

Classroom PE KS2

KS2



Learning objective:

To develop strength and understand why it is important for our health.

Success criteria:

Work to your own level.

Whole child objectives:

Emotional: I can challenge myself to work to my best.

Social: I can support others to keep working.

Social: I can work safely and sensibly around others.

Equipment:

15 x chairs

30 x cones

10

Mins

Warm Up and Introduction

Number up:

Pupils begin standing in their own space. They complete the following actions in response to a number being called. In between each number, they jog on the spot.

A

- 1: touch the floor with one hand
- 2: touch the floor with two hands
- 3: three tuck jumps
- 4: four star jumps
- 5: high five the person next to you

Ensure you are in enough space before completing the actions.

B

- Work with the person next to you to decide on your own actions for numbers 1-5. Write down your actions on your piece of paper.
- Repeat the activity. This time when the teacher calls 1-5, pupils complete their own actions.

Share ideas with each other before deciding on your actions.

30

Mins

Skill Development

What is strength and why is it important?

Tell the pupils that in this lesson they will be developing their strength using their own body weight. Explain that strength is the ability of a muscle or muscle group to exert force. Strength is important to help with good posture, perform every day tasks and develop healthy tendons, ligaments and muscles which help us to stay injury free.

Tell the pupils that it is important that they challenge themselves as this is how they will improve and develop their strength. It is also important that the pupils know that everyone will be working at their own level and they should not compare themselves to others.

The rainbow challenge:

This challenge will require the pupils to use their communication skills as well as developing their strength.

- A** Ask one pupil to demonstrate a plank position. Ask the rest of the class to try this.

Body in a straight line, weight on hands and feet, tense through your core and squeeze your muscles.

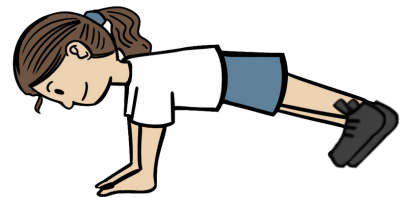
Make this easier by allowing pupils to put their weight on hands and knees-keep the straight line from shoulders to knees.

- B** Give each pupil a coloured cone e.g. red, yellow, blue or green and identify each corner of the room as a different colour, red, yellow, blue or green. Whilst holding the plank position, pupils will need to communicate with each other to pass the cones to get them to the correct coloured corners. Squeeze your core to help you stay in a straight line. Encourage each other to continue to hold the position.

- C** Repeat the activity, timing the pupils to see how long it takes them to sort the cones to the correct coloured corners. Ask the pupils to talk to the person next to them to identify the muscles that they felt working whilst holding the plank position.

Teacher note: abdominals, glutes, biceps.

Communicate clearly with those around you to sort out the colours quickly.



Strength circuit:

Pupils will work in pairs at different stations around the space. Have three pairs work at each station. Each pupil will work for 45 seconds at a time (also called a set) and repeat each activity three times (also called a rep or repetition) before moving to the next station.

At each station, encourage your partner to continue to work for the whole 45 seconds. If you need to rest, do so and then go straight back to working.

- **Wall sit:** imagine you are sitting on a chair with your back against a wall. Knees at 90 degree angle. Make this harder by lifting one leg.



- **Press ups.** Keep your body in a straight line. Squeeze your core. Make this easier by doing a press up from your knees on the floor or make this harder by doing full press ups on the floor.



- **Lunges:** have your partner hold the back of the chair. Place your back foot so that it touches the chair. Bend your back knee so that it almost touches the floor. Repeat x 5 on each leg before changing legs.

Keep your back straight, back knee almost touches the floor.

Make this easier by lunging with your back foot on the floor.



- **Tricep dips:** partner holds the back of the chair. Worker places hands on the front of the chair and with a straight body and legs, bend the elbows and then push back up to straight arms.

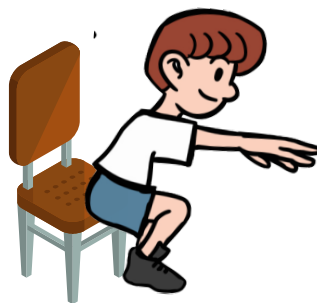
Keep your body in a straight line from shoulders to feet when elbows are straight.



- **Squats:** start in front of the chair. Feet shoulder width apart. Squat so that your bottom just touches the chair.

Don't sit down! Keep your back straight and push your bottom backwards.

Make this harder by doing this on one leg, squatting x5 then change legs.



5
Mins

Plenary

Ask the pupils if they can identify the muscle groups that they used today at each station. Can they name the muscles and show you where they are? *Teacher note: triceps, hamstrings, quadriceps, glutes, abdominals, biceps.*

Ask the pupils to give an example from another activity e.g. netball, gymnastics, tennis, of when they would need strength and to use one of these muscle groups e.g. in netball, I would need to use my quadriceps to help me to jump high to intercept or in tennis, I would need to use my biceps and triceps to help me to hit the ball with power.

Ask the pupils to think of an example from everyday life of when they would need strength or to use one of these muscle groups e.g. when climbing lots of stairs, I would need to use my quadriceps and glutes to help me.