

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 1/2		Area of learning: Groovy Gymnastics
Links to previous work/Remember when	Gait and travel from Early Years Foundation Stage.	
Term	Year B	Key Skills to be taught
Spring 2022 What the children should know at the end of this series of lessons		Travel in different directions at different speeds and levels. Link three moves together while travelling, aiming to change level, speed and direction

Vocabulary

Travel, link, sequence, level, tension, posture.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Ask the children to walk in and out of each other in the way they would at the shops. Now they walk with really tiny steps without touching anyone else. Next they walk normally until a number is called, and they change their walk accordingly: 1 = really tiny feet, 2 = really big feet, 3 = normal walking. Now they try it with one arm swinging, ski swing, and good toes-naughty toes (toes pointing down and toes pointing up).</p> <p>Skills learning and development: Use the initial letters from places or towns near you. For example, S = Stowford, I = Ivybridge, E = Exeter, P = Plymouth, C = Cornwall, B = Bigbury. The children draw one of the letters in the air and then move around the hall on their feet in the shape of this letter. Discuss the different ways that the children are using to travel – pick out a few to show. Now ask them to change some of their moves to make them faster or slower. Then they can change the moves again to show different levels – high, low and medium. Discuss body tension, posture and pointed toes. Then ask the children to practise, thinking about body tension. Ask: Can you travel using different parts of your body?</p>

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	<p>(E.g. hands and feet, tummy, bottom, pushing action and pulling action.)</p> <p>Application and practice: The children pick out their four favourite moves that have different speeds and levels, and link them together to make a routine. Linking moves together is called a sequence.</p> <p>Split the class into two and each half share their routines with the other half watching. The children can discuss good things and perhaps things that could be improved. Can the children guess which letter is being written?</p>
2	<p>Warm-up:</p> <p>Musical mats Ask the children to travel in and out of mats to the music. They should travel in a variety of ways – remind them of what they explored in Lesson 1. They could try jumping, galloping, hopping, skipping or sliding. When the music stops, they must find a mat and sit down. Emphasise tension and pointed toes.</p> <p>Skills learning and development: The children travel around the room using one of the modes of travelling (e.g. skipping). Then call out a shape (either tuck, pike, straight, star or straddle) and the children must get into that shape. Allow them to have a number of turns at each shape.</p> <p>Watch the children and see what they do. Are all the shapes made on their feet? If they do not know a shape, show them what it looks like or use a picture for them to copy.</p> <p>Encourage the children to try the shapes on different levels. Allow them time to practise.</p> <p>Choose some children to model shapes with good tension and on a variety of levels to the rest of the class.</p> <p>Application and practice: The children choose their two favourite ways to travel and two favourite shapes. Ask them to link the four moves together to make a sequence. Again, emphasise tension and flow from one move to another.</p> <p>Discuss how to start and finish a sequence – ideally, they should stretch their arms high above their heads to make a straight shape at both the start and end of the sequence.</p> <p>When they have finished, encourage the children to go back to where they started and repeat the sequence. They can keep the same moves if they are happy with them; if not, they can amend them and make the most of practice time to make their sequence flow beautifully, and with good tension.</p> <p>Ask each child to share their sequence with a partner, who watches and states the shapes that were used.</p>

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	Then swap.
3	<p>Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called:</p> <ol style="list-style-type: none"> 1. Skip 2. Sit down 3. Make any shape 4. Slide. <p>Ensure all children know the required moves. Vary the time between calling out the different numbers. What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?</p> <p>Skills learning and development: Recap on shapes by calling out a shape and asking the children to make that shape, showing good tension. Encourage them to make the shape at different levels. Choose children to model good shapes. With mats randomly placed around the room, ask the children to travel from one mat to another. When they reach a mat they do a roll. Each travel method must be different and there should be no queueing. Watch the type of rolls that the children do and then share ideas. Look for egg roll (tuck shape; knees in and roll over sideways; do not hold the knees; tuck hands in to chest), log roll (rolling in a straight shape with arms above head), forward roll (tuck shape; roll forwards). If a child does a teddy bear roll, share with the class. Write the rolls on a whiteboard to help the children remember. The children practise these rolls, sharing a mat with a partner and taking it in turns. The children may need help with forward rolls. Ask: Are there any animals that move like this? The children imagine they are different animals and everyone will try to guess which animals they are. They put two shapes and two ways of travelling together in a sequence, trying to include a roll. Remind them about the start and finish position (a straight shape), and tension and flow.</p> <p>Application and practice: Ask the children to plan and practise a short sequence, using imagery of animals. Share, with half the class watching while the other half performs (this could be in pairs, with one partner watching). The audience tries to guess which animals they are. Then swap.</p>
4	<p>Warm-up: Tag in front support The children play tag, but they are only allowed to skip, not run! When they are caught, they go into front support (press-up position) and stay there until another</p>

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	<p>player touches them.</p> <p>Skills learning and development: Ask the children to get the mats out safely and place them randomly around the room. They travel around the room in different ways. When they come to a mat they perform a roll. Recap on different rolls. The children can model them if necessary. Next, randomly call out a shape (either tuck, pike, straight, star or straddle) and the children must get into that shape and hold it for three seconds. Show the children how to get benches out safely. Place the benches randomly around the room. Again, ask the children to travel around the room. When they come to a mat, they perform a roll. When they come towards the bench, they think about how they can travel on, along, over, around and off it. Share the ideas that you see. The children can try a move that they had not thought of. Explore direction of travel. Ask: Do you always need to move forwards? What other directions can you move in? As they are moving, ask them to think of what animal they might be. Re-emphasise body tension and flow.</p> <p>Application and practice: The children plan a short sequence, then practise, refine and perform it. The sequence should include three different animals. Can they make a shape using the bench?</p>
5	<p>Warm-up: Ask the children to skip around the room with light feet, on their toes and with small steps, not too fast. Call out various parts of the body (e.g. knee, hand, bottom) and the children then touch the floor with that body part.</p> <p>Skills learning and development: The children put out mats and benches in a safe manner, spreading them out across the room and in no particular layout. In addition, place spots on the floor in the spaces between the mats and benches. Ask the children to discuss with a partner the four animals that they are going to be and how they will journey as those animals to use all of the equipment. They practise their journey individually. Watch the children and see what they include in their sequence. The children sit down and discuss the gym skills they have been learning over the last few lessons (e.g. how to travel on different parts of the body, doing rolls and making shapes). Introduce a new element – on their journey as animals, they must stop at three spots, which represent places to eat. When they get to a spot they must change</p>

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	<p>direction.</p> <p>Ask the children to practise their journeys, thinking about what has been discussed, and changing their journey if necessary to include the feeding stations.</p> <p>Application and practice:</p> <p>Each child takes a partner on their journey, who copies what they do. Swap roles so that both children share their journey, and then join the two journeys together. Watch what the children do. Is it performed side by side, in front and behind or one after the other? Share and discuss strengths and areas for improvement.</p>
6	<p>Warm-up:</p> <p>Ask the children to move around the room in a variety of ways, showing as many travelling methods as possible. When you call out a shape, the children must hold still in that shape. They then move away from the spot they stopped in using a different way of travelling.</p> <p>Skills learning and development:</p> <p>Place all of the resources and equipment on the floor. The children spend five minutes exploring the different equipment, and thinking about how they can get around, over and now under, on to and off it. Share some ideas. Ensure that, if the children jump off the equipment, they land with soft knees. Working alone or with a partner, ask the children to use all the skills they have learned so far to make a sequence. The sequence must include three shapes, stillness, changes to level and direction and use the floor, mats and the new equipment.</p> <p>Application and practice:</p> <p>The children plan and practise the routine so that they can perform it to others. When they have finished the sequence, they go back to the start and do it again. The children should perform it the same each time.</p>

Learning Outcome/product	
<ul style="list-style-type: none"> • Travel in different directions at different speeds and levels. • Link three moves together while travelling, aiming to change level, speed and direction 	

Assessment records	List only those children who have not achieved the expected outcomes.

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Assessment records	List only those children who have exceeded the expected outcomes.

End of unit assessment question