












Animals Including Humans: Exercise

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| <p>Aim Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. Perform simple tests. To test the effects of exercise on the human body.</p> | <p>Lesson Duration It is estimated that this lesson will take one and a half hours.</p> <p>90 mins</p> |
| <p>Success Criteria I can ask questions about exercise. I can say what I think (predict) will happen to my heart rate during exercise. I can perform a test about exercise and talk about what I find out.</p> | |
| <p>Standard School Equipment Scissors, glue sticks, writing equipment, flipchart paper, stopwatch/timer if completing 'Making Observations (What Do You Notice?)' out of the classroom.</p> | <p>Preparation Investigating Exercise Activity Sheet – cut up cards, sheet per pair Prediction Activity Sheet – *, as required, ** and ***, per child Reasoning Cards: Exercise – as required <i>For the 'Making Observations (What Do You Notice?)' part of this lesson, ensure that you have a larger space available that can be used for PE lessons.</i> Optional resource for 'Teachit': Lucy the Gym Instructor's Letter.</p> |
| <p>Key Vocabulary Exercise, healthy, activity, active, heart rate, pulse, muscle, blood, measure, run, jump, skip, hop, minute, seconds, what do you think will happen? (prediction), observations.</p> | |

Prior Learning: In the previous lesson, children will have learnt that all animals have three basic needs to survive: air, water and food.

Learning Sequence

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|  | <p>Remember It: Split the children into two teams and play the basic needs Three In a Row game on the Lesson Presentation.</p> | <p>5 mins</p> |
|  | <p>Growing Up and Staying Healthy: Review the relevant section of this topic's Knowledge Organiser using the Lesson Presentation, discussing key vocabulary. Generate questions about exercise that children would like to find the answer to (you will find some examples on the Lesson Presentation if you need). Record these ideas together on your board or flipchart paper to refer to later when looking at the eBook. How could we find out the answers? Can children ask a question about exercise? Read pages 37-42 of the eBook together and discuss the ways in which exercise can help us to be healthy.</p> | <p>15 mins</p> |
|  | <p>Investigating Exercise: Explain that the children will be trying to find the answer to this question: 'Which activity will make my heart rate faster?' Ask children, 'How do you know if your heart rate is faster?', e.g. feel out of breath, feel warmer, sweating, feel tired, might feel a faster pulse in neck/wrist or heart beating in chest. Discuss what activities speed up their heart rate. Use the Lesson Presentation to introduce the investigation. Look at the bank of activities together and explain that children will be working in pairs making a prediction to sort the activities into 'Would make my heart rate faster' or 'Would not make my heart rate faster' using the Investigation Exercise Activity Sheet. (Children could be paired as similar ability or mixed-ability to enable different levels of support and potentially enable the teacher to support a lower ability group.)</p> | <p>25 mins</p> |
|  | <p>What Do You Think Will Happen (Making Predictions)? Following the sorting activity, briefly discuss children's ideas as a class. Then, explain that children will be choosing one activity from each column to explain their predictions in more detail using the Prediction Activity Sheet. Explain that a prediction is saying what we think will happen. Can children make a simple prediction about exercise and heart rate?</p> <div style="display: flex; justify-content: space-around;"> <div data-bbox="239 1780 598 2038"> <p> Children to discuss why they think their chosen activities would make their heart rate faster? Ideas could be recorded by a supporting adult using the two star Prediction Activity Sheet.</p> </div> <div data-bbox="622 1780 981 2038"> <p> Children complete the Prediction Activity Sheet to explain why they think their chosen activities would make their heart rate faster?</p> </div> <div data-bbox="1005 1780 1364 2038"> <p> Children complete the Prediction Activity Sheet to write their own sentences explaining why they think their chosen activities would make their heart rate faster?</p> </div> </div> | <p>15 mins</p> |

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|  | <p>Making Observations (What Do You Notice?): Read the information about how to try and find your pulse on the Lesson Presentation and see if children are able to find their pulse. Remind children of the other ways you can tell if your heart rate has increased (incase they are unable to find their pulse). Model, or get the children to join in, carrying out one of the exercises (for 30 seconds), then try and find their pulse again.</p> <p>Use the timer on the Lesson Presentation to time 30 seconds while everyone in the class carries out one of the two activities they have chosen. Once the 30 seconds is up, ask children to try and find their pulse or to think about the other ways they might know if their pulse has increased. Discuss if their predictions were correct and why they need to rest for 2 minutes (to ensure their heart rate returns to normal so they can see if there is a difference). Then repeat with the second activity.</p> <p>Can children perform simple tests to find the answer to the question?</p> |  |
|  | <p>Discussing the Answers: Children share their findings. Did the activities make your heart rate faster, or not? Why or why not? What kind of activities should we do to help our bodies to stay healthy? (Highlight the importance of varied, fun activities for staying active and healthy).</p> <p>Can children perform a test about exercise and talk about the results?</p> |  |

Explore it

Exercise it: In a PE lesson, challenge the children to come up with an exercise sequence for their friends to copy. For example, the rules could be that there must be three separate movements but only one can include a stretch etc.

Teach it: Children make a poster to explain the positive effects of exercise on the body and offer some ideas of the sort of exercises they could do, using the **Lucy the Gym Instructor's Letter**.

Reason it

Children discuss **Reasoning Cards: Exercise**. Children discuss how they would find out whether the given idea about exercise is correct.

Assessment

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| Scientific Knowledge | |
| <p>Working Towards the Expected Level</p> <p>Children can notice what happens when we do exercise and, with support, talk about the importance of exercise for the human body.</p> | Children: |
| <p>Working At the Expected Level</p> <p>Children can describe the effects of exercise and begin to explain the importance of exercise for the human body.</p> | Children: |
| <p>Working At Greater Depth</p> <p>Children can confidently describe the effects of exercise and explain the importance of exercise for the human body.</p> | Children: |
| Working Scientifically | |
| <p>Working Towards the Expected Level</p> <p>With support, children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.</p> | Children: |
| <p>Working At the Expected Level</p> <p>Children can carry out simple practical tests and use their observations and ideas to suggest answers to questions.</p> | Children: |
| <p>Working At Greater Depth</p> <p>Children can carry out simple practical tests and explain the reasons for results. They can use their observations and ideas to suggest more complex answers to questions.</p> | Children: |