

# Brough Primary School – Curriculum Intention Plan 2023 - 2024



<b>Subject:</b> PE <b>Year Group:</b> Year 5/6		<b>Area of learning:</b> Boot Camp (Year B)
Links to previous work/Remember when		<ul style="list-style-type: none"> <li>The importance of, and reasons for, warming up.</li> <li>Parts of the body (link to health).</li> </ul>
<b>Term</b>		<b>Key Skills to be taught</b>
<b>Spring 1 2024</b>  What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> <li>Experience some of the changes that occur to the body during exercise.</li> <li>Raise the heart rate.</li> <li>Learn new circuit moves and perform them with good technique and balance.</li> <li>Demonstrate the correct technique for activities.</li> <li>Discover which activities individuals find easy or difficult.</li> <li>Develop agility and co-ordination.</li> <li>Perform more complex patterns of movement.</li> </ul>

## Vocabulary

Circuit, heart rate, burpee, spotty dogs, plank.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p><b>Learning Objective:</b> To understand how to prepare the body for exercise. To understand what fitness means. (Rising Stars - lesson 1)</p> <p><b>Key Knowledge:</b> Children required to understand the importance of warming up and the health aspects associated with this.</p>	<p><b>Recap</b> - The importance of, and reasons for, warming up; Parts of the body (link to health).</p> <p>Why do we need to be fit? Explain why personal fitness is important: it improves mobility in everyday life, improves the ability to concentrate and helps the body fight off illness. There are many ways to achieve personal fitness, including eating healthily and taking regular exercise. In Year 6 you should be doing at least an hour of physical activity in a day. Play a range of games that raise the heart rate. With the children, discuss the things that are happening to their bodies as they exercise. Speed bounce Choose two children to be catchers while the other children run around</p>

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	<p>Children should understand the importance of being fit and why personal fitness is vital to our everyday life.</p>	<p>the room, changing direction and taking care not to bump into others. If caught, the runners should stand in a star shape (had to do star jumps to increase physical activity) ; to re-enter the game, another child must set them free by running under their arms. Dishes and domes Place 30 cones randomly around the room. Split the class into two teams and line them up opposite each other at the edges of the room, facing the cones. The object of the game is for each team to turn the cones either upside down (to form dishes) or the right way up (to form domes). Task one team to turn the cones upside down and the other team to turn them up the right way. After one minute, count the number of dishes and domes to see which team wins. Play the best of three games, and alternate the teams' tasks. This game raises the heart rate and gets the children running around. Chain tag Appoint two children as catchers; their aim is to catch other by tagging them. When caught, the children join hands and catch as pair and try to catch more people until they have a chain of four. They then break off into pairs and start again. Ask: Can you run really fast on the spot for 10 seconds? Can you repeat this five times?</p> <p>Ask: Where is your heart? Put your hand on it. Can you feel it beating? How is it beating?</p> <p><b>Linked to Science - pulse and heart rate investigation. How we know our heart rate has increased?</b></p> <p><b>Taught 11.1.24</b></p>
2	<p><b>Learning Objective:</b> To complete a range of circuit-based activities and understand the reason for doing them. To understand what happens to heart rate during exercise. (Rising Stars - lesson 2)</p> <p><b>Key Knowledge:</b> Children should understand the importance of warming up and the health aspects associated with this.</p>	<p><b>Recap</b> – The importance of, and reason for, warming up; Parts of the body (link to health); What a circuit is, and why it is beneficial to fitness.</p> <p>Explain that a circuit is a variety of exercises that are completed one after the other, allowing individuals to work at their own pace. Model the moves below that make up the circuit: • Spotty dogs (legs and heart) • Tricep dips (arms) • Plank (abdominals) • Bench star jumps (legs) • Burpees (legs, arms and heart) • Skipping (legs, arms and heart) • Running squats (legs, arms and heart) Try all the exercises as a class. Help the children with the correct technique or ask them to pair up to help each other and give feedback. Talk about the reason for doing each one, and which parts of the body are being used each time. Ask: How do you</p>

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	<p>Children should understand that being fit is vital to our everyday life and how a fitness circuit will be beneficial to our fitness.</p>	<p>feel after that exercise? Touch the muscles you used. (Link to health.) Do you feel hot?</p> <p>In pairs, encourage the children to perform each of the activities ten times. Ask the children to walk around the room, change direction and, on a clap, sit down, take a few deep breaths and return to walking.</p>
3	<p><b>Learning Objective:</b> To construct sequences using balancing and linking movements. <i>(Rising Stars - lesson 3)</i></p> <p><b>Key Knowledge:</b> Children should understand the importance of warming up and the health aspects associated with this.</p> <p>Children should understand that being fit is vital to our everyday life and how a fitness circuit will be beneficial to our fitness.</p>	<p><b>Recap</b> - Activities to be included in the circuit; The reasons for warming up; The purpose of a circuit.</p> <p>Set up stations for the circuit, with a picture or card at each station. (This could be done before, or as the children are warming up.) Recap on the correct technique for each exercise, with the whole class performing it together. Explain how the circuit will work. In pairs, ask the children to work for 30 seconds – one works, one counts and they then swap over. Record your score in your book.</p> <p>The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. • Spotty dogs (legs and heart) • Tricep dips (arms) • Plank (abdominals) • Bench star jumps (legs) • Burpees (legs, arms and heart) • Skipping (legs, arms and heart) • Running squats (legs, arms and heart) In pairs, ask the children to walk around the room and discuss which activities they found easy and hard, and explain why.</p>
4	<p><b>Learning Objective:</b> To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination. <i>(Rising Stars - lesson 4)</i></p> <p><b>Key Knowledge:</b> Children should understand the importance of warming up and the health aspects associated with this.</p> <p>Children should understand that being fit is vital to our everyday</p>	<p><b>Recap</b> - Activities to be included in the circuit; The reasons for warming up; The purpose of a circuit.</p> <p>Set up stations for the circuit, with a picture or card at each station. (This could be done before, or as the children are warming up.) Ask the children to pair up again, perhaps with a different partner, to check their scores from Lesson 3. In their pairs, they should explain how they are going to challenge themselves in this lesson, and improve on their scores, setting a new target in some activities. Select some children to model each activity, to demonstrate understanding.</p> <p>In pairs, the children should work for 30 seconds or one minute, depending on the class – one works, one counts and they then swap over. Record your score in your book. The circuit should be completed clockwise, in pairs. Continue until all</p>

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	<p>life and how a fitness circuit will be beneficial to our fitness.</p>	<p>the children have done each activity. • Spotty dogs (legs and heart) • Tricep dips (arms) • Plank (abdominals) • Bench star jumps (legs) • Burpees (legs, arms and heart) • Skipping (legs, arms and heart) • Running squats (legs, arms and heart). In pairs, ask the children to walk around the room and discuss whether they have improved their scores, and why they think this is the case.</p>
5	<p><b>Learning Objective:</b> To complete a circuit that includes activities practised in previous Lessons 1–4. <i>(Rising Stars - lesson 6)</i></p> <p><b>Key Knowledge:</b> Children should understand the importance of warming up and the health aspects associated with this.</p> <p>Children should understand that being fit is vital to our everyday life and how a fitness circuit will be beneficial to our fitness.</p>	<p><b>ASSESSMENT LESSON</b> <b>Recap</b> - Activities to be included in the circuit; The reasons for warming up; The purpose of a circuit.</p> <p>Set up stations for the circuit, with a picture or card at each station. (This could be done before, or as the children are warming up.) Recap on the correct technique for each activity and ask the children to demonstrate. Ask the children to pair up again, perhaps with a different partner, to check their scores from Lesson 5. In their pairs, they should explain how they are going to challenge themselves in this lesson, setting a new target in some activities.</p> <p>In pairs, the children should work for 30 seconds or one minute, depending on the class – one works, one counts and they then swap over. Record your score in your book. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. • Spotty dogs (legs and heart) • Tricep dips (arms) • Plank (abdominals) • Bench star jumps (legs) • Burpees (legs, arms and heart) • Skipping (legs, arms and heart) • Running squats (legs, arms and heart)</p>

<b>Learning Outcome/product</b>

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