

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 3/4		Area of learning: Mighty Movers (Year A)
Links to previous work/Remember when		Good running action from Years 1 and 2.
Term		Key Skills to be taught
Autumn 2 2024 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Demonstrate good use of arms when running at different speeds. • Analyse others' running technique and suggest ways of improving. • Use the correct running technique to complete a circuit. • Learn how to hand over in an efficient manner. • Understand the reason for warming up.

Vocabulary

Pace, stamina, speed, catcher, zigzag, balance, relay.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective: To explore running at different speeds.</p> <p>Key Knowledge: Children required to know</p>	<p>Warm-up: Tails Give each child a bib to tuck into the back of their shorts so that they are visible. Challenge the children to steal as many bibs as possible until all the bibs have been stolen. Repeat this activity several times.</p> <p>Skills learning and development: Set out cones at the four corners of the room, leaving enough space for the children to run around the outside of the cones. Space the children out around the outside of the cones then encourage them to run around the cones at a gentle pace. They may overtake when it is safe, and only on the outside. Continue the activity for two minutes – just long enough for the children to have a raised heart rate. Ask: What changes are happening to your body? Repeat the activity, this time with the</p>

Brough Primary School – Curriculum Intention

Plan 2024 - 2025



		<p>children running as fast as they can for two minutes. Ask: Are there any differences in how you feel? Discuss any differences in how they feel. Next, repeat the activity at a very gentle jog for two minutes. Again, discuss any differences in how they feel. Ask: Which do you prefer to do – a fast run or a gentle jog? Recap on the correct arm action when running. Working in pairs, one child should watch their partner jog around the cones (observing from in the middle) and check their arm action. They can then talk to them about how they can improve. Swap roles. Repeat this activity with a sprint. What do you notice about the arms now? Video these activities for evidence of children's ability.</p> <p>Application and practice: Island game Place four mats or coned areas in the corners of the room – these are islands. Place one larger mat or coned area in the centre – this is the ship. Choose two catchers (pirates) to roam the seas. All the other children are on the ship where they are safe. In this game, the pirates need stamina and the shipmates need short bursts of speed. Issue the following instructions to the children. Abandon ship – The children must run to an island. While they are running, the pirates have to try to catch them. If they get caught, they are out of the game. Island hop – The children must run to another island. As before, the pirates have to try to catch them. All aboard – They return to the ship. Again, they have to avoid being caught by the pirates.</p>
2	<p>Learning Objective:</p> <p>To work as a team in a running situation.</p> <p>Key Knowledge:</p> <p>Children should know</p>	<p>Warm-up: Ask: Why do we need to warm up? (To raise heart rate, improve blood flow to the muscles and provide the muscles with oxygen which is their energy.) 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, galloping, jumping, hopping). Change the leader and the direction of travel regularly.</p> <p>Skills learning and development: Relay-based activities In teams of four, the children run across the room and back carrying a beanbag. They hand the beanbag over to the next person in the team until the whole team have been. Reinforce using correct running technique. Repeat twice. Observe the children, model good running technique and give feedback on how to improve,</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



		<p>where needed. In the same teams, ask the children to stand in a line, one arm's distance apart. They should pass the beanbag from the back person to the front, who then runs to the back of the line. They repeat the activity until they are all back where they started. What can you do to make this more efficient? Discuss and share ideas as a class. Repeat the activity, trying some of the children's ideas and looking at which worked and which didn't. Increase the distance between the children so they now have to run to pass the beanbag to the person in front of them. Use the successful methods discussed. Model the correct relay technique: if the beanbag is carried in the right hand, the next person holds out their left hand, and vice versa. They must have their hand outstretched behind them when receiving and you are looking forward. Explain when this technique is used (relay races around a track). Ask: Can any of these techniques be used in the type of relay race we did at the start of the lesson?</p> <p>Application and practice: Repeat the relay races from the first activity using the relay technique to pass the beanbag from one person to the next.</p>
3	<p>Learning Objective: To work as a team in a running situation</p> <p>Key Knowledge: Children should know</p>	<p>Warm-up: Numbers game Standing in a line, ask the children to change their action when the following numbers are called. 1. Run forwards. 2. Jumping jacks. 3. Sit down. 4. Run backwards. Ensure all children know the required moves. Vary the time between calling out the different numbers.</p> <p>Skills learning and development: Relay-based activities Repeat the relay activity from last lesson. The focus is on improving technique from last week and improving. In teams of four, the children run across the room and back carrying a beanbag. They hand the beanbag over to the next person in the team until the whole team have been. Reinforce using correct running technique. Repeat twice. Observe the children, model good running technique and give feedback on how to improve, where needed. In the same teams, ask the children to stand in a line, one arm's distance apart. They should pass the beanbag from the back person to the front, who then runs to the back of the line. They repeat the activity until they are all back where they started. Ask: What can you do to make this more efficient? Discuss and</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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4	<p>Learning Objective:</p> <p>To understand the value of a running-based circuit and the impact it can have on health.</p> <p>Key Knowledge: Children should know</p>	<p>Warm-up: Stuck in the mud Choose two children to be catchers while the other children run around the room, changing direction and taking care not to bump into others. If caught, the runners should stand in a star shape; to re-enter the game, another child must set them free by running under their arms.</p> <p>Skills learning and development: Introduce the children to a new circuit. Model each of the stations. The circuit-based fitness lessons in Champions repeat the same stations over a course of weeks so that children and teachers can see improvement in fitness and technique. You may wish to change the activities at the stations, however do bear in mind that will interfere with measuring progress of technique. The children and their partners should record how many times they complete the station (and the time) in their Champions Progress Books throughout. It helps to keep the same partners.</p> <ul style="list-style-type: none"> • Running: The children run around the outside of the hall. • Cone touch: Set out cones in a zigzag. The children must run to each cone, touch it, and then do the same backwards to restart. • Loop: Set out two cones at each end of the hall. The children must run around the cones with a quoit or beanbag balanced on their heads. • Beanbag collect: Place eight beanbags in a straight line in front of the children. They must run to collect one beanbag at a time, returning to the start with each one. When they have all been collected, they must put them

Brough Primary School – Curriculum Intention Plan 2024 - 2025



		<p>back out again. • Ladders: Put out two ladders side by side, and place a cone at the end. The children have to run with one foot in each square through the ladders, touch the cone, then go back to the start in the same way.</p> <p>Application and practice: Challenge all the children, in pairs, to have a go at all of the stations. One works while the other rests and times the other. Ensure they use the correct technique at each station.</p>
5	<p>Learning Objective: To improve fitness by raising the heart rate.</p> <p>Key Knowledge: Children should know</p>	<p>Warm-up: North, South, East, West Label the walls of the room 'North', 'South', 'East' and 'West'. Ask the children to run to the appropriate wall of the room when you call it out. Change the method of travel – gallop, side step, hopscotch – for variety.</p> <p>Skills learning and development: Ask: What is a circuit? When we do a circuit, what type of things are we trying to improve? Ask the children to model the activities taught in Lesson 4. Ensure they all know what to do. The circuit-based fitness lessons in Champions repeat the same stations over a course of weeks so that children and teachers can see improvement in fitness and technique. You may wish to change the activities at the stations, however do bear in mind that will interfere with measuring progress of technique. The children and their partners should record how many times they complete the station (and the time) in their Champions Progress Books throughout. It helps to keep the same partners. • Running: The children run around the outside of the hall. • Cone touch: Set out cones in a zigzag. The children must run to each cone, touch it, and then do the same backwards to restart. • Loop: Set out two cones at each end of the hall. The children must run around the cones with a quoit or beanbag balanced on their heads. • Beanbag collect: Place eight beanbags in a straight line in front of the children. They must run to collect one beanbag at a time, returning to the start with each one. When they have all been collected, they must put them back out again. • Ladders: Put out two ladders side by side, and place a cone at the end. The children have to run with one foot in each square through the ladders, touch the cone, then go back to the start in the same way.</p>

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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<p>6</p>	<p>Learning Objective: To improve fitness by raising the heart rate.</p> <p>Key Knowledge: Children should know</p>	<p>ASSESSMENT LESSON</p> <p>Warm-up: North, South, East, West Label the walls of the room 'North', 'South', 'East' and 'West'. Ask the children to run to the appropriate wall of the room when you call it out. Change the method of travel – gallop, side step, hopscotch – for variety.</p> <p>Skills learning and development: Ask: What is a circuit? When we do a circuit, what type of things are we trying to improve? Ask the children to model the circuit activities taught previously. Ensure they all know what to do. The circuit-based fitness lessons in Champions repeat the same stations over a course of weeks so that children and teachers can see improvement in fitness and technique. You may wish to change the activities at the stations, however do bear in mind that will interfere with measuring progress of technique. The children and their partners should record how many times they complete the station (and the time) throughout. It helps to keep the same partners.</p> <ul style="list-style-type: none"> • Running: The children run around the outside of the hall. • Cone touch: Set out cones in a zigzag. The children must run to each cone, touch it, and then do the same backwards to restart. • Loop: Set out two cones at each end of the hall. The children must run around the cones with a quoit or beanbag balanced on their heads. • Beanbag collect: Place eight beanbags in a straight line in front of the children. They must run to collect one beanbag at a time, returning to the start with each one. When they have all been collected, they must put them back out again. • Ladders: Put out two ladders side by side, and place a cone at the end. The children have to run with one foot in each square through the ladders, touch the cone, then go back to the start in the same way.

Brough Primary School – Curriculum Intention Plan 2024 - 2025



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<p>Learning Outcome/product</p>
<p>Use the correct running technique to complete a circuit.</p>

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