

Brough Primary School – Curriculum Intention Plan 2023 - 2024



Subject: PE Year Group: Year 1/2		Area of learning: Cool Core (Year B)
Links to previous work/Remember when		<ul style="list-style-type: none"> • Bridge, SAQ ladders, footwork patterns, the 'Superman' pose.
Term		Key Skills to be taught
Spring 2 2024 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Learn how to maintain a good bridge using core strength. • Use arms effectively when running. • Improve plank technique. • Maintain a wheelbarrow walk for longer period of time, using core strength. • Perform a squat and diagonal body twist, and understand why they are valuable exercises to do. • Transfer weight from one foot to two feet.

Vocabulary

Core strength, bridge, agility.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To develop and improve core strength and agility.</p> <p>Key Knowledge: Children required to:</p>	<p>Recap - Bridge, SAQ ladders, footwork patterns, the 'Superman' pose.</p> <p>Breathing exercises Breathing well is important for good core work. Firstly, while standing, ask the children to take slow, deep breaths, breathing in through the nose and out through the mouth. Then, still standing, ask them to breathe in and lift their arms to meet above their heads, before lowering their arms as they breathe out.</p> <p>Bridging: Work in pairs: The children take turns to lie on a mat, knees bent, with their feet flat on the floor and with their hands behind their heads. They push through their heels to raise their bottom up from the floor, keeping their hands</p>

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		<p>behind their heads. It is important to keep the head and shoulders on the floor. Hold the position for a count of three and then, carefully, lower their bottom to the floor. Repeat, holding the position for a count of six before lowering.</p> <p>Agility SAQ ladders: Recap from Year 1. The children should begin walking through the ladders with one foot in each square. Encourage them to build up to running when they feel comfortable. Allow them time to practise. Aim for the children to improve their technique when running by looking up, not down, at the ladders and running lightly, on the balls of their feet. Introduce the use of arms when running: drive arms back and forth, close to the sides of the body. Allow time to practise, concentrating on the arms.</p> <p>Ladder races In teams, challenge the children to run through the SAQ ladders to a mat, carefully complete five bridges (with correct technique), before running back down the ladder to tag the next person.</p> <p>11.4.24 RP</p>
2	<p>Learning Objective: To develop and improve core strength and agility.</p> <p>Key Knowledge: Children should:</p>	<p>Recap – Plank technique, footwork patterns through ladders, wheelbarrow walk.</p> <p>Recap on the plank from Year 1. In pairs, ask the children to take it in turns to show what they think is the correct technique for the plank. Remind them of the key points for the plank: the stomach should be tense and tucked in; the back should be flat; the toes should be curled under. In their pairs, the observing partner should give feedback to the other child to help them achieve the correct technique. Challenge the children to take it in turns to hold the plank for increasing amounts of time: 15 seconds; 30 seconds; 45 seconds.</p> <p>Recap on the wheelbarrow walk from Year 1. Ask the children to take it in turns to demonstrate the correct technique with a partner. Discuss the correct technique with the children: holding the barrow at the knees; the barrow's stomach should be tight and tucked in; they should support their weight on their hands and walk their hands forward. Allow time for the children to practise.</p> <p>Application and practice: In pairs as wheelbarrows, and using flat markers spread around the floor, the children must see how many markers they can touch with their hands in one</p>

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		<p>minute. Repeat, changing roles. Repeat several times to improve scores. Race in teams of wheelbarrow pairs. Place ladders at a set distance from the starting point for each team. The first pair wheelbarrow to the start of the ladders, then, no longer as wheelbarrows, follow one another through the ladders, touch a cone at the end of the room, jog down the side of the ladder and, when both are back at the start, the next pair can go. Repeat twice so that both partners are the barrow.</p> <p>18.4.24 RP</p>
3	<p>Learning Objective: To develop and improve core strength and agility.</p> <p>Key Knowledge: Children should:</p>	<p>Recap - Core strength activities.</p> <p>Dead bugs In pairs, ask the children to take turns to lie on their backs on mats like dead bugs – with their feet off the floor and knees bent. When all children have had a go, ask them where they think their abdominal muscles are. They should notice that their abdominal muscles have to work really hard when doing this activity. Repeat the activity, this time reaching the same arm and leg outwards to touch the floor. Change arms and legs in a fluent movement. Ask the children to practise this, and model good technique. Time the children over one minute. Ask the children to see how many they can do in one minute. One works while the other counts and records. Swap roles. Repeat the exercise and challenge the children to beat their score.</p> <p>Application and practice: Divide the class into teams of four, with a beanbag for each team. Mark out four target lines with cones or flat markers, which the children have to aim for. Ask the children to lie flat on their backs with the beanbag held behind their head. As they sit up, they should throw the beanbag, aiming for it to go as far as possible. They then run to collect the beanbag, run back and hand it over to the next person. Encourage the teams to keep practising. Ask the children if they know which muscles they are using to get to a sitting position (abdominals). Make this a competition by allocating points to the target lines. Give the teams three minutes to score as many points as possible. Ask one of the children to be the score keeper (for mental maths practice).</p>

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4	<p>Learning Objective: To develop and improve core strength and agility.</p> <p>Key Knowledge: Children should:</p>	<p>Recap - Core-strengthening exercises. • SAQ footwork patterns.</p> <p>In pairs, take it in turns to hold a ball in both hands and move the ball from the ear on one side of the body to the hips on the other, in a diagonal movement. Then change sides and work in the opposite direction. Both members of the pair should practise on both sides of the body, and should help one another with technique. This exercise works the oblique abdominals (sides). Ask the children to complete 10 on each side before swapping, and do three repetitions each.</p> <p>Working in pairs, with a stopwatch per pair, the children time one another to see how long it takes to complete the circuit. (A lesson in how to use a stopwatch may be needed.) The circuit should comprise: Ball twists on each side (10 in total); hopscotch on the floor, not moving (you could use markers on the floor); squats with a ball (10 in total); hopscotch using ladders (2 runs); zig-zag run – run and touch cones set out in zig-zag (1 run). Swap roles. Encourage the children to repeat the circuit and try to beat their previous time.</p>
5	<p>Learning Objective: To improve core strength, balance and agility.</p> <p>Key Knowledge: Children should:</p>	<p>ASSESSMENT LESSON</p> <p>Recap - Hoop skills.</p> <p>To music, perform all of the moves taught in previous lessons (in any order) as a short creative piece of exercise. Repeat each of the moves in beats of eight, and then change as fluently as possible.</p>

Learning Outcome/product

To music, children can perform a range of moves taught as a short creative piece of exercise.

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