

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 5		Area of learning: Step to the Beat
Links to previous work/Remember when	All moves learned in Year 4.	
Term	Year 5	Key Skills to be taught
Autumn 2021 What the children should know at the end of this series of lessons		Perform a sequence of steps in time with the music. Work with a partner to produce a sequence of moves and analyse and evaluate own and others' performance.

Vocabulary

Heart rate, knee crunch, rhythm, cross step, V step

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Bean game</p> <p>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. Ask: What happens to your heart rate? Are there are other changes to your body? <p>Skills learning and development:</p> <p>Recap on the moves taught in Year 4 (basic step, knee crunch, side step, arm actions, cross step). Perhaps provide a sheet with the moves on to help the children. Ask the children to work with a partner to perform the moves from Year 4 and ask for help if needed. Put the moves together in order for counts of eight, four then two. Next, challenge them to perform the moves to music, in any order, but with the correct beat count. Introduce the V step. Step up with the left foot out wide, and do the same on the right with the right foot. Bring the left foot down to the starting position, followed by the right foot. Allow the children to practise with their partner for counts of eight. Repeat three times. Ask the pairs to introduce the new step to the sequences they performed at the start of the lesson.</p> <p>Application and practice:</p> <p>Put the moves to music and perform in time with each other. Encourage the pairs to share routines with the class.</p>

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2	<p>Warm-up: 1, 2, 3, 4 Ask the children to move around the whole room, changing their action when the following numbers are called. 1. Jogging around the room. 2. Jumping jacks. 3. Jogging backwards. 4. Sit down. Ensure all children know the required moves. Vary the time between calling out the different numbers once the children are secure with the activity. Ask: What happens to your heart rate? Are there are other changes to your body?</p> <p>Skills learning and development: In pairs, ask the children to practise the routine from Lesson 1. They should perform this a few times so that the heart rate is raised. Encourage them to add some arm actions to the routine. Introduce the heel flick. This move is performed as a knee crunch but the heel is flicked behind to the bottom. (This move can be extended by performing it on the diagonal, travelling along the floor sideways.) Allow time for the children to practise, perform and perfect the heel flick with their partner. As a class, perform the move together in time, eight flicks on each leg. The children can add their own arm actions. Ask: Does this make it easier or harder? What impact does this have on the workout?</p> <p>Application and practice: To music, model the complete sequence, including the new steps learned, for the children to copy. Explain the importance of counting and the repetitions of two, four and eight.</p>
3	<p>Warm-up: Up, down, stop, go 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. • Go – run around the room • Stop – stop still • Up – jump on the spot • Down – crouch down and touch the floor. Ask: What happens to your heart rate? Are there are other changes to your body?</p> <p>Skills learning and development: Perform the routine started in Lessons 1 and 2 as an exercise workout. If necessary, go through the routine without the music first. How can we make this more of an overall workout, not just raise the heart rate? Introduce abdominal work using the equipment available. The children should lie on the floor and perform simple crunches using a step; if using spots/ markers, the children should place each foot on a spot, lying with knees bent and hands across the chest, and with the chin up towards the ceiling. Bring the opposite elbow to the knee, letting the foot touch the step on the push back out. If the children get tired, they can curl the knees into the chest and rest before restarting. The children should perform these in pairs, taking it in turns. Lead a few sets of these abdominal exercise to music so the children understand moving in time to the music. Demonstrate a deep repeater squat on one side of the step. Step over the step and repeat on the other leg. Ask: What do you think are the benefits of this exercise? Practise the move with a partner. Again, lead a few sets of the squats to music so the children understand moving in time to the music.</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.</p> <p>Follow the leader</p>

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	<p>Choose one child to take the lead and follow lines or markings on the floor, while the other children follow. The leader should vary the method of travel (running, sidestepping, jumping, skipping). Change the leader and the direction of travel regularly.</p> <p>Skills learning and development: Recap on all steps learned previously. Choose children to model each step. Lead the children in practising the basic moves to the counts of eight, four and two. • Step ups, changing the lead leg. Practise without arms first, then with arms. • V steps. Practise without arms first, then with arms. • Cross steps. Practise without arms first, then with arms. • Heel flicks. Practise without arms first, then with arms. • Side steps. Practise without arms first, then with arms. • Abdominals and squats. Introduce a new step, which is a development of an existing step. Explain that steps can be adapted and repeated, or arm actions changed, to help include other muscle groups or add variety to a routine. Start at the side of the steps and complete four side steps over the step or travelling along the floor. Do four repeater knee lifts, then travel back to the start or swap sides and repeat with the other leg.</p> <p>Application and practice: Encourage the pairs to try to add this move into a routine, or use the routine from earlier in the lesson. If necessary, write the routine on the whiteboard.</p>
5	<p>Warm-up: Follow the leader Choose one child to take the lead and follow lines or markings on the floor, while the other children follow. The leader should vary the method of travel (running, sidestepping, jumping, skipping) to ensure the heart rate is raised. Change the leader and the direction of travel regularly.</p> <p>Skills learning and development: As in Lesson 4, recap on all steps learned previously. Choose children to model each step. Lead the children in practising the basic moves to the counts of eight, four and two. • Step ups, changing the lead leg. Practise without arms first, then with arms. • V steps. Practise without arms first, then with arms. • Cross steps. Practise without arms first, then with arms. • Heel flicks. Practise without arms first, then with arms. • Side steps. Practise without arms first, then with arms. • Abdominals, squats and the new step introduced in Lesson 4.</p> <p>Application and practice: In pairs or threes, challenge the children to create one or two new moves of their own. Ask: How can you adapt your favourite step to create a new one? How can this be incorporated into a routine? Encourage the children to share their moves with the class.</p>
6	<p>Warm-up: Musical statues Encourage the children to run around the room to music. When the music stops, they should freeze in a boxercise hands-ready position. Encourage the children to travel in different ways around the room, e.g. galloping, hopping, jogging, skipping.</p> <p>Stretching in pairs In pairs, the children should do some of the stretching exercises taught in previous lessons. Encourage one partner to copy the other.</p> <p>Skills learning and development: Give the children a sheet with all of the moves on, or write them on a whiteboard. In pairs or threes, the children create their own routine using</p>

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	<p>some of the basic moves taught and the ones they have devised themselves. They should ensure the moves flow smoothly from one into the other. Make sure they know that counting the number of repetitions is important. To increase the complexity of their routine, they can add arm actions or be given the option not to include them.</p> <p>Application and practice: Ask the children to teach another group/pair the routine that they have devised. Also ask some groups or pairs to share their routines with the class as a whole. Their peers can give feedback on their routines.</p>
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Learning Outcome/product	
Perform a sequence of steps in time with the music. Work with a partner to produce a sequence of moves and analyse and evaluate own and others' performance.	

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