



KS1

Fitness

Lesson 2 - Fitness

Learning Objective

To develop co-ordination through hula hoop skills.

Success Criteria

- Use different levels and directions when linking skills together.
- Use wide fingers to grip your hoop.

Whole Child Objectives

Emotional: I persevere with tasks that are new and challenging to me.

Thinking: I can explore different skills with a hoop.

Thinking: I can create a short routine of hoop skills.

Thinking: I can say what I liked about somebody else's routine.

Equipment

- Cones x 5
- Hoops x 30

10
Mins

Warm Up and Introduction

Safe space:

Ask the pupils to stand in a safe space. Pupils begin by jogging around the area, moving in and out of each other.

Change the movement they are doing e.g. skipping, jumping and side-stepping. Praise the pupils who are showing the correct technique of these skills and ask them to demonstrate.

As the pupils are travelling, begin to place ten hoops around the teaching area. Tell the pupils that they must also avoid the hoops.

[Look for space in the hall to move into.](#)

Make this easier by placing the hoops in the area once the pupils have finished this activity.

Budge:

Select five pupils to be the catchers, they carry one cone each. If they tag someone, they give them the cone and that pupil becomes the new catcher. Explain to the pupils that the hoops are safety zones, where they cannot be tagged. Only one person at a time can go into a hoop. If another pupil comes to a hoop that already has someone in it, they shout 'budge' and the pupil who is in the hoop must move out of the hoop to allow the new person in.

[Move safely into the hoop when 'budging' someone else out.](#)

30
Mins

Skill Development

Exploring a hoop:

Give each pupil a hoop. Give the pupils a couple of minutes to explore using their hoop. Can they perform any skills or tricks? Demonstrate any interesting ideas.

Ensure the pupils work in their own safe space.

Travelling using the hoop:

Ask the pupils to find a way to travel over, into and out of, around and through their hoop. Share ideas.

Use different directions and body parts to explore this.

Move safely and with control.

Hoop skills:

Ask the pupils to stand in their own space, and complete the following:

For each skill encourage a straight back and feet slightly apart.

Encourage the pupils to persevere with the skills even if they find them difficult.

(A) Spinning the hoop: Can the pupils spin the hoop on the floor? Can they spin it, turn on the spot and catch the hoop?

(B) Passing the hoop: Can the pupils pass the hoop around their body from hand to hand making a circle shape with the hoop around their body?

(C) Rolling the hoop: Roll the hoop along the floor, run alongside it and catch it. Roll the hoop along the floor, climb through to get to the other side.

Ensure the pupils have enough space to complete this safely, perhaps taking it in turns with a partner.

(D) Circling the hoop: Can the pupils circle the hoop on their hand in front of them and then above their head?

Arm extended out in front of your body, circle the hoop between your thumb and fingers.

Make this harder by asking the pupils to try circling the hoop on their foot by sitting down and then lifting one leg.

(E) Hula Hooping: Ask the pupils to try hula hooping around their waist.

Stand inside the hoop and place it above your hips, move your hips in a rhythmical circular motion.

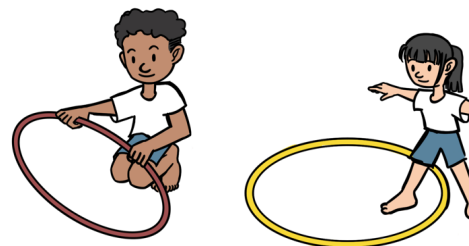
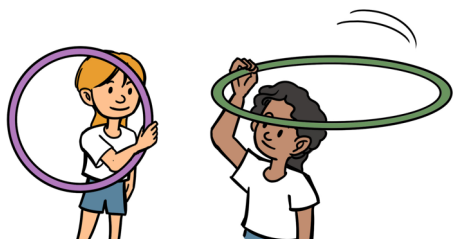
Can they hula hoop around any other body part? E.g. knees, ankles.

Make this harder by having a hula hoop competition. Who can hula hoop for the longest?

(F) Skipping with a hoop: Ask the pupils to place two feet inside the hoop, hold onto the hoop with their hands and swing it over their head.

Make this harder by asking the pupils to skip backwards.

Make this harder by skipping with the hoop around their foot.



Linking skills:

Ask the pupils to link three different skills together. Can they show a partner?

Make the routine interesting by using a variety of skills and body parts.

Make this harder by asking the pupils to teach each other their routine.

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Mins**Plenary**

Which skills did you find easy? Which ones were difficult?

How did it make you feel when your were hooping for a long period of time? What changes did you recognise in your body?

Whose routine did you like and why?