

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: PE Year Group: 3/4		Area of learning: Gymfit Circuits
Links to previous work/Remember when	Strength and stamina, flexibility, aerobic, circuit training.	
Term	Year 3/4	Key Skills to be taught
Spring 2022 What the children should know at the end of this series of lessons		<p>The children will master basic movements, as well as developing balance, agility and co-ordination.</p> <p>The children will perform using simple movement patterns.</p>

Vocabulary

Travelling, spotting, extend, flexible, stretch, reach, strength and stamina, flexibility, aerobic, circuit training.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>To identify techniques to improve balance.</p> <p>Warm-up: Play up-beat music for warm-up, and perform the following moves:</p> <ul style="list-style-type: none"> • Marching on the spot (1 min) • Jogging on the spot (1 min 30 sec) • Arms outstretched to the side making small circles, gradually getting bigger and smaller again. • Kneel down on the floor and stretch wrists, fingertips facing the body. Press down slightly to stretch the wrist. • Front knee lunge starting with the right leg and then the left. • Neck stretches – Arms by the side and look up for a count of 4, down, left and finally right. Slowly circle the head round to the right and then to the left. • Stretch right arm across the body and hold with the left at the elbow. Repeat with the left arm. <p>Skills learning and development: Introduce the unit and explain that the children will be focusing on the skills and performance of gymnastics. Model each station to the children at the beginning of the lesson, and keep track of timing to change stations – children should go through the circuit of six stations,</p>

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	<p>and spend three minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps and jumps. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of balances. Photo prompts should be available. <p>Application and practice: The children repeat the circuit again, this time focusing on improving technique. Make it clear that it is not only important how many exercises the children do in three minutes, but also how well they do them. Perhaps choose to do the circuit in pairs so that children can peer assess and give one another advice on how to improve. The circuit-based fitness units within Champions often work on the model that the same circuit is repeated but the children improve their technique over a series of lessons or sometimes years.</p>
2	<p>To practise a range of gymnastic skills through a series of circuits.</p> <p>Warm-up: North, South, East, West Label the walls of the room 'North', 'South', 'East' and 'West'. Ask the children to skip to the appropriate wall of the room when you call it out. Change the method of travel – gallop, hopscotch, etc. – for variety.</p> <p>Skills learning and development: Model each station at the beginning of the lesson and keep track of timing for children to change stations. Children should go through the circuit of six stations, and spend three minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of

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	<p>balances. Photo prompts should be available.</p> <p>Application and practice: The children repeat the circuit again, this time focusing on improving technique. Make it clear that it is not only important how many exercises the children do in three minutes, but also how well they do them. Perhaps choose to do the circuit in pairs so that children can peer assess and give one another advice on how to improve.</p> <p>The circuit-based fitness units within Champions often work on the model that the same circuit is repeated but the children improve their technique over a series of lessons or sometimes years. Feel free to change the activities at the stations as you see fit to suit your class if you wish.</p>
3	<p>To perform a range of gymnastic skills with increased accuracy.</p> <p>Warm-up: Traffic lights Using the cones, explain to the children that when the green cone is held up, they must jog around the room; when the yellow cone is held up, they must skip; when the red cone is held up, they must stop. Encourage them to keep changing direction.</p> <p>Skills learning and development: Children should go through the circuit of six stations, and spend four minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of balances. Photo prompts should be available. <p>Application and practice: The children repeat the circuit again, this time focusing on improving technique. Make it clear that it is not only important how many exercises the children do in three minutes, but also how well they do them. Perhaps choose to do the circuit in pairs so that children can peer assess and give one another advice on how to improve.</p> <p>The circuit-based fitness units within Champions often work on the model that the same circuit is repeated but the children improve their technique over a series</p>

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	of lessons or sometimes years. Feel free to change the activities at the stations as you see fit to suit your class if you wish.
4	<p>To perform a sequence of gymnastic moves within a circuit.</p> <p>Warm-up:</p> <p>Application and practice</p> <p>The children repeat the circuit again, this time focusing on improving technique. Make it clear that it is not only important how many exercises the children do in three minutes, but also how well they do them. Perhaps choose to do the circuit in pairs so that children can peer assess and give one another advice on how to improve.</p> <p>The circuit-based fitness units within Champions often work on the model that the same circuit is repeated but the children improve their technique over a series of lessons or sometimes years. Feel free to change the activities at the stations as you see fit to suit your class if you wish.</p> <p>Skills learning and development:</p> <p>Children should go through the circuit of six stations, and spend three minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of balances. Photo prompts should be available. <p>Application and practice:</p> <p>With each station ask:</p> <p>How can we put together two or three moves within this station to develop a sequence?</p> <p>How will you link these moves?</p>
5	<p>To perform a sequence of moves at each station within a circuit with increased accuracy.</p> <p>Warm-up:</p> <p>Play up-beat music for warm-up, and perform the following moves:</p> <ul style="list-style-type: none"> • Marching on the spot (1 min) • Jogging on the spot (1 min 30 sec) • Arms outstretched to the side making small circles, gradually getting bigger and smaller again. • Kneel down on the floor and stretch wrists, fingertips

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	<p>facing the body. Press down slightly to stretch the wrist.</p> <ul style="list-style-type: none"> • Front knee lunge starting with the right leg and then the left. • Neck stretches – Arms by the side and look up for a count of 4, down, left and finally right. Slowly circle the head round to the right and then to the left. • Stretch right arm across the body and hold with the left at the elbow. Repeat with the left arm. <p>Skills learning and development: At each station ask: What part of the body do we need to focus on here? What techniques can we use to perfect our performance? How will this improve our performance? Children should go through the circuit of six stations, and spend five minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of balances. Photo prompts should be available. <p>Application and practice: The children can create a sequence at each station and perform that repeatedly in five minutes. They may choose three or four jumps, balances and travelling moves for example.</p>
6	<p>To evaluate my performance of gymnastic moves within a circuit. Warm-up: Play up-beat music for warm-up, and perform the following moves:</p> <ul style="list-style-type: none"> • Marching on the spot (1 min) • Jogging on the spot (1 min 30 sec) • Arms outstretched to the side making small circles, gradually getting bigger and smaller again. • Kneel down on the floor and stretch wrists, fingertips facing the body. Press down slightly to stretch the wrist. • Front knee lunge starting with the right leg and then the left. • Neck stretches – Arms by the side and look up for a count of 4, down, left and finally right. Slowly circle

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	<p>the head round to the right and then to the left.</p> <ul style="list-style-type: none"> • Stretch right arm across the body and hold with the left at the elbow. Repeat with the left arm. <p>Skills learning and development: Ask a child to model each station at the beginning of the lesson and keep track of timing for children to change stations. Discuss with your partner: Which gymnastic station do you want to perfect this session? What skills will you need to focus on to do this?</p> <p>Application and practice: Children should go through the circuit of six stations, and spend five minutes on each station:</p> <ol style="list-style-type: none"> 1. Travelling – travel along the bench by doing small jumps either side. 2. Jumps – walk along the bench and master a pencil jump. Children must land the jump with two feet and arms outstretched in front of the body. 3. Ribbons – use the ribbons to create a short routine using a variety of travel including leaps, jumps and twists. 4. Rolling – practise forward. Practise finishing the roll on two feet, arms outstretched in front. 5. Creating shapes – work with a partner to create a variety of shapes with their body in the shape of letters and numbers. 6. Balance – work with a partner to practise a variety of balances. Photo prompts should be available.
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Learning Outcome/product	
The children will master basic movements, as well as developing balance, agility and co-ordination. The children will perform using simple movement patterns.	

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.

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End of unit assessment question