>Year: 3</b>						
<b>Term: Spring 1</b>						
<b>Background information for teachers and pupils</b>						
<p>As in all units, pupils develop physical, social, emotional and thinking whole child objectives. Pupils will take part in a range of fitness challenges testing and record their scores. They will learn about different components of fitness; 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 for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.</p>						
<b>National Curriculum Aims</b>						
<ul style="list-style-type: none"> <li>Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success.</li> <li>Pupils should be taught to develop flexibility, strength, technique, control and balance.</li> <li>Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best.</li> </ul>						
<b>Key Knowledge</b>						
<b>Progression of skills</b>						
	<b>Agility</b>	<b>Balance</b>	<b>Coordination</b>	<b>Speed</b>	<b>Strength</b>	<b>Stamina</b>
<b>Year 6</b>	Change direction with a fluent action and can transition smoothly between varying speeds.	Show fluency and control when travelling, landing stopping and changing direction.	Can coordinate a range of body parts with a fluent action at a speed appropriate to the challenge.	Can adapt running technique to meet the needs of the distance.	Can complete body weight exercises for increased repetitions, with control and fluency.	Use breath to increase their ability to move for sustained periods of time
<b>Year 5</b>	Demonstrate improved body posture and speed when changing direction.	Change their body position to maintain a controlled centre of gravity.	Demonstrate increased speed when coordinating their bodies	Identify the best pace for a set distance or time.	Demonstrate increased technique in body weight exercises.	Use their breath to increase their ability to move for sustained periods of time
<b>Year 4</b>	Show balance when changing direction at speed.	Show control whilst competing activities, which challenge balance.	Explore increased speed when coordinating their bodies.	Demonstrate improved sprinting technique.	Identify activities which help to strengthen different muscle groups.	Demonstrate using their breath to maintain their work rate.
<b>Year 3</b>	Show balance when changing direction.	Explore more complex activities which challenge balance	Can coordinate their bodies with increased consistency in a variety of activities.	Explore sprinting technique.	Explore building strength in different muscle groups.	Explore using their breath to increase their ability to work for longer periods of time.
<b>Year 2</b>	Demonstrate improved technique when changing direction on the move.	Demonstrate increased balance whilst travelling along and over equipment.	Perform actions with increased control when coordinating their body with and without equipment.	Can demonstrate running at different speeds.	Demonstrate increased control in body weight exercises.	Show an ability to work for longer periods of time.
<b>Year 1</b>	Change direction whilst running.	Explore balancing in more challenging activities with some success.	Explore coordination through the use of equipment.	Explore running at different speeds.	Explore exercises using their own body weight.	Explore moving for longer periods of time and identify how it makes them feel
<b>EYFS</b>	Explore changing direction safely.	Explore balancing whilst stationary and on the move.	Explore moving different body parts together.	Explore moving and stopping with control.	Explore taking weight on different body parts.	Explore moving for extended periods of time.

Whole child Skills			
Physical	Social	Emotional	Thinking
<ul style="list-style-type: none"> <li>• Strength</li> <li>• Speed</li> <li>• Power</li> <li>• Agility</li> <li>• Coordination</li> <li>• Balance</li> <li>• Stamina</li> </ul>	<ul style="list-style-type: none"> <li>• Supporting others</li> <li>• Working safely</li> </ul>	<ul style="list-style-type: none"> <li>• Perseverance</li> <li>• Determination</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying areas of strength and areas of development.</li> </ul>

#### Links to other National Curriculum subjects

##### English

- Learning of key vocabulary – Coordination, 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
- Timing a partner in fitness challenges

##### Science

- Understanding that humans have different components of fitness
- Exploring exercises to develop different areas of fitness

#### **Key Vocabulary**

**Prior vocabulary** – distance, strength, balance, accurately, control

**New Vocabulary** - technique, progress, muscle, co-ordination, stamina, healthy

#### **Teacher Glossary**

<b>Agility</b>	The ability to change direction quickly and easily.
<b>Balance</b>	The ability to stay upright or stay in control of body movement.
<b>Coordination</b>	The ability to move two or more body parts at the same time, under control, smoothly and efficiently.
<b>Stamina</b>	The ability to move for sustained periods of time.
<b>Power</b>	Speed and strength combined.

##### **Key questions...**

- Can you notice a difference in how exercise makes you feel physically?
- Can you describe what your body feels like after an event?
- Can you notice a change in your heart rate?
- Are there some activities that make you feel more or less tired?
- What part of your body can you feel working? Do you know what muscles are being used?

##### **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.**

Remind children to:

- Remove any jewellery before the lesson.
- Tie long hair back.
- Wear suitable clothing for PE to school.

**GetSet4PE Fitness Scheme Overview  
Year 3**

	<b>Learning</b>	<b>Whole Child Objectives</b>	<b>Equipment</b>
<b>1</b>	<p><b>LO:</b> To develop an awareness of what your body is capable of.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Encourage those you are working with.</li> <li>Try your best at each station.</li> </ul>	<p><b>Social:</b> To support and encourage others.</p> <p><b>Emotional:</b> To persevere to achieve my personal best.</p> <p><b>Thinking:</b> To identify personal areas of strength and areas for development.</p>	<p>Cones x 30 Pencils x 30 Stopwatch x 1 Tennis balls x 7</p> <p>Download My fitness record and print for each child.</p>
<b>2</b>	<p><b>LO:</b> To develop speed and strength.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Complete each exercise slowly and with control.</li> <li>•Keep your elbows bent.</li> <li>•Move your hands from your pocket to your mouth.</li> <li>•Run on the balls of your feet.</li> </ul>	<p><b>Social:</b> To support and encourage others to persevere.</p> <p><b>Emotional:</b> To persevere to achieve my personal best.</p> <p><b>Thinking:</b> To identify which body part each strength exercise develops.</p>	<p>Cones x 30 Pack of cards x 1 Pencils x 15</p> <p>My fitness record</p>
<b>3</b>	<p><b>LO:</b> To complete actions to develop coordination.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Watch the ball and move your hands ready to catch it.</li> </ul>	<p><b>Social:</b> To communicate with my partner to check that they are ready to receive the ball.</p> <p><b>Emotional:</b> To play honestly and fairly.</p> <p><b>Thinking:</b> To identify when co-ordination is used at other times.</p>	<p>Cones x 30 Pencils x 15 Tennis balls x30 My fitness record</p> <p>Optional – Playground ball</p>
<b>4</b>	<p><b>LO:</b> To complete actions to develop agility.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Bend low and use small steps to change direction.</li> <li>Turn your hips to face the direction you are running.</li> </ul>	<p><b>Social:</b> To show an awareness of others when moving around the space.</p> <p><b>Emotional:</b> To persevere and not give up.</p> <p><b>Thinking:</b> To recognise when I was successful and what I need to do to improve.</p>	<p>Cones x 30 Pencils x 15 My fitness record</p>
<b>5</b>	<p><b>LO:</b> To complete actions to develop balance.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Bend your standing knee to help you to stay balanced.</li> <li>Focus on something still.</li> </ul>	<p><b>Social:</b> To work safely whilst travelling over equipment.</p> <p><b>Emotional:</b> To show determination and work hard to achieve my personal best.</p> <p><b>Thinking:</b> To identify when I was successful.</p>	<p>Cones x 35 Hoops x 6 Hurdles x 6 Pencils x 15 My fitness record.</p> <p>Download Hop, jump and leap videos to show the children.</p>
<b>6</b>	<p><b>LO:</b> To complete actions to develop stamina.</p> <p><b>Success criteria:</b></p> <ul style="list-style-type: none"> <li>Breathe steadily in through your nose.</li> <li>Don't go too fast at the beginning.</li> </ul>	<p><b>Social:</b> To support and encourage others.</p> <p><b>Emotional:</b> To challenge myself to persevere when I get tired.</p> <p><b>Thinking:</b> To recognise changes in my body when I work for sustained periods of time.</p>	<p>Cones x30 Pencils x 15</p> <p>My fitness record</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/fitness?years=1002,1003>