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| **Newquay Junior Academy – Physical Education** | |
| **Topic:** Health-related exercise (HRE) | **Year:** 6 |
| **Composite: To build on knowledge learnt in the classroom and during Warm –Ups in PE lessons. Students will understand how to lead a healthy and active lifestyle and understand the importance of doing so. They will learn about how their body responds to exercise.** | |

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| **What should they already know?** | **Assessment Criteria** |
| * It’s important to warm up at the beginning of exercise to prepare the body for being active. * Understand what happens to their body when they do a warm-up. * Know how to measure heart rate and see how it reacts to different types of exercise. * Be able to find their pulse with their fingers to record their HR. * Which foods are ‘sugar smart’ (Sugar Smart Training from Cornwall Healthy Schools) which is delivered in Wellness Week. | **GOLD (GD):** Fulfilling and exceeding all the Learning Outcomes. Performing skills fluently and consistently. Having a thorough understanding of the knowledge involved and be able to apply to other areas of PE curriculum.  **SILVER (WA):** Meting 80% of the Learning Outcomes, demonstrating a ‘good’ level of skill and knowledge.  **BRONZE (WT):** Working towards achieving the Learning Outcomes. |

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| **Learning Outcomes** | |
| **Overview of Knowledge** | **Overview of Skill** |
| * I know how the food and drink we consume effects our body. * I understand the different components of fitness. For example: endurance, strength, speed etc. * I understand the concept of a fitness circuit. * I understand how to measure improvements by using different fitness tests. | * I can identify which foods are healthy and which foods are unhealthy and explain why. * I can perform different fitness tests. * I can perform a fitness circuit working at a high intensity. * I can evaluate fitness test data to understand whether improvements have been made. |

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| **Key Vocabulary** | **Life Skills** |
| **Warm-Up:** Preparing the body for physical exertion by exercising gently beforehand.  **Heart Rate:** The speed at which the heart beats.  **Pulse:** A rhythmical throbbing of the arteries as blood is propelled through them. Typically measured in the neck and wrist.  **Components of Fitness:** Cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and muscle composition.  **Fitness Tests:** Different tests that are used to measure the level of fitness a person possesses. They can be used as a measure of improvement or decline in fitness.  **Circuit:** A completion of prescribed exercise programmes. It could be a fitness circuit or a skills circuit. | Diet is an important part of maintaining a healthy lifestyle.  Exercise is an important part of maintaining a healthy lifestyle.  Raising the heart rate during exercise for a fixed time is beneficial to the heart. |

**Year 6 Health-Related Exercise S.O.W**

***Composite:*** *To build on knowledge learnt in the classroom and during Warm –Ups in PE lessons. Students will understand how to lead a healthy and active lifestyle and understand the importance of doing so. They will learn about how their body responds to exercise.*

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| **Stages** | **Focus** | **Learning Objectives** | **Lesson** |
| A | ENERGY-BALANCE | -To understand how the food and drink we consume affects our body.  -To know which foods will take longer to ‘burn off’. | Intro and expectations.  Teacher Led SAQ warm up.  1.**A Doctors Diet**. 4 teams. Relay style to collect different items of food.  @ the end, teams to split their foods into healthy and unhealthy piles. WHY?  **Intro Energy Balance** – The relationship between energy in (calories received through food and drink) and energy out (calories being used in the body for daily energy requirements).  2. **It’s time to burn it off!** 1 shuttle for every healthy item, 4 shuttles for every unhealthy item. The team that runs all of their shuttles first is the winning team. |
| B | TYPES OF FITNESS | -To understand that there are different types of fitness.  -Be able to perform some basic fitness tests. | In 2’s. Start with question ‘who is the fittest person in the world?’. Students to discuss in their pairs whilst doing their warm up. CLASS DISCUSSION ABOUT THEIR ANSWERS. Teacher to lead this discussion into the fact that there are different types of fitness i.e. strength, endurance, flexibility etc.  4 groups: Perform fitness Tests and record on sheets.  1: Speed bounce (speed) 2: Shuttle runs (cardio-vascular endurance) 3: Throwing and catching (co-ordination) 4: Squats (Muscular endurance).  Plank Challenge- 1 minute, 45 secs, 30 sec, 15 secs, 5 secs. |
| C | CIRCUITS | -Understand the concept of a circuit.  -Be able to move around the circuit, performing exercises with the correct technique. | SAQ Warm-Up.  Why is a circuit useful in improving fitness?  6 stations  Step-Ups, Shuttle runs, Sit-Ups, Skipping, Bunny Hops, Burpees.  Pros and Cons.  What does your body feel like after each of the activities? Are you working at your max? |
| D | FITNESS SESSION WITH THE BODY COACH | -Understand how to access fitness in your own home.  -To be able to effectively follow instructions by participating in a coach led fitness session. | Q&A What fitness can you do in your own home? Mind-map on the board.  Perform a fitness session off of YOU TUBE by Joe Wicks – the ‘body coach’.  Evaluate session – what did you like about it, what could be improved?  If you could do a type of fitness at home, what would it be?  HW) To complete a fitness session at home. |
| E | HITT | -Understand the concept of HITT  -Successfully perform a HITT circuit in pairs to your maximum intensity. | SAQ Warm-Up (Teacher Led).  What does HITT stand for?  In Pairs- partner performs activity whilst the other performs 4 shuttles)  50 Sit-Ups 50 Squats 50 mountain climbs 5o planks (hands to elbows)  Pros and Cons |
| F | FITNESS TESTS AND EVALUATIONS | -To be able to use fitness tests to measure improvement.  -To understand WHY fitness is so important.  -Set personal fitness targets. | SAQ Warm UP  Perform fitness tests from week 2 and record scores. Are there any improvements? WHY?  All students to set an individual fitness target that they can work on at home.  Evaluate module. |