

UPONLY LEARNING PRESENTS MOVE EVERY DAY · FREE PE

Grade 7 PE weekly plan

Ages 12–13. Five 45-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): 2 to 3 sets of 8 to 15 reps or 20 to 45 second holds, light bands only; 50 to 80 soft landings a session.

Day	Warm-up (7 min)	Skill practice (12 min)	Fitness (strength or jumps) (12 min)	Game or dance (10 min)	Cool-down (4 min)	Done
Monday	Dynamic routine + skips	This unit's skill	Squats, push-ups, lunges, 2–3 × 10–12	Student's choice	Hip and chest stretches	☐
Tuesday	Jumping jacks, build-up runs	This unit's skill	Jump rope 4 × 45 s or line hops 3 × 20	Invasion or net game	Calf and quad stretches	☐
Wednesday	Dynamic routine	This unit's skill	Circuit 40 s on, 20 s off: squats, band row, tuck jumps, plank, glute bridges, mountain climbers	Balance challenges	Stretch and log	☐
Thursday	Cat-cow, slow flow	Yoga, dance or a lifetime activity	Jog intervals or a brisk walk	Ultimate-style game	Box breathing	☐
Friday	Student leads the warm-up	This unit's skill game	Circuit: push-ups, squats, shuttle runs, side plank, line hops, dead bug	Family game	Stretch and reflect	☐

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 (7 min)	Skill practice (12 min)	Fitness (strength or jumps) (12 min)	Game or dance (10 min)	Cool-down (4 min)	Done
Monday	Dynamic routine	This unit's skill	Squats, push-ups, line hops 3 × 20, plank	Student's choice	Stretches	☐
Wednesday	Jumping jacks, build-up runs	This unit's skill	Lunges, band row, jump rope 4 × 45 s	Invasion or net game	Calf and quad stretches	☐
Friday	Student leads the warm-up	This unit's skill game	Circuit 40/20: squats, push-ups, tuck jumps, shuttle runs, dead bug	Family game	Stretch and log	☐

The year's units

Unit	Weeks	Focus	Sample session on the grade page
7.1 Circuits and intervals	2–9	interval training, recovery, heart rate	Interval builder
7.2 Invasion game tactics	10–17	creating space, transitions, defense	Width and depth
7.3 Yoga, flexibility and calm	19–26	poses, breathing, mood and focus	Calm and strong
7.4 Striking and fielding	27–34	tactics, positions, rules	Choose your base

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

I can

- ☐ I can design a 6-station circuit.
- ☐ I can check my heart rate after exercise.
- ☐ I can spread out and move to open space in a 2 v 1.
- ☐ I can hold 5 yoga poses for 20 seconds.
- ☐ I can use box breathing to calm down.
- ☐ I can back up a throw in a fielding game.
- ☐ I can help solve a disagreement in a game.

Full sessions, exercise cards and seated versions: www.uponlylearning.com/pe/grade-7.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.