



INTENT	IMPLEMENTATION	IMPACT
<p>See INTENT statement</p>	<p>ACET PE schemes of work ensure that all teachers are equipped with the secure subject knowledge required to deliver modern, high-quality teaching and learning opportunities for all areas of the PE National Curriculum. Lessons are planned alongside the ACET subject-specific progression map. Pupils are given the opportunity to practice existing skills, transfer skills from other units and learn new skills, which combine to develop new or more advanced skills/techniques. Our sequencing along with outstanding teaching create a smooth transition in order to achieve optimal learning outcomes for all pupils. Formal summative assessments are termly and a levelled through the ACET assessment criteria in line with the NC objectives for PE in KS2.</p>	<p>The units are mapped against the progression documents to ensure that learners develop detailed knowledge and skills across the full breadth of the PE curriculum through engaging and age-appropriate curriculum content.</p> <p>Wherever possible our units have strong cross-curricular links to other subjects including scientific concepts, PSHE and topic themes.</p> <p>Attainment and progress are measured using our ACET assessment criteria.</p>

Y6 Learning Goals – Fitness Unit

Fitness

To be able to lead a warm up & cool down for a specific set of fitness components

To know that Physical fitness is a state of well-being and good health.

To be able and explain to name the components of fitness.

To be able to recognise a component of fitness from a given exercise.

Coach and motivate others to performing exercises with good technique.

Understand and explain the effects of exercises on my body and level of fitness

Be able to plan and deliver a fitness circuit.

Use appropriate criteria & terminology, to evaluate their own and others performances.

Year 6 – Fitness Unit

6 week term

Lesson 1: How fit am i?

Lesson 2 & 3: Creation of circuit and completion of circuits

Lesson 4 : Endurance

Lesson 5: Power and Muscular strength

Lesson 6: Re-test fitness

New vocabulary:

Health

Coach

Technique

Evaluate

Quadriceps

Gastrocnemius

Dynamic stretch

Lesson One

Year 6 learning goal: I can work out how fit I am

Lesson focus/objective:

- Complete exercises to the best of my ability
- Complete exercises with control

Equipment:

Mat

Pencil

Paper

Bench

Ruler

Balls

Introduction/warm up activity:

Main Activity/Plenary

<p>Introduction:</p> <p>Explain to pupils that we are going to work out our base level of fitness for the unit and then re-test at the end of the unit in order to see if we have increased our levels of fitness/ability to perform certain exercises. Explain we are going to test each different component of fitness that we learnt in Year 5. Can you identify each component by the end of the lesson?</p> <p>Warm up: Pupils to work in small groups before in a space where the circuit isn't set up. Give 1 pupil the role of leader and get them to perform a warm up for the pupils in their group to follow. Ask for pupils' ideas before the start to give pupils ideas for their warm ups.</p>	<p>Explain to pupils that we are going to complete a circuit. It will test a number of different components of exercise. Can you name them all by the end of the lesson? Give pupils a couple of different variations for them to choose from depending on ability. Teacher to blow a whistle, time 45 seconds and then blow the whistle again. Pupils 2 to then complete exercise for 45 seconds and record score. Pupils to record scores on sheet.</p> <p>Exercises to complete: See sheet</p> <p>Challenge: pupils to complete the hardest variation for each exercise.</p> <hr/> <p>Plenary: Can you work out which components of fitness we have tested today?</p> <p>Out of your pairs, who is the fitter? How many exercises did you beat your partner?</p>
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Lesson Two and Three	
Year 6 learning goal: To design a circuit for other to follow	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Develop a 5 station circuit ➤ Plan different exercises for different body parts 	<p>Equipment:</p> <p>Dependant of what pupils plan to use.</p>
Introduction/warm up activity:	Main Activity/Plenary

<p>Introduction: Explain that pupils are going to design a circuit for other pupils to complete. They need to have at least 5 station in their circuit with a focus on one component of fitness.</p>	<p>Give pupils some big paper and pens in order to design their circuit. There are 2 lessons for this to be completed so allow them plenty of time to design their circuit. You can then set up 2 at once, split the rest of the class in half so they can complete the circuit. Allow pupils to give feedback on the design of the circuit. Make sure pupils get 2 WWW and 1 EBI.</p>
<p>Warm up: Tig – before setting up the mats for pupils to use for the lesson, pupils to play Tig. Allow pupils to work for longer periods and change pupils who are on. Pupils who are on to wear a bib to help everyone identify the tigger.</p>	<p>Plenary: Pupils feedback about the circuits they have completed. Speak to pupils before next lessons to see if those who haven't had chance to showcase their circuit want to change anything.</p>

Lesson Four	
Year 5 learning goal: To develop aerobic endurance	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Develop an understanding of aerobic exercise and how to pace yourself when running/moving ➤ Work aerobically during the lesson with little rest 	<p>Equipment:</p> <p>Speaker Laptop/Phone Link for Bleep Test: https://www.youtube.com/watch?v=e0U_yQITBks</p>
Introduction/warm up activity:	Main Activity/Plenary

<p>Introduction: Explain to pupils we are working Aerobically today. What do we mean by this? Using the oxygen in the air as a fuel source to work for long periods of time. Pupils to complete multi stage fitness test. Set out 2 lines of cones (15-20M apart) Reduce if you feel pupils will struggle.</p> <p>Discussion about Heart Rate at the start of the lesson? What might happen to it during the lesson?</p> <p>Warm up: Line Game – Find some lines outside on the playground before you start your lesson (maybe football or netball court). Have one person become the line leader and all pupils to follow and copy their movements. Shout change and pupils change directions or on the whistle the front person runs to the back and 2nd person takes over as line leader.</p>	<p>Pupils to pair up in order to reduce the numbers of pupils who are running at once. Pupils to run from cones in time with the beep. Explain to pupils it's not a race or a sprint. We are working for about 15-20 mins. Take your time and pace yourself. Partner 1 to work while partner 2 counts shuttles and encourage and motivates partner. Then swap and partner 2 completes. If you can't run anymore, keep walking until the teacher tells you to stop.</p> <p>Exercises for pupils to complete: Shuttle runs (Bleep Test)</p> <p>Challenge: try not to walk during the whole test.</p>
	<p>Plenary: Can you define aerobic exercises? What did we need to make sure we did in order to work for the whole time? Can you notice a different in your HR?</p>

Lesson Five	
Year 6 learning goal: To develop an understanding a muscular endurance, strength and power.	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Work for longer periods of time ➤ Complete strength exercises 	<p>Equipment:</p> <p>Mat Marker Bench Playing cards Lamented club suit signs</p>
Introduction/warm up activity:	Main Activity/Plenary

<p>Introduction: Explain to the pupils we are going to work on muscular strength and endurance. We are going to be working for either short or longer periods of time depending on the exercise and number of your card. Pupils to work on correct form with explosive actions today.</p> <p>Warm up: Pupils to work in small groups before in a space where the circuit isn't set up. Give 1 pupil the role of leader and get them to perform a warm up for the pupils in their group to follow. Ask for pupils' ideas before the start to give pupils ideas for their warm ups.</p> <p>*Note make sure it is a different person from previous lesson who is the leader*</p>	<p>Split the class into groups of 4/5. Line pupils up behind cones at one side of the hall. Scatter 2 decks of playing cards face down in front of pupils. At the end of the hall, lay out 5 mats with a suit sign in front of them plus a joker sign. Demonstrate 5 of the exercises below that pupils need to complete. If a pupil picks up a 10 of hearts, they go to the hearts station and complete 10 of that exercise. Run through a couple of times changing the exercises each time. To increase amount of time pupils' work for, add in a bonus station in the middle of the hall. If they complete 10 star jumps before they do their exercise, they can double their score.</p> <p>Exercises for pupils to complete: Press ups, step ups, burpees, tricep dips, press ups, squats, lunges, flutter kicks</p> <p>Challenge – complete the hardest variation of each exercise at each station.</p> <p>Plenary: What is endurance? What is muscular endurance? How can we help stop our muscles from failing? Can you think of any exercises that would help increase our muscular strength or endurance?</p>
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Lesson Six	
Year 6 learning goal: Has my fitness improved?	
<p>Lesson focus/objective:</p> <ul style="list-style-type: none"> ➤ Complete exercises to the best of my ability with control 	<p>Equipment:</p> <p>Mat Pencil</p>

<p>➤ Develop an understanding of how and why my fitness might/might not have improved.</p>	<p>Paper Bench Ruler Balls</p>
<p>Introduction/warm up activity:</p>	<p>Main Activity/Plenary</p>
<p>Introduction:</p> <p>Explain to pupils that we are going to re-test as we are at the end of the unit. We are going to compare results in order to see if we have increased out levels of fitness/ability to perform different exercises which test different components of fitness.</p> <p>Warm up: Find some lines outside on the playground before you start your lesson (maybe football or netball court). Have one person become the line leader and all pupils to follow and copy their movements. Shout change and pupils change directions or on the whistle the front person runs to the back and 2nd person takes over as line leader.</p>	<p>Explain to pupils we are going to re-test our fitness levels. We are performing the same exercise we did in lesson one. Pupils to work for 40 seconds at each station and then swap with partner. Record scores on sheet. Compare scores at the end of the lesson. Teacher to demonstrate each exercise for pupils.</p> <p>Exercises to complete: See sheet</p> <p>Challenge – pupils to complete the hardest variation for each exercise.</p> <p>Plenary – Using the sheets and scores from lesson one, pupils to see if their score has improved. If it has then why? Pupils to discuss reasons why. If not, they also why? Pupils to discuss reasons.</p>