



ACTIVITY FOCUS	YEAR	DATE
HfWB	1	00.00.000

PHYSICAL EDUCATION

LEARNING INTENTIONS	SUCCESS CRITERIA	LNf FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • To understand how energy helps them be active and feel good. • To explain how they have been active in the playground and describe the effects on their bodies. 	<p>Explore: different activities for different parts of their bodies.</p> <p>Choose: a favourite activity and explain what parts of the body is being exercise.</p> <p>Practice and Improve: each exercise in the circuit and improve the technique whilst performing.</p> <p>Show and explain: what happens to their bodies when performing exercise.</p> <p>Evaluate and feedback: on ways they can exercise and be active in the playground and outside school.</p>	<p>Oracy: Understand and use appropriate vocabulary to name parts of the body used when exercising.</p> <p>Describe what happens to their bodies and how they feel when exercising and how they need energy to be active.</p>	<p>Warm up:</p> <ol style="list-style-type: none"> 1. Teacher lead discussion on how pupils feel when they are active eg hot, faster breathing and also uses terms such as heart, lungs, breathing, muscles, exercise 2. Teacher lead warm-up which includes simple activities to get the body warmer, stretching, running, skipping etc. Check how do you feel? What is happening to my body? We need energy to be active... Air, Water, Food. 3. Teacher introduces a simple circuit of activities for class to follow in pairs or threes. This is introduced by the whole class working in pairs and threes following the teachers lead and practicing each activity in turn. Arm circles, skipping without a rope, marching on the spot high legs, jogging in a defined space (cones), hip circles, waist bends and variations as appropriate. Activities performed to music then pairs and threes, 20sec per activity. What is happening to your body? How do you feel? 4. Stations (clearly numbered) set up so the class can be divided into 2s or 3s - 10, 12 ... stations repeat activity every 4 or 5 stations depending on teacher choice. Each pair or three given their own unique route around the stations ie 3,4,5,6,7,8,9,10,1,2 or 8,7,6,5,4,3,2,1,10,9 counting on and counting back. Each pair or three to complete each activity 3 times before they move onto the next activity. 5. When they visit station 9 they pick up red bean bag (air); station 2 green bean bag (water); station 5 blue bean bag (food). When they pass the Energy Store they put their Energy bags in. 6. Teacher interventions to ask questions related to the Energy Store, How they feel? What is happening to their bodies? What they need to be active? etc Active playtimes, reference to heart, lungs, breathing, change in temperature, energy, muscles, exercise. 7. Warm down activities slow movements, standing tall, sitting down, lying down curled, straight, hold, slow movement into and out of shape, make shapes of lower case letters, individually and in pairs.

PHYSICAL DEVELOPMENT

Developing physical skills: health, fitness and safety:

- Describe what happens to their breathing and how they look after exercise.
- Recognise the effects of exercise on their bodies as they move.



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Stations

