

Exercise

Exercise is very important. It helps you to stay fit and healthy so you should try to do **regular** exercise.

Health and Fitness

When we exercise, our heartbeat gets faster. This means that more blood can **travel** around the body.



The blood helps our muscles to work harder. This makes our muscles stronger. Stronger muscles give us more **energy**.

Regular Exercise

Exercise is so important that we should try to do a lot of it. We should try to be **active** every day.



Fun

Exercise can be lots of fun **especially** if you find something you love to do. You could try swimming, football, dancing, skipping and lots more. What sort of exercise do you like best?



Challenge

If you do not enjoy sports then you could try a **challenge**. Pick something new and ask a friend to join you. You could find your new favourite hobby!



Share

Now that you know a lot about exercise you should share your learning with your friends and family. Tell them why exercise is so important and **encourage** them to try a new **challenge**.

Be fit. Be healthy. Be **active**.

classroomsecrets.com

Exercise – Y1s/Y2e (Orange/Turquoise) – Text

Like this? Find more differentiated Exercise resources

[here](#).

Exercise – Follow-Up Work

Why is exercise important? (C3)

What happens to our heart when we exercise? (C2)

What do you think would happen if we didn't exercise? (P3/1d)

Is this a fiction or non-fiction text? How do you know? (T1/1b)

Can you identify three headings in the text? (T2/1b)

What does a heading tell us? (T2/1b)

What does the author suggest we try if we do not enjoy sports? (C2)

Why do you think learning about exercise is important? (C4)

Exercise – Vocab 1

Match the words to their meaning.

regular

very much so

energy

persuade or support

especially

strength or fuel to be active

encourage

often or lots of times

Write the meaning of these words.

travel _____

active _____

challenge _____

Exercise – Vocab 2

Find your newly learned words in this word search.

p	r	e	l	a	t	o	c
e	m	h	e	n	c	e	h
n	n	f	k	d	o	b	a
e	e	t	r	a	v	e	l
r	e	g	u	l	a	r	l
g	x	t	a	r	e	j	e
y	p	h	r	i	n	n	n
m	b	n	e	r	a	c	g
s	u	a	c	t	i	v	e

energy

active

regular

challenge

travel

Exercise – SPAG 1

Can you add the missing words to the sentences below?

Exercise is _____ important.

It helps you to stay fit and _____ so you should try to do regular exercise.

We should try to be active every _____ .

The commas in the list below have disappeared! Can you add them back in the correct places?

You could try swimming football dancing skipping and lots more.

Can you write a list of your favourite sports using commas in the correct places?

For example: I like hockey, netball, rugby and running.

Exercise – SPAG 2

There are two conjunctions listed below. Can you put them back in the correct places in the sentences?

and

so

It helps you to stay fit and healthy _____ you should try to do regular exercise.

Pick something new _____ ask a friend to join you.

Can you use these conjunctions to write your own super sentences?

1. _____

2. _____

3. _____

Exercise – Oral Teacher Questions

Why is exercise important? (C3) **It helps to keep us fit and healthy.**

What happens to our heart when we exercise? (C2) **It beats faster/it pumps more blood around our body.**

What do you think would happen if we didn't exercise? (P3/1d) **Sensible answers – e.g. We would not be fit and healthy.**

Is this a fiction or non-fiction text? How do you know? (T1/1b) **Non-fiction – information/real/not a story/not made up etc.**

Can you identify three headings in the text? (T2/1b) **Health and Fitness/Regular Exercise/Fun/Challenge/Share.**

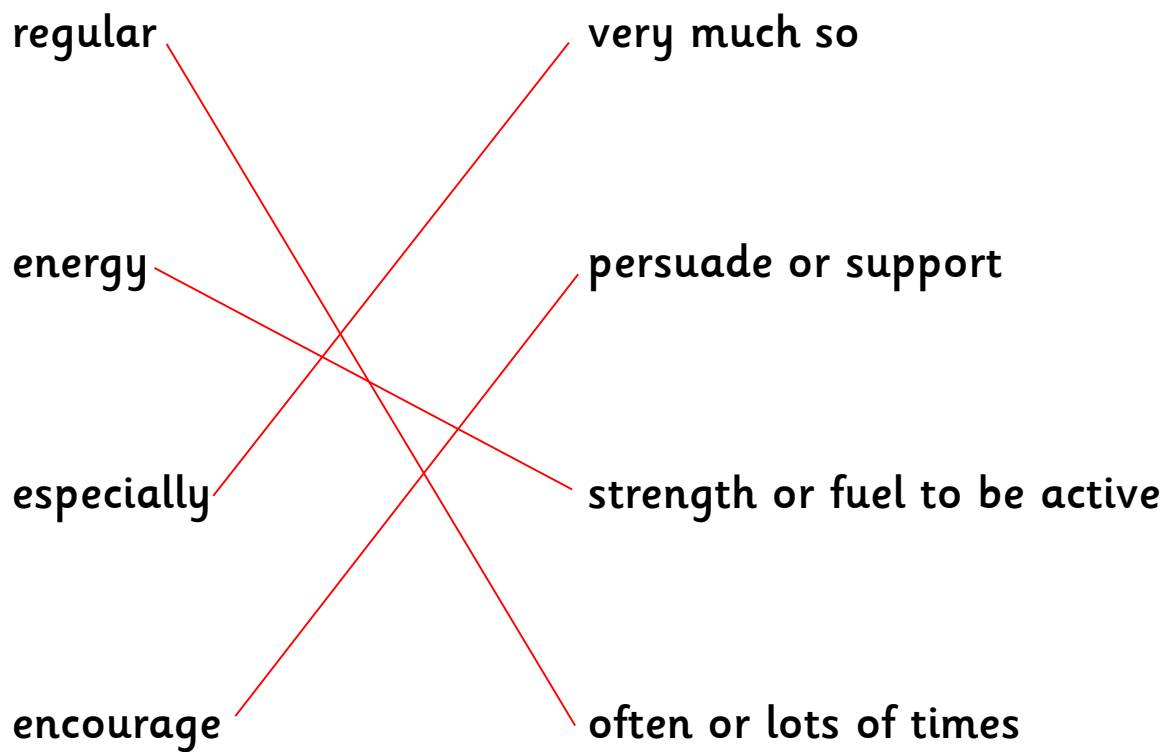
What does a heading tell us? (T2/1b) **Headings tell us what the next part of the text is about.**

What does the author suggest we try if we do not enjoy sports? (C2) **We should try a challenge/try something new.**

Why do you think learning about exercise is important? (C4) **Sensible answers – e.g. helps children to understand that we need to exercise to stay fit and healthy/helps us to learn how to look after our bodies.**

Exercise – Vocab 1

Match the words to their meaning.



Write the meaning of these words.

travel – **to go somewhere**

active – **to move around**

challenge – **a hard task**

Exercise – Vocab 2

Find your newly learned words in this word search.

p	r	e	l	a	t	o	c
e	m	h	e	n	c	e	h
n	n	f	k	d	o	b	a
e	e	t	r	a	v	e	l
r	e	g	u	l	a	r	l
g	x	t	a	r	e	j	e
y	p	h	r	i	n	n	n
m	b	n	e	r	a	c	g
s	u	a	c	t	i	v	e

energy

active

regular

challenge

travel

Exercise – SPAG 1

Can you add the missing words to the sentences below?

Exercise is **very** important.

It helps you to stay fit and **heathy** so you should try to do regular exercise.

We should try to be active every **day**.

The commas in the list below have disappeared! Can you add them back in the correct places?

You could try swimming, football, dancing, skipping and lots more.

Can you write a list of your favourite sports using commas in the correct places?

For example: I like hockey, netball, rugby and running.

Exercise – SPAG 2

There are two conjunctions listed below. Can you put them back in the correct places in the sentences?

and

so

It helps you to stay fit and healthy **so** you should try to do regular exercise.

Pick something new **and** ask a friend to join you.

Can you use these conjunctions to write your own super sentences?

1. _____

2. _____

3. _____

Comprehension

- Year 1/2 C1/1a Discussing word meanings, linking new meanings to known vocabulary
C2 Answer simple, information retrieval questions about texts*
C3 Drawing on what they already know from background information and vocabulary provided by the teacher
C4 Discussing and expressing views about a wide range of texts
C5/1c Discussing the sequence of events in texts and how items of information are related
- Year 3/4 C1 Explaining the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6 Retrieve and record information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
- Year 5/6 C1/2a Exploring the meaning of words in context
C4 Discussing and expressing views about a wide range of texts
C6/2b Retrieve, record and present information from fiction and non-fiction
C7 Identifying how language, structure and presentation contribute to meaning
C8/2h Making comparisons within and across texts
C9 Distinguish between statements of fact and opinion

Predictions and Making Inferences

- Year 1/2 P1 Link the text to their own experiences
P2/1e Predicting what might happen on the basis of what has been read so far
P3/1d Making inferences on the basis of what is being said and done
P4 Answering and asking questions
- Year 3/4 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5 Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Year 5/6 P2/2e Predicting what might happen from details stated and implied
P4 Asking questions to improve their understanding
P5/2d Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

- Year 1/2 L1 Recognising and joining in with predictable phrases
L2 Learning to appreciate rhymes and poems, and to recite some by heart with appropriate intonation to make the meaning clear
- Year 3/4 L3 Using dictionaries to check the meaning of words they have read
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Year 5/6 L2 Learning a wider range of poetry by heart
L4 Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action so that the meaning is clear to an audience
L5/2g Discuss and evaluate the authors' use of language, including figurative language, including the impact on the reader and how meaning is enhanced through the author's choice of words and phrases
L6/2f Identify and explain how content is related and contributes to meaning as a whole

*not currently a curriculum objective

Summarising

Year 1/2	S1	Discussing the significance of the title and events
Year 3/4	S2	Identifying main ideas drawn from more than one paragraph and summarising these
Year 5/6	S2/2c	Summarising from more than one paragraph, identifying key details which support the main ideas

Themes and Conventions

Year 1/2	T1/1b	Becoming very familiar with non-fiction and fiction, such as key stories, fairy stories and traditional tales, and retelling them
	T2/1b	Considering the particular characteristics of the above texts
Year 3/4	T3	Reading texts that are structured in different ways and reading for a range of purposes
	T4	Identifying themes and conventions in a wide range of texts
	T5	Recognising some different forms of poetry
Year 5/6	T2	Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and texts from other cultures and traditions
	T4	Identifying and discussing themes and conventions in and across a wide range of writing

Reading for Pleasure

Year 1/2	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about texts, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
	R3	Discussing their favourite words and phrases
Year 3/4	R1	Listening to and discussing a wide range of fiction and non-fiction texts
	R2	Participate in discussion about both texts that are read to them and those they can read for themselves, taking turns and listening to what others say
	R3	Discussing words and phrases that capture the reader's interest and imagination
Year 5/6	R2	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
	R3	Discussing words and phrases that capture the reader's interest and imagination
	R4	Recommending texts that they have read to their peers, giving reasons for their choices