

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 5/6		Area of learning: Boot Camp (Year A)
Links to previous work/Remember when		<ul style="list-style-type: none"> • The importance of, and reason for, warming up. • Parts of the body (link to health).
Term		Key Skills to be taught
Spring 1 2025 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • To experience some of the changes that occur to the body during exercise. • Raise the heart rate. • Learn new moves and perform them with good technique and balance. • Demonstrate the correct technique for activities. • Develop agility and co-ordination. • Perform more complex patterns of movement.

Vocabulary

Direction, mobility, fitness, health, circuit, heart rate, burpee, spotty dogs, plank.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>Understand how to prepare the body for exercise.</p> <p>Understand what fitness means.</p> <p>Key Knowledge: Children are required to know the importance of</p>	<p>Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called: 1 jog around the room, 2 jumping jacks, 3 sit down, 4 skip around the room. Ensure all children know the required moves. Vary the time between calling out the different numbers.</p> <p>Skills learning and development: Ask: 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.</p>

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	<p>and reason for warming up; Parts of the body (Link to health.); What a circuit is and why we do one.</p>	<p>There are many ways to achieve personal fitness, including eating healthily and taking regular exercise. In Year 1 you should be doing at least an hour of physical activity in a day.</p> <p>Application and practice: Play a range of games that raise the heart rate (see 'Warm-up'). 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 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. 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 really 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 try to catch more people until they have a chain of four. They then break off into pairs and start again. Can you run really fast on the spot for 10 seconds? Can you repeat this five times? Where is your heart? Put your hand on it. Can you feel it beating? How is it beating?</p>
2	<p>Learning Objective:</p> <p>To complete a range of circuit-based activities and understand the reason for doing them.</p> <p>To understand what happens to the heart rate during exercise.</p> <p>Key Knowledge: Children should know the activities to be included in the circuit.</p>	<p>Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called. 1. Jog around the room. 2. Jumping jacks. 3. Sit down. 4. Bend down, touch the floor and jump up. Ensure all children know the required moves. Vary the time between calling out the different numbers. Ask: What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?</p> <p>Skills learning and development: Introduce the exercises that the children are going to do in a circuit. Explain that a circuit is a variety of exercises that are completed one after the other, allowing individuals to work at their own</p>

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	<p>The reasons for warming up.</p> <p>The purpose of a circuit.</p>	<p>pace. Usually the aim is to improve aerobic fitness and strength. Model the circuit. • Spotty dogs (Legs and heart) • Tricep dips (Arms) • Plank (Abdominals) • Bench star jumps (Legs, stamina) • Burpees (Legs, arms and heart) • Skipping (Legs, heart and arms) • Running squats (Arms, legs and heart) Try all the exercises as a class. Help the children with the correct technique or ask them to pair up and help each other, giving feedback on how well they are doing the exercise. Talk about the reason for doing each one, and which parts of the body are being used each time. Ask: How do you feel after that exercise? Touch the muscles you used. (Link to health.) Do you feel hot?</p> <p>Application and practice: In pairs, encourage the children to perform each of the activities 10 times and give constructive feedback to their partner.</p>
3	<p>Learning Objective:</p> <p>To complete a circuit that includes activities practised in Lessons 1 and 2.</p> <p>Key Knowledge: Children should know the activities to be included in the circuit.</p> <p>The reasons for warming up.</p> <p>The purpose of a circuit.</p>	<p>Warm-up: 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 really raises the heart rate and gets the children running around.</p> <p>Skills learning and development: 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, 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.</p> <p>Application and practice: The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. Below is an example circuit. Feel free to devise your own to suit your class. • Spotty dogs (Legs and heart) • Tricep dips (Arms) • Plank (Abdominals) • Bench star jumps (Legs, stamina) • Burpees (Legs, arms and heart) • Skipping (Legs, heart and arms) • Running squats (Arms,</p>

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		legs and heart) The pairs of children can watch and assess each other's performances.
4	<p>Learning Objective:</p> <p>To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination.</p> <p>Key Knowledge: Children should know the activities to be included in the circuit.</p> <p>The reasons for warming up.</p> <p>The purpose of a circuit.</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 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, setting a new target in some activities. Select some children to model each activity, to demonstrate understanding.</p> <p>Application and practice: 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. Below is an example circuit. Feel free to devise your own to suit your class. • Spotty dogs (Legs and heart) • Tricep dips (Arms) • Plank (Abdominals) • Bench star jumps (Legs, stamina) • Burpees (Legs, arms and heart) • Skipping (Legs, heart and arms) • Running squats (Arms, legs and heart) Ask the children to walk around the room in pairs and discuss whether they have improved their scores. Ask: Why do you think this is the case?</p>
5	<p>Learning Objective:</p> <p>To complete a circuit that includes activities practised in Lessons 1–4 with balance and co-ordination.</p> <p>Key Knowledge: Children should know the activities to be included in the circuit.</p>	<p>Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called. 1 – Jog around the room. 2 – Jumping jacks. 3 – Sit down. 4 – Skip around the room. Ensure all children know the required moves. Vary the time between calling out the different numbers.</p> <p>Skills learning and development: 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 demonstrate the correct technique for each station. Ask the children to pair up again,</p>

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	<p>The reasons for warming up.</p> <p>The purpose of a circuit.</p>	<p>perhaps with a different partner, to check their scores from Lesson 4. 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>Application and practice: 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. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. Below is an example circuit. Feel free to devise your own to suit your class.</p> <ul style="list-style-type: none"> • Spotty dogs (Legs and heart) • Tricep dips (Arms) • Plank (Abdominals) • Bench star jumps (Legs, stamina) • Burpees (Legs, arms and heart) • Skipping (Legs, heart and arms) • Running squats (Arms, legs and heart) <p>Ask the children to walk around the room in pairs and discuss whether they have improved their scores. Ask: Why do you think this is the case?</p>
6	<p>Learning Objective:</p> <p>To complete a circuit that includes activities practised in previous Lessons 1–5.</p> <p>Key Knowledge: Children should know the activities to be included in the circuit.</p> <p>The reasons for warming up.</p> <p>The purpose of a circuit.</p>	<p>ASSESSMENT LESSON</p> <p>Warm-up: Follow the leader In pairs, one child should follow their partner around the room, staying close together. The leader should vary the method of travel (e.g. with heel flicks, side steps, jogging, etc.). Change the leader and direction of travel regularly. After the activity, ask the children to feel their heart beating. Count how many beats it makes in 10 seconds.</p> <p>Skills learning and development: 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>Application and practice: 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. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. Below is an example circuit. Feel free to</p>

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		<p>devise your own to suit your class. • Spotty dogs (Legs and heart) • Tricep dips (Arms) • Plank (Abdominals) • Bench star jumps (Legs, stamina) • Burpees (Legs, arms and heart) • Skipping (Legs, heart and arms) • Running squats (Arms, legs and heart) Ask the children to walk around the room in pairs and discuss whether they have improved their scores. Ask: Why do you think this is the case?</p>
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Learning Outcome/product

Complete a circuit that includes a range of activities practised in lessons throughout the half term..
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Assessment records	List only those children who have not achieved the expected outcomes.