

Fitness Knowledge Organiser

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| Year: 2 | | | | | | |
| Term: Spring 2 | | | | | | |
| Background information for teachers and pupils | | | | | | |
| 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. | | | | | | |
| National Curriculum Aims | | | | | | |
| <ul style="list-style-type: none"> Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Pupils should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Pupils should be taught to master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination, and begin to apply these in a range of activities. | | | | | | |
| Key Knowledge | | | | | | |
| Progression of skills | | | | | | |
| | Agility | Balance | Coordination | Speed | Strength | Stamina |
| Year 6 | 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 |
| Year 5 | 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 |
| Year 4 | 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. |
| Year 3 | 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. |
| Year 2 | 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. |
| Year 1 | 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 |
| EYFS | 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"> • Agility • Balance • Co-ordination • Speed • Stamina • Skipping | <ul style="list-style-type: none"> • Taking turns • Encouraging and supporting others | <ul style="list-style-type: none"> • Perseverance • Determination • Challenging myself | <ul style="list-style-type: none"> • Identifying areas of strength and areas for improvement. • Observing and providing feedback. |

Links to other National Curriculum subjects

English

- Learning of key vocabulary – Coordination, 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.

Key Vocabulary

Prior vocabulary - exercise, heart, lungs, body, mood

New vocabulary – strong, pace, race, speed, job, steady, sprint, distance

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.

Key questions...

- Can you notice a difference in how exercise makes you feel physically?
- How does your body feel after exercise?
- What changes do you notice after exercise?
- What part of your body can you feel working?
- What do you notice about your breathing?

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.

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 2**

| | Learning | Whole Child Objectives | Equipment |
|----------|--|---|--|
| 1 | <p>LO: To understand how to run for longer periods of time without stopping.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Don't run too quickly when you start running. | <p>Social: To encourage others to keep running.</p> <p>Emotional: To show determination not to stop running during the challenges.</p> <p>Thinking: To understand that running at a steady speed will help me to run for a longer period of time.</p> | <p>Cones x 60 Hoops x 30</p> |
| 2 | <p>LO: To develop coordination and timing when jumping in a long rope.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Watch the rope as it comes over your head and jump just before it gets to you. | <p>Social: To support and encourage others to persevere.</p> <p>Emotional: To persevere to achieve my personal best.</p> <p>Thinking: To identify which body part each strength exercise develops.</p> | <p>Long skipping ropes x 8 Skipping ropes x 15</p> <p>Download and watch the Long rope video with the children.</p> |
| 3 | <p>LO: To develop individual skipping.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Jump, bend, jump, bend rhythm. Turn first, then jump. | <p>Social: To encourage and support others to keep trying when they find things difficult.</p> <p>Emotional: To persevere with the skipping challenges.</p> <p>Thinking: To identify challenges that I find difficult.</p> | <p>Long skipping ropes x 8 Skipping ropes x 15</p> <p>Download and watch the Long rope and individual skipping videos with the children.</p> |
| 4 | <p>LO: To take part in a circuit to develop stamina and agility.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Bend low and push off quickly when changing direction. | <p>Social: To encourage and support my group to keep working throughout the whole two minutes.</p> <p>Emotional: To challenge myself to continue to work for the whole time.</p> <p>Thinking: To recognise changes in my body when I exercise.</p> | <p>Benches x 2 Cones x 30</p> <p>Station cards Stamina and Agility.</p> |
| 5 | <p>LO: To explore exercises that use your own body weight.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Complete the exercises carefully and slowly – don't rush. | <p>Social: To take turns with my partner.</p> <p>Emotional: To work to my personal best.</p> <p>Thinking: To use diagrams to see which exercises to complete.</p> | <p>Cones x 5 Pencils x 15</p> <p>Download: Bingo: Pupil cards Bingo: Teacher exercises Name in exercises</p> |
| 6 | <p>LO: To develop 'ABC,' agility, balance and coordination.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Keep your head up. Use your arms to help you to move quickly. | <p>Social: To encourage others to try their best.</p> <p>Emotional: To persevere with the footwork patterns even if I find them difficult.</p> <p>Thinking: To identify which ladder drill I find the easiest and which I find the most difficult.</p> | <p>Cones x 5 Agility ladder x 5</p> <p>Optional: Base stations</p> |

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks1/fitness?years=1001>