



**Learning Objectives:**

- L.O 1 – Develop children’s knowledge of how the body functions/changes during exercise
- L.O 2 – Develop children’s ability to exercise at different intensities

- Challenge 1 – Can children follow instructions and participate effectively in the lesson?
- Challenge 2 – Can children show an awareness of the change in heart rate during exercise? (Exercise = Faster pulse)
- Challenge 3 – Can children find their pulse?/Explain why heart rate increases

**Numeracy in P.E! -**



**Literacy in P.E! -**



**Inspiration in P.E! -**



**SoW Milestone Focus:** 3 (Demonstrates a clear understanding of how the body changes/functions during exercise). 5 (Plan, perform and repeat sequences of movements in a group). 6 (Competent in the FUNdamentals of movement (Jog, Sprint, Hop, Weight on Hands, Jump, Balance & Coordination))



**WOW!**

The heart is protected by a protective case that you made yourself, the rib cage!



**Lesson 1 is designed to enable the children to feel the change in their heart rate, begin by teaching the children how to take their pulse (see overleaf). Then before & during each activity ask the children to take their pulse (at this stage don't worry about recording their pulse, just ask the children if it fast(er) or slow(er))**

**Warm-up -** Pupils jog around the playing area avoiding each other & listening, when the teacher calls out “PULSE” children must attempt to find their pulse. STRETCH, then repeat.

**Activity 1: Meditation —** Aaaaaaaaaaaaaannnnnnnd relax. If you mats ask the children to sit on them and play some relaxing music, for their first activity they will sit with their Legs crossed, resting their hands on their knees. Using the resource at the end of this document guide them through some relaxing meditation. Then ask the children to take their pulse.

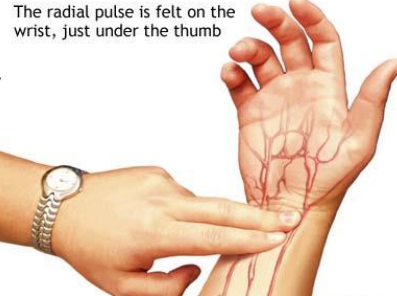
**Activity 2: Shark Attack — Revenge of the Shark!**

**Activity 3: Shuttle Sprints —** Organise the children into pairs, and mark out two lines with cones. One for the children to stand (single file in pairs), the other is for the children to sprint too! On your command the children must take it in turns to sprint to the line in front of them and back, then their partner runs straight away! Keep this activity going until the children are visibly warm and breathing very quick. Then, ask them to check their pulse! ***To challenge your M/A move their cone further away, they'll then have to work a little harder!***



## Teaching Points – Taking your pulse

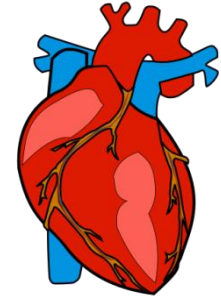
Ask the kids to give you a thumbs up, Then to turn their hand to the side. Then ask the children to place their two fingers from the other hand on their wrist, just below the thumb



The radial pulse is felt on the wrist, just under the thumb

## Teaching Points – The heart

In Year One the children should understand that when they start exercise, the heart beats faster. It would be even better if they knew that this is our muscles need more fuel (oxygen!)

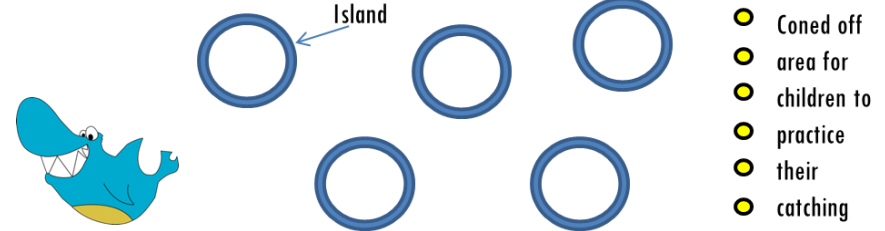


## Activity 1: Meditation

Guide the children through meditation, then ask them to take their pulse

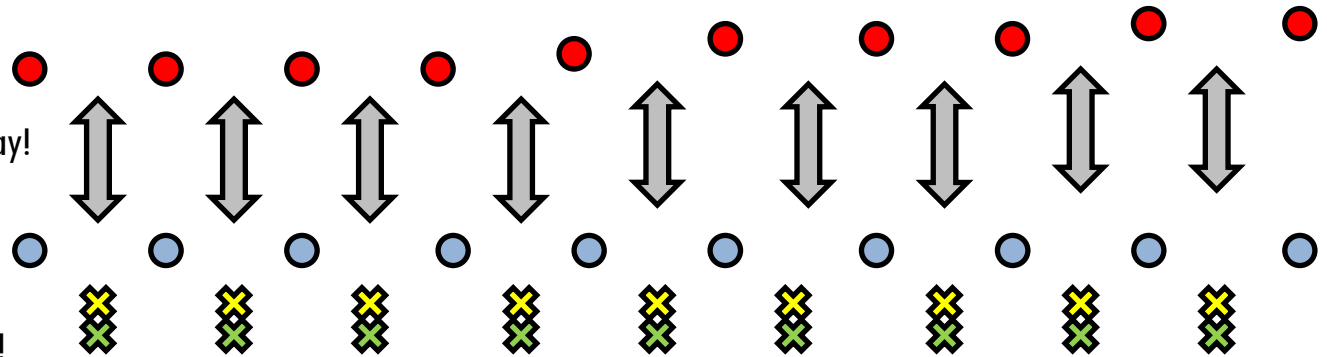


## Activity 2: Shark Attack 2 – Revenge of the Shark!



## Activity 3: Shuttle Sprints

On your command the children must take it in turns to sprint to the line in front of them and back, then their partner runs straight away! Keep this activity going until the children are visibly warm and breathing very quick. Then, ask them to check their pulse!





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## Numeracy in P.E! -



## Literacy in P.E! -



## Inspiration in P.E! -



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WOW!

The Human body is capable of amazing things. A man named Charles Servizio (U.S.A) completed 46,001 press-ups in 24 hours!!



**Topic Introduction – The BIG question. Who is the fittest person in the world??** Allow pupils time to discuss between themselves. Lead discussion about how pupils think is the fittest. Lead class to the realisation that it is very difficult to answer because they are different types of fitness. (Some people are very strong, some people are very supple/bendy, some people can keep exercising for a long time). In this lesson pupils will find out their Strengths and which can be improved.

**Warm-Up - Command Response:** Pupils move into spaces jogging constantly, upon commands all pupils must perform action (Touch, Change Direction, Jump) STRETCH > repeat 1<sup>st</sup> phase of Warm-up.

**Introduce Fitness test (Speed test, Cardio-Vascular Endurance test, Muscular Endurance test, Co-ordination test):** Describe each test & demonstrate how to test this aspect of fitness. Class should be split into 4 groups, all pupils perform tests at the same time. Pupils must count their own score!



Ask pupils to write down their score for each test on the H.R.E test recording sheet. Each week pupils must now try and get a higher number than their original score.

**Perform Tests!:** Each test lasts 1 minute each, pupils to put 100% effort in to ensure it is a maximal test. Number 1’s perform first, 2’s count/record. Then swap. Rotate each group around stations until all have performed tests.



Teaching Points – Cardio-Vascular Endurance Test:

Tell pupils that our muscles need Oxygen for power! It is the job of the Heart & lungs to supply our muscles with Oxygen!

Tested by continuous running. Count shuttle runs for 1 minute



Teaching points – Speed Test:

The ability to move any Muscle group fast.

Test with a 'Speed Bounce'  
Pupils bound sideways over a Cone for 1 minute. Count on each return



Teaching Points – Muscular Endurance Test:

The muscle test measures how well our muscles can do the same Movement over and over again.

Test this by measuring how Many squats a pupil can do within 1 minute.



Teaching points – Co-ordination Test:

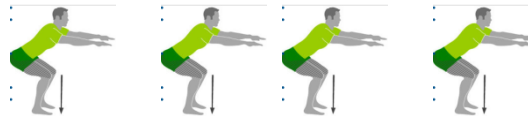
It is a type of fitness to watch things and put your arms & legs in the tight Place! (Co-ordination)  
Test this by measuring a Pupils throwing and Catching with a partner.



How to layout fitness tests:

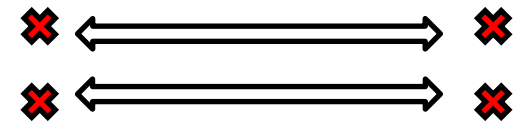


Speed Test: Speed Bounce



Muscular Endurance Test: Squats in 1 minute

Co-ordination Test: Catches in 1 minute



Cardio-Vascular Endurance Test: 1 minute to run as many shuttles as possible. There & back = 1.



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**Numeracy in P.E! -**



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In 2010, John Isner & Nicolas Mahut played a tennis match that lasted 11 hours at Wimbledon! Now that requires Muscular Endurance!



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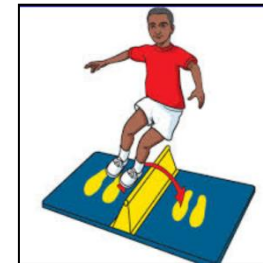
Tested by continuous running. Count shuttle runs for 1 minute



Teaching points – Speed Test:

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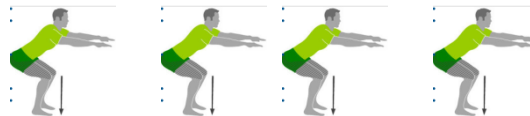
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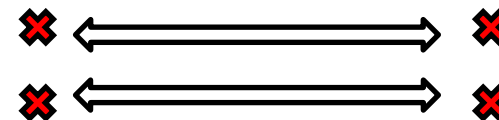


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When Usain Bolt set the 100m World Record he was running at 27.7 mph!  
Now that is Speed!



Warm-Up - Command Response: Pupils move into spaces jogging constantly, upon commands all pupils must perform action (Touch, Change Direction, Jump) STRETCH > repeat 1<sup>st</sup> phase of Warm-up.

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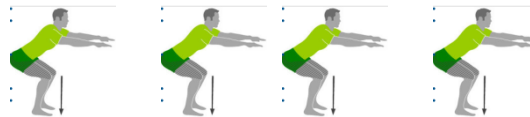
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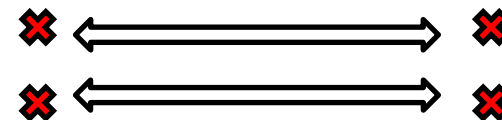


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Challenge 3 – Can children participate in all 4 tests independently, counting their score effectively & name at least 2 major muscles?

## Numeracy in P.E! -



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WOW!

There is a minimum of 640 muscles  
in the Human Body! Today we’re going to learn our first 4!

WOW!

**1. Warm-Up - Command Response:** Pupils move into spaces jogging constantly, upon commands all pupils must perform action (Touch, Change Direction, Jump) STRETCH > repeat 1<sup>st</sup> phase of Warm-up.

**2. Introduce 4 major muscle groups –** Show the children these following four major muscle groups – Biceps, Quads, Abs, & Deltoids. Show the children where these muscles are and what they do! (If you have access to a projector in your hall this would be perfect, simply pull up a diagram of the human body and point out where these muscles are! – We’ve done it for you at the end of this document).

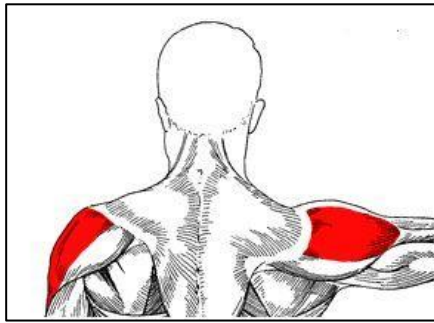
**3. Circuit Training –** To help the children to remember these major muscle groups the children are going to do 4 very simple activities so they can feel these muscles working. Split your class into 4 equal groups & rotate after 3 minutes of each activity – play music whilst the children are getting active, when the music stops – so do they! In the biceps zone ask children to do bicep curls with a bean bag, in the quads zone ask the children to do ‘Rocket’ jumps – make a ball on the floor and jump as high as they can on the spot. In the abs zone ask children to hold a plank for 5 seconds, then lie down for 10 seconds – continue until their time is up! In the deltoids zone children need to keep their arms straight & bring their arm up at their side holding a bean bag.

**4. Muscle man relay –** Keeping the class in the 4 groups they’re already in it’s time to test who has managed to learn the new muscles. Ask one child to be the ‘model’ – the children take turns in running out to fetch a muscle out of the muscle hat, if they put in the right place on the model they get to keep it. If not they have to take it back to the hat, the first team to have all 4 muscles wins!



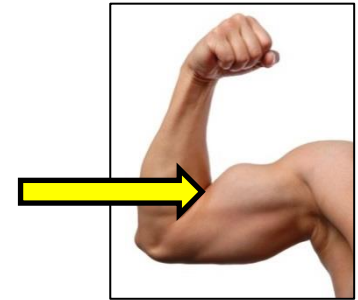
## Teaching Points – Deltoids

The deltoid protects the shoulder joint and allows us to move our arm away from torso!



## Teaching Points – Biceps

The bicep helps us to bring our hands towards our body, without we'd really struggle picking things up!



## Teaching Points – Quads

We wouldn't be able to move without them!  
They are crucial in walking, running, jumping and squatting.

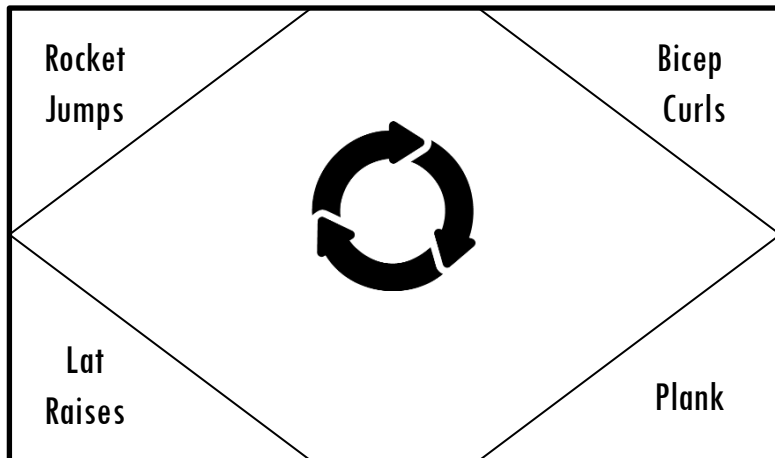


## Teaching Points – Abs

These muscles help with posture, protect the inner organs and help with breathing



## Circuit Training



## Muscle man relay

Place names of muscles in a box/hat/cup



## Learning Objectives:

L.O 1 – Develop children’s knowledge of how the food & drink we consume affects our body

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**WOW!**

The purpose of this lesson is to try and help the children their understanding of energy balance! Take in more than you burn = gain weight!

**WOW!**

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2. A Doctor’s Diet! — Split the class into 4 teams — explain to the children that they are about to go food shopping!

Pupils take it in turns to run out and pick a coloured cone. Only one child can run out from each team at a time. Healthy foods (Apple, Banana, Strawberry) are worth 2 points. Unhealthy foods (Ice Cream, Pick ‘n’ Mix) are worth 1 point. Once the game is over split the pile into a healthy pile and an unhealthy pile. Explain to the children why these foods are unhealthy and why it will take longer to ‘burn them off’.

3. It’s time to burn it off! — So your children have ‘ate their food’. Now it’s time burn it off! (cue evil laugh... Mwahahaha)

To burn off every ‘healthy’ item the children will need to do 1 shuttle per healthy item. For every ‘unhealthy’ item the children must run 4 shuttles each per item! All children will run at the same time. The team that runs all of their shuttles first wins (all finished and placing hands on head)

4. The repeat! — Now the children know what’s in store, play it again and hopefully watch everybody pick up healthy cones first!!



## Teaching Points — Energy Balance

“**Energy balance**” is the relationship between “**energy in**” (food calories taken into the body through food and drink) and “**energy out**” (calories being used in the body for our daily **energy** requirements).



## Teaching Points — Healthy/Good vs Unhealthy/Bad

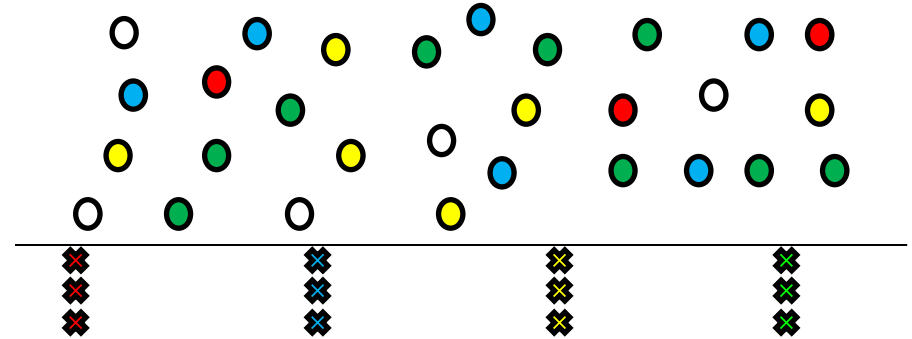
At this age we want the children to start to understand which foods help our body, and which foods make it harder for the body to function. Fat and sugar are the enemy!!



## A Doctor's Diet

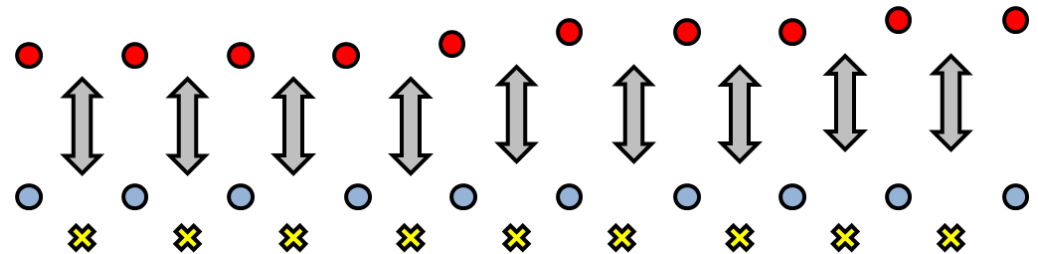
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● = Strawberry ● = Apple ○ = Ice Cream ● = Banana ● = Pick 'n' Mix



## It's time to burn it off!

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# Year 3 H.R.E Fitness Testing Sheet!



Name: \_\_\_\_\_

Class: \_\_\_\_\_

**Heart & Lungs  
Test**

**Speed**

**Catching**

**Muscles**

Test 1:

Test 1:

Test 1:

Test 1:

Test 2:

Test 2:

Test 2:

Test 2:

Test 3:

Test 3:

Test 3:

Test 3:

Test 4:

Test 4:

Test 4:

Test 4:





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Class:

Heart & Lungs  
Test

Speed

Catching

Muscles

Test 1:

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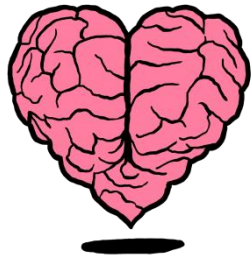
Test 4:

Test 4:

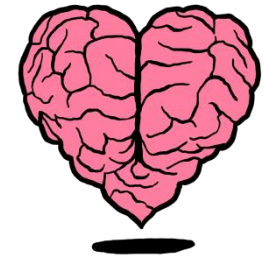
Test 4:

Test 4:





# Meditation Resource





# Meditation Transcript



Please make sure your eyes are closed softly, as if you were getting ready to fall asleep. But please do not fall asleep. Keep your eyes closed, but do not go to sleep. Stay awake and listen to my voice.

Make sure not to move. Feel your body remaining still and calm.

Feel your body becoming light, so light it begins to float up off the ground.

Begin to soar into the sky where it is warm and beautiful. The sky is blue and full of white, puffy clouds. Birds are singing, and the sunshine is warm and golden.

Now imagine your favourite place. Take a moment to imagine that place. Imagine what it looks like. Imagine what it smells like. Are there any other people there or are you by yourself? Continue soaring through the beautiful, blue sky to your favourite place. Fly overhead and see this place from the sky. Look down upon it. Enjoy seeing it from so high above.

Now fly past your favourite place and see a rainbow in the distance. Begin to soar through the sky toward the rainbow. The rainbow is beautiful, full of so many colours, so bright and playful. Fly straight into the rainbow and grab your favourite colours in your hand.

Continue to soar through the sky, finding a colourful kite flying nearby. Chase the kite and follow it as it travels on its own path through the sky. Allow the kite to continue on its way, as you continue on your way.

Find a large, leafy tree and begin to descend from the sky to land safely and softly on the tree branches. The tree is strong and supports you. Enjoy swinging from the trees branches and climbing down its trunk.

The grass at the base of the tree is green and soft. It is a restful place. The tree offers shade, and the grass offers comfort.

Lie down on the grass and relax under the shade of the tree.

Feel completely relaxed and still.

Listen to the birds singing overhead. Feel the warm breeze on your cheeks.

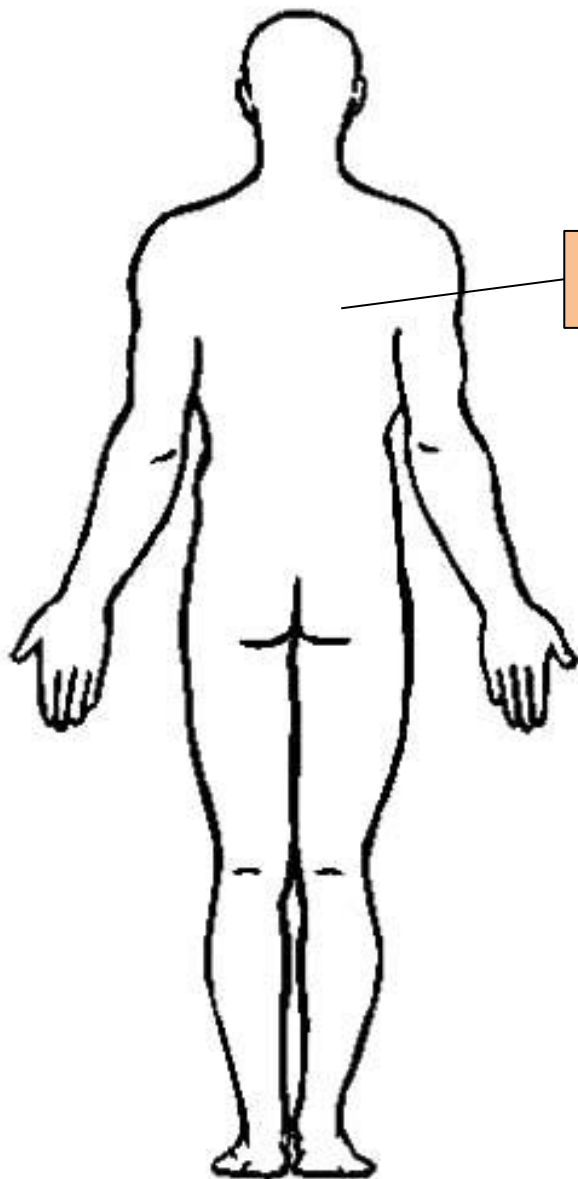
Now begin to slowly move your fingers and toes, making small movements in small places.

Begin making larger movements, even stretching.

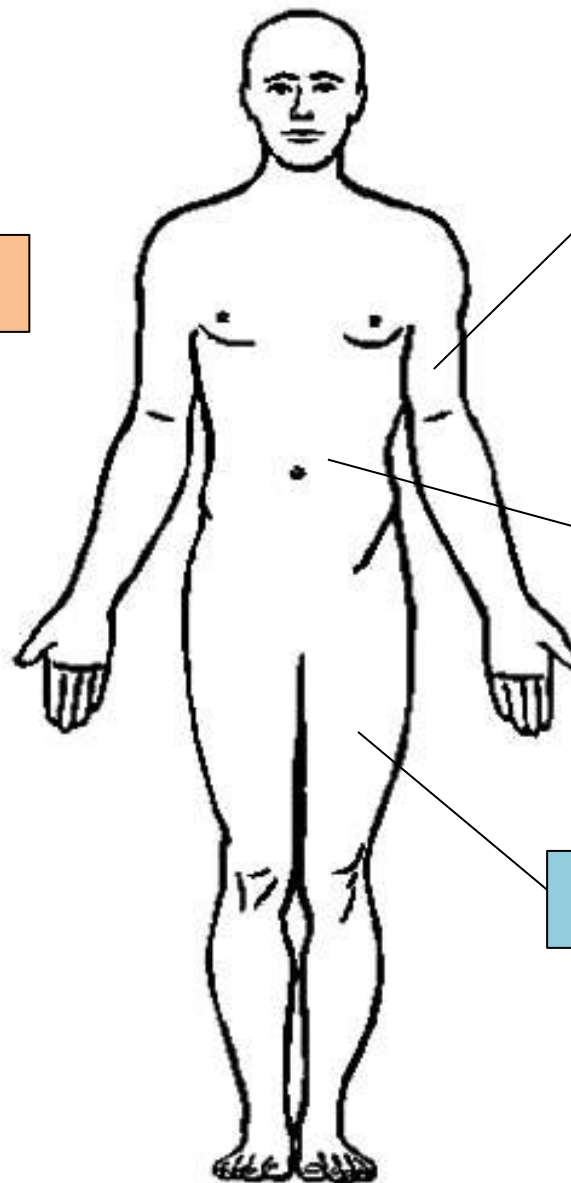
When you are ready, open your eyes.



# 4 Major Muscle Groups in the body



**'Lats'**



**'Biceps'**

**'Abs'**

**'Quads'**

