

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: 3/4 Cycle B		Area of learning: Skip to the Beat
Links to previous work/Remember when	Moves learned in KS1.	
Term	Year	Key Skills to be taught
Autumn 2023 What the children should know at the end of this series of lessons	3/4	<p>Explore different ways of skipping.</p> <p>Practise techniques learned in previous years.</p> <p>Observe and comment on others' performance.</p> <p>Be aware of safety aspects concerned with skipping.</p>

Vocabulary

cross-over, boxer-style, skipping, timing, direction.

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: Allow the children to spend 5–10 minutes with a partner, taking it in turns to practise skipping. When skipping, what do you have to look out for to be safe? (They should be aware of others around them and where they are skipping.) In their pairs, ask them to spend a few minutes discussing the different ways they can skip. Encourage them to try some of these out. The children should watch their partner and coach them if needed. Ask the children to model some of the different ways of skipping, and then allow the others time to have a go at these shared ideas. (E.g. boxer style – skipping very lightly on the toes, using alternate feet, not a jump; cross over – the skipper crosses the rope over in front of them and continues to skip; backwards; running skip.)</p> <p>Application and practice: Challenge the children to skip for a set amount of time.</p>

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	<p>How many skips can you do in one minute? How many different skipping styles could you try? (E.g. ordinary skip; jump two feet to two feet; backwards; cross over; boxer style, and any others the children may have shared that are appropriate.) Time them performing each style. Remind them to count how many they can do in one minute. How do the more difficult skipping styles compare to your score when you skip normally?</p>
2	<p>Warm-up: Knee tag 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: Introduce large rope skipping. Children work in groups of around six, depending on the space that you have. Two children are the rope turners – but all children must have a go at turning the rope during the lesson. Start with one person skipping in the middle of the rope; they need to do a slow, regular, single bounce. When they have a good rhythm, the turners begin turning the rope; the aim is to turn the rope once every two bounces. Ensure all the children have a go, skipping for 10 then swapping round. Set up a rotation system. When the children are secure with this, move on to running into a moving rope. The turners should maintain a slow rhythm. At the appropriate times, call out the following.</p> <ul style="list-style-type: none"> • Ready – as the rope hits the floor. • In you go – on the next floor hit of the rope, run in. • Now – run out the other side. <p>All children should have a go. Rotate, as in the previous activity.</p> <p>Application and practice: Challenge the children to perform all of the above skipping for counts of 10. Do you know any songs to accompany this skipping? Encourage them to share any they may know.</p>
3	<p>Warm-up: North, South, East, West Label the walls of the room 'North', 'South', 'East' and 'West'. Ask the children to skip to the appropriate wall of the room when you call it out. Change the method of travel – gallop, hopscotch, etc. – for variety.</p> <p>Skills learning and development: Introduce skipping as a pair. Working with a partner, the children should face each other ready to skip together. Allow the children some time to practise and ensure both partners have a chance to turn the rope.</p>

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	<p>How many skips can you do before you make a mistake? Encourage children to model some good pair skipping.</p> <p>With your partner can you compose a short skipping sequence that uses the moves that you have learned so far? The children should have a rope each and should aim to include at least four different skipping techniques.</p> <p>Application and practice: Encourage the children to share their skipping routines. Then ask the children to evaluate and give feedback to help improve each others' routines.</p>
4	<p>Warm-up: Tails Give each child a bib to tuck into their shorts at the back so they are visible. The object of the game is to steal as many bibs as possible, until all the bibs have been stolen. Play this several times.</p> <p>Skills learning and development: Ask the children to recap on the routine they composed last week with their partner. Ask them to choose a new partner and teach each other their routines. This could be done to music. Explain that some moves may need to be adapted if their new partner cannot do some of the moves. Allow time for the children to practise each routine.</p> <p>Application and practice: Challenge the children to put the two routines together to make a longer and more complex routine. How can this aid improvement of your fitness levels? Using the 3 Ps (Practice, Perfect, Perform), the children should practise and perfect their routines, then share them with the class.</p>
5	<p>Warm-up: Traffic lights Using the cones, explain to the children that when the green cone is held up, they must jog around the room; when the yellow cone is held up, they must skip; when the red cone is held up, they must stop. Encourage them to keep changing direction.</p> <p>Skills learning and development: Practise large skipping rope skills from Lesson 2. Allow 15 minutes for all the children to practise turning and skipping, from a stationary position as well as into and out of the rope. Perform the 'Bumper song'. Two children turn the rope, with one child skipping. As they turn round the corner, the skipper jumps out and runs round the back of a turner to collect another car (person). Challenge the children to see how many people they can get skipping into the rope.</p> <p>Application and practice:</p>

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	<p>Teach the children more skipping songs or rhymes.</p> <ul style="list-style-type: none"> • ‘Seashells, Cockle Shells, Evie, Ivy, Over’. The rope starts swinging on the floor on ‘Seashells, cockle shells’ and turns over on ‘Evie, Ivy, over’. The children then skip for 10. All change roles so that they all have a chance to turn and jump. • ‘A, B, C and vegetable gloop. What will I find in my alphabet soup? A, B, C ...’ The skipper skips the whole time. The turners say the alphabet and when the skipper stops or stumbles, the letter they stop on is the one that starts the ingredient in the soup. The children should aim to beat their last letter. <p>Ask the children if they know any other skipping songs or rhymes.</p>
6	<p>Warm-up: Skipping musical statues The children jog skip (without skipping ropes) around a restricted area, as they listen to music. When the music stops, 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>Skills learning and development: Ask the children to recap on the routine they composed in Lesson 4 with their partner. Ask them to choose a new partner and teach each other their routines. This could be done to music. Explain that some moves may need to be adapted if their new partner cannot do some of the moves. Allow time for the children to practise each routine.</p> <p>Application and practice: Challenge the children to put the two routines together to make a longer and more complex routine. How can this aid improvement of your fitness levels? Using the 3 Ps (Practice, Perfect, Perform) the children should practise and perfect their routines, then share them with the class.</p>

Learning Outcome/product

Perform rope and non-rope skipping with good technique and to songs or rhymes.

Perform large rope skipping with good technique and to songs or rhymes.

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

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End of unit assessment question