

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



<b>Subject: PE</b> <b>Year Group: 1/2</b>		<b>Area of learning: Cool Core</b>
Links to previous work/Remember when	Understand what core and agility are, and why they are important.	
<b>Term</b>	<b>Year 1/2</b>	<b>Key Skills to be taught</b>
<b>Summer 2023</b>  What the children should know at the end of this series of lessons		Learn how to control breathing. Learn how to support body weight. Perform a movement that demonstrates good core control. Increase the speed at which you can travel through the ladders accurately. Be able to use the core to maintain balance when running. Walk demonstrating good posture and balance

## Vocabulary

Bridge, agility, plank, balance, front, back, support, core, strength.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	<p><b>Warm-up:</b> Perform the following moves:</p> <ul style="list-style-type: none"> <li>• March on the spot for one minute.</li> <li>• Jog on the spot for one minute.</li> <li>• Walk around the room, avoiding others and changing direction.</li> <li>• Jog around the room, avoiding others and changing direction.</li> <li>• Do 20 star jumps on the spot.</li> </ul> <p><b>Skills learning and development:</b> Introduce the children to the unit with a short discussion about the importance of having a good core and good agility. Ask: Where and what is your core? Show them and ask why they think it is important. Explain that it helps us to balance and perform everyday movements such as walking, running and jumping. Agility means changing direction quickly, without losing balance.</p> <p><b>Breathing exercises</b> 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.</p> <p><b>Bridging</b></p>

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	<p>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.</p> <p><b>Ladders</b> Place SAQ ladders on the floor. Ask the children to line up in groups in front of the ladders. They should walk through the ladders, putting one foot in each square, before jogging down the side of the ladder and back to the start. Allow the children time to practise until they can walk confidently and fluently down the ladders. Step into the ladders with one foot, then place the other foot in the same square.</p> <p><b>Application and practice:</b> Using the ladders again, set up races using the techniques practised. In teams, ask the children to walk as quickly as they can to the end of the ladder, run to touch a cone and then run down the side of the ladder to tag the next person. Continue until the whole team has finished. Challenge the children: Which team can finish first?</p>
2	<p><b>Warm-up:</b> Follow the leader In pairs, one partner follows another on a journey around the room. The leader must change the way they travel (e.g. gallop, hop and jump). Stay close together and change roles.</p> <p><b>Skills learning and development:</b> <b>Core</b> Superman: In pairs, with a mat shared between two, ask the children to take it in turns to lie on their stomachs on the floor. They should lift both arms up off the floor, and their upper chests should be lifted at the same time. Their feet should remain on the floor. Hold for a count of three, lower and repeat. Repeat 'Superman', this time lifting both legs and arms at the same time. The children should practise until the position can be held with control and stillness. Repeat 'Superman', this time asking one child to put a small ball on the back of the other. The aim is to hold the Superman pose without dropping the ball.</p> <p><b>Agility</b> Recap walking through the ladders (Lesson 1). Repeat the same footwork pattern: one foot in each square, as quickly as possible, building up to a run. Encourage the children to jump into each square. Allow time for them to practise building up speed.</p> <p><b>Application and practice:</b></p>

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	<p>Ladder races</p> <p>With the ladders, set up races using the techniques practised. In teams, the children should run to the end of the ladder, run to touch a cone and then down the side of the ladder to tag the next person. Continue until everyone in the team has had a go.</p>
3	<p><b>Warm-up</b></p> <p>Numbers game</p> <p>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"> <li>1. Jog around the room.</li> <li>2. Star jumps.</li> <li>3. Sit down.</li> <li>4. Running fast on the spot.</li> </ol> <p>Extend the warm-up by changing not only the action but also the direction of travel.</p> <p><b>Skills learning and development:</b></p> <p>Front support</p> <p>In pairs on a mat, ask the children to take turns to lie flat on their stomachs. They should curl their toes under, put their arms under their shoulders and push up into the front support, keeping the body flat and the bottom down. Hold for five seconds and relax. Swap roles. Repeat the activity a number of times so that the children can improve with each attempt.</p> <p>Back support</p> <p>As above. This time the children begin by lying flat on their backs. They should push the body up using their hands, placed just under the armpits; their fingers should point towards their toes.</p> <p>SAQ ladders</p> <p>Recap walking and running through the ladders and remind the children that their core muscles help to keep them balanced.</p> <p>Lateral steps</p> <p>Ask the children to begin by standing sideways on to the ladder. Leading with the foot that is closest to the ladder, they should step in, following with the other leg. Encourage them to repeat this movement carefully down the length of the ladder. This activity should be done slowly as it is easy to trip.</p> <p><b>Application and practice:</b></p> <p>Plank</p> <p>In pairs, ask the children to lie on their stomachs, flat on the mat, with their elbows on the floor at shoulder level and their toes on the floor. On the count of three, ask them to push their body off the floor so that their weight is supported by their elbows. As with the front and back support exercises, the body should be flat and the stomach should be tucked in. Encourage the children to hold for five seconds, relax and repeat.</p>

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	<p>Ladder races</p> <p>Using the ladders, set up races in teams using the techniques practised. Ask the children to run to the end of the ladder, run to touch a cone and then down the side of the ladder to tag the next person.</p>
4	<p><b>Warm-up:</b></p> <p>Knee tag</p> <p>In pairs, the children face each other in a squat position. On your instruction, each child aims to touch the inside of the other's knee. The first to three touches wins. Everyone changes partner and begins again. The children must face their partners at all times.</p> <p><b>Skills learning and development:</b></p> <p>Wheelbarrow walking</p> <p>Put the class into pairs of a similar size. Ensuring they have enough space, ask one partner to lean over to touch the floor and be ready to support their weight on their hands. The other child should practise picking up their partner at the knees. The pairs should hold the position for a count of five and then swap over. When the children are secure in their roles, they should explore walking forwards. Aim for five steps at first, then change roles. They should then set harder targets as they improve. Allow plenty of time to practise. Ensure the children realise that they are using their core to keep the body straight – and make sure they remember to breathe!</p> <p>Ask the carrying partner to place an object (e.g. a soft toy) on the other's back. The aim is to walk to the other side of the room without the object falling off.</p> <p>SAQ ladders</p> <p>Recap on running, jumping and lateral steps through the ladders. Develop hopping from square to square through the ladders.</p> <p><b>Application and practice:</b></p> <p>Challenge the children to relay races in teams using the ladders (as in Lessons 1–3). They can extend the activity by running, jumping and hopping.</p>
5	<p><b>Warm-up:</b></p> <p>Dishes and domes</p> <p>Place 30 cones randomly around the room. Split the class into two teams and line them up opposite each other at the edges of the room, facing the cones. The object of the game is for each team to turn the cones either upside down (to form dishes) or the right way up (to form domes). Ask one team to turn the cones upside down and the other team to turn them up the right way. After one minute, count the number of dishes and domes to see which team wins. Play the best of three games, and alternate the teams' tasks.</p> <p><b>Skills learning and development:</b></p> <p>Place flat markers randomly around the room. Ask the</p>

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	<p>children to walk around the room avoiding the markers. Encourage them to think about how they walk. Can you describe what you do with your feet? Where do you look when you walk?</p> <p>Discuss posture with the children. To walk with good posture they should keep their shoulders back, head up and stomach tucked in. Demonstrate this, then ask the children to practise walking around the markers, maintaining good posture, and trying to avoid standing on them. They should not look at the markers all the time. Ask the children to walk along lines marked out on the floor (or with flat markers). Ask them to imagine they are on a tight rope above some water and don't want to fall in. They should practise walking along the lines with good posture and balance. Repeat with the added challenge of balancing a beanbag on their heads.</p> <p>To extend the activity, challenge the children to walk to the end of the line, pick up a skittle and place it back on the floor, before moving on. They should complete this, without letting the beanbag fall. You could video the children to assess their balance and strength.</p> <p><b>SAQ ladders</b></p> <p>Place the ladders into a cross shape using four ladders that don't quite meet. The children begin in two lines at the start of one of the ladders. Both lines start to walk from one end of the ladder to the other. The aim is to get to the other side of the ladders without having to stop or wait for someone else to pass by.</p> <p><b>Application and practice:</b></p> <p><b>Obstacle course</b></p> <p>Set up an obstacle course for children to make their way around in pairs. Ideas include walking along a line with a beanbag on their heads; a wheelbarrow walk to a cone; running through the ladders; 'row-row' with a ball for ten seconds; hold the 'Superman' pose for 15 seconds. Repeat the course twice so that the wheelbarrow walk can be done by both members of the pair.</p>
6	<p><b>Warm-up</b></p> <p><b>Bean game</b></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"> <li>• Runner bean – run on the spot.</li> <li>• Jumping bean – jump on the spot.</li> <li>• Jelly bean – wobble like a jelly.</li> <li>• Frozen bean – freeze.</li> </ul> <p><b>Skills learning and development:</b></p> <p>Recap on front support and back support (Lesson 3). In back support, encourage the children to practise walking on their hands and feet like a crab, taking care</p>

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	<p>of others around them.</p> <p>Introduce balloon balls or balloons. Challenge the children to keep the balloons in the air using their hands or feet. How long can they keep the ball in the air before it falls to the ground? Allow plenty of time to practise.</p> <p><b>Application and practice:</b></p> <p>Perform the obstacle course from Lesson 5, aiming to improve performance. Ideas include: walking along a line with a beanbag on their heads; a wheelbarrow walk to a cone; running through the ladders; 'row-row' with a ball for ten seconds; hold the 'Superman' pose for 15 seconds. Repeat the course twice so that the wheelbarrow walk can be done by both members of the pair. You may want to make this obstacle course different to the one performed in Lesson 5.</p>
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Learning Outcome/product	
<p>Learn how to control breathing. Learn how to support body weight. Perform a movement that demonstrates good core control. Increase the speed at which you can travel through the ladders accurately. Be able to use the core to maintain balance when running. Walk demonstrating good posture and balance</p>	

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