

UPONLY LEARNING PRESENTS MOVE EVERY DAY · FREE PE

Kindergarten PE weekly plan

Ages 5–6. 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. Kindergarten students need lots of active play through the day: adults should aim for about 3 hours a day for ages 3 to 5 (HHS). From age 6: 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
K1. Moving my body	2–9	walk, run, hop, gallop, jump; personal space	My space, your space
K2. Balance and shapes	10–17	balance on one foot, body shapes, levels	Statues and shapes
K3. Toss, roll and catch	19–26	sock-ball toss, rolling to a target, catching a balloon	Sock-ball toss
K4. Rhythm and animal moves	27–34	moving to a beat, animal walks, freeze dance	Zoo parade

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

I can

- ☐ I can hop on one foot 5 times.
- ☐ I can gallop and skip a few steps.
- ☐ I can stand on one foot for 5 seconds.
- ☐ I can toss a sock ball into a basket.
- ☐ I can move fast and slow, high and low.
- ☐ I can take turns in a game.
- ☐ I can tell how my body feels after moving.

Full sessions, exercise cards and seated versions: www.uponlylearning.com/pe/kindergarten.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.