

Brough Primary School – Curriculum Intention Plan 2022 - 2023



Subject: PE Year Group: 1/2		Area of learning: Active Athletics
Links to previous work/Remember when	Gait learning in foundation years. Object control – foundation. Jumping.	
Term	Year 1/2	Key Skills to be taught
Summer 2 2023 What the children should know at the end of this series of lessons		Know how to travel in different ways. Be able to change from fast to slow. Know how to hop, and how to hop, travel and land safely on two feet. Know how to throw safely. Throw in a variety of ways. Decide which throwing method is best for distance.

Vocabulary

Mobility, underarm, overarm throw. Take-off and landing, hopping, balance. Speed.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Ask the children to perform the following moves: creep like a tiger, stomp about like an elephant, run fast like a mouse and move up and down like a snake. Ask the children if they can find a way of using their arms to represent an animal. Explain that they are warming up their arms because arms, as well as legs, are important when running.</p> <p>Skills learning and development: The children run around a restricted space, using big strides and avoiding each other. Ask them what it feels like. The children run round the same space, using small steps. What does that feel like? The children jog in a relaxed way. Call out 'big' – they run with big strides. Call out 'small' – they run with small steps. Organise the children in lines so that they are standing next to each other. Mark another line about 15 m in front of them. They practise running really fast to the cones. Set them off a line at a time – they run back to the original line around the outside of the running area. Repeat the activity but the children now have to slow down so that they can stop before the line. Increase</p>

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	<p>the distance to 20 m. Ask them what they have to do to stop.</p> <p>Application and practice: Island hop Set out two areas of four mats or coned areas in a square. Divide the class into groups of four. Each group starts on one of the mats. When they hear 'Go!', each group jogs to the next mat, until every group has been to all mats. How else could they travel to the mats? (E.g. side steps, gallop, hop, jump.) Each group decides as a team how to try out different ways of getting to the mats, moving on 'Go!'. Make it into a race, where the winning team is the first to get back to where they started, together. Vary the ways to travel in the race.</p>
2	<p>Warm-up: The children move around the space like different animals, e.g. monkey, elephant, frog and cat.</p> <p>Skills learning and development: The children stand on one leg for ten seconds, and then the other leg for ten seconds. What can they do to help them to keep balanced? Hopping on the spot With a partner, the children take it in turns to hop. While one hops, the other counts the number of hops. Then they try on the other leg. Do they find it easier to hop on one leg than the other? Now they try hopping and travelling while in the air. Ask if this is harder. A child models good hopping. The children hop around the space. When the whistle goes, they stop and change legs. They jog with their partner. When the whistle goes, they do a two-footed jump and landing. Repeat this activity but this time they see how far they can jump. Ask what they need to do when they land for it to be safe. They should have soft, bent knees. They repeat landing this way a few times until they can land safely.</p> <p>Application and practice: Jumping relay Organise the children into teams of four and lay out three cones about 10 m apart. They take it in turns to travel to the cones in different ways. Hop to the first cone, run and touch the last cone with their hand, then run straight back to touch the hand of the next person. Repeat until everyone in the team has had a go. Hop to the first cone, leap to the second cone then run and touch the last cone and run back to touch the next person's hand. Repeat until everyone in the team has had a go. Hop to the first cone, leap to the second cone, do</p>

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	two-footed jumps to the last cone. Touch the last cone and run back to touch the next person's hand. Repeat until everyone in the team has had a go.
3	<p>Warm-up: Statues The children jog around a restricted area. On the command 'Freeze!', they stand really still. If they move, they come into the centre of the area and do another action (e.g. star jumps) until everyone is in the middle.</p> <p>Skills learning and development: Jog around a restricted area with the children. Stop and carry out an arm action, which the children copy (e.g. circles, forwards, backwards, single arms, rotate in a small circle at shoulder height, large circle at shoulder height, flap arms like a bird). Repeat until several arm actions have been copied. Explain why it is important get arms moving when throwing – that it is good for improving mobility and preparing muscles for throwing. Line the children up in pairs about 2 m apart and give each child a beanbag. When told to throw, one child in the pair throws the beanbag forwards. Then their partner throws the beanbag. The children collect the beanbags when they are told to. Allow each child to have lots of turns to throw their beanbag and observe how they throw.</p> <p>Each pair holds a mini competition to find out which partner can throw the beanbag furthest. They share one beanbag and use the other as the marker for the furthest throw.</p> <p>Application and practice: Beanbag steal Divide the area into three courts, about a third of the size of a netball court. Divide each court into two and mark the areas with cones. Make six teams and place each team in half a court. Place equal numbers of beanbags in the court. The children start behind a line and, on 'Go!', the object is to get as many beanbags into the other half of the court as they can. They play for a set time and stop when the whistle goes. Repeat as often as time allows.</p>
4	<p>Warm-up: The children march around the space with high knees and arms swinging. At 'Stop!', they stretch up and rotate their arms backwards as if they are swimming back crawl. They take giant strides about the space, stretching both their arms and legs and facing forwards. Now they jog around the space. At 'Stop!', they pull one knee up to their chest to stretch.</p> <p>Skills learning and development: Give each child a beanbag. In a restricted area, they place the beanbag on their head and move around</p>

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	<p>the area. Ask what they need to do to keep the beanbag on their head. They should keep their chin up and their head still. Stand tall. Practise with the beanbag again. Repeat, now trying to vary speed and direction. Randomly put cones around the area. The children move around the area with the beanbags on their heads, avoiding the cones. Application and practice: Organise the children into teams of four. The teams stand behind a line of four or five cones. They move in and out of the cones like a slalom, going in and out of the cones on the way out and straight on the way back. Repeat to practise. Make it a race between the teams.</p>
5	<p>Warm-up: Traffic light game Ask the children to run around the room. Shout out colours for them to respond to. When they hear 'Red!' they stop. When they hear 'Amber!' they walk. When they hear 'Green!' they jog. Skills learning and development: In a restricted area, the children skip, jump two-to-two, hopscotch, hop and leap. Which way lets them travel the furthest? Make a line on the floor with a skipping rope and practise two-footed jumps over the line. Then the children try to hop over the line. Make a V-shape on the ground with the rope. Pairs try to cross the whole V via different methods (e.g. hop, two-footed jump, long jump or leap). Which is easiest? The children model good technique (e.g. soft landings and use of arms). Practise again, thinking about how to use arms to best effect and landing safely. Application and practice: In pairs, the children use the following footwork patterns: two-to-two, two-to-one and one-to-one, all from a standing start. Put a cone down where they land and compare which technique results in the longest jump.</p>
6	<p>Warm-up: Beans 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"> • Runner bean – run on the spot in different directions. • Jumping bean – jump on the spot. • Jelly bean – stand still and wobble like a jelly. • Frozen bean – freeze.

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	<p>Skills learning and development: Set up an obstacle course using cones, skipping ropes, hoops and beanbags. The children walk around the course so that they know what to do at each station. Activities could include mini hurdles, running in and out of cones with a beanbag on their head, throwing cones into a hoop, jumping over skipping rope on the ground and running in a zigzag.</p> <p>Application and practice: The children complete the obstacle course as a relay in teams of five. The next child goes when the previous runner has completed the course</p>
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Learning Outcome/product	
Know how to travel in different ways. Be able to change from fast to slow. Know how to hop, and how to hop, travel and land safely on two feet. Know how to throw safely. Throw in a variety of ways. Decide which throwing method is best for distance.	

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