

# Brough Primary School – Curriculum Intention Plan 2024 - 2025



<b>Subject:</b> PE <b>Year Group:</b> Year 1		<b>Area of learning:</b> Boot Camp (Year A)
Links to previous work/Remember when		<ul style="list-style-type: none"> <li>Know the importance of, and reason 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>Summer 1 2025</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 during exercise.</li> <li>Raise heart rate.</li> <li>Develop agility and co-ordination.</li> <li>Perform simple patterns of movement.</li> </ul>

## Vocabulary

Exercise, fitness, heart rate, co-ordination, heart rate, circuit, technique, exercise.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	<p><b>Learning Objective:</b></p> <p>To understand how to prepare the body for exercise.</p> <p>To understand what fitness means.</p>	<p><b>Warm-up:</b> Cars Place spots on the floor around the room, ensuring each child has their own spot. Explain to the children that they are driving a car and will move through the gears, changing the speed at which they move. 1st gear – walking; 2nd gear – walking fast; 3rd gear – jogging; 4th gear – jogging fast; Stop – the children return to their spot. The children must change direction in a safe manner while they are driving.</p> <p><b>Skills learning and development:</b> Explain to the children why personal fitness is important: it improves mobility in everyday life, improves the ability to concentrate, helps the body fight off illness. There are many ways to achieve personal fitness, including eating healthily and taking regular exercise. In Year 1, you should be</p>

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		<p>doing at least one 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. Ask: Can you run really fast on the spot for 10 seconds? Can you repeat this five times?</p> <p><b>Application and practice:</b>  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). Instruct 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 others by tagging them. When caught, the children join hands and carry on catching as a pair until they have a chain of four. They then break off into pairs and start again. Ask: Where is your heart? Put your hand on it. Can you feel it beating? How is it beating?</p>
2	<p><b>Learning Objective:</b></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><b>Warm-up:</b>  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. What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?</p> <p><b>Skills learning and development:</b>  Explain that a circuit is a variety of exercises that are completed one after the other, allowing individuals to work at their own pace. • Jumping from side to side over a line (legs and heart) • Jumping jacks (legs and heart) • Running (most major muscles and heart) • Ball pass (abdominals and arms) • Clap under knees (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 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. How do you</p>

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		<p>feel after that exercise? Touch the muscles you used. (Link to health.) Do you feel hot?</p> <p><b>Application and practice:</b> 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></p> <p>To complete a circuit that includes activities practised in Lessons 1 and 2.</p>	<p><b>Warm-up:</b> Spots Each child puts a spot on the floor and stands on it. On the instruction 'Go', the children should walk around the room, in and out of the spots. On 'Stop' they should find their own spot and stand on it. Repeat the activity, varying the form of travel (jogging, skipping, hopping, galloping). Finish the activity with a walk. As the children walk to the spot on the last travel, ask them to put their hand on their heart. Ask: Can you feel it beating? Why is it beating faster now?</p> <p><b>Skills learning and development:</b> 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. Tell the children: Record your score in your book.</p> <p><b>Application and practice:</b> The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. Have a minute at each station (30 seconds per child). • Jumping from side to side over a line (legs and heart) • Jumping jacks (legs and heart) • Running (most major muscles and heart) • Ball pass (abdominals and arms) • Clap under knees (legs, arms and heart). In pairs, ask the children to discuss which activities they found easy and hard, and explain why.</p>
4	<p><b>Learning Objective:</b></p> <p>To complete a circuit that includes activities practised in Lessons 1–3 with balance and co-ordination.</p>	<p><b>Warm-up:</b> Stuck in the mud Choose three children to be catchers while the rest of the class 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><b>Skills learning and development:</b> 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</p>

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		<p>children to pair up again, perhaps with a different partner, and 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.</p> <p><b>Application and practice:</b> In pairs, the children should work for 30 seconds – one works, one counts and they then swap over. Tell the children: Record your score in your book. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. • Jumping from side to side over a line (legs and heart) • Jumping jacks (legs and heart) • Running (most major muscles and heart) • Ball pass (abdominals and arms) • Clap under knees (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></p> <p>To complete a circuit that includes activities practised in Lessons 1-4 with balance and co-ordination.</p>	<p><b>Warm-up:</b> Cars Place spots on the floor around the room, ensuring each child has their own spot. Explain to the children that they are driving a car and will move through the gears, changing the speed at which they move. • 1st gear – walking. • 2nd gear – walking fast. • 3rd gear – jogging. • 4th gear – jogging fast. • Stop – the children return to their spot and park the car. The children must change direction in a safe manner while they are driving.</p> <p><b>Skills learning and development:</b> 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.</p> <p><b>Application and practice:</b> In pairs, the children should work for 30 seconds – one works, one counts and they then swap over. Record your best score in your book. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. • Jumping from side to side over a line (legs and heart) • Jumping jacks (legs and heart) • Running (most major muscles and heart) • Ball pass (abdominals and arms) • Clap under knees (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>

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6	<p><b>Learning Objective:</b></p> <p>To complete a circuit that includes activities practised in Lessons 1–5.</p>	<p><b>Warm-up:</b> 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 and record it.</p> <p><b>Skills learning and development:</b> 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.</p> <p><b>Application and practice:</b> In pairs, the children should work for 30 seconds – one works, one counts and they then swap over. Record your best score in your book. The circuit should be completed clockwise, in pairs. Continue until all the children have done each activity. • Jumping from side to side over a line (legs and heart) • Jumping jacks (legs and heart) • Running (most major muscles and heart) • Ball pass (abdominals and arms) • Clap under knees (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>
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Learning Outcome/product
<ul style="list-style-type: none"> <li>• Develop agility and co-ordination.</li> <li>• Perform simple patterns of movement.</li> </ul>

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