

UPONLY LEARNING PRESENTS MOVE EVERY DAY · FREE PE

Grade 1 PE weekly plan

Ages 6–7. Five 30-minute sessions a week (our plan), with a 3-day version. Use it every week of the year; the skill part follows the current unit.

Student: _____ Week of: _____

Contents

The 5-day week 2

The 3-day week and the year's units 3

The Daily 60. 60 minutes or more of moderate-to-vigorous activity every day, with vigorous, muscle and bone activity on at least 3 days a week each (HHS, CDC). PE covers part; play, walks and chores cover the rest.

Talk test. Moderate: your student can talk but not sing. Vigorous: only a few words before a breath (CDC).

Safety rules for every session

- Warm up first.
- Clear the floor.
- Have water nearby.
- Wear sneakers, or go barefoot on a non-slip floor.
- Land softly.
- Stop if something hurts, or if you feel dizzy or sick.
- Tell an adult.

Equipment: sock ball (rolled socks), pillow or couch cushions, masking tape, towel, empty plastic bottles (as pins or cones), laundry basket, balloon, paper-plate paddle, jump rope (or a line on the floor), chair, water bottle.

Please read: Move Every Day is general education, not medical advice. Check with your student's doctor before starting a new activity program if your student has a heart, lung or other health condition, an injury, or a disability that affects movement. Stop and get medical help if your student faints, has chest pain, severe shortness of breath or dizziness during activity. In an emergency, call 911.

The 5-day week

Strength on Monday, Wednesday and Friday; jumps for bone on Tuesday, Wednesday and Friday; vigorous play on Tuesday, Thursday and Friday. Doses (our plan): 1 set of 5 to 8 reps or 10 to 15 second holds, done as play; 20 to 40 soft landings a session.

Day	Warm-up (5 min)	Skill practice (10 min)	Fitness (strength or jumps) (5–7 min)	Game or dance (5–7 min)	Cool-down (3 min)	Done
Monday	March, arm circles, high knees	This unit's skill (see the grade page)	Squats 2 × 6–10, bear crawl 2 trips	Red light, green light	Child's pose, 3 breaths	☐
Tuesday	Jumping jacks, hip circles	This unit's skill	Bunny hops or line hops, 2 × 10	Tag with a light touch	Butterfly stretch	☐
Wednesday	March, arm circles	Balance: stork stand, tree pose	Frog jumps 2 × 6–8, crab walk, plank on knees	Lily pads (jump between pillows)	Cat-cow	☐
Thursday	Freeze dance	Rhythm, dance or animal walks	Dance break: 30 s fast, 15 s rest, 3 rounds	Freeze dance or tag	Seated reach, 3 breaths	☐
Friday	High knees, jumping jacks	This unit's skill game	Circuit, 30 s each, 2 rounds: squats, jumps over a line, wall push-ups, bunny hops	Family game of the student's choice	Child's pose	☐

This week's unit skill

Write the unit and the skill from the grade page: _____

Teach it: I do, we do, you do

I do: You show the move and name 2 or 3 short cues, like "side to target, step, throw". **We do:** You practice together. Say one specific thing that went well and one cue to try next. **You do:** Your student practices alone, then uses the skill in the game. Watch and give one cue at a time. **Check:** At the end of the first week of each unit, use the quick check below. If it is not there yet, repeat the We do step.

The 3-day week

Each day has strength, jumps and a fast game, so three days still cover the 3 days of each.

Day	Warm-up (5 min)	Skill practice (10 min)	Fitness (strength or jumps) (5–7 min)	Game or dance (5–7 min)	Cool-down (3 min)	Done
Monday	March, jumping jacks	This unit's skill	Squats, bunny hops 2 × 10	Tag with a light touch	Child's pose	☐
Wednesday	High knees, arm circles	Balance: stork stand	Frog jumps, crab walk, plank on knees	Freeze dance	Cat-cow	☐
Friday	Jumping jacks, hip circles	This unit's skill game	Circuit: squats, line hops, wall push-ups	Family game	Butterfly stretch	☐

The year's units

Unit	Weeks	Focus	Sample session on the grade page
1.1 Pathways, levels and speed	2–9	locomotor patterns, starting to skip	Zigzag city
1.2 Jump and land	10–17	two-foot jump, hop, soft landing, hopscotch	Soft landings
1.3 Throw and roll	19–26	underhand throw, rolling, catching with hands	Target practice
1.4 Feet skills	27–34	kicking, foot dribbling, stopping a ball	Dribble the city

Weeks 1 and 35: friendly self-check. Week 18: family field day. Week 36: student's choice.

I can

- ☐ I can walk, gallop and slide along a zigzag path.
- ☐ I can jump and land on two feet with bent knees.
- ☐ I can hop on each foot 5 times.
- ☐ I can throw underhand to a target.
- ☐ I can dribble a ball with small touches of my feet.
- ☐ I can hold a plank on my knees for 10 seconds.
- ☐ I can cheer for someone else in a game.

Full sessions, exercise cards and seated versions: www.uponlylearning.com/pe/grade-1.html

Sources:
U.S. Department of Health and Human Services, Physical Activity Guidelines for Americans, 2nd edition (2018), https://odphp.health.gov/sites/default/files/2019-09/Physical_Activity_Guidelines_2nd_edition.pdf
Centers for Disease Control and Prevention (CDC), Physical activity guidelines for students (2024), https://www.cdc.gov/physical-activity-education/guidelines/
Centers for Disease Control and Prevention (CDC), What counts for children and teens (2024), https://www.cdc.gov/physical-activity-basics/adding-children-adolescents/what-counts.html
SHAPE America, Guidelines (physical education time) (n.d.), https://shapeamerica.org/standards/guidelines/
American Academy of Pediatrics (AAP), HealthyChildren.org, Strength training (2011), https://www.healthychildren.org/English/healthy-living/sports/Pages/Strength-Training.aspx
Session times, reps and jump counts are our plan, not guideline numbers.