



Y2

TERM 1 – LESSON 4

Term Theme

Exercise

Focus DNA-V Skill

Noticer

Lesson Resources

- Lesson Powerpoint.
- Audio File or Script: *Give Myself A Hug*
- Audio File or Script: *A-N-D*.
- Lesson Handout: *Star Jump Challenge*.
- Digital stopwatch on whiteboard.
- Discoverer, Noticer, Advisor, and Values KS1 characters.
- Student and Teacher Emotion Wheels.

Success Criteria

- I can move in different ways when I hear different sounds.
- I can describe types of endurance exercises.
- I can practice star jumps and record how it affects my breath when I do it for longer periods of time.
- I can describe what A – N – D stands for when I pause.

Learning Objectives

- To use my Noticer skills to develop an awareness of how my breath changes when I exercise.
- To use my Discoverer skills to identify how exercising for longer periods of time affects my body.

PSHE Association Curriculum Objectives

- KS1 H2: “*Pupils should have the opportunity to learn to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences*”.

Starter Exercise

10 mins

Let's Play: Give Myself A Hug

Open the lesson Powerpoint. Tell the children the Term Theme (Exercise) and the DNA-V focus skill for the lesson (Noticer). Click to next Powerpoint slide ('Learning Objectives') and read out the LOs to the class.

Click to next PowerPoint slide ('Starter Exercise'). Play *Give Myself A Hug* audio file, or read the script.

Enquiry (giving praise and recognition for demonstration of any examples of DNA-V skills, noticing the tendency of the mind to wander):

- What did you notice as you moved your body slow and fast?
- How did it feel?

Reflection and Celebration

5 mins

Reflection Question:

(Holding up the Advisor character) *"In our last lesson, we focused on our Advisor while learning about exercise. Our main activity was 'Make My Own Yoga Sequence'. Can anyone remember any Advisor actions they have taken since the last lesson to do with exercise that they can share with the class? Have you had any thoughts about exercise lately? Were they useful?"*

Celebration (and reinforcement of key wellbeing skills):

Allow a few minutes for some responses to the above question. When students' responses include behaviours and skills directly related to the relevant Term Theme (Exercise) and the relevant DNA-V focus skill (Advisor):

- Provide verbal praise to reinforce the skill.
- Ask students what they noticed as a consequence of doing this (in order to help them connect with the consequences of their actions as naturally-occurring positive reinforcers).

Consider making a brief note of any particularly strong examples shared by students as you may choose to give them one of the end-of-term DNA-V awards.

Noticer Check-in:

Ask the class to pause and ask themselves to notice what's going on inside themselves today? How are they feeling? (Children can hold up which emotion card they're feeling from the emotion wheel).

Teacher's Introduction to the Lesson

10 mins

Opening discussion about what is meant by endurance in exercise

Click to next PowerPoint slide ('What does endurance exercise mean?'). Ask if any of the children know what the word endurance means.

Explain that endurance means taking part in activities that last a longer time, like walking, running, or cycling. Ask the class if they ever walk or cycle to school? This is endurance exercise.

We can pause and notice our bodies and our breath at any time. The differences in our breath are more noticeable when we exercise, we're going to listen to the idea of A - N - D (Aware - Name - Describe).

Let's Play: A-N-D

Click to next PowerPoint slide ('Let's Pause: A-N-D').

Play audio file *A-N-D*, or read the script.

Enquiry (giving praise and recognition for demonstration of any examples of DNA-V skills, noticing the tendency of the mind to wander):

- What feelings and sensations did you notice?

How we can apply our DNA-V skills to learn about moving our bodies in new ways

Think of the last time you did something active for a long time, like walking, running, or riding a bike:

- **Discoverer:** What did you Discover about exercise? Did you like this form of exercise? What's something new you might like to try next, to further extend your experience?
- **Noticer:** What did you Notice in your body? How did your head/tummy/legs feel?
- **Advisor:** What did your Advisor tell you about being active for a long time? Did your advisor keep you safe by telling you to stop when you got too tired, or if you started to hurt?

Activity: Star Jump Detectives

15 mins

Click to next PowerPoint slide (Star Jump Activity!).

Today we're going to explore our Noticer skills to see how our bodies feel after doing endurance exercise.

Pass around the lesson handout: *Star Jump Challenge*. Explain that the class are going to be 'star jump detectives' and that they will find out how exercise changes our breathing.

Step 1: Ask the class to do star jumps for 10 seconds (using the timer on the board), and then fill in the first column on sheet, ticking how their breathing feels.

Step 2: Repeat, this time with 30 seconds of jumping. Tick the sheet again.

Step 3: Ask children to jump for as long as they can, to experience the feeling of endurance. When they run out of breath, they can note down the time on their sheet by looking at the timer on the board, and then fill in their final tick.

Step 4: Repeat the A-N-D exercise with the script or audio, now that children will be out of breath or experiencing an increased heart rate. If using the script, introduce questions to highlight changes in sensations.

Step 5: Ask if anyone notices feelings anywhere else in their body. Is their pulse beating

fast? Are they feeling thirsty?

Step 6: Class can then fill in what A-N-D stands for in their workbooks, draw a picture for each step, and stick their worksheets in their books.

Enquiry

How did it feel to keep practising? Did you notice any advice you gave yourself? Was it helpful? What do you think would happen if you practised star jumps every day? Can you think of a time you have noticed something getting easier after you practised it a lot?
