

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: 1/2 Cycle B		Area of learning: Skip to the Beat	
Links to previous work/Remember when	Skipping technique, step hop.		
Term	Year	Key Skills to be taught	
Autumn 1 2023 What the children should know at the end of this series of lessons	1/2	Improve control of the rope and running skip technique. Demonstrate good technique while skipping and observe and comment on others' performances.	

Vocabulary

Squat, tag, skipping, circuit, hopping, jumping.

Sequence of learning	Objectives and suggested details provided by subject leader.
1	<p>Warm-up: Use a sponge dice with activities given on each side, e.g. hopping, jumping, leaping, running, skipping, walking. The children should do the activity decided by the throw of the dice. The children can take turns to throw and read the dice.</p> <p>Skills learning and development: Give each child a skipping rope. In pairs, ask them to place the ropes down parallel on the floor and quite close to begin with. Ask the children to take it in turns to jump two feet to two feet over the ropes. When the children are confident with that, move the ropes further apart so that the distance to jump is greater. Place the two ropes closer at one end, so they form a V. Ask the children to jump along the ropes from the narrow end to the wide end. Ask: Are there any other ways that you can travel along the ropes? Recap on the skipping skills learned so far. Remind them of the correct technique – holding the rope at waist height and jumping on the balls of the feet. In pairs, allow one child to rest/observe while the other skips. Encourage them to practise skipping in all the different ways they explored in Year 1.</p> <p>Application and practice: Encourage pairs to set some targets, as in the examples below.</p>

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	<ul style="list-style-type: none"> • Perform 10 skips, then 20 skips then 30. • Perform 10, 20, 30 skips jumping two feet to two feet. • Perform 10, 20, 30 skips as a running step. • Perform 10, 20, 30 skips backwards. <p>Challenge the children to beat their partner or their own best score.</p>
2	<p>Warm-up: Follow the leader Choose one child to take the lead and follow lines or markings on the floor, while the other children follow. The leader should vary the method of travel (running, sidestepping, jumping, skipping). Change the leader and the direction of travel regularly.</p> <p>Skills learning and development: Recap on skipping skills from Lesson 1 and give the children time to practise the different methods of skipping, in pairs, and taking it in turns with their partner. Allow 10 minutes. Set out the hoops in a number of straight lines the length of the hall, with a gap between each hoop. Organise the children in groups to stand behind each line of hoops. Instruct the children to skip to the hoops, one at a time (without a rope), and hop into and out of the hoop. When they get to the other end of the hoops they should skip back to the start. Repeat this activity a few times and encourage the children to change the leg they hop on. Ask: Which is easier? It is important to always model first. Repeat the activity, this time jumping two feet to two feet into and out of each hoop. Remind the children to jump with soft knees on landing so that they don't hurt their backs. Repeat a few times. Finally, encourage the children to skip to each hoop, pull it over their head and skip/jump over the hoop before putting it back down on the floor.</p> <p>Application and practice: Perform the above activities as races between teams.</p>
3	<p>Warm-up: Traffic light game Ask the children to run around the room. Hold up different coloured cones for them to respond to. Green means jog. Yellow means star jumps. Red means stop. When the children can do all three, change the movements to side steps, galloping and hopping.</p> <p>Skills learning and development: Instruct the children to practise the normal jump skip and step-over skip with a partner, sharing a rope between two. Still in pairs, the children should turn the rope over and then try to trap it with their feet. This encourages an understanding of where the rope is. Ensure they take it in turns to practise. Ask a child to model it to the rest</p>

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	<p>of the class.</p> <p>Challenge the children to perform four skips and trap the rope on the fifth. They should take it in turns, and their partner can help them to count.</p> <p>Repeat the activity, this time performing four running steps and then trapping the rope on the fifth. Again, ask one child to model it done well.</p> <p>Aim to repeat the activity continuously.</p> <p>Application and practice: Skipping running relay</p> <p>Divide the class into teams of four and give each team a skipping rope. The first person to skip runs with the rope to a cone at the other end of the room and back. They should hand the rope over to the next person in the line to do the same until the whole team has had a go. Allow them to practise once, and then make it a race between teams.</p> <p>As a variation, when the skipper gets to the cone, they must do five skips on the spot before they set off back.</p>
4	<p>Warm-up: Knee tag</p> <p>In pairs, the children face each other in a squat position. The object of the game is for the pairs to try to touch the inside of their partner's knees. Each time they achieve this, they score a point. The first to reach five points wins and finds a new partner.</p> <p>Skills learning and development:</p> <p>Challenge all the children to try the following activities, which will become a circuit.</p> <ul style="list-style-type: none"> • Skipping on the spot. • Skipping out to a cone and back. • Jumping over a rope on the floor, two feet to two feet. • Hoop skip – step into the hoop, lift it over the head and step over it, before repeating the action. • Swing rope – one partner swings the rope carefully in a circle on the floor for the other to jump over. <p>Use the children to model good technique. The pairs should take it in turns with their partner to practise the activities, coaching them where needed.</p> <p>Application and practice:</p> <p>Challenge the children to do each activity for 30 seconds as a class circuit. The children might want to record their best scores.</p>
5	<p>Warm-up: Hand tag</p> <p>Ask the children to go onto their hands and feet – a variation of front support – and travel around the room. The object of the game is to tag other children's hands as they try to stop them. The only way children can be stopped is by moving away or lifting their hand. Count how many tags you get.</p> <p>Skills learning and development:</p>

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	<p>Challenge the children to perform the following skipping activities as a circuit in one minute.</p> <ul style="list-style-type: none"> • Skipping on the spot. • Skipping out to a cone and back. • Jumping over a rope on the floor, two feet to two feet. • Hoop skip – step into the hoop, lift it over the head and step over it, before repeating the action. • Swing rope – one partner swings the rope carefully in a circle on the floor for the other to jump over. <p>In pairs, one works while the other rests or counts. Encourage the children to record their scores. Recap on the activity at each of the stations, using children to model good technique.</p> <p>Application and practice: The children perform the circuit:</p> <ul style="list-style-type: none"> • Skipping on the spot. • Skipping out to a cone and back. • Jumping over a rope on the floor, two feet to two feet. • Hoop skip – step into the hoop, lift it over the head and step over it, before repeating the action. • Swing rope – one partner swings the rope carefully in a circle on the floor for the other to jump over. <p>The circuit-based fitness lessons within Champions aim to improve fitness and technique, doing the same circuit over more than one lesson. Feel free to change the stations within the circuit but bear in mind that, if they change week to week, assessing progress is more difficult.</p>
6	<p>Warm-up: Hand tag Ask the children to go onto their hands and feet - a variation of front support – and travel around the room. The object of the game is to tag other children’s hands as they try to stop them. The only way children can be stopped is by moving away or lifting their hand. Count how many tags you get.</p> <p>Skills learning and development: Challenge the children to perform the following skipping activities as a circuit in one minute.</p> <ul style="list-style-type: none"> • Skipping on the spot. • Skipping out to a cone and back. • Jumping over a rope on the floor, two feet to two feet. • Hoop skip – step into the hoop, lift it over the head and step over it, before repeating the action. • Swing rope – one partner swings the rope carefully in a circle on the floor for the other to jump over. <p>In pairs, one works while the other rests or counts. Encourage the children to record their scores. Recap on the activity at each of the stations, using children to model good technique.</p> <p>Application and practice: The children perform the circuit:</p>

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	<ul style="list-style-type: none"> • Skipping on the spot. • Skipping out to a cone and back. • Jumping over a rope on the floor, two feet to two feet. • Hoop skip – step into the hoop, lift it over the head and step over it, before repeating the action. • Swing rope – one partner swings the rope carefully in a circle on the floor for the other to jump over. <p>Encourage the children to try to beat their score from Lesson 5. The circuit-based fitness lessons within Champions aim to improve fitness and technique, doing the same circuit over more than one lesson. Feel free to change the stations within the circuit but bear in mind that, if they change week to week, assessing progress is more difficult.</p>
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Learning Outcome/product	
Improve control of the rope and running skip technique. Demonstrate good technique while skipping and observing and commenting on others' performances.	

Assessment records	List only those children who have not achieved the expected outcomes.

End of unit assessment question