

Fitness Knowledge Organiser

Year: 1						
Term: Spring 2						
Background information for teachers and pupils						
As in all units, pupils develop physical, social, emotional and thinking whole child objectives. In this unit, pupils develop their understanding of the benefits of exercise and a healthy lifestyle on their physical body, their mood and their overall health. They will work independently, in pairs and small groups to complete challenges in which they will sometimes need to persevere to achieve their personal best.						
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"> • Running • Co-ordination • Stamina • Strength • Agility • Balance 	<ul style="list-style-type: none"> • Cooperation • Support • Responsibility 	<ul style="list-style-type: none"> • Kindness • Perseverance • Honesty • Independence 	<ul style="list-style-type: none"> • Comprehension • Creativity • Problem solving • Reflection
<u>Links to other National Curriculum subjects</u>			
English <ul style="list-style-type: none"> • Learning of key vocabulary – Coordination, agility, stamina, continuous. • Reading task cards and following instructions. • Communicating with others. 			
Maths <ul style="list-style-type: none"> • Counting how many repetitions are made. • Working to a time length. 			
Science <ul style="list-style-type: none"> • Understanding that humans feel differently when performing different exercises. • Exploring exercises to develop different areas of fitness. 			
Key Vocabulary			
Prior vocabulary - Push, stop, space, jump, balance, safely			
New vocabulary – exercise, heart, lungs, body, mood			
Teacher Glossary			
Squat	Begin with feet shoulder width apart, sit back into your heels and stand again.		
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...			
<ul style="list-style-type: none"> • 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: <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 1

	Learning	Whole Child Objectives	Equipment
1	<p>LO: To develop knowledge about how exercise can make you feel.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Think carefully about how exercise makes you feel. 	<p>Social: To share my ideas and listen to others.</p> <p>Emotional: To use kind words in my feedback.</p> <p>Thinking: To can consider ways of improving my mood.</p>	<p>Cones x 15</p> <p>Team bands x 15</p>
2	<p>LO: To develop knowledge about how exercise can make you strong and healthy.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Notice how your heart beat changes during exercise. 	<p>Social: To talk to a partner about my ideas.</p> <p>Emotional: To continue to try my hardest even when I find things hard.</p> <p>Thinking: To create ideas for my partner to copy.</p>	<p>Cones x 30</p> <p>Dice x1</p>
3	<p>LO: To develop knowledge about how exercise relates to breathing.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Notice how exercise changes your breathing. 	<p>Social: To work well with a partner.</p> <p>Emotional: To share my ideas and contribute to class discussion.</p> <p>Thinking: To suggest ideas to solve a problem.</p>	<p>Cones x 30</p> <p>Hoops x 8</p> <p>Tennis balls x 15</p> <p>Download and watch the lungs video with the children.</p>
4	<p>LO: To develop my understanding of how exercise helps my brain.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Consider skills/activities which can be improved by exercise. 	<p>Social: To make safe decisions when working with others.</p> <p>Emotional: To tell the truth about what I have achieved.</p> <p>Thinking: To understand how to score points.</p>	<p>Base stations x 10</p> <p>Beanbags x 10</p> <p>Cones x 35</p> <p>Hoops x 10</p> <p>Download Number Patterns document.</p> <p>Optional: Chalk</p>
5	<p>LO: To develop my understanding of how exercise helps my muscles.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Consider carefully how your muscles feel after exercise. 	<p>Social: To encourage others to keep trying.</p> <p>Emotional: To explore skills before asking for help.</p> <p>Thinking: To know when and why I succeed.</p>	<p>Base Stations x 8</p> <p>Cones x 30</p> <p>Hurdles x 8</p>
6	<p>LO: To begin to understand the importance of daily exercise.</p> <p>Success criteria:</p> <ul style="list-style-type: none"> Try your best in the challenges you are set. 	<p>Social: To use kind words.</p> <p>Emotional: To want to complete the challenges and tasks set for me.</p> <p>Thinking: To use key words to give people feedback.</p>	<p>Cones x 15</p> <p>Hoops x 15</p> <p>Download Energy Cards.</p>

All lesson plans and equipment lists can be found here:

<https://www.getset4pe.co.uk/lesson/ks1/fitness?years=1000>