

**Year 6
Indoor PE
Circuits
Term 5**

Final Outcome: To improve our own personal physical fitness and learn about our key muscle groups. All children will be challenged to create and perform a fitness session combining a variety of training methods and drills.

Component 4: To develop understanding of interval training.

What we will know after this sequence:

- Pupils will be able to choose appropriate methods of interval training to perform with control. Pupils will be able to show high energy levels and perform the same task with different amounts of energy put in.
- Pupils to track their own progress and that of their partners.
- Complete interval training sessions of run -walk, sprint - jog, skip - rest and exercise - rest.
- Discuss the muscular components being tested during interval training.
- Pupils to train themselves to breathe correctly during recovery time - in through their nose and out through their mouth.

Vocabulary: strength, biceps, cardiovascular, abdominals, hamstrings, quadriceps, squats, thrusts, speed, balance, agility, abdominals.

How will this feed into my next learning: Pupils will be able to discuss their progress, fitness and how to control their breathing in recovery time and cool down sessions.

SEND: Shorter distances to run, less circuits to complete and image cards used to demonstrate the task first.



Component 5: To develop understanding of SAQ training.

What we will know after this sequence:

- Pupils will be able to copy methods of speed, agility and quickness training to perform with control.
- All Pupils to join in with the SAQ (speed, agility and quickness training).
- Pupils should use their recovery time to feedback to each other about their muscle groups and which were used in the activity they have just completed.
- Pupils to perform some of the movements in a large group and see who can perform at greater pace than last time.
- Pupils should be able to list the main muscle groups.

Vocabulary: motor abilities, speed, agility, fitness training, power, strength, fitness, cardiovascular, interval, training, challenging adapt.

How will this feed into my next learning: Pupils will be able to compare how fit they are now from five weeks ago and explain the muscles they have improved and used in each training session.

SEND: Shorter distances to run, less circuits to complete and image cards used to demonstrate the task first.



Component 3: To further develop their understanding of circuit training.

What we will know after this sequence:

- Pupils will be able to complete all four of the circuits and identify the basic muscle groups which will be working on during the circuits.
- Pupils will develop their understanding of recovery time and be able to control their breathing when they become tired and out of breath.
- Pupils should be able to choose the order in which they complete each exercise and how many rotations of each set they challenge themselves to complete.

Vocabulary: strength, biceps, cardiovascular, abdominals, hamstrings, quadriceps, squats, thrusts, speed, balance, agility, abdominals, timed.

How will this feed into my next learning: Pupils will have developed their understanding of muscle groups and how to control their breathing when completing the exercises and drills set at each circuit.



SEND: Shorter distances to run, less circuits to complete and image cards used to demonstrate the task first.

Component 2: To explore and develop muscular endurance.

What we will know after this sequence:

- Pupils will be learning to develop their own fitness in a range of areas. Pupils will work in pairs to conduct warm-ups and learn to stretch their muscles correctly in the warm-up.
- Pupils should learn the correct technique for muscular endurance tasks.
- Pupils move around the stations/circuits and perform each activity to the best of their ability. Record times / amounts.
- Discussion around the type of activities that would impact the body in the most positive, beneficial way.

Vocabulary: strength, muscular, endurance, speed, balance, agility, abs, timed, personal best.

How will this feed into my next learning: Pupils will be able to hold positions of strength endurance for longer and complete more of the physical exercises when timed by their partner.

SEND: Shorter distances to run, less circuits to complete and image cards used to demonstrate the task first.



Component 1: To explore components of fitness and how to test our own physical endurance levels.

We should know: That physical fitness is very important to our health and well-being.

What we will know after this sequence:

- Pupils will learn how to measure and record each other's and their own fitness. Pupils will work in pairs to read each other through the first fitness test - they must encourage each other to keep going and try not to give up too easily.
- Pupils to count and measure how many times their partner is able to complete each activity.
- Discussion around the four key terms: power = strength and speed, balance = an even distribution of weight, reaction time = your ability to move as quickly as you can, agility = the ability to change direction at speed.
- Pupils should all be able to list the different components of fitness and how they can all be successful in achieving as many of these as possible.

Vocabulary: strength, muscular, endurance, speed, balance, agility.

How will this feed into my next learning: Pupils can talk confidently about their own fitness and the areas in which they need to improve to become more fit, strong, quick, agile and resilient.

SEND: Shorter distances to run, less circuits to complete and image cards used to demonstrate the task first.

