

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: PE Year Group: 3/4		Area of learning: Cool Core
Links to previous work/Remember when	Core strength and agility exercises, circuit-based work.	
Term	Year 3/4	Key Skills to be taught
Summer 2023 What the children should know at the end of this series of lessons		Learn techniques for moves that are similar to those used in Pilates. Be able to link agility and core strength activities together in an appropriate way. Be able to perform core strength moves with accuracy. Develop activities into a circuit in order to improve fitness levels. Perform a circuit with accuracy. • Improve scores of the skills learned.

Vocabulary

Squat thrust, burpee, running squat, Snake charmer, popcorn, bridge,

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Chain tag Appoint two children as catchers; their aim is to catch others by tagging them. When caught, the children hold hands with the person who caught them. As a pair they then continue to try to catch more people, until they have a chain of four. They then break into twos and continue, until everyone is caught. Explain that they must stay as a chain when catching others.</p> <p>Skills learning and development: Snake charmer Working in pairs with a mat between two, ask the children to take it in turns to lie on their backs. Model the following activity first. They should push down into the mat, leaving no space between their body and the mat. Their partner puts a piece of paper or card between their knees. Keeping the paper in place, the child on the mat should place their hands on their thighs and raise their torso slowly up to a sitting position, pushing their hands down to their knees. Encourage them to practise until their technique is good. Ask them to perform ten and then swap with their partner. Repeat this three times. Ask the children to think about how this feels. Next, ask them to repeat the exercise with a 10-second rest between each set of 10 before swapping. Does it feel</p>

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	<p>different now? Facing bridge Ask the children to sit facing each other on their mat, resting back on their forearms and the soles of their feet touching. They should lift their feet off the floor so that a bridge is formed. The children can push their partner's legs away and their partner can push back. Encourage them to develop this by pushing their legs alternately, like riding a bicycle. Ask pairs to model good technique to the rest of the class. The children should perform the bridge activities for 30 seconds, rest and repeat three times. Do the children find this easy or hard?</p> <p>Application and practice: The agility square Here, the children perform an agility activity in groups of four. Core strength is required for this activity in order to run with balance and to bend down and back when touching the cones. Set four cones out in a square. All four children start in the bottom left-hand corner of the square. The first person runs to the top-left corner; side steps to the top right; runs backwards to the bottom right; and side steps back to the start and sits down. The next person then begins, until all four children have had a go. Repeat again as a race between teams – the whole team must be sitting down to finish. Encourage the teams to show good sporting behaviour by encouraging others</p>
2	<p>Warm-up: 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. Explain that they can only protect their own bib by running away. Repeat the activity several times.</p> <p>Skills learning and development: In this lesson, the children will develop their core strength by performing circuit activities that require them to support their own body weight. They will work in pairs and help each other to use correct technique. They should practise each of the following moves with their partner. Model the correct technique. Use lesson cards to help.</p> <p>Squat thrusts From the front support position, the children should jump their legs into the hands and back out again. Repeat.</p> <p>Burpees As squat thrust (above), but when the children return to front support, they should jump up and then back down to front support. Repeat ('in', 'out', 'jump' and 'down').</p> <p>Running squats</p>

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	<p>From the front support position, encourage the children to run their legs alternately in towards their chest. The children should practise each technique, then perform each of the above for one minute. Ask them to count how many of each they can do in one minute and share results.</p> <p>Application and practice: This activity strengthens the core and improves agility. Place mats around the room. The children must run around the room, avoiding the mats. Call out a number and an activity (e.g. 'three burpees'). The children must get into groups of the number called and perform ten of the activity called. E.g. they get into groups of three and must all perform ten burpees in turn, aiming to be the first group to finish. Ensure all of the activities learned in the lesson are covered and the children get a good workout.</p>
3	<p>Warm-up: Toilet tag Split the class in half, with one half as catchers. When tagged, the child becomes the 'toilet' by kneeling on one knee and holding one hand up, palm forwards. They can only be released if one of their team sits on their knee and then flushes, by pulling their hand down.</p> <p>Skills learning and development: Working in pairs, the children share a hoop with their partner and perform the following hoop activities in turns. The partner checks for correct technique and gives guidance, where necessary. Holding the hoop up above their head, individuals lean from side to side. They then hold the hoop in one hand, lean to the side and touch the floor with the hoop before bringing it back over their head. They should then swap hands and repeat the activity on the other side. Swap roles. Ask the children to step into the hoop and hold it flat at waist height. They should aim to spin the hoop one full circle back round to the front. Encourage them to spin the hoop both ways – left and right. Swap roles. Allow the children time to practise. Put the hoops on the floor and ask the children to step on their hoop so that it flicks up. They should catch it, step through it and put it back on the floor. Repeat the activity then swap roles. Recap on spinning the hoop around the body. Remind children of the correct stance – one foot in front of the other. They should move the hips forwards and backwards, and start the hoop spinning with the hands. Challenge the children to lift their arms up above their head and keep the hoop spinning.</p> <p>Application and practice: Perform the following routine to music.</p>

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	<ul style="list-style-type: none"> • Side lean × 8 on each side. • Side lean one-handed, swapping sides, × 8 each side. • Knee lifts – lift knees alternately, bringing the hoop down to touch the knees, × 8 each leg. • Hoop skip – bring the hoop over the head and step through it. • Hoop spin – × 16, if possible. • Repeat.
4	<p>Warm-up: Place hoops around the room and instruct the children to travel in different ways around the room (e.g. skip, hop, gallop). Call out number combinations, e.g. three boys, two girls. The children must get into the hoop in the correct combination.</p> <p>Skills learning and development: Step-ups onto a bench: The children step up, up, down, down, with the full foot onto the bench each time. This is not to be done in a running motion. In pairs, the children should practise for one minute, then change over, and coach their partner. Repeat, picking up the speed but maintaining good technique. How many can the children complete in one minute?</p> <p>Seated dips: The children sit with their hands on the edge of a bench and their legs extended out in front. Bending their arms at the elbow, they should lower the body to the floor and then press back up. How many can the children complete in one minute?</p> <p>Crunch sit-ups: The children lie on mats on their backs with their knees bent and their arms crossed across the chest. Ask them to lift their shoulders off the floor and lower themselves back down, with control. Encourage them to raise their shoulders as far as they can without lifting their feet off the floor. How many can the children complete in one minute?</p> <p>Application and practice: Practice the following circuit. Encourage the children to perform each of the moves, developing good technique.</p> <ul style="list-style-type: none"> • Crunch sit-ups • Step-ups • Shuttle runs • Seated dips • Running cone touch • Squats • Burpees
5	<p>Warm-up: Smugglers Scatter hoops around the room and divide the class into two groups. One group are 'smugglers' and the other group are 'goodies'. The goodies have a</p>

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	<p>30-second head start to put beanbags into the correct colour hoops. The smugglers then have to steal them and place them in incorrect hoops. Set a time limit.</p> <p>Skills learning and development: Recap on the moves covered in Lesson 4 (see the list) and ask the children to demonstrate each one. Ask them to think about which parts of the body are working, and why they are trying to improve. In their pairs, ask them to set one another challenges.</p> <ul style="list-style-type: none"> • Crunch sit-ups: abdominals, core. • Step-ups: legs, heart. • Shuttle runs: whole body, agility. • Seated dips: arm strength, core. • Running cone touch: core, heart, agility. • Squats: core, arms, legs. • Burpees: core, arms, legs. <p>Application and practice: Encourage the children to complete the circuit for one minute on each activity as a practice run. Record their scores on the second time round.</p>
6	<p>Warm-up: Smugglers Scatter hoops around the room and divide the class into two groups. One group are 'smugglers' and the other group are 'goodies'. The goodies have a 30-second head start to put beanbags into the correct colour hoops. The smugglers then have to steal them and place them in incorrect hoops. Set a time limit. Swap roles and repeat.</p> <p>Skills learning and development: Recap on the moves covered in Lessons 4 and 5 (see the list) and ask the children to demonstrate each one. Ask them to think about which parts of the body are working, and why they are trying to improve. In their pairs, ask them to set one another challenges.</p> <ul style="list-style-type: none"> • Crunch sit-ups: abdominals, core. • Step-ups: legs, heart. • Shuttle runs: whole body, agility. • Seated dips: arm strength, core. • Running cone touch: core, heart, agility. • Squats: core, arms, legs. • Burpees: core, arms, legs. <p>Application and practice: Encourage the children to complete two full circuits for two minutes on each activity as a practice run. Record their scores on the second time round. Challenge the children to try to reach the target that they set last week.</p>

Learning Outcome/product	
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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