

Fitness Knowledge Organiser

Year: 5						
Term: Spring 1						
Background information for teachers and pupils						
<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 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.</p>						
National Curriculum Aims						
<ul style="list-style-type: none"> Pupils should develop an understanding of how to improve in different physical activities and learn how to evaluate and recognise their own success. Pupils should be taught to develop flexibility, strength, technique, control and balance. Pupils should be taught to compare their performances with previous ones and demonstrate improvement to achieve their personal best. 						
Key Knowledge						
Progression of skills						
	<u>Agility</u>	<u>Balance</u>	<u>Coordination</u>	<u>Speed</u>	<u>Strength</u>	<u>Stamina</u>
<u>Year 6</u>	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 more for sustained periods of time
<u>Year 5</u>	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
<u>Year 4</u>	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.
<u>Year 3</u>	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.
<u>Year 2</u>	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.
<u>Year 1</u>	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
<u>EYFS</u>	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"> • Strength • Speed • Power • Agility • Coordination • Balance • Stamina 	<ul style="list-style-type: none"> • Supporting others • Working collaboratively 	<ul style="list-style-type: none"> • Perseverance • Determination 	<ul style="list-style-type: none"> • Analysing scores
<u>Links to other National Curriculum subjects</u>			
English <ul style="list-style-type: none"> • Learning of key vocabulary – Coordination, personal, technique, agility, stamina, continuous • Reading task cards and following instructions 			
Maths <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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 			
Key Vocabulary			
Prior vocabulary – distance, strength, balance, accurately, control, technique, progress, muscle, co-ordination, stamina, healthy New vocabulary – technique, agility, momentum, drive, rhythm, power			
Teacher Glossary			
Agility	The ability to change direction quickly and easily.		
Balance	The ability to stay upright or stay in control of body movement.		
Coordination	The ability to move two or more body parts at the same time, under control, smoothly and efficiently.		
Stamina	The ability to move for sustained periods of time.		
Power	Speed and strength combined.		
Key questions... <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • Remove any jewellery before the lesson. • Tie long hair back. • Wear suitable clothing for PE to school. 			

**GetSet4PE Fitness Scheme Overview
Year 5**

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To develop an awareness of what your body is capable of.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Encourage those you are working with. Try your best at each station. 	<p>Social: To support and encourage others.</p> <p>Emotional: To persevere to achieve my personal best.</p> <p>Thinking: To identify areas of strength and areas for development.</p>	<p>Cones x 30 Pencils x 15 Skipping ropes x3 Stopwatch x9</p> <p>Download: My fitness record Station cards</p>
2	<p>LO: To develop speed and stamina.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Maintain a steady breath. Make your first step forwards not backwards. Move your hands from pocket to mouth. Run on the balls of your feet. Work for the whole time period without stopping. 	<p>Social: To support and encourage a partner.</p> <p>Emotional: To challenge myself to work to my maximum.</p> <p>Thinking: To observe my partner and provide them with feedback.</p>	<p>Cones x30 Pencils x 15 Stopwatch x1 Download: My fitness record</p>
3	<p>LO: To develop strength using my own body weight.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Complete the exercises slowly and with control. Maintain a steady breath. 	<p>Social: To recognise that having a positive approach also positively impacts on others.</p> <p>Emotional: To persevere to achieve my personal best.</p> <p>Thinking: To identify personal areas of strength.</p>	<p>Pencils x 15 Stopwatch x 1</p> <p>Download: My fitness record</p>
4	<p>LO: To develop coordination through skipping.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Keep your hands at waist height. Turn the rope then jump. 	<p>Social: To work collaboratively and communicate with others.</p> <p>Emotional: To persevere if I find things hard.</p> <p>Thinking: To identify the importance of developing co-ordination.</p>	<p>Long skipping ropes x 10 Skipping ropes x 30 Stop watch x 1</p> <p>Download: My fitness record Videos: Double Dutch turning Individual skipping Long rope Skipping challenges</p>
5	<p>LO: To perform actions that develop agility.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Turn your hips to face the direction you are running. <p>Use lots of small steps rather than big steps.</p>	<p>Social: To use positive words to motivate and support others.</p> <p>Emotional: To challenge myself to work to my best.</p> <p>Thinking: To recognise when I was successful and what I need to do to improve.</p>	<p>Cones x 45 Pencils x 15 Stopwatch x1</p> <p>Download: My fitness record</p>
6	<p>LO: To develop control whilst balancing.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Focus on something stationary. Move slowly to gain balance and control. Slightly bend your standing leg. 	<p>Social: To work safely when developing a skill.</p> <p>Emotional: To challenge myself to work to my best.</p> <p>Thinking: To identify muscle groups working in different activities.</p>	<p>Balance dome x 3 Base stations / marker cones x 12 Beanbags x 3 Benches x 2 Cones x 10 Pencils x 15 Playground/ indoor balls x 3 Optional – tennis balls Download: My fitness record</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks2/fitness?years=1004,1005>