

Unit 4

Gymfit (circuits)

Learning objective: • To understand why fitness is good for health and wellbeing.

Learning outcomes: • Perform a fitness circuit that aims to improve strength and stamina.
• Understand the relevance of each activity.

Prior learning: • Circuit-based lessons.

Vocabulary: • Squat, speed bounce.

Equipment: • Speed bounce, cones, large balls, beanbags, cards with explanations of the activities and key points to help the children if they need reminding of the correct technique.

Warm-up:

North, South, East, West

Label the walls of the room 'North', 'South', 'East' and 'West'. Ask the children to run to the appropriate wall of the room when you call it out. Vary the method of travel – gallop, hopscotch, jump – for variety.

Skills learning and development:

Model the activities that the children will perform in this lesson. Explain how the circuit will work: in pairs, one works while the other rests. Encourage the children to record their scores and aim to improve them when they redo the circuit.

- **Speed bounce:** The children should jump over the speed bounce (or hurdle or rope), two feet to two feet, aiming to get a rhythm going. This aims to improve their leg strength and stamina.
- **Squats:** The children should perform a deep squat against the wall. With their back flat against the wall, they should slide down the wall into the squat position with their feet flat on the floor so that the knees are at right angles. They should slide up and down with their arms outstretched in front. This helps improving their leg strength.

- **Jumping jacks:** The children should perform jumping jacks, ensuring their knees are soft as they jump out.
- **Running:** Set out two cones the length of the room. Both children in the pair should run around the cones for two minutes plus change-over time. They should not stop until the two minutes have elapsed. This aims to improve their stamina.
- **Ball roll:** The children each hold a ball at waist height and roll it all the way around the body, continuously. This helps with their core strength.
- **Beanbag hold:** The children each hold a beanbag at arm's length and at shoulder height. They should rotate their arms in small circles forwards. This improves their arm strength.

The children should all have a go at the moves once they have been modelled. Correct their technique, if necessary.

Application and practice:

The children should work as hard as possible in one minute. Where appropriate, their partner encourages and motivates them. Music can be played to help with motivation. All of these moves can be done at home in order to improve their general fitness.

Reflect and review:

Ask:

- *What do you think of your general level of fitness?*
- *Where do you think you could improve?*

Support

Reduce the distance of the run. Allow children to omit the beanbags on the beanbag hold.

Extend

Encourage the children to perform more repetitions in the minute.



Unit 4 Gymfit (circuits)

Learning objective: • To develop consistency in technique.

Learning outcomes: • Explore reasons for improvement or lack of improvement.
• Perform a fitness circuit with understanding, aiming to improve strength and stamina.

Prior learning: • Correct technique for the activities taught in Lesson 1.

Vocabulary: • Squat, speed bounce, burpee.

Equipment: • Speed bounce, cones, large balls, beanbags, cards with explanations of the activities and key points to help the children if they need reminding of the correct technique.

Warm-up:

Numbers game

Ask the children to move around the whole room, changing their action when the following numbers are called.

1. Jog around the room.
2. Star jumps.
3. Burpees.
4. Sit down.

Ensure all children know the required moves. Vary the time between calling out the different numbers.

Skills learning and development:

With the children, recap on the skills learned in Lesson 1. Ask the children to model the technique to demonstrate understanding. Ask: *What are you aiming to improve in this lesson?*

Application and practice:

The children should perform the circuit from Lesson 1 in pairs. However, this time, when one of the pair is active at a station, the other runs around the hall for the minute. Place cones around the hall for the children to run around. All children must run in the same direction. Change roles after one minute.

Reflect and review:

Ask:

- *Do you feel you have improved since last week?*
- *What factors could affect your performance?*

(Factors include diet, sleep, hydration, illness, injury.)

Support

Allow children to omit the beanbags on the beanbag hold. They can reduce the pace on the run, jumping jacks and speed bounce.

Extend

Encourage the children to run at a faster pace. They can increase the weight on the arm circles in the beanbag hold by carrying more beanbags.



Unit 4 Gymfit (circuits)

Learning objective: • To develop personal fitness in an obstacle-style circuit.

Learning outcomes: • Use the correct technique for new stations that involve equipment.
• Understand that circuits can take different forms and work on different fitness elements.

Prior learning: • Circuits.

Vocabulary: • Abdominal strength.

Equipment: • Mini hurdles, cones, ladders, mats, hoops, bench, large balls.

Warm-up:

Chain tag

Appoint two children as catchers; their aim is to catch others by tagging them. When caught, the children join hands and try to catch more people until they have a chain of four. They then break off into pairs and start again.

Skills learning and development:

In this lesson, the children complete an obstacle-style circuit. Model the stations.

- **Hurdles:** Set out a number of hurdles. The children should jump the hurdles, touch a cone, jog back to the start and repeat. This improves their stamina.
- **Ladders:** The children should jump two feet to two feet in each square of the ladder to improve their leg strength.
- **Side jump:** The children should put their hands in the centre of a mat and jump from side to side, aiming to get right over the mat. This improves their stamina and arm strength.
- **Hoopla:** Set out eight hoops, like tyres in an agility course. In turns, the children should jog towards the hoops and put one foot in each hoop, lifting the knees high but maintaining a good fluent running action. They then jog back to the start and repeat. This aims to improve their stamina.

- **Bench jumps:** The children perform jumping jacks on and off the bench, moving along the length of the bench as they go. They should jog back to the end of the bench and repeat. This improves strength in the legs and stamina.
- **Ball pass:** In pairs, the children start lying on a mat with their feet flat on the floor, knees up and a ball held above the head. The children pass the ball to their partner as they sit up. The partner receives the ball and lies back down. Repeat. This improves abdominal strength.

Application and practice:

In this lesson, each pair performs a set amount of each activity before they move on to the next. One works while the other rests. Ask: *Why do you think a rest is important?*

- Hurdles – 20
- Ladders
- Side Jumps – 20
- Hoopla – 10
- Bench jumps – 5
- Ball pass – 25

Alter the numbers of each activity as appropriate for the class.

Reflect and review:

Ask:

- *Is the circuit easier or harder than the circuits you have done before?*
- *Why do you think this is so?*
- *Did you enjoy this type of circuit?*

Give reasons.

Support

Reduce the numbers of each activity.

Extend

Increase the numbers of each activity.



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Gymfit (circuits)

Learning objective: • To develop personal fitness in an obstacle-style circuit.

Learning outcomes: • Understand that circuits can take different forms and work on different fitness elements.
• Improve technique and performance.

Prior learning: • The circuit from Lesson 3.

Vocabulary: • Abdominal strength.

Equipment: • Bibs, mini hurdles, cones, ladders, mats, hoops, bench, large balls.

Warm-up:

Tails

Give each child a bib to tuck into the back of their shorts so that they are visible. Challenge the children to steal as many bibs as possible until all the bibs have been stolen. Repeat this activity several times.

Skills learning and development:

With the children, recap on the skills learned in Lesson 3. Ask the children to model the activity at each station. *What are you aiming to improve in this lesson?*

Application and practice:

In this lesson, each pair performs a set amount of each activity before they move on to the next. One works while the other rests.

- Hurdles - 20
- Ladders
- Side jumps - 20
- Hoopla - 10
- Bench jumps - 5
- Ball pass - 25

If the children complete all of the stations, allow them to start again, this time choosing where they want to work.

Alter the numbers of each activity as appropriate for the class.

Reflect and review:

Ask:

- *Did you find the circuit easier the second time round?*
- *Why do you think this is so?*
- *If not, why not?*

Support

Reduce to a suitable working pace or reduce the number of repetitions completed to suit children.

Extend

Challenge the children to complete more of each activity within the circuit.



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4

Gymfit (circuits)

Learning objective: • To understand why fitness is good for health and wellbeing.

Learning outcomes: • Perform a fitness circuit that aims to improve strength and stamina.
• Understand the relevance of each activity.

Prior learning: • Circuit-based lessons.

Vocabulary: • Dips, burpees, step-ups, press-ups, skipping.

Equipment: • Benches, skipping ropes, cones.

Warm-up:**Aerobic warm-up**

Lead the children in the following aerobic work or call out instructions to them: marching; jogging; step touch; jogging, lifting the opposite knee to elbow; grapevine.

Stretches

Triceps stretch: arm between shoulder blades, push down with hand, clasp the hands together and push the palms outwards – away from the body – opening the shoulder blades.

Skills learning and development:

Repeat the circuit from Lessons 1 and 2 incorporating the new activities below:

- **Dips:** The children sit on a bench with their hands just outside the hips, fingers forward. They should stretch their feet out in front of them, with their heels on the floor (their feet should not be flat on the floor). They should lift the bottom off the bench, taking the weight onto their hands, bend at the elbow and lower the bottom – in a controlled way – down to the floor. They then straighten back up, lower and lifting repeatedly. (They should not sit back on the bench or bend at the knee.) If they get tired, they should sit back on the bench. This improves their arm strength.

- **Burpees:** From a standing position, the children go down into a crouch, shoot their legs out behind and then back between the hands, before jumping up to stand. Repeat. This improves their arm and leg strength, and stamina.
- **Step-ups:** Using a bench, the children step up onto a bench one leg at a time: up, up, down, down. They should put the whole of the foot on the bench. This improves their stamina and leg strength.
- **Skipping:** Using a rope, children skip on the spot in any manner they choose. This improves their stamina.
- **Press-ups:** In front support, with the body flat and abdominals tight, they should bend at the elbow, lowering the body down with control, then push back up. This improves their arm strength and core.
- **Cone touch:** Set out cones in a zigzag pathway; the children run and touch each of the cones. This improves their stamina and agility. *When might improved agility be helpful?*

Allow the children to try each of the stations before they start their one-minute activity.

Application and practice:

The children should work for one minute and rest for one minute. They should focus on obtaining the correct technique.

Reflect and review:

Ask:

- *What do you think you performed well at? Discuss with your partner.*
- *What will you try to improve next time?*

Support

Allow the children to do the press-ups from the knees or against the wall. They can complete the circuit at a slower pace.

Extend

Challenge the children to work at a quicker pace, maintaining correct technique.



Unit
4

Gymfit (circuits)

Learning objective: • To understand why fitness is good for health and wellbeing.

Learning outcomes: • Perform a fitness circuit that aims to improve strength and stamina.
• Understand the relevance of each activity.
• Improve performance.

Prior learning: • Circuit-based lesson
• The activities learned in Lesson 5.

Vocabulary: • Dips, burpees, step-ups, press-ups, skipping.

Equipment: • Benches, skipping ropes, cones.

Warm-up:

Aerobic warm-up

Lead the children in the following aerobic work or call out instructions to them: marching; jogging; step touch; jogging, lifting the opposite knee to elbow; grapevine.

Stretches

Triceps stretch: arm between shoulder blades, push down with hand, clasp the hands together and push the palms outwards - away from the body - opening the shoulder blades.

Skills learning and development:

Repeat the circuit from Lesson 5. Ask the children to model the activities from Lesson 5 to demonstrate understanding.

- **Dips:** The children sit on a bench with their hands just outside the hips, fingers forward. They should stretch their feet out in front of them, with their heels on the floor (their feet should not be flat on the floor). They should lift the bottom off the bench, taking the weight onto their hands, bend at the elbow and lower the bottom - in a controlled way - down to the floor. They then straighten back up, lower and lifting repeatedly. (They should not sit back on the bench or bend at the

knee.) If they get tired, they should sit back on the bench. This improves their arm strength.

- **Burpees:** From a standing position, the children go down into a crouch, shoot their legs out behind and then back between the hands, before jumping up to stand. Repeat. This improves their arm and leg strength, and stamina.
- **Step-ups:** Using a bench, the children step up onto a bench one leg at a time: up, up, down, down. They should put the whole of the foot on the bench. This improves their stamina and leg strength.
- **Skipping:** Using a rope, children skip on the spot in any manner they choose. This improves their stamina.
- **Press-ups:** In front support, with the body flat and abdominals tight, they should bend at the elbow, lowering the body down with control, then push back up. This improves their arm strength and core.
- **Cone touch:** Set out cones in a zigzag pathway; the children run and touch each of the cones. This improves their stamina and agility. *When might improved agility be helpful?*

Application and practice:

The children should work for one minute and rest for one minute. They should work at demonstrating good technique and improving their performance from Lesson 5.

Reflect and review:

Ask:

- *Did you improve what you wanted to improve from the last lesson?*

Support

Allow the children to do the press-ups from the knees or against the wall. They can complete the circuit at a slower pace.

Extend

Challenge the children to work at a quicker pace, maintaining correct technique.

