



ACTIVITY FOCUS	YEAR	DATE
HfWB	5	00.00.000

LEARNING INTENTIONS	SUCCESS CRITERIA	L/N FOCUS	DEVELOPMENT
<ul style="list-style-type: none"> • understand how the heart works to pump oxygenated blood around the body during exercise. • Understand the effects of exercise on pulse rates. • Understand how regular exercise makes you fit, feel good and stay healthy. 	<p>Explore:</p> <p>the changes in pulse rates during sustained exercise and compare with resting heart rate.</p> <p>Choose:</p> <p>an appropriate tempo to sustain an exercise activity for a given time.</p> <p>Practice and Improve:</p> <p>the correct technique for each exercise to ensure good body position for maximum benefit.</p> <p>Show and explain:</p> <p>how to perform a range of simple activities using the correct technique.</p> <p>Evaluate and feedback:</p> <p>Impact of sustained exercise on their bodies.</p>	<p>Oracy:</p> <p>Communicate their understanding of how their circulatory system works when they exercise.</p> <p>Discuss with their partners ways in which they can improve the technique.</p> <p>Using data skills:</p> <p>Collect and record data on pulse rates:</p> <ul style="list-style-type: none"> • before exercise • after exercise • after each station <p>Classroom follow up - Analyse results and represent these (graphs) to demonstrate changes in pulse rates. Compare with previous scores/ regional/national data.</p>	<p>Warm up:</p> <ol style="list-style-type: none"> 1. In the classroom locate and recognise the different parts of the circulatory system (heart, lungs, blood vessels. Discuss how exercise and physical activity help to improve the function of this system, emphasise that exercise and physical activity can be performed in many ways to suit everyone. 2. In the hall, playground, field, first feel wrist pulse and discuss observations then, pupils to run around a randomly positioned set of cones (roughly one each) emphasise continuous running, changing direction at each cone, then respond to request to change speed of movements eg. skipping, jumping, hopping etc. <p>Development:</p> <ol style="list-style-type: none"> 3. Explain Circulation Circuit: Divide the class into pairs then 5 groups. Group1: heart star-jumps, Group 2: blood vessels- skipping, Group 3: muscles-shuttle runs, Group4: blood vessels -jumping jacks, Group 5: step-ups(bench). Emphasise at all times correct technique 4. Each set of exercises lasts 20-30 secs and jog between stations. 5. From heart to blood vessels pick up red bean bag representing oxygen, then on completion of blood vessel activity place in oxygen store before starting muscles activity. On completion of muscle activity pick up CO2 blue bean bag to take to blood vessel activity 2, on completion of this task put blue bean bag in CO2 before starting lung activity on completion of lung activity pick up O2 bag from store before starting heart activity. 6. Once pupils get used to the circuit set a number of repetitions to be completed for each station and let pairs move at their own pace around the circuit. 7. Discuss outcomes and their understanding of the circulatory system and exercise. Check and record pulses. Which exercise is the hardest ? why? what are the other effects on their bodies. <p>Warm down:</p> <ol style="list-style-type: none"> 8. Long slow stretching movements. Use car decelerating analogy. legs stretched out in front. In pairs, number one sitting legs together and straight, number two gently tries to pull legs apart, number one resists then when number two reduces the force relaxes. Change over. Alternatively, some children might find it more challenging to lie on their back and raise their legs. Question children on why this game is important.

ACTIVITY SKILLS PROGRESSION
<ul style="list-style-type: none"> • Plan to increase physical activity participation at playtime and during leisure time.



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