

Active Classrooms

A physical education resource for primary schools

This resource has been developed to assist small schools which do not have a school hall. It allows pupils to spend two hours a week in high quality Physical Education.

This resource is **not** a scheme of work in its own right. It is designed to be used when pupils cannot access a hall, or suitable building for Physical Education.

This resource has also been designed to be used after an initial training session to show and stress correct technique and posture. This training will also show how to vary the activities based on age, maturation and additional educational needs.

These cards use the S.T.E.P. Framework to facilitate Inclusion. For further details of the S.T.E.P. Framework contact Norfolk Education Advisory Services.

Content

		KS1	KS2
Section 1	- Iso-Metric Exercises		
	• Seated leg lift and hold	•	•
	• Ski sit		•
	• Hand presses	•	•
	• Arm tensor		•
Section 2	- Cardio-vascular Exercises		
	• Joggin' on	•	•
	• Steppin' up		•
	• Ski slalom	•	•
	• Sit and stand and reach	•	•
Section 3	- Hand-Eye Reaction		
	• Reach and swop	•	•
	• Ruler drop	•	•
	• Peg board turn over	•	•
	• Drop 'n' catch		•
	• Ball slalom	•	•
	• Jacks	•	•
Section 4	- Coordination/Aiming and Predicting		
	• Tiddly-winks	•	•
	• Bean bags	•	•
	• Ball around the world		•
	• Jugglin'		•
Section 5	- Muscular Endurance		
	• Dips front		•
	• Dips back		•
	• Sit ups		•
	• Back raises		•
	• Seated leg lifts	•	•
	• Seated arm raises	•	•
Section 6	- Flexibility		
	• Touching hands	•	•
	• Sit 'n' reach	•	•
Section 7	- Organisational Ideas		

Resources required

Bean bags
Beanie animals } choice

Sponge balls
Inflatable balls
Tennis balls
Balzac balls } choice

Skipping ropes
Throw down lines } choice

Hoop
Cardboard box
Cotton reels or similar
Counters / or coins
A3/A4 laminate sheets
Jacks
Speedball

Reaction ball

Mat (small)

30cm ruler
Tiddly winks
Juggling balls/duds
Juggling scarves

Active Classrooms

This programme has been designed by:

Norfolk County Council - County Adviser of Physical Education

Acknowledgements:

Earsham First School for creating the spark
Framingham Earl Sports College
Sedgeford First School
Stoke Holy Cross Primary School
Surlingham Primary School
Hockering Primary School

Further copies of this resource, support for INSET and further Advice and Support can be obtained from:

Norfolk Education Advisory Services
Professional Development Centre
Woodside Road
Norwich NR7 9QL

Tel: 01603 433276
Fax: 01603 700236
Email: advisory.service@norfolk.gov.uk

www.norfolk.gov.uk

If you would like this document in large print, audio, Braille, alternative format or in a different language please contact Margaret Coard on 01603 433276, and we will do our best to help.



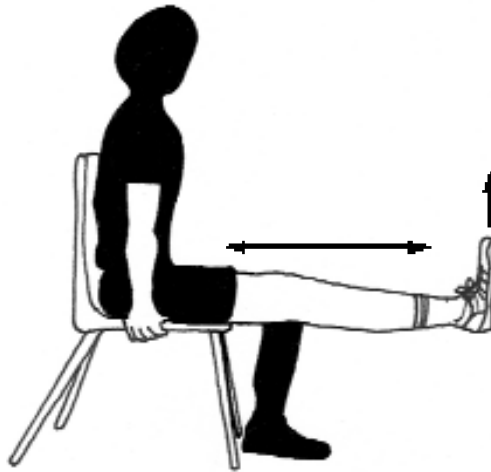
Seated Leg Lift and Hold

Iso-Metric

(Iso - same Metric - length)

Works muscles in the upper legs.
(Quadriceps/Extensors)

Works muscles in a different way
- what does it feel like?



Safety

Ensure you sit back in chair to avoid toppling.

Keep your back nice and straight and tall.

Point toes towards the ceiling.

Other foot flat on the floor.



Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
 - Can you see the muscles in your leg working?

Key Stage 2

- How exercise effects the body in the short term.
 - Describe / comment on what you feel.
 - How do your legs feel now?
 - Could you feel the muscles - what were they like?
 - Did the muscles feel warm?
 - Did they start to ache? Why do you think that is?

Ski Sit

Iso-Metric

(Iso - same Metric - length)

Works muscles in the upper legs.
(Quadriceps/Hamstrings)

Works muscles in a different way
- what does it feel like?



Safety

Ensure your back is flat against wall.

Keep your back nice and straight and tall.

Knees should be at 90°.

Both feet flat on the floor.

Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
 - Can you see the muscles in your leg working?

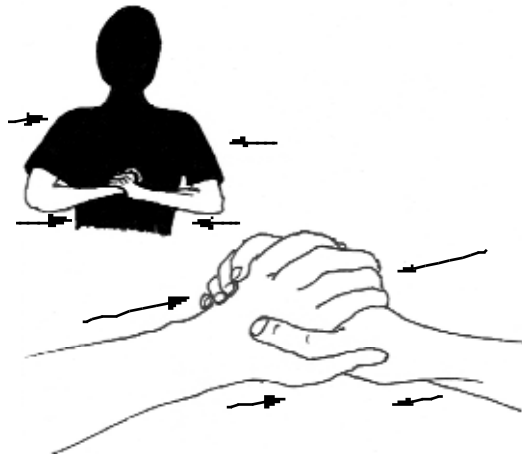
Key Stage 2

- How exercise effects the body in the short term.
 - Describe / comment on what you feel.
 - How do your legs feel now?
 - Could you feel the muscles - what were they like?
 - Did the muscles feel warm?
 - Did they start to ache? Why do you think that is?

Hand Presses!

Iso-Metric

(Iso - same Metric - length)



Works muscles in the Chest and Arms.
(Pectorals / Biceps and Triceps)

Works muscles in a different way - what does it feel like?

Safety

Keep your back nice and straight and tall.

Interlink palms - thumbs to chest.

Press evenly with both arms and then hold the squeeze / press!

Hold for 7 seconds - repeat.



Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
 - Can you see the muscles in your partner's arms working?

Key Stage 2

- How exercise effects the body in the short term.
 - Describe / comment on what you feel.
 - How do your chest feel now?
 - Could you feel the muscles - what were they like?
 - Did the muscles feel warm?
 - Did one arm seem to press more? If so, which one and why?

Arm Tenser!

Iso-Metric

(Iso - same Metric - length)



Works muscles in the Upper Arms. (Biceps & Triceps)

Works muscles in a different way - what does it feel like?

Safety

Keep your back nice and straight and tall.

Hold working arm at 90°.

Try to pull arm up while pushing down with other arm.

Hold for 7 seconds - repeat.

Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
 - Can you see the muscles in your partner's arms working?

Key Stage 2

- How exercise effects the body in the short term.
 - Describe / comment on what you feel.
 - How do your chest feel now?
 - Could you feel the muscles - what were they like?
 - Did the muscles feel warm?
 - Did one arm seem to press more? If so, which one and why?

Joggin' On

Cardio - Vascular Exercises

(Cardio - Heart Vascular - vessels)



Tip: Use a throw down spot(s) to help you!

These exercises make your heart and lungs work.

You can make it easy or harder by jogging slowly or more quickly or lift your knees higher.

Can you talk to your partner while you are working?

Safety

Shoes are laced up and fit.

Nothing in the way on the floor around you?



Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
- To appreciate how important it is to be active.
 - Do you feel better after exercise?
 - Can you work better after you have run around at lunch time?

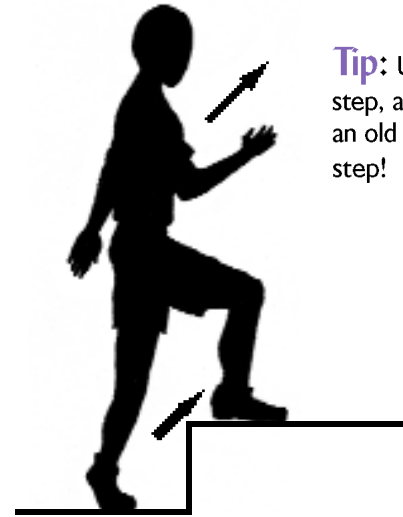
Key Stage 2

- How exercise affects the body in the short term.
 - Describe / comment on what you feel.
 - How do your legs feel now?
 - Did the muscles feel warm?
- Why physical activity is good for their health and well-being.
 - How do you feel after exercise? Why might this be helpful for school work?
 - Why is it important to exercise/engage in physical activity? Do you outside of school?

Steppin' Up!

Cardio - Vascular Exercises

(Cardio - Heart Vascular - vessels)



Tip: Use a low step, a bench or an old aerobic step!

These exercises make your heart and lungs work.

You can make it easy or harder by stepping slowly or more quickly or lift your knees higher.

Gets you nice and warm.

Can you talk to your partner while you are working?

Safety

Shoes are laced up and fit. Step is safe - no wobbles.

Nothing in the way on the floor around you?



Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does it feel like?
 - Where can you feel the muscles working?
 - Can you see the muscles in your leg working?
 - Can you feel your breathing - what is it like?
- Why is important to be active?
 - Do you feel good after activity such as this?
 - How can this help us enjoy life more now and when we get older?

Key Stage 2

- How exercise affects the body in the short term.
 - Describe / comment on what you feel.
 - How do your legs feel now?
 - Did the muscles feel warm?
- Why physical activity is good for their health and well-being.
 - What happened to your breathing rate?
 - What happened to your heart rate?
 - Why is this good? How can it help us to enjoy life?

Ski Slalom

Cardio - Vascular Exercises

(Cardio - Heart Vascular - vessels)

These exercises make your heart and lungs work.

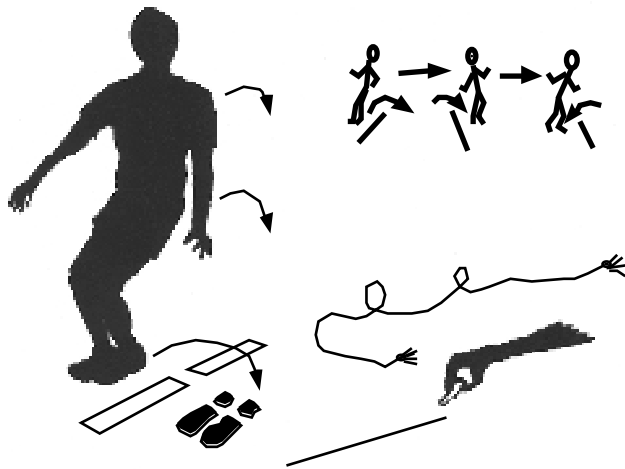
You can make it easy or harder by jumping slowly or more quickly or lift your knees higher.

Gets you nice and warm.

Needs control and coordination.

Safety

Shoes are laced up and fit. Line in not obstructed. Nothing in the way on the floor around you?



Tip: Use a throw down line, skipping rope or chalk line on the floor.

Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does this activity feel like?
 - Where can you feel the muscles working?
 - Are you warm?
 - Are you breathing harder and deeper?
 - Can you feel your heart beating faster? (Hold hand on chest)

Key Stage 2

- How exercise effects the body in the short term.
 - Describe / comment on what you feel
 - How do your legs feel now?
 - As you got tired did it become harder to work with control and coordination?
 - Did the muscles feel warm?
 - Describe and comment on your breathing and heart rate.

Sit, stand and reach

Cardio - Vascular Exercises

(Cardio - Heart Vascular - vessels)

These exercises make your heart and lungs work.

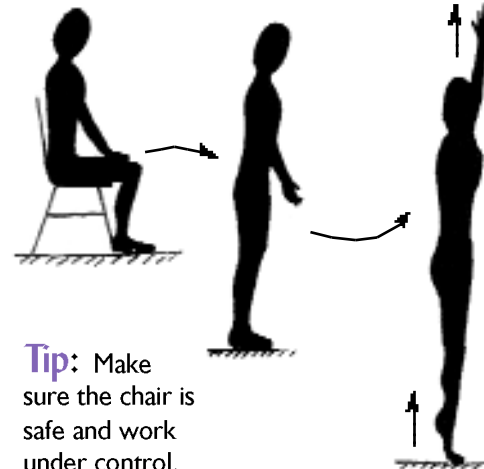
This exercise needs to be done under control

Gets you nice and warm.

Can you talk to your partner while you are working?

Safety

Partner holds chair **NEVER MOVES IT!** Nothing in the way on the floor around you?



Tip: Make sure the chair is safe and work under control.

Knowledge and Understanding of Fitness and Health

Key Stage 1

- To recognise and describe how their bodies feel during different activities.
 - What does this activity feel like?
 - Where can you feel the muscles working?
 - Can you stretch up onto your toes?
 - Why do you think it is important to be active every day?

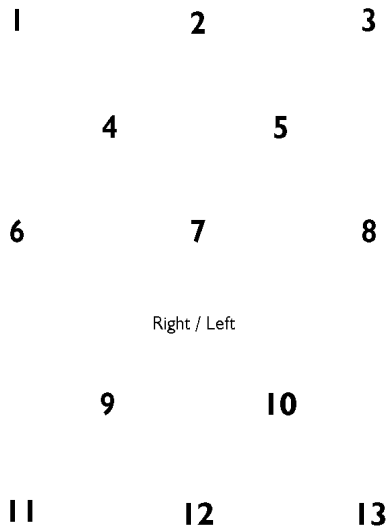
Key Stage 2

- How exercise affects the body in the short term.
 - Describe / comment on what you feel.

- How do your upper legs feel now?
 - Where did you feel muscles working? Can you show your partner/teacher?
 - Did the muscles feel warm?
 - Did you remember to do everything under control and to the best of your ability?
 - Why physical activity is good for their health and well-being.
 - If your heart is a muscle, why is exercise good for it?
 - How often do you think you should take part in physical activity?
- (F.I.T. - Frequency, Intensity and Time)

Reach and Swop

Hand Eye/ Reaction



X 2 for 'Reach and Swop'

FINE MOTOR CONTROL

This activity is designed to look at hand-eye coordination.

You can adapt this activity by using larger counters (easier) or smaller (harder).

Use one hand only (non-preferred or preferred).

Using two matrices, as on the back of this card, move a series of coins or counters from one side of the body to another.
Use only one hand, moving one counter/coin at a time.
Use left hand to move counters from right to left and then right hand to move counters from left back to right.

Acquiring and Developing skills

Key Stage 1

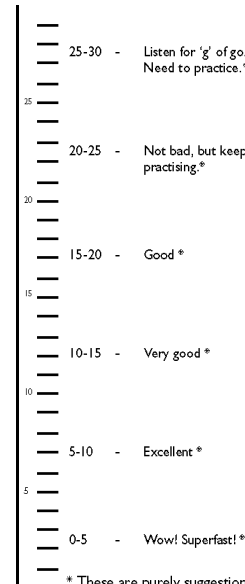
Remember and repeat simple skills and actions with increasing control and coordination.

Key Stage 2

Perform actions and skills with more consistent control and quality.

Ruler Drop

Hand Eye/ Reaction



* These are purely suggestions. Teachers may wish to use their own comments. Use 5cm divides to demark reaction grade.

REACTION TIME

This activity is designed to give a visual demonstration on reaction time.

This activity is easily adapted for all pupils.

Use both hands. Is there a difference? Which hand is quickest? Do you write with this hand?

? What sports /activities need quick reactions, or need you to respond quickly?

Mark a 30cm ruler as described overleaf of this card. Partner holds the ruler above the performer's hand. On the word 'go', the partner drops ruler and the performer tries to 'react' and close thumb and finger(s) on the ruler as quickly as possible. Where fingers finish on the ruler give you an indication of your reaction time.

Note: With practice, reaction time can improve!

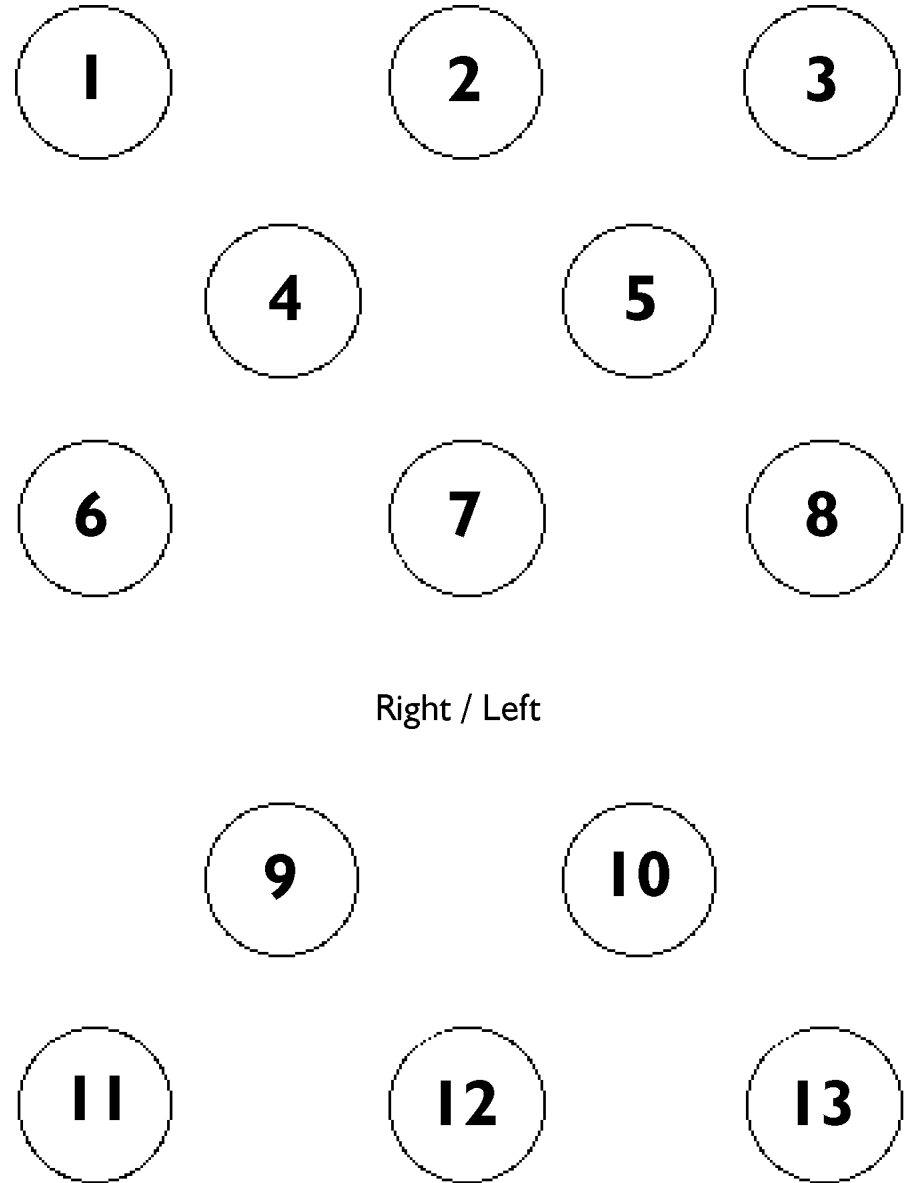
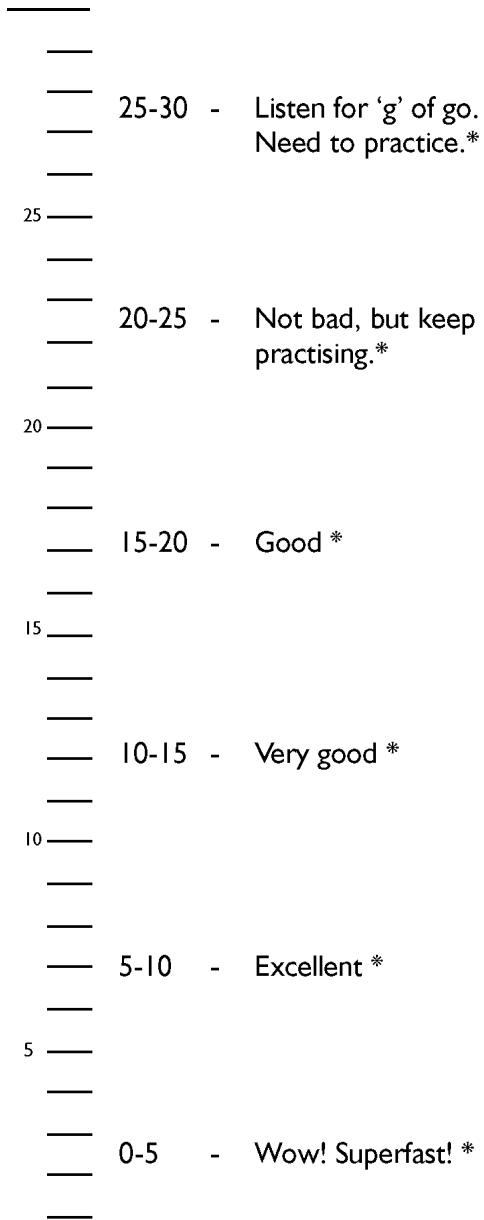
Evaluating and Improving Performance

Key Stage 1

Use what they have learned to improve the quality and control of their work.

Key Stage 2

Identify what makes a performance effective.



Right / Left

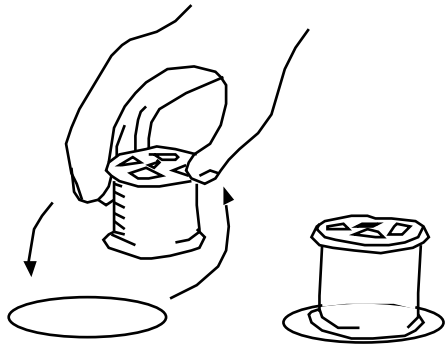
X 2 for 'Reach and Swop'

* These are purely suggestions. Teachers may wish to use their own comments. Use 5cm divides to demark reaction grade.

Peg Board Turn Over

Hand Eye/ Reaction

MANUAL DEXTERITY/ CONTROL AND COORDINATION



This can be made in a number of ways eg. cotton reels - blue on one end, red other.

This activity is designed to illustrate manual dexterity.

Writing (preferred hand) will probably dominate.

? How could you improve your time?
Why is being good with both hands a real advantage in sport? (or with feet, eg. Beckham)

? What approaches/strategies/tactics work best? (ie. do you turn over ones furthest away and work forward, etc.)

Objective: To turn over all the objects, one at a time, keeping them on the board in their place.

Performer can only use one hand at a time (throughout).

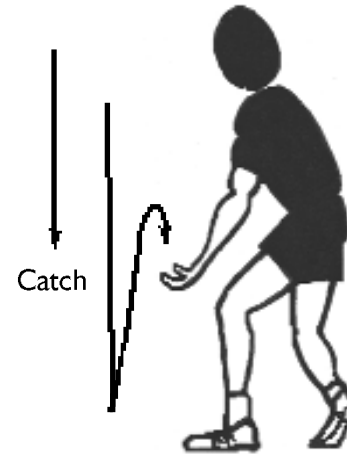
Turn all over with one hand - how long to do?

Turn all back over using other hand - how long to do?

What do the children notice about the time taken with each hand?

Drop 'n' Catch

Hand Eye/ Reaction



Version 1: Where space permits this can be done with a ball and dropped to the floor. Try to catch the ball at:

Knee level **after** bounce.

At ankle level **after** bounce.

After bounce as it starts to drop again.

Before it touches the floor, as close to the floor as possible. How low can you go?

Version 2: Use a reaction or 'lumpy' ball. These odd shaped balls (or jacks) bounce in a random way. The performer has to react and catch! Simple - or is it?

Acquiring and Developing

Key Stage 1

Explore basic skills, actions and ideas with increasing understanding.

Key Stage 2

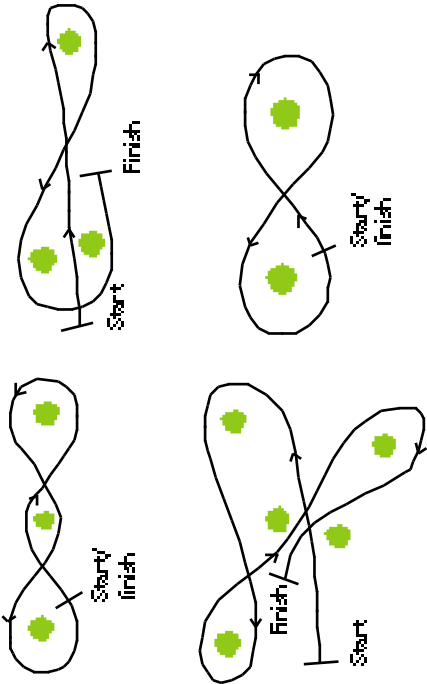
Perform actions and skills with more consistent control and quality.

Attainment Target: does this help - key words

Level 1	Level 2	Level 3	Level 4
Simple, basic control coordination	Control and coordination. Vary skills.	Select and use skills appropriately. Applying them with coordination and control.	Accurately and appropriately. Precision, control and fluency.

Ball Slalom

Hand Eye/ Reaction



FINE MOTOR CONTROL HAND-EYE COORDINATION

This activity can be easily adapted by:

- S - Increasing the space available or decreasing.
- T - Put in more (or less) control points to go around or through.
- E - Vary ball size/texture properties.
- P - Use left hand only or right.

Objective: Using finger tips only on top the ball, wherever possible, move the ball so that it traces the path marked on the card. (A3 laminate). Obstacles to go round or through can be added to make this task easier or harder.

Selecting and Applying skills

Let the pupils explore/experiment with different balls and courses. Select a ball and pathway that is challenging for you. (Do pupils select appropriately?)

Jacks

Hand Eye/ Reaction



REACTION/HAND-EYE

An old game with so many benefits including fun!

Pupils could use at lunchtime too.

Can be adapted with quality of ball or letting it bounce twice, three times where appropriate.

Objective: Put jacks on table or floor (preferred). Using one hand only, drop ball and try to 'snatch-a-jack', picking it up and then catching ball before it bounces again. Only counts if you 'snatch-a-jack and catch'.

Teach different games so pupils can enjoy using Jacks at lunchtime.

Acquiring and Developing Skills

Key Stage 1 ➡ PROGRESSION ➡ Key Stage 2

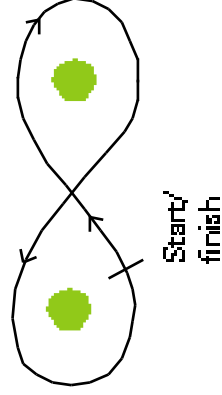
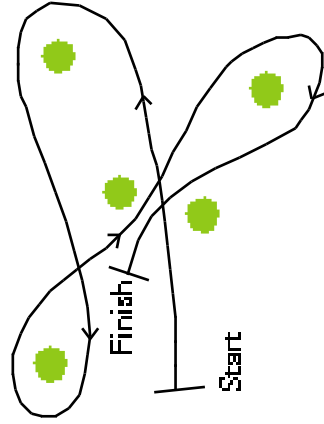
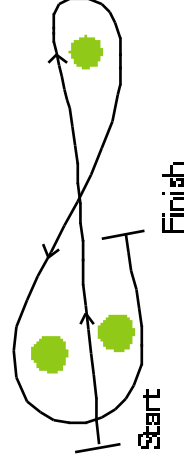
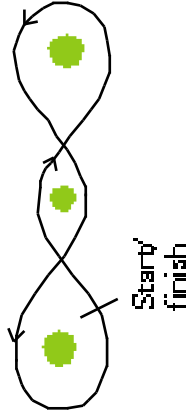
- | | | |
|--|---|---|
| a) Explore basic skills, actions and ideas with increasing understanding. | ➡ | a) Consolidate their existing skills and gain new ones. |
| b) Remember and repeat simple skills and actions with increasing control and coordination. | ➡ | b) Perform actions and skills with more consistent quality and control. |

Ball Slalom

(course ideas)



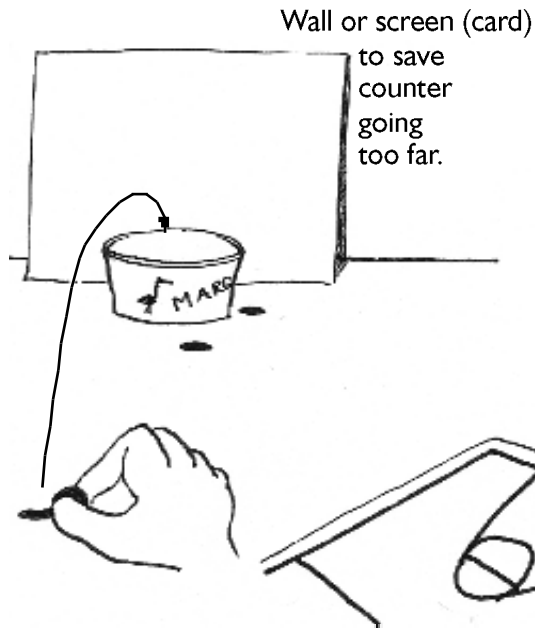
Plastic Cup



* These can be on an A3 laminated sheet so that pupils can select or even draw on their own pathways.

Tiddly-Winks or Shoot Out!

Coordination/Aiming and Predicting



Wall or screen (card) to save counter going too far.

AIMING / PREDICTING

This game involves the 'Kinaesthetic feel'.

- Can be varied by:
- S - Shoot from further away or a set point on desk.
 - T - Get 3 from 3 or all 3 in or get 2 in.
 - E - Make counters bigger.
 - P - Use non-preferred hand.

Objective: As in the classic game, performers try to estimate how much pressure to apply, angle to apply it, etc., in order to get counter into pot. If successful, can they **remember, copy** and **repeat** with another counter.

Game 1: Use an A4 laminated card with a basketball key marked on. 'Basketball shoot out!'

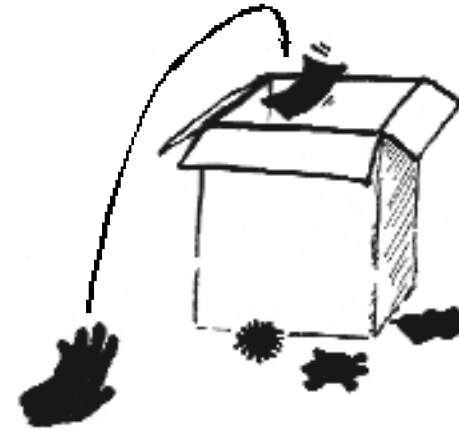
Evaluating and Improving Performance

What makes an effective performance?

Can you focus on the 'feel' of the action so that you can adapt your action to make the counter go further, higher, etc., as required?

Bean Bags

Coordination/Aiming and Predicting



NEEDS SPACE Aiming / Predicting

Resources: bean bags, beanie animals, cardboard box or, clean bin or hoop.

- Can be varied by:
- S - Vary the distance where possible (closer is easier, etc).
 - T - Get all in, repeat until all three in. One in a different box. choose from three boxes or hoops, 1 nearer - 3 furthest away.
 - E - All the same, different (harder).
 - P - Preferred or non-preferred hand.



Safety

Make sure that there is enough room to do this.

Make sure no damage can occur by miss-throws.

Space could be used along back of a classroom. If a TA is available, another space, eg., a corridor immediately outside room.

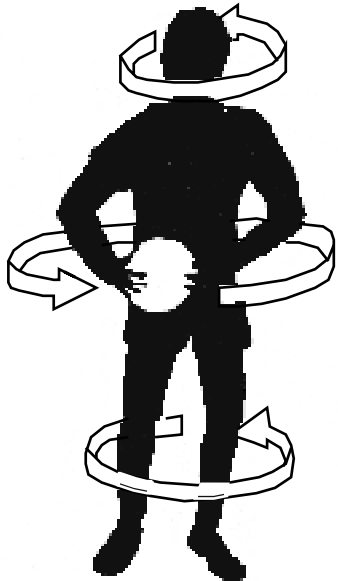
Objective: Get bean bags (or animals) into box, hoop or bin. Harder: where possible an obstacle could be placed in the way so that view of target is obscured. Performer must now predict.

Pupils are exploring skills and actions. They are then trying to refine and consolidate them so that they can perform with increasingly consistent control and coordination, accuracy and precision.

LEVEL 1 LEVEL 4

Ball Around the World

Coordination/Aiming and Predicting



COORDINATION

This activity involves rolling a ball around the body at different points.

Can be varied by:

S - Use floor pattern or body.

T - Increase repetitions at each point eg. 3 times round thighs. Increase number of areas of body to go around.

E - Different ball types/sizes.

P - Eyes open or closed, clockwise or anti-clockwise.

Objective: Roll ball around floor (in a figure 8) through legs or round body at shins, thighs, tummy, chest.

This can be varied at any level to accommodate pupils needs for example,

Yr1 - trace a figure 8 on floor through and round legs.

Yr6 - figure 8 x 3, then 3 times round all body parts - anti-clockwise!

Acquiring and Developing

Key Stage 1

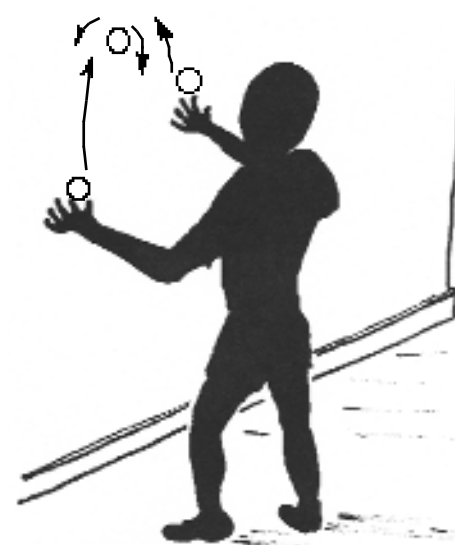
Explore basic skills, actions and ideas with increasing understanding.

Key Stage 2

Perform skills with more consistent control and quality.

Jugglin'

Coordination/Aiming and Predicting



COORDINATION

This activity needs to be done under control if using juggling balls/duds.

Safety

If using balls/duds what is ceiling like?

Could damage be caused by inaccurate throws?

Do while facing a wall so ball will not roll under persons feet.



Variations: Try using small swatches of material, including voile. These move slowly and require a different action. Start with 1 ball/swatch then 2, then 3.

Key Stage 1 - swatches

Key Stage 2 - swatches/balls/duds

Key Words

Explore simple actions and skills

Basic control/coordination

Accuracy and Appropriate control/coordination

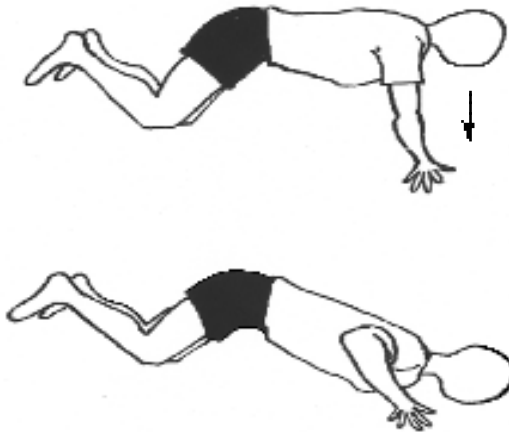
Precision, fluency of movement

Consistently showing precision, control and fluency.

SKILL PROGRESSION

Díps - Front

Muscular endurance



This activity works the muscles of the

- chest
- arms
- shoulders.

Develops upper body strength.

Key Words:
(KS 2) Biceps
Pectoral

Objective: Hands and knees are put on the floor, hands shoulder-width apart. Keep the body straight by bending (dipping) at the elbows. This activity is a modified press-up and reduces the intensity of the press-up.

Quality of movement is more important than quantity.

Evaluating and Improving Performance

Key Stage 1

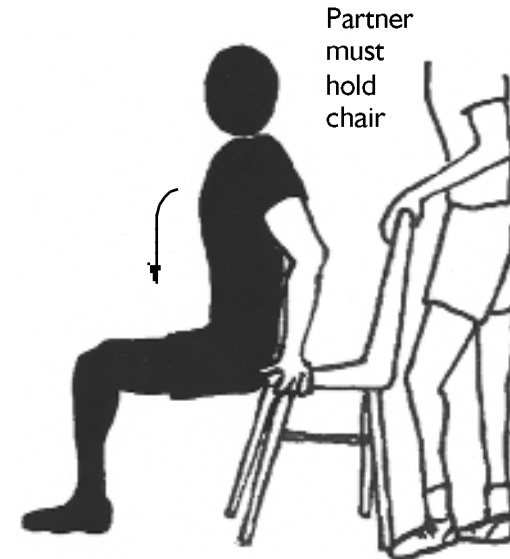
Use what they have learned to improve the **quality** and **control** of their work.

Key Stage 2

Identify what makes a performance effective - what are the important characteristics of this activity which make it effective?

Díps - Back

Muscular endurance



Develops upper body strength.

Key Word:
(KS 2) Tricep

Safety

Partner must hold chair throughout.



STRESS THIS SAFETY POINT

? What sporting activities need good strong arm muscles?
Can you think of a sport where you need your arm muscles to **keep** working hard?
(Clue: Sir Steve Redgrave)

Objective: Assume position in picture so that knees are at 90° with feet flat on floor.

Angle at waist is also approximately 90°.

Palms are flat on seat of chair.

Partner is firmly holding back of chair to avoid tipping.

Action: By controlling the bend at the elbow you can lower (dip) your body. Performers will feel the muscles at the back of the upper arm working. These are the Triceps.

Sit Ups

Muscular endurance

Version 3



Version 2



Safety Never strain



Back should be cushioned
Knees bent, feet flat on floor
Think QUALITY not QUANTITY

Objective: With knees bent, slide hands up thighs to touch knees, lower gently. Or - slide hands up thigh to knees, hold for 3 seconds. and gently lower.

Version 2: With knees slightly apart sit up so that arms extend through and beyond knees.

Version 3: (KS 2) Hands held relaxed by ears, sit up so that elbows touch knees.

Attainment Target:

Can pupils describe how to exercise safely?

Look at the last sentences on each Level of Attainment.

Level5: Can explain why regular, safe exercise is good for their fitness and health (Above national expectation KS2)

Back Raises

Muscular endurance

Arms by side palms up



Do not push hands to floor

Safety Never strain



Think QUALITY not QUANTITY
This activity needs to be performed slowly and under control

? Why is good posture important? (KS 2)

Objective: To work the muscles of the back to ensure good posture. Lying on your tummy, arms by side, head in line (spine-in-line). Slowly and under control raise head off floor so that chest lifts off the floor.

This activity compliments sit-ups as muscle groups work in pairs. When one works the other relaxes.

Did you know?

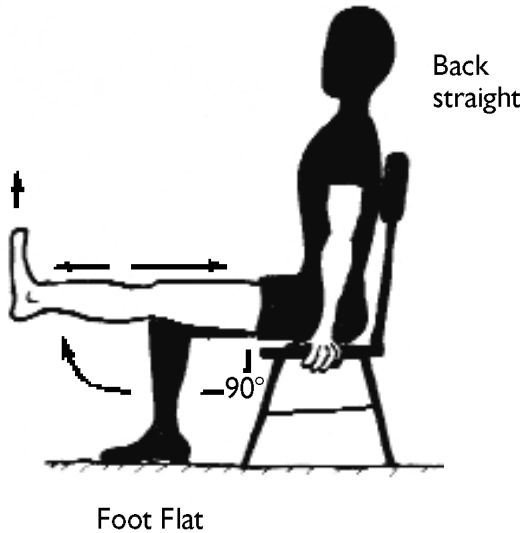
106 million work days are lost each year by people needing to take time off with bad backs!

Cross Link:

Correct lifting technique for benches, etc., in Gym.

Seated Leg Lift

Muscular endurance



Safety



- Make sure back is nice and straight throughout.
- Bottom pushed back in seat.
- Keep one foot flat on floor.
- Think QUALITY not QUANTITY
- NEVER LIFT BOTH TOGETHER

? Why is being fit and healthy important? (KS 2)

Why is being fit and healthy good for us? (KS 1)

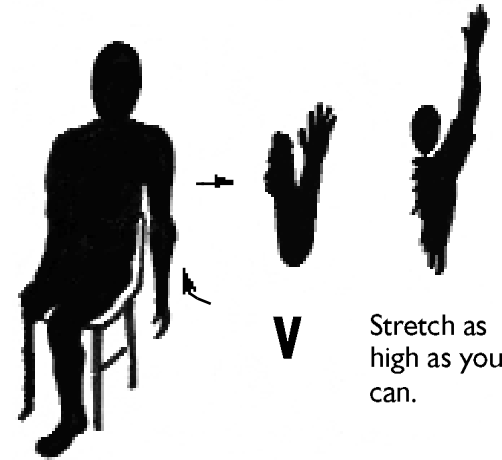
Objective: Raise one leg through 90° so that toes are pointed. Ensure leg is fully stretched. Repeat for set amount of repetitions then swap over.

Extension: Standing - high knee raise - lift one leg so that hip to knee is parallel to floor. Repeat.

Pupils should demonstrate control and coordination. Teachers should stress the importance of doing these moves **well** not quickly.

Seated Arm Raises

Muscular endurance



Safety



- Make sure back is nice and straight throughout.
- Bottom pushed back in seat.
- Feet flat on floor.
- Think QUALITY not QUANTITY

Objective: From sitting raise one arm at a time from:

- by side hanging loosely down - through to-
- hand by shoulder arm bent in tight V - through to-
- hand held as high as possible. Repeat.

Task: Complete using both arms at the same time.

Equipment: Could be done holding something to give some weight eg. an old book, two bean bags.

Knowledge and Understanding of Fitness and Health

Key Stage 1: To recognise and describe how their bodies feel during different activities.

What did you feel? What did you notice? Can you suggest why?

Key Stage 2: How exercise affects the body in the short term.

Why does it feel warm in your shoulder/arm?

Why do your muscles ache after a while?

Touching Hands Flexibility



Safety



Never push or pull someone's body during a stretch.

Never bounce, always stretch slowly and smoothly.



What sports require good flexibility at the shoulders?

How does being flexible help in sport?

Objective: To mobilise shoulders first - leave arms relaxed by side - shrug shoulders up and hold - push down and hold. Repeat. Circle arm at shoulder in large cycle action.

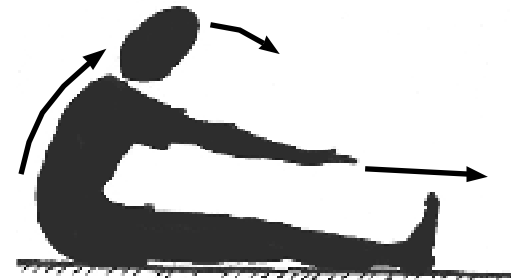
Action: One arm puts hand up behind back as above - the other goes down over shoulder. Try to touch fingers.

- can you link fingers? (monkey grip)
- can you hold hands?
- can you do it by swopping arms over?

Did you know?

Practicing can improve your flexibility but always know the rules:
 No bouncing No pushing No forcing

Sit and Reach Flexibility



Safety



Is the muscle warm first?

Never strain

Never push or pull anyone

Never bounce - smoothly does it.

Key Word:

Hamstrings
(Muscles at back of leg)

Objective: Sit on floor with legs stretched out in front of you - toes pointing up. Slowly slide hands along legs, past knees towards toes. When the stretch is felt, hold for 5 seconds and relax. Repeat, but try to go a little further and hold.

Some pupils will be able to go beyond the upward pointed toes. Great flexibility.

Some pupils will be able to put their heads on their knees.

By keeping their legs straight they will stretch the muscles at the back of the legs - Hamstrings.

Knowledge and Understanding of Fitness and Health

Key Stage 1: How important it is to be active (where does flexibility help?)

Key Stage 2: To warm up and prepare appropriately for different activities.

Activity Setup

This example (KSI) is designed to be a whole class short activity, followed by two group activities with the aid of a Learning Support Assistant.

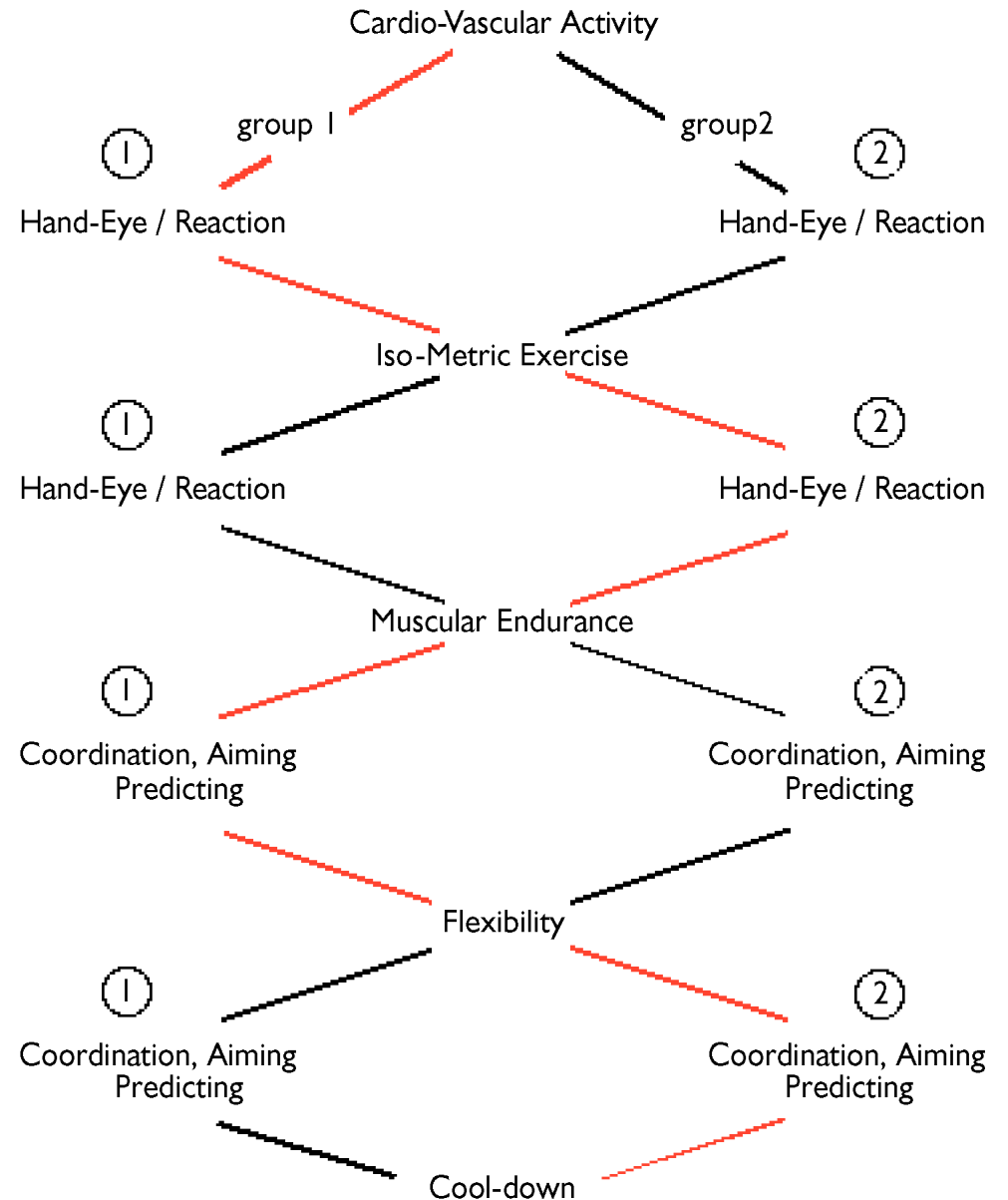
Each group will perform both activities from the section selected as well as the whole class activities.

This example can easily be adapted to teacher's own needs to cater for:

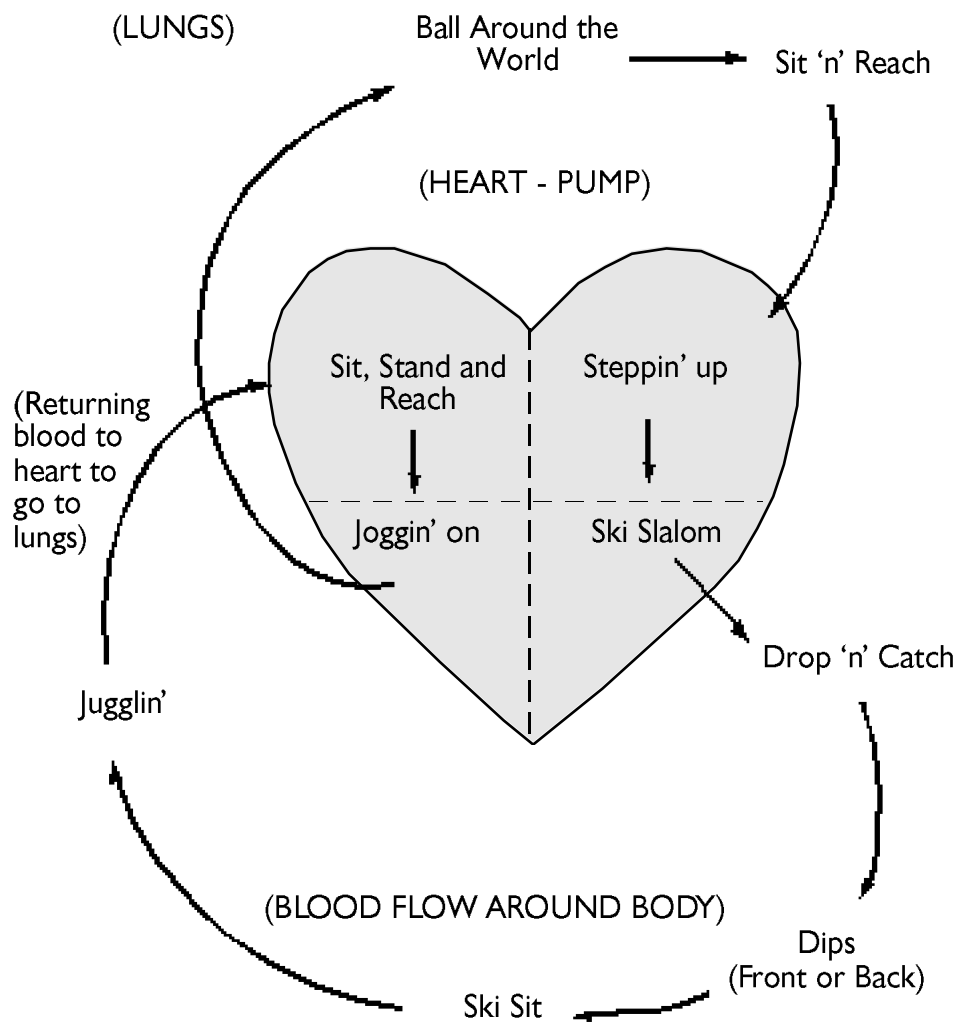
- pupils' individual needs
- resources
- facility.

It is worth trying to mix Cardio-vascular and Muscular activities linked to mental/coordination type activities.

Key Stage 1 (Example)



Anatomical Circuit (KS2)



Active Circuit! (Example)

