

Suggested Curriculum Links

England <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance compare their performances with previous ones and demonstrate improvement to achieve their personal best 	Scotland <ul style="list-style-type: none"> I practise, consolidate and refine my skills to improve my performance. I am developing and sustaining my levels of fitness. By reflecting on my own and others' work and evaluating it against shared criteria, I can recognise improvement and achievement and use this to progress further.
Wales <ul style="list-style-type: none"> engage in frequent and regular physical activity beneficial to their health, fitness and well-being find out how exercise affects the body sustain activity over appropriate periods of time in a range of different activities follow relevant rules and safety procedures when exercising, and begin to understand risk and how to take responsibility for actions 	Republic of Ireland <ul style="list-style-type: none"> walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes explore skipping activities individually and as part of a group, with or without a rope explore the various ways of jumping, to include taking off from one foot or two feet and landing on two feet develop the over-arm (javelin) throw from a standing position, using a beanbag, ball or foam javelin measure an achievement analyse personal performance and performance of a partner in athletic activities
Northern Ireland <ul style="list-style-type: none"> participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment record and analyse personal performance in a variety of ways 	Australia <ul style="list-style-type: none"> performing activities of different intensities and measuring breathing rate, heart rate and other body responses to categorise activities into low, moderate and high intensity

Notes

- Follow the school policies regarding, changing, PE and health and safety. See PP565PEKF.1.1-Slide 48 for disclaimer information.** Ideally, ask children to change at the start of the lesson to aid in time management.
- External video links are provided for exercises and stretches by clicking on slide headings or in PP565PEKF.1.4. See PP565PEKF.1.1-Slide 49 for disclaimer information.
- For support, the on-line version of this lesson is available at [Teaching Alive](https://www.teachingalive.com).**
- If animations are available, click on the Scene link in the PowerPoint to view. Images are provided (see PP565PEKF.1.6) as an alternative and can used to re-cap.**
- This lesson plan uses 9 set stations for the circuit training. Use PP565PEKF.1.2/PC565PEKF.1.2 for 12 stations or PP565PEKF.1.3/PC565PEKF.1.3 to design your own custom circuit.
- See TC565PEKF.1.2 to consider organisation rules. Amend lesson timing depending on teacher choice. If learners work in pairs, consider support for LA and friendship groups. If possible, use an interactive whiteboard or projector in a hall to review exercise and stretch techniques. One star exercise alternatives are provided on technique cards for LA/LMA.
- Equipment and assessment suggestions to record each exercise are suggested in TC565PEKF.1.3. Mats for exercises and stretches are suggested and also with red lines on exercise cards.
- Plans and PowerPoints are detailed and thorough to provide teaching structure, if needed, for the whole or parts of the lesson. An alternative streamlined PowerPoint is also provided- PP565PEKF.1.7Stream.

Lesson Prep

- Equipment is dependent on choice of number of stations- see TC565PEKF.1.3.
- A stopwatch is needed to time intervals, ideally displayed on an interactive whiteboard for all to see.
- Prepare mats (see TC565PEKF.1.3) for ease of access for stretches in plenary- use mats already out and consider piling extra in centre of circuit to allow 1:1 access in plenary or 1:2 with partners taking turns.

Optional Lesson Prep

If this PE unit is being taught separately from our Maths or Writing unit, then provide context by watching Literacy Scene 01 (PP565PEKF.1.5-Slide 2 or/and discuss images PP565PEKF.1.6) which shows a shuttle take off from the point of view of an astronaut. Who would want to be an astronaut? Why? Where do you think they are flying? Why? Do you agree with space exploration? Do you know any space facts? Explain that we are travelling to Mars and watch Literacy Scene 02 (PP565PEKF.1.5-Slide 3 or/and discuss images PP565PEKF.1.6). Discuss the journey looking at a diagram of our solar system (PP565PEKF.1.5-Slide 4). Watch Literacy Scene 03 (PP565PEKF.1.5-Slide 5 or/and discuss images PP565PEKF.1.6) and ask learners to describe their thoughts and feelings as they stepped on to Mars.

Learning Objective		Steps to Success			
To use exercise to judge our fitness for space		1. I can use exercise to judge my fitness for space: <ul style="list-style-type: none">Correct techniqueTry and improveRecord your score accurately			
Starter (15 mins)					
<ul style="list-style-type: none">Remind learners of our context and storyline (see optional lesson prep.) explaining our current problem- keeping fit and health in space. (PP565PEKF.1.1-Slide 2)Look at a Mike Hopkins workout in space video stressing all the hard work that goes in to astronauts keeping fit. Highlight the different types of exercise that astronauts do to work on different parts of the body. (PP565PEKF.1.1-Slide 3)Stress exercising safely (see notes & PP565PEKF.1.1-Slide 4).					
Technique Time (Independent)					
<ul style="list-style-type: none">Ask learners to find a space in the hall and then travel around as if they are walking on Mars. Stop the learners and introduce more dynamic two star exercises on command (see TC565PEKF.1.1 for actions) with correct techniques (see TC565PEKF.1.4) – use of video links to model if needed (click on slide heading or use PP565PEKF.1.4). Suggest one star alternatives for LA – see notes. (PP565PEKF.1.1-Slides 5-8)Monitor and assess, intermingling movement around the hall with commands to perform more dynamic exercises. (PP565PEKF.1.1-Slide 9)					
Main (15 mins)					Pairs or Independent (20 mins)
<ul style="list-style-type: none">Introduce our learning objective (PP565PEKF.1.1-Slide 10) and the idea of circuit training (see TC565PEKF.1.1 for actions). Look at our 9 station plan (for 12 or custom station options see notes) set up in a clockwise direction around the hall (PP565PEKF.1.1-Slide 11). Mention the order pattern in terms of core, legs/arms and then cardio exercises repeated.					LA & LMA (Group A) Complete 1 star exercises using technique cards and partner support (if organised) to aid (PC565PEKF.1.1). Ext – 2 stars
Technique Time (Mixed Ability Pairs)					MA & HA (Group B) Complete 2 star exercises using correct technique (PC565PEKF.1.1). Ext – Attempt to set a challenging target
<ul style="list-style-type: none">Highlight each station in the circuit, allocating groups to stations, if suitable. Look at more static two star exercises (see TC565PEKF.1.1 for actions) with correct techniques (see TC565PEKF.1.4) – use of video links to model if needed (click on slide heading or use PP565PEKF.1.4). Suggest one star alternatives for LA – see notes. Ask learners to practise in pairs after each exercise review. One learner practises and other reviews, comparing to key techniques. (PP565PEKF.1.1-Slides 12-25)Recap our learning objective and introduce steps to success. (PP565PEKF.1.1-Slide 26)Establish rules for circuit training and method of recording- see TC565PEKF.1.2 and TC565PEKF.1.3. (PP565PEKF.1.1-Slides 27-28)Add to steps to success, recap instructions and stress safety. (PP565PEKF.1.1-Slides 29-31)					
Plenary (10 mins)		Assessment Group	Resources		VAK
If desired, model and allow time for learners to set targets (PP565PEKF.1.1-Slide 33). Introduce stretches, recap muscles sets in body and stress stretching safely (PP565PEKF.1.1-Slides 34-39). Model techniques with learners practicing- use of mats when needed (see lesson prep, TC565PEKF.1.4 & PP565PEKF.1.1-Slides 40-45). <ul style="list-style-type: none">Self-assessment (PP565PEKF.1.1-Slides 46-47)		MA <ul style="list-style-type: none">Support in terms of partner work, technique and encouragement.	PP565PEKF.1.1CT9 PP565PEKF.1.2CT12 PP565PEKF.1.3CTC PP565PEKF.1.4Vid PP565PEKF.1.5Prep PP565PEKF.1.6Images PP565PEKF.1.7Stream	PC565PEKF.1.1R9 PC565PEKF.1.2R12 PC565PEKF.1.3RC TC565PEKF.1.1Act TC565PEKF.1.2Org TC565PEKF.1.3EA TC565PEKF.1.4Tech	Focus: Kinaesthetic Visual Use of technique cards. Auditory Explanation and repetition of techniques. Kinaesthetic Add actions to devices (see TC565PEKF.1.1) and technique time.