



PE - Knowledge Organiser

Year 5 - Autumn 2 - Fitness



Knowledge Organiser Fitness Year 5 and Year 6

About this Unit

Regular participation in physical activities can significantly improve your mood. Exercise releases endorphins, which are natural chemicals in the body that create a feeling of wellbeing. Exercise can also reduce stress and anxiety, improve sleep and give you more energy.

Physical fitness includes different components including agility, balance, co-ordination, speed, stamina and strength. The wonderful thing about fitness is that no matter where your fitness levels are, you can always make improvements with practise.

These are the tests you will use to measure each component of fitness.

- Agility: T-test
- Balance: stork test
- Co-ordination: skipping
- Speed: 30m sprint
- Stamina: 4m run
- Strength: calf raises



Powerful Knowledge

abdominals: muscles in the stomach

agility: the ability to change direction quickly

analyse: examine in order to understand

calves: a muscle in the bottom back of leg

co-ordination: moving two or more body parts at the same time

consistent: to repeat something in the same way

drive: a forceful and controlled movement to help move you forward

engage: to activate

measure: to mark a distance

motivate: to encourage

persevere: to continue trying

power: speed and strength combined

quadriceps: the muscles in the thighs

record: to make note of



Ladder Knowledge



Agility:

Year 5: to change direction you need to push off your outside foot and turn your hips.

Year 6: agility requires speed, strength, good balance and co-ordination.

Balance:

Year 5: dynamic balances are harder than static balances as the centre of gravity changes.

Year 6: apply force to maintain control and balance.

Co-ordination:

Year 5: people have varying levels of co-ordination that can improve with practice.

Year 6: co-ordination also requires good balance.

Speed:

Year 5: taking big consistent strides will help to create a rhythm that allows you to run faster.

Year 6: speed can be improved by training. Different distances require different speeds.

Strength:

Year 5: muscles all have different names.

Year 6: you can build up strength by practicing in your own time.

Stamina:

Year 5: keeping a steady breath will help you to move for longer periods of time.

Year 6: different exercises can develop stamina which can be improved by training over time.

Movement Skills

- agility
- balance
- co-ordination
- speed
- stamina
- strength

This unit will also help you to develop other important skills.

Social support and encourage others, collaboration

Emotional perseverance, determination

Thinking observation, analysis, comprehension

Strategy

Identify your areas of strength and your areas for development. Then, think of set your plan to make improvements to that element of fitness. Retest yourself after a period of practice and make sure to notice how you feel. How challenging you find an activity is also a mark of level.

Healthy Participation



- Focus on your own results without comparing them with others.
- Work within your own capabilities.
- All actions need to be performed with control.

If you enjoy this unit why not see if there is an athletics club in your local area.



How will this unit help your body?

- agility, balance, co-ordination, speed, stamina, strength

Home Learning

Find more games that develop these skills in the Home Learning Active Families tab on www.getset4education.co.uk

Red or black?

What you need: A pack of cards.

How to play:

- One player guesses whether the first card will be red or black.
- If they are correct they get to guess if the next card will be higher or lower than the first.
- If they are correct they get to guess if the next card will be a number in between the first two cards or a number outside of the first two cards.
- If they are correct they win one hand.
- If they are wrong at any stage they complete 10 x of an exercise of their choice and the game begins again.
- The game ends when the player has won 10 x hands.

Red or black / higher or lower / in or out?

