



Functional Fitness - Lesson 1

Year 3

- Enhance speed and **WALT** through purposeful practice and skill refinement.
- Perform agility drills **SWIFT**: increased speed and accuracy.
- Utilise various movement patterns (e.g., side shuffles, crossover steps) effectively.
- Demonstrate improved reaction time to auditory and visual cues during movement tasks.

- Equipment**
- Cones
- Floor Spots
- Tennis Balls
- Bibs

- Any Other Information**
Can be completed inside or out.

- Children work in pairs **Get Active: Cat & Mouse**. Cones/poles forming a gate.
- One child tucks a bib in (Mouse), the other does not (Cat).
- On the teacher's signal, the Cat chases the Mouse.
- The Mouse tries to avoid being caught.
- Players must stay near their gate area.
- Players cannot run through the middle of the gate.
- When the Mouse is caught, pupils swap roles.
- Repeat the activity.
- Vary width of gate; ensure sufficient distance between pairs to reduce collisions.
- S-** Add a time limit for the cat to catch the mouse; introduce a scoring system.
- T-** Use cones or poles for gates; use bibs or tags for tagging.
- P-** Pair by similar ability for competition; rotate partners regularly.

Reduce movement area; **SEND Adaptations** controlled pace. (Physical).
Keep rules clear and consistent; emphasise fun over competition. (SEMH).
Use consistent pairings; reduce noise/distractions where possible. (ASD).

- Children are split into four equal teams **Athletic Development: Box Run**. Cones placed at each corner of a square.
- On the teacher's command, teams run to the next corner and wait there.
- This continues on each command until teams return to their original corner.
- Returning to the starting corner counts as one full lap.
- The time allowed to move between corners is set by the teacher based on ability and space.
- S-** Adjust size of the square (smaller for support, larger for challenge); widen corners for safety; clearly mark boundaries with cones.
- T-** Vary speed (walk, jog, sprint); change direction; add challenges (e.g., specific movements between corners); adjust time limits.
- E-** Use coloured cones for visual clarity; provide visual countdown timers; use whistles or visual signals for start cues.
- P-** Balance teams by ability; assign peer support; rotate team leaders; provide TA support where needed.

Reduce distance; allow alternative movement (e.g., walk, wheelchair propulsion). (Physical).
Use clear, consistent commands; reinforce teamwork over competition. (SEMH).
Use visual instructions and clear demonstrations; provide predictable routines and countdowns. (ASD).

- Children are split into four teams **Skill 1: Agility Cones**. Space and equipment.
- Each team has around 6 sets of cones arranged in two lines, creating a tunnel with a 2m gap.

- Cones on one side have a ball placed on top of each.
- On the teacher's signal, the first child moves to the first cone and collects the ball.
- They shuffle across to the opposite cone and place the ball on top.
- The child continues this pattern down the tunnel.
- Teammates can set off once the previous child reaches the third or fourth cone to keep the activity flowing.
- **S-** Widen or narrow the tunnel; vary distance between rows of cones.
- **T-** Increase or decrease number of rows; add time limits of relay races.
- **E-** Use different types of balls; colour code cones in rows.
- **P-** Provide demonstrations of activity; encourage teamwork.

SEND Adaptations

Reduce length of tunnel; allow walking instead of shuffling. (Physical).
 Ensure clear turn-taking; keep instructions simple and structured. (SEMH).
 Pre-teach sequence; maintain predictable structure. (ASD).

Skill 2- Team Tunnels

- Split children into as many teams as space and equipment allows, with a minimum of 5 children per team.
- Place one marker 5m in front of the first child in the line, and one marker 5m behind the last child.
- On the teacher's command, the back child runs around the front marker, then around the back marker and finally crawls through the legs of their teammates to reach the front of the line.
- Once they stand at the front, the new back child repeats the process.
- The first team to return to their original line-up order wins.
- **S-** Vary distance between markers; use wide lanes to reduce collisions.
- **T-** Change movement type (hop, skip, jump); introduce time challenges.
- **E-** Clearly mark lines with cones or markers; add hoops to jump through.
- **P-** Vary team sizes; use mixed ability teams.

SEND Adaptations

Shorten travel distances; remove crawling aspect. (Physical).
 Reduce competitive focus; provide encouragement and praise. (SEMH).
 Use demonstrations and modelling; keep instructions simple and consistent. (ASD).

Game- Tadpole

- Split the class into smaller even-numbered groups, with a minimum of 8 pupils per group.
- Each group of 8 is split into two halves: one half forms a square behind a marker, the other half stands behind the same marker.
- The pupils behind the same marker run around the square once, one pupil at a time.
- While they run, the four pupils forming the square pass the ball around as many times as possible.
- Once the runners complete their lap, the groups swap roles.
- Repeat the activity to see which group can pass the ball the most times.
- Set up 3–4 stations or iterations to reduce queuing and ensure all pupils are active.
- **S-** Enlarge the square to increase passing difficulty; use multiple squares to allow more groups to participate simultaneously.
- **T-** Use dominant and non-dominant hand for throwing; catch with two hands then progress to one.
- **E-** Provide tennis balls for throwing and catching; use multiple balls to increase engagement for advanced pupils.
- **P-** Create mixed-ability groups; rotate roles to ensure all pupils experience running and passing.

SEND Adaptations

Reduce running distance; allow walking or marching instead of running. (Physical).
 Keep groups consistent; provide clear start and stop signals. (SEMH).
 Use clear visual markers for running and passing lanes; maintain predictable turn-taking. (ASD).