

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 3/4 Year B		Area of learning: Step to the Beat
Links to previous work/Remember when	Moves learned in KS1.	
Term	Year 3/4	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		Understand the importance of a warm-up. Practise and apply a sequence of step moves to the beat of the music. Create and perform a sequence of step moves.

Vocabulary

Heart rate, knee crunch, rhythm, cross step.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: 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. Jogging around the room. 2. Jumping jacks. 3. Jogging backwards. 4. Sit down. <p>Ensure all children know the required moves. Vary the time between calling out the different numbers. What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: Introduce 'step to the beat' – this type of exercise helps to build stamina (the ability to keep going for a long time before getting tired) and develop muscle tone. Ask the children to start marching on the spot. They should march and use their arms to the rhythm of the music. March forwards for four and backwards for four. Encourage them to march and clap at the same time, and to march forwards and backwards with a clap. Teach two basic moves. First, ensure the children all have two spots or flat markers on the floor (or they can share a pair of spots/markers).</p> <ul style="list-style-type: none"> • Basic step: Step up first with the left foot, then the

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	<p>right. Step down with the left foot followed by the right – up, up, down, down. Repeat at walking speed, keeping a steady rhythm. It is important to step with the whole foot. Repeat the move, this time starting with the right foot.</p> <ul style="list-style-type: none"> • Knee crunch: Step up with the left leg and bring the right knee up before stepping back down with the right leg, followed by the left. Repeat the move, this time starting with the right leg. <p>In pairs, the children practise these steps. Perform, watch, feedback and change if necessary.</p> <p>Application and practice: Perform all of these moves continuously to the music as a workout, beginning with marching. Lead the children to perform the moves in combinations of eight, and change the order of the moves.</p> <p>Ask: What happens to our body now that we have started to exercise?</p>
2	<p>Warm-up: Ask the children to walk around the room. Call out the following types of bean so the children can do the corresponding action. Model the game and ensure the children know which bean is which before beginning.</p> <ul style="list-style-type: none"> • Runner bean – run on the spot. • Broad bean – stretch out as far as possible. • Baked bean – lie on the floor. • Jelly bean – wobble like a jelly. • Frozen bean – freeze. <p>Ask: What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: In pairs, ask the children to recap on the steps learned in Lesson 1: marching, basic step, knee crunch. Ask the children to show their partner the moves. Ask: Can you remember them and perform them correctly? They should recap the moves without music. Now, add the music. Can you perform the steps to music? Take it in turns. Using spots or markers, teach the children a new move – the side step. Demonstrate the move. With hands on hips, stand to the left of the marker and step to the side: right foot, left foot, right foot down, left foot down. Tap with the left foot and go back to the starting point, this time leading with the left foot. Allow the children time to practise with their partner. Encourage them to really work hard at getting a rhythm going, taking it in turns. Perform the moves in counts of eight; suggest they practise four lots of eight before swapping. As a class, try to put the side step to music.</p> <p>Application and practice: Recap all of the moves in counts of eight. If necessary,</p>

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	<p>write them on the whiteboard to prompt the children. Perform all the moves in time to the music. Repeat the sequence a number of times in order to improve stamina.</p>
3	<p>Warm-up: Ask the children to walk around the room. Call out the following instructions so the children can do the corresponding action. Model the game and ensure the children know what to do before beginning.</p> <ul style="list-style-type: none"> • Go – stop still. • Stop – move around the room, jogging. • Up – lie down. • Down – stretch up to the ceiling. <p>Ask: What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: In pairs, ask the children to recap on prior learning with their partner. Remind them to count in beats of 8 and use a fluent movement. Ask the children to help their partner with the counting. The children can clap or count the beats for their partner. Encourage the pairs to put some arm actions to the step patterns. Ask: How do you think this can help with improving your fitness? Ask the children to share these with the class. Allow time for the pairs to try some of the arm actions the others shared.</p> <p>Application and practice: Perform all the moves from Lessons 1–2 continuously to the music as a workout, beginning with marching. They should add their chosen arm actions. Lead the children to perform the moves (or talk them through) in combinations of eight, and change the order of the moves.</p>
4	<p>Warm-up: Stuck in the mud Choose two children to be catchers while the other children run around the room. If caught, the runners should stand in a star shape; to re-enter the game, another child must set them free by running under their arms. Ask: What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: Quickly recap on prior learning in pairs. The children should perform the moves, with arm actions. The pairs should perform the sequence at the same time, side by side. Introduce the cross step. Step up with the left foot and bring the right knee up to meet the left elbow. Repeat twice. Step down with the right foot followed by the left foot.</p>

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	<p>Encourage the children to perform, watch each other, offer feedback and, if necessary, make changes to their performance.</p> <p>Add the cross step onto the sequence of moves they already know, including the arms.</p> <p>Application and practice: Perform all the moves from Lessons 1–4 continuously to the music as a workout, beginning with marching. They should add their chosen arm actions.</p> <p>Lead the children to perform the moves (or talk them through) in combinations of eight, and change the order of the moves. Ask: How can we ensure we keep in time with the music? Why is it important to keep in time with the music?</p>
5	<p>Warm-up: 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. Jogging around the room. 2. Jumping jacks. 3. Jogging backwards. 4. Sit down. <p>Ensure all children know the required moves. Vary the time between calling out the different numbers. Ask: What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: In pairs, the children should recap on prior learning, remembering to count in beats of eight and to perform with a fluent movement.</p> <p>In pairs, ask the children to create three new steps. Ask: How can you help each other? Encourage them to think about how they can incorporate their new steps into a sequence.</p> <p>Application and practice: Let the children practise their new moves in time with the music, aiming to remain fluent so that a good workout for improving stamina is achieved.</p>
6	<p>Warm-up: Ask the children to walk around the room. Call out the following types of bean so the children can do the corresponding action. Model the game and ensure the children know which bean is which before beginning.</p> <ul style="list-style-type: none"> • Runner bean – run on the spot. • Broad bean – stretch out as far as possible. • Baked bean – lie on the floor. • Jelly bean – wobble like a jelly. • Frozen bean – freeze. <p>Ask: What happens to your heart rate? Are there other changes to your body?</p> <p>Skills learning and development: Recap all the steps learned throughout the unit. Choose</p>

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	<p>children to model each step. Allow the children time to practise a sequence of their own, in pairs, using at least eight moves. Start without the music, and then add the music once they have created their sequence.</p> <p>Performance and practice: Encourage the children to perform/share their sequences with the class, and ask their classmates to give feedback for improving their performance.</p>
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Learning Outcome/product	Understand the importance of a warm-up. Practise and apply a sequence of step moves to the beat of the music. Create and perform a sequence of step moves.
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Assessment records	List only those children who have not achieved the expected outcomes.

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

End of unit assessment question