

UPONLY LEARNING PRESENTS MOVE EVERY DAY · FREE PE

Grade 5 PE weekly plan

Ages 10–11. 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: _____

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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 to 2 sets of 8 to 12 reps or 15 to 30 second holds; 40 to 60 soft landings a session.

Day	Warm-up (5 min)	Skill practice (10 min)	Fitness (strength or jumps) (7–8 min)	Game or dance (5 min)	Cool-down (3 min)	Done
Monday	March, arm circles, inchworm	This unit's skill	Squats 2 × 10, push-ups 2 × 8, plank 2 × 20 s	Tag	Quad and seated reach	☐
Tuesday	Jumping jacks, high knees	This unit's skill	Jump rope 3 × 30 s or line hops 3 × 15	Shuttle run game	Calf stretch, breaths	☐
Wednesday	Butt kicks, side slides	This unit's skill	Frog jumps 2 × 8, lunges 2 × 8 each, side plank	Balloon volley	Cat-cow	☐
Thursday	Freeze dance	Dance, rhythm or yoga	20 s on, 10 s off × 8: jacks, squats, mountain climbers, plank	Tag or student's choice	Child's pose	☐
Friday	Dynamic routine	This unit's skill game	Circuit 30 s on, 15 s off, 2 rounds: squats, push-ups, line hops, glute bridges	Family game	Stretch and log	☐

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) (7–8 min)	Game or dance (5 min)	Cool-down (3 min)	Done
Monday	March, jumping jacks	This unit's skill	Squats, push-ups, line hops 3 × 15	Tag	Seated reach	☐
Wednesday	High knees, side slides	This unit's skill	Frog jumps, lunges, plank	Shuttle run game	Cat-cow	☐
Friday	Dynamic routine	This unit's skill game	Circuit: squats, push-ups, jump rope, glute bridges	Family game	Stretch and log	☐

The year's units

Unit	Weeks	Focus	Sample session on the grade page
5.1 My weekly plan	2–9	FITT basics, planning a week	Plan my week
5.2 Invasion games	10–17	passing, getting open, defending space	Get open
5.3 Create a dance or routine	19–26	choreography, rhythm, group roles	Our routine
5.4 Outdoor and lifetime	27–34	hiking, map skills at home, bike safety	Map quest

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

I can

- ☐ I can explain FITT.
- ☐ I can plan a week with 3 strength, 3 jump and 3 vigorous days.
- ☐ I can pass and move to open space.
- ☐ I can build a 32-count routine.
- ☐ I can teach a routine to someone else.
- ☐ I can read a simple map to find a place.
- ☐ I can choose an activity I enjoy outside PE.

Full sessions, exercise cards and seated versions: www.uponlylearning.com/pe/grade-5.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.