

Brough Primary School – Curriculum Intention Plan 2021 - 2022



Subject: PE Year Group: 1/2 Year B		Area of learning: Cool Core
Links to previous work/Remember when	Core-strengthening exercises. SAQ footwork patterns. Hoop skills from Lesson 5.	
Term	Year B	Key Skills to be taught
Summer 2022 What the children should know at the end of this series of lessons		Learn how to maintain a good bridge using core strength. Use arms effectively when running. Improve plank technique. Maintain a wheelbarrow walk for longer period of time, using core strength. Perform a small crunch and understand what it does. Perform an activity/game that uses the abdominals. Perform a squat and diagonal body twist, and understand why they are valuable exercises to do. Transfer weight from one foot to two feet. Footwork patterns using a hoop. Jump with accuracy using core strength to maintain balance. Hoop skills that will aid core strength and balance. Hand–eye co-ordination.

Vocabulary

Plank technique, footwork patterns through ladders, wheelbarrow walk.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	To develop and improve core strength and agility Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called. 1. Jogging 2. Jumping 3. Sit down 4. Bend down, touch the floor and jump up. Ask:

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	<p>What happens to your heartbeat as you warm up? Are there any other changes that occur to your bodies?</p> <p>Skills learning and development: Breathing exercises Breathing well is important for good core work. Firstly, while standing, ask the children to take slow, deep breaths, breathing in through the nose and out through the mouth. Then, still standing, ask them to breathe in and lift their arms to meet above their heads, before lowering their arms as they breathe out. Bridging: Work in pairs: The children take turns to lie on a mat, knees bent, with their feet flat on the floor and with their hands behind their heads. They push through their heels to raise their bottom up from the floor, keeping their hands behind their heads. It is important to keep the head and shoulders on the floor. Hold the position for a count of three and then, carefully, lower their bottom to the floor. Repeat, holding the position for a count of six before lowering. Agility SAQ ladders: Recap from Year 1. The children should begin walking through the ladders with one foot in each square. Encourage them to build up to running when they feel comfortable. Allow them time to practise. Aim for the children to improve their technique when running by looking up, not down, at the ladders and running lightly, on the balls of their feet. Introduce the use of arms when running: drive arms back and forth, close to the sides of the body. Allow time to practise, concentrating on the arms.</p> <p>Application and practice: Ladder races in teams, challenge the children to run through the SAQ ladders to a mat, carefully complete five bridges (with correct technique), before running back down the ladder to tag the next person.</p>
2	<p>To develop and improve core strength and agility.</p> <p>Warm-up: Stuck in the mud Encourage the children to run around the space, taking care not to bump into one another. Choose three catchers to tag the other children. When caught, the children must stand in a star shape until another child sets them free by running under their arms.</p> <p>Skills learning and development: Recap on the plank from Year 1. In pairs, ask the children to take it in turns to show what they think is the correct technique for the plank. Remind them of the key points for the plank: the stomach should be tense and tucked in; the back should be flat; the toes should be curled under. In their pairs, the observing partner should give feedback to the other child to help them achieve the correct technique. Challenge the children to take it in turns to hold the plank for increasing amounts of time: 15 seconds; 30 seconds; 45 seconds. Recap on the wheelbarrow walk from Year 1. Ask the children to take it in turns to demonstrate the correct technique with a partner. Discuss the correct technique with the children: holding the barrow at the knees; the barrow's stomach should be tight and tucked in; they should support their weight on their hands and walk their hands forward. Allow time for the children to practise.</p> <p>Application and practice: In pairs as wheelbarrows, and using flat markers spread around the floor, the children must see how many markers they can touch with their hands in one minute. Repeat,</p>

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	<p>changing roles. Repeat several times to improve scores. Race in teams of wheelbarrow pairs. Place ladders at a set distance from the starting point for each team. The first pair wheelbarrow to the start of the ladders, then, no longer as wheelbarrows, follow one another through the ladders, touch a cone at the end of the room, jog down the side of the ladder and, when both are back at the start, the next pair can go. Repeat twice so that both partners are the barrow.</p>
3	<p>To develop and improve core strength and agility Warm-up: Tails Give each child a bib to tuck into their shorts so that it is clearly visible. Challenge them to steal as many bibs as possible, and see who has the most. Repeat the activity several times.</p> <p>Skills learning and development: Dead bugs in pairs, ask the children to take turns to lie on their backs on mats like dead bugs – with their feet off the floor and knees bent. When all children have had a go, ask them where they think their abdominal muscles are. They should notice that their abdominal muscles have to work really hard when doing this activity. Repeat the activity, this time reaching the same arm and leg outwards to touch the floor. Change arms and legs in a fluent movement. Ask the children to practise this, and model good technique. Time the children over one minute. Ask the children to see how many they can do in one minute. One works while the other counts and records. Swap roles. Repeat the exercise and challenge the children to beat their score.</p> <p>Application and practice: Divide the class into teams of four, with a beanbag for each team. Mark out four target lines with cones or flat markers, which the children have to aim for. Ask the children to lie flat on their backs with the beanbag held behind their head. As they sit up, they should throw the beanbag, aiming for it to go as far as possible. They then run to collect the beanbag, run back and hand it over to the next person. Encourage the teams to keep practising. Ask the children if they know which muscles they are using to get to a sitting position (abdominals). Make this a competition by allocating points to the target lines. Give the teams three minutes to score as many points as possible. Ask one of the children to be the score keeper (for mental maths practice).</p>
4	<p>To develop and improve core strength and agility Warm-up: Balloon tag Ask the children to run or skip around the room. Choose three 'catchers' who tag the other children. When caught, the children make a balloon shape – with their arms out and squatting – until they are set free by the others, who 'pop' the balloon by touching them on the back.</p> <p>Skills learning and development: In pairs, take it in turns to hold a ball in both hands and move the ball from the ear on one side of the body to the hips on the other, in a diagonal movement. Then change sides and work in the opposite direction. Both members of the pair should practise on both sides of the body, and should help one another with technique. This exercise works the oblique abdominals (sides). Ask the children to complete 10 on each side before swapping, and do three repetitions each. Squats In pairs, ask the children to take it in turns to hold the ball out in front of the body at shoulder height. They must bend their knees,</p>

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	<p>keeping the back straight and their knees over their feet (they should always be able to see their toes). As they stand, they should lower the ball and when they bend, they should lift the ball back to shoulder height. Model the correct technique with a child. Allow time to practise. Again, ask them to complete 10 squats each before swapping, and do three repetitions each. Hopscotch Encourage the children to travel around the room, transferring their weight from one foot to two feet. Use the hopscotch technique as a way to travel through SAQ ladders. Ask: Is this easy or difficult? Use children to model good technique.</p> <p>Application and practice: Mini circuit Working in pairs, with a stopwatch per pair, the children time one another to see how long it takes to complete the circuit. (A lesson in how to use a stopwatch may be needed.) The circuit should comprise: Ball twists on each side (10 in total); hopscotch on the floor, not moving (you could use markers on the floor); squats with a ball (10 in total); hopscotch using ladders (2 runs); zig-zag run – run and touch cones set out in zig-zag (1 run). Swap roles. Encourage the children to repeat the circuit and try to beat their previous time.</p>
5	<p>To develop and improve core strength and agility</p> <p>Warm-up: Musical statues Play some music to the children and encourage them to move around the room in different ways – skipping, jumping, hopping and galloping. Explain that when the music stops, they must freeze. Practise getting the children to stop quickly, listen carefully and watch others.</p> <p>Skills learning and development: Spread hoops around the floor. Ask the children to select their own hoop and stand in it to perform ‘Heads, Shoulders, Knees and Toes’; they should remain balanced and within the hoop. It’s fun to vary the order of the body parts and challenge the children to pay attention and keep up. Ask the children to step into the hoop then out of the hoop, increasing the speed each time and always maintaining balance. When they are in the hoop, ask them to perform an arm action (e.g. hands on knees, hands on head, circle hips forwards and backwards). Challenge the children to jump into and out of the hoop, two feet to two feet. Repeat with 10 jumps, a rest, then repeat twice more. Encourage the children to make up their own jump pattern (e.g. in, in, out, out). Try the same exercise, but with hops instead of jumps. Challenge the children to make up a footwork pattern with hops and jumps and share it with the class. Show the children how to spin the hoop on the floor. As the hoop gets closer to the floor, ask them to jump into it. Practise this first, then allow the children to explore spinning the hoop around their body, wrist, waist or foot.</p> <p>Application and practice Musical hoops Begin playing some music. As the music starts, the children should move around the room demonstrating the locomotor movement (moving their arms like a steam train). When the music stops, they must find the nearest hoop as quickly as possible and sit inside it. Remove one hoop each time and encourage the children to co-operate and share hoops. By the end of the activity, they might have just one foot each inside a hoop!</p>
6	<p>To improve core strength, balance and agility</p>

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	<p>Warm-up: Ask the children to choose their favourite warm-up that they have learnt so far.</p> <p>Skills learning and development: Recap on spinning the hoop and jumping into it as it gets lower. Pairs of children share a hoop and take turns to watch and help their partner with technique. Ensure the children are standing straight with their stomachs tucked in. Share examples of good technique. Encourage the children to perform all or some of the following moves. Hold the hoop at waist height and begin to circle the hips – spinning the hoop – in a clockwise, then anti-clockwise direction, keeping the hoop in place around the waist. Hold the hoop in front (like a large steering wheel) and circle it clockwise and anticlockwise. Circle the hoop around the arm, changing the arm while spinning. This may take some practice. The arm needs to be rotated so that the hoop starts to move – it can be started with the other hand if the children are having difficulty. Hold the hoop out to the side at shoulder height. Bend the arm at the elbow, doing a bicep curl so that the hoop goes behind the back. Practise this until confident and then change arms. Then, hold the hoop out in front (horizontally) at waist height – and bring the knees up to touch the hoop one at a time, alternating legs. Encourage the children to explore spinning the hoop around the body. They should stand with one foot in front of their other and rock forwards and backwards. Start the hoop spinning with the hands and challenge them to keep it going.</p> <p>Application and practice: To music, perform all of the moves taught in the 'Skills learning and development' section (in any order) as a short creative piece of exercise. Repeat each of the moves in beats of eight, and then change as fluently as possible.</p>
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Learning Outcome/product	
Learn how to maintain a good bridge using core strength.	
Use arms effectively when running.	
Improve plank technique.	
Maintain a wheelbarrow walk for longer period of time, using core strength.	
Perform a small crunch and understand what it does.	
Perform an activity/game that uses the abdominals.	
Perform a squat and diagonal body twist, and understand why they are valuable exercises to do.	
Transfer weight from one foot to two feet.	
Footwork patterns using a hoop.	

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Jump with accuracy using core strength to maintain balance.

Hoop skills that will aid core strength and balance.

Hand–eye co-ordination.

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