

# Brough Primary School – Curriculum Intention Plan 2022 - 2023



<b>Subject: PE</b> <b>Year Group: 3/4</b>		<b>Area of learning: Active Athletics</b>
Links to previous work/Remember when	Throwing techniques from Year 2, and Year 3 unit 5. Running for speed. Pattern of jumping from Y1/2.	
<b>Summer 2 2023</b>	<b>Year 3/4</b>	<b>Key Skills to be taught</b>
What the children should know at the end of this series of lessons		Look up when running. Run at different speeds. Change direction. Know how to throw in a variety of ways. Use legs as well as arms when throwing. Know how to perform a standing long jump, understanding the rules. Know how to receive the baton. Select an appropriate pace. Work as a team.

## Vocabulary

Direction, overarm, underarm, take-off, landing, relay, changeover, technique, improve.

<b>Sequence of learning</b>	<b>Objectives and suggested details provided by subject leader.</b>
1	<p><b>Warm-up:</b> Tails The children all have a bib tucked into their shorts. On 'Go!', they try to steal as many bibs as possible until they are all gone. Play a few times. Ask: What changes happen to the body when you play a game like this?</p> <p><b>Skills learning and development:</b> The children now work in pairs of similar ability. One is the cat and the other is the mouse. Each person has a tag belt or a bib tucked into their shorts. In a restricted area, the children run around and the cat has to steal the tail from the mouse. Then change roles and repeat. Tell the children that they must ensure that they are looking up and running on the balls of their feet. Ask what other skills they are using. (Agility and balance.) Play again. This time split the class into two teams and see which team can get the most tags. When a child's tag is taken, they are still in the game as a cat. Play a couple of times and discuss the tactics used. Make the playing area bigger and afterwards discuss how this changes the game.</p> <p><b>Application and practice:</b> Honey pot The aim is for the children to run at speed in different directions, collecting objects. The children work in pairs.</p>

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	<p>One of the pair is the 'worker bee' and the other is the 'queen bee'. Each pair has a honey pot – a hoop with five different objects in it. Other objects are spread out in the playing area, along with obstacles such as cones. The worker bee has to run and collect as many objects as possible in two minutes, one at a time, from the playing area or from other people's hoops, and put them in their honey pot. The queen bee sits near the honey pot and ensures that other workers only take one object at time. Record each pair's score on a whiteboard. Keep five objects in your hoop and scatter the rest. Change roles. After the second game, discuss the best tactics and techniques.</p> <p>Observe good running technique, such as looking up when running and changing direction fluently.</p>
2	<p><b>Warm-up:</b> Tall and small tag Three children are catchers. The other children run around, with the catchers chasing them. When caught, the children must slowly stretch up tall and crouch down small until the end of the game. Repeat with different catchers.</p> <p><b>Skills learning and development:</b> The children work in threes. Each team has six different pieces of equipment to throw. Line the children up in their threes. One steps forward to throw while the others stand a safe distance back. From a sitting position, each child in turn throws a piece of equipment from their stash. They must only throw when they are told to (for safety). Each child has two throws each, until all the equipment has been thrown. Repeat the activity while kneeling. Repeat the activity while standing. Discuss the best ways of throwing different equipment and good ways to hold different equipment (e.g. throw a tennis ball one-handed but a larger ball two-handed). Discuss the effect of being able to use legs when throwing. The children choose their favourite piece of equipment and throw it as far as they can, using their legs to help. Repeat a few times. The children can put a cone or beanbag down to mark their distance so that they can try to improve on their next throw.</p> <p><b>Application and practice:</b> Target Set out three targets in front of each team at different distances. The children then throw their original six items into the targets. One person collects, one records and the other throws. Score one point for getting the item in the closest target, two for getting it in the middle target and three for hitting the target furthest away. Now change roles.</p>

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3	<p><b>Warm-up:</b> Statues The children jog around a restricted area. On the command 'Freeze!', the children stand still. If they move they must come into the centre and do another action (e.g. star jumps) until everyone is in the middle.</p> <p><b>Skills learning and development:</b> Recap on footwork patterns. In pairs or threes the children work from one line towards another. How many leaps to get from A to B? How many two-feet to two-feet jumps? How many two-feet to one-foot jumps? How many one-foot to two-feet jumps? Which one allows them to jump the furthest? Ask the children to have a go at linking two of the jumps together by exploring different ideas in pairs or threes and deciding which two jumps go best together. Share ideas. Which combination jump gets them the furthest?</p> <p><b>Application and practice:</b> Teach the children the rules of the standing long jump. The children must take off from two feet and land with two feet. The distance is taken from the contact point closest to the take-off line. The children should be encouraged to position their body weight forwards as they land. They take it in turns to practise jumping correctly and mark the distance with cones or beanbags. After they have practised, mark out three zones of suitable distance: Bronze (closest), Silver (further away) and Gold (furthest).</p>
4	<p><b>Warm-up:</b> Beans game Call out different types of beans. The children run when they hear 'runner beans', jump when they hear 'jumping beans', stretch tall and thin for 'green beans', stand still and wide for 'broad beans', wobble on the spot when they hear 'jelly beans' and lie on the floor when they hear 'baked beans'.</p> <p><b>Skills learning and development:</b> Recap on sprinting technique – ask what the children need to focus on when running for speed. The children run a short distance (e.g. 50 m), concentrating on technique (e.g. with driving arms, their head straight and on the balls of the feet). The children work in pairs and give each other feedback on technique. Pair up with another pair. Each group of four has a quoit. Each child stands one behind the other, at an arm's distance away. They pass the quoit from the back of the line to the front. Then the front person jogs to the back and the passing begins again. Repeat until everyone is back where they started. Let the children</p>

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	<p>explore different ways of getting the quoit to the front. Discuss which techniques went well. Introduce some elements of correct technique (e.g. the quoit should be passed into the opposite hand; the receiver should have their hand out ready). Practise passing using these techniques. The children move a little further away from each other and jog to the changeover, aiming to make the pass as smooth as possible. Model good technique. Repeat, increasing the distance between the children.</p> <p><b>Application and practice:</b> Relay In teams, the children have to complete as many laps as possible in three minutes. They can decide where team members change over, which will affect the distance each child runs and how they divide the time up. They keep a record of how many laps they complete in three minutes and aim to beat it. Help them by calling out every thirty seconds. They may need to adapt the way they have organised their teams.</p>
5	<p><b>Warm-up:</b> Chain tag Two taggers hold hands and chase the other children. When a child is caught, they hold the taggers' hands until there are four children in a chain. Then split into pairs and continue until all the children have been caught.</p> <p><b>Skills learning and development:</b> Show a video of a sprinter and a video of a marathon runner. What is the difference in the way they are running? Focus on stride length, knee height, arm position. Two children model how the sprinter runs compared to the marathon runner. The children run a short distance for 10 seconds in pairs, with one running and one observing. Swap roles and repeat. Discuss each other's strengths and areas for improvement when running a short distance. The children could be videoed so that they can see their own performance. Set the children a new task of one of the pair running continuously for three minutes around a track or coned area. Their partner sits in the middle as an observer watching the technique. Is it relaxed and slower than when they ran a short distance? Change roles and then give each other feedback.</p> <p>Standing start Start back from the start line and on 'Take your marks!', the children walk towards the start line. On 'Set!', they stand with one foot forward and the opposite arm forward, with slightly bent knees, focusing on the finish. On 'Go!', they run as fast as possible to the finish. The</p>

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	<p>children practise standing starts without running the full race distance.</p> <p><b>Application and practice:</b> The children run a short-distance race (e.g. 60 m) using the correct start techniques. The children run for five minutes, without stopping, in pairs. One runs while the other counts the number of laps run in five minutes. Swap roles.</p>
6	<p><b>Warm-up:</b> Traffic light game – the children run around. When they hear 'Red!', they stop. When they hear 'Amber!' they walk. When they hear 'Green!' they jog.</p> <p><b>Skills learning and development:</b> Explain how the mini-competition is going to work. All the children will do all of the events. Event 1 – throwing bean bags as far as possible. Mark out three lines. They get one point for reaching the first line, two points for reaching the second line and three points for going beyond the third line. Decide how many attempts each child will make. Event 2 – standing long jump. Mark out three lines. They get one point for reaching the first line, two points for reaching the second line and three points for going beyond the third line. Decide how many attempts each child will make. Event 3 – short sprint. Points are given for placing – if there are six in a race, the winner gets six points, the runner who comes second gets five points and so on. Event 4 – distance run. Mark out a large square with cones. The children start at a cone and get one point for every cone they pass in a set time. A whiteboard and pen is needed for each event to record the scores. This could be done with a partner.</p> <p><b>Application and practice:</b> The children move around each event, taking part and recording scores. They should aim to use their best technique in each event to score points. Encourage them to support others and cheer them on. In class, discuss the results and perhaps compare scores with other classes in the same year.</p>

Learning Outcome/product	
Look up when running. Run at different speeds. Change direction. Know how to throw in a variety of ways. Use legs as well as arms when throwing. Know how to perform a standing long jump, understanding the rules. Know how to receive the baton. Select an appropriate pace. Work as a team.	

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

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