

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



<b>Subject: PE Year Group: 5</b>		<b>Area of learning: Cool Core</b>
Links to previous work/Remember when	Cool core poses from Year 4.	
<b>Term</b>		<b>Key Skills to be taught</b>
<b>Summer 2022</b>  What the children should know at the end of this series of lessons		<p>Perform Pilates/yoga moves with accuracy. • Learn how to link moves together to make a sequence.</p> <p>Learn a new pose with accuracy. • Help a partner to achieve good technique by observing and coaching.</p> <p>Learn a new pose.</p> <p>Learn improvement is needed and how to improve. Discover our strengths. • Perform moves with fluency and control.</p> <p>Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it.</p> <p>Devise a sequence of yoga/Pilates moves with fluency and accuracy</p>

## Vocabulary

Sequence, fluency, core, flexibility.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	<p><b>To identify techniques to improve balance and core strength.</b> Warm-up: Perform the following moves in beats of eight to music. Link the moves together as you change from one to the next: marching on the spot, side lunges, marching, lunges, grapevine, stretch arms, circle hips, stretch legs.</p> <p>Skills learning and development: Introduce the idea of 'cool core' – these skills will help the children to develop flexibility, muscle strength and concentration. As well as increasing fitness levels, it will also allow the children to be able to sustain a position or move for a period of time, as well as keeping active. Ask: How flexible do you think you are? Can you bend and touch your toes? Why is it important to keep flexible and fit? What are we trying to develop? Sitting crossed-legged, (straight back, relaxed shoulders) ask the children to breathe in through their nose and out through their mouth. Repeat the above, and the children breathe in,</p>

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>they raise their arms up above their head in a circular move, and then lower them as they breathe out. The children then shrug their shoulders to loosen them up. Try both shoulders at the same time, and then alternate. Next, with hands on shoulders, twist from the waist to one side, and then the other. Write on the whiteboard all of the cool core moves learned in Year 4, and ask the children to spend 15 minutes practising these moves: mountain, rock, pencil, giraffe, Siamese, tree and mountain ledge. Select some children to model good technique – remind them that they are demonstrating the correct posture required for the moves.</p> <p>Application and practice: Model a sequence for putting all of the moves together with some easy linking. Encourage the children to copy you, and ensure that they maintain good posture throughout. Ask: What are the benefits of taking part in these exercises? To wind down, play relaxing music as the children lie down. Encourage them to concentrate on their breathing.</p>
2	<p><b>To identify techniques to improve balance and core strength.</b></p> <p>Warm-up: Play the fish and chips game: ask the children to all stand in a line facing the same direction. On the left of the children, mark a line that is 'chips' and on their right one that is called 'fish'. The children jog on the spot, and when you call out 'fish' or 'chips' the children have to jog to the respective line. They then jog into the centre until you call out another. If you call out 'Fish and chips' they stay in the centre. If you call out 'Salt', the children have to turn around so that right and left changes.</p> <p>Skills learning and development: Play calming music. Sitting crossed-legged, (straight back, relaxed shoulders) ask the children to breathe in through their nose and out through their mouth. Repeat the above, and the children breathe in, they raise their arms up above their head in a circular move, and then lower them as they breathe out. The children then shrug their shoulders to loosen them up. Try both shoulders at the same time, and then alternate. Next, with hands on shoulders, twist from the waist to one side, and then the other. Quickly recap moves from last session, and ask some of the children to model good technique for each move. Introduce the chair pose. First, ask the children to stand with feet together, and their arms outstretched in front of their body, with palms together. Next, the children bend their knees into a sitting position and look straight ahead. They should keep their back straight as they raise arms above their head, keeping palms together. Breathe in for four then out for four, repeating this eight times. Then slowly lower arms and return to standing position. Ask: Is this similar to other moves we already know? If so, which – and how is it similar? The children can then work in pairs to practise the pose, helping each other to obtain the correct technique.</p> <p>Application and practice: Ask the children to recap their routines from last session, and discuss with the class an appropriate place to add the chair pose. Perform the routine to music with the addition of the chair pose.</p>
3	<p><b>To identify techniques to improve balance and core strength.</b></p>

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>Warm-up: Ask the children to devise their own short warm-ups (in groups) that will raise their heart rates moderately in order to prepare the body for exercise. They can perform their warm-ups to music. Examples of moves to include can be given, e.g. marching, side steps, grapevine, heel digs, knee lifts and stretching. These warm-ups will be performed over the next few sessions.</p> <p>Skills learning and development: In pairs, the children to spend 15 minutes independently working to practise all of the moves they have learned so far. You could list them so that the children can remember them all. Ask each pair to model good technique for one of the moves to the rest of the class. Introduce the 'letter L' pose. First, ask the children to sit with their legs outstretched in front of their body. They then bend their right leg in and place their right foot on the inner left thigh. They then bend from the hip and stretch out with their hands to reach their toes – or as far as they can go – without bending their knee. Ask the children to repeat this eight times, then change legs and repeat. Ensure that they maintain controlled breathing throughout as this helps the muscles to relax. Ask: What other factor do you think is important when performing moves like this? (E.g. concentration and focus.) Which muscles are we using/stretching and strengthening? (Hamstring and abs.)</p> <p>Application and practice: Using the routine from last session, discuss with the class an appropriate place to add the 'letter L' pose. Perform the routine to music, with the addition of the 'letter L' pose.</p>
4	<p><b>To identify techniques to improve balance and core strength. • To improve co-ordination</b></p> <p>Warm-up: Choose a group to lead the class in performing the routine they made up last session – the chosen group may need a few minutes' practice time at the start of the lesson.</p> <p>Skills learning and development: Ask the children to spend 15 minutes independently working with a partner to practise all the moves learned so far. You could list them on the whiteboard so that children can remember them all. You could also video the class, to show them how well they are performing the moves. Once done practising, ask the children to model good technique to the rest of the class. Ask: Why do we need to maintain control throughout the movements? (So that muscles are being used safely and correctly.)</p> <p>Application and practice: Model a sequence for putting all of the moves together with some easy linking. Encourage the children to copy you, and ensure that they maintain good posture throughout. Ask: What are the benefits of taking part in these exercises? To wind down, play relaxing music as the children lie down. Encourage them to concentrate on their breathing.</p>
5	<p><b>To identify techniques to improve balance and core strength. • To improve co-ordination.</b></p> <p>Warm-up: Choose a different group than last session to lead the class in performing the routine they made up last session – the chosen group may need a few minutes' practice time at the start of the lesson.</p>

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



	<p>Skills learning and development: Over the next two lessons, the children will devise two new elements. Working in pairs, the first element will be their own new move that demonstrates control. Encourage the children to think about which area of the body they are aiming to improve, and to think about how they will lead others in performing this new move. The second element is for children to select six of their favourite moves and put them together into a sequence. Have the children spend some time in their pairs revising each of the poses from the unit and demonstrate good technique.</p> <p>Application and practice: You could list the moves to remind the children of all the ones already learned. The children practise their sequence, and ensure that it flows, and shows control and balance.</p>
6	<p><b>To identify techniques to improve balance and core strength. • To improve co-ordination.</b></p> <p>Warm-up: Choose a different group than last session to lead the class in performing the routine they made up last session – the chosen group may need a few minutes' practice time at the start of the lesson.</p> <p>Skills learning and development: Working in pairs, ask the children to practise the new move that they devised last session. Again, encourage the children to think about which area of the body they are aiming to improve, and to think about how they will lead others in performing this new move. Next, ask the children to practise the second element devised last session: putting their six favourite moves together into a sequence. Again, you could list the moves to remind the children of all the ones already learned. The children practise their sequence, and ensure that it flows, and shows control and balance.</p> <p>Application and practice: When all children have a completed sequence, ask each pair to share their sequence with the class. The class can then give peer assessment to help improve each sequence.</p>

Learning Outcome/product	
Perform Pilates/yoga moves with accuracy. • Learn how to link moves together to make a sequence.	
Learn a new pose with accuracy. • Help a partner to achieve good technique by observing and coaching.	
Learn a new pose.	
Learn improvement is needed and how to improve. • Discover our strengths. • Perform moves with fluency and control.	
Devise a sequence of yoga/Pilates moves with fluency and accuracy. • Devise own unique move and name it.	
Devise a sequence of yoga/Pilates moves with fluency and accuracy	

# Brough Primary School – Curriculum Intention Plan 2021 - 2022



--

<b>Assessment records</b>	<b>List only those children who have not achieved the expected outcomes.</b>

<b>Assessment records</b>	<b>List only those children who have exceeded the expected outcomes.</b>

<b>End of unit assessment question</b>