

Unit 2 Mighty movers (running)

Learning objective: • To explore running at a variety of speeds and in a variety of styles.

Learning outcome: • Understand that running can be done in many ways.

Prior learning: • EYFS early exploration of gait.

Vocabulary: • Dish, dome, direction.

Equipment: • Cones, hoops, beanbags.

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). 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.

Skills learning and development:

Encourage the children to explore lots of running techniques. Challenge them to run like different animals so that they can contextualise the running.

- Quietly – like a cheetah.
- Noisily – like a horse.

- Using the toes – like an ostrich.
- Fast – like a puma.
- Slow – like a bear.

Ask: Can you run on the spot without stopping for one minute? What are the changes that happen in your body?

Ask them to run on the spot again, this time with really high knees. *Is it easier or harder?* Repeat running on the spot really fast and then slowly. *Which do you like best?* Repeat running on the spot really fast. *What are your arms doing?*

Application and practice:

Beanbag game

Put the children in teams of four, with each team standing in a hoop. Place beanbags randomly all over the room. Challenge the children to collect as many as they can, one at a time, and return them to their hoop. The winning team is the one with the most beanbags collected in their hoop.

Reflect and review:

Ask:

- Which animal did you like to run as? Why?
- How easy or difficult is it to run on the spot for a minute? How do you feel? Is it easier or harder with really high knees or using your arms more?

Discuss with a partner.

Support

Reduce the amount of space the children have to move around in.

Extend

Challenge the children to focus on moving their arms economically by their sides.

Unit 2

Mighty movers (running)

Learning objective: • To explore running at a variety of speeds and in a variety of styles.

Learning outcome: • Run at different speeds and in different directions with control.

Prior learning: • Running like animals from Lesson 1.

Vocabulary: • Direction.

Equipment: • A4 sheets with post office, place of worship, supermarket and school marked on them.

Warm-up:

Bean game

Ask the children to walk around the room. Call out the following types of bean so the children can do the corresponding action. Model the game and ensure the children know which bean is which before beginning.

- Runner bean – run on the spot.
- Jumping bean – jump on the spot.
- Jelly bean – wobble like a jelly.
- Frozen bean – freeze.

Skills learning and development:

Driving game

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.
- Reverse – the children go backwards.

The children must change direction in a safe manner while they are driving.

Vary the gear to check concentration and the children's ability to remember the actions.

Truck and trailer

Working in pairs, one child is the leader (the truck) and the other is the follower (the trailer). The truck leads their partner around the town (the school hall), varying the speed and direction of travel. They must stay close together and avoid other trucks and trailers. On the journey, the truck must stop at the post office, place of worship, supermarket and school, marked out on A4 sheets on the wall around the hall. At the signal to stop, both truck and trailer run on the spot really fast for 30 seconds. The children should take it in turns to be the truck and the trailer.

Application and practice:

Mini, Mini, Ford

In small groups, ask the children to sit in circles. To begin the game, one child (a Mini) walks around the circle, touching the other children on the head, saying 'Mini'. At any point they can say 'Ford' as they touch one head, and then run around the circle. The person that is the Ford must stand up and try to beat the Mini back to their space. The person that loses becomes the Mini.

Reflect and review:

Ask:

- Did you find it easier being the truck or the trailer?
- Which of the games is your favourite and why?
- Which are the different ways that you can travel in the games?

Support

Allow the children to walk fast, rather than run, in the activities.

Extend

Encourage the children to vary their mode of travel (walking, running, hopping, etc.) in the activities.



Unit 2

Mighty movers (running)

Learning objective: • To run at different speeds and in different directions with control.

Learning outcomes: • Run in a race with a team.
• Understand what happens to our breathing during exercise, and why it changes.

Prior learning: • Run at different speeds and change direction.

Vocabulary: • Circuit, relay.

Equipment: • Bibs, cones, beanbags.

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 from their classmates until all the bibs have been stolen. Repeat this activity several times.

Skills learning and development:

Set out a line of six cones, equal distance apart. Working in teams of four, the children run to the first cone in turn until they have all been. They should then run to the second, third and fourth cones in turn, so that they are running further each time. Ask: *Do you like running to the cones that are closer or further away?*

Place a beanbag by the last cone. In turn, ask the children to run to the last cone, collect a beanbag and

run back to the start with the beanbag balanced on their head. *How does this affect how you run?*

Ask: *Is it easier to run with arm or without?* Ask the children to try and run without using their arms (keeping them by their sides). Compare and review answers, and as class decide that it is better to use arms because they drive you forward.

Application and practice:

Relay races

Ask the teams to complete the same activity above, but as a race. Once everyone in the team has been, they must all sit down. Repeat this a number of times, including with a beanbag on head.

Ask: *What has happened to your breathing while doing these running games?*

Reflect and review:

Ask:

- *What do you do with your arms when you run?*
- *Did you prefer to run with or without the beanbag? Give your reasons.*

Support

Allow the children to walk or jog, holding the beanbag in place on their head.

Extend

Encourage the children to run as fast as possible.



Unit 2

Mighty movers (running)

Learning objective: • To understand the purpose of a circuit and how it can improve fitness.

Learning outcomes: • Increase heart rate.
• Run at different speeds.

Prior learning: • Running effectively and economically, using the arms.

Vocabulary: • Relay, circuit.

Equipment: • Stopwatch, cones, hoops, beanbags.

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. Skip around the room
3. Sit down
4. Jump

Ensure all children know the required moves. Vary the time between calling out the different numbers.

Skills learning and development:

Explain that a circuit is a way of exercising by doing different activities at different stations. Someone doing a circuit can either do a set number of the activities or work for a set period of time before changing the activity. A circuit generally works on different parts of the body, improving strength and stamina.

This lesson will focus on a circuit based on running activities. In pairs, one child will work for one minute while the other rests, counts how many of the activities their partner can do, and records their score. Outline the following circuit activities to the children:

- **Relay:** Set cones out in a line. The children should run out and back, touching each cone in turn. They should aim to keep running for one minute.
- **In-and-out relay:** Set cones out in a line. The children should run in and out of the cones, and should count how many they manage to get around in one minute.
- **Running on the spot:** The children should run on the spot continuously for one minute. The partner counts the number of steps.
- **Hoopla:** Set out eight hoops so they are all touching. Challenge the children to run, placing one foot in each hoop. How many hoops can you do in one minute?
- **Beanbags:** Place beanbags randomly on the floor in a space. The children have to collect as many beanbags as possible in one minute. They should collect only one at a time, returning to their starting point after each one.

Application and practice:

Allow the children time to practise the circuit activities. Ensure the children use the correct technique. Encourage the pairs to watch each other, and tell each other if they are doing the activities well. Ask the pairs to swap roles at an appropriate time.

Reflect and review:

Ask:

- Which activity did you like the best?
- What happened to your breathing when you did the activities?

Support

Allow the children to walk, rather than run. Reduce the number of hoops/cones, and make the distance smaller.

Extend

Encourage the children to complete more of each activity. Use smaller hoops or increase the distance between hoops/cones.



Unit
2

Mighty movers (running)

Learning objective: • To understand the purpose of a circuit and how it can improve fitness.

Learning outcome: • Complete a running circuit.

Prior learning: • Running circuit activities from Lesson 3.

Vocabulary: • Relay, circuit.

Equipment: • Stopwatch, cones, hoops, beanbags.

Warm-up:

Ask the children to walk around the room. Call out the following types of bean so the children can do the corresponding action. Model the game and ensure the children know which bean is which before beginning.

- Runner bean – run on the spot in different directions.
- Jumping bean – jump on the spot.
- Jelly bean – stand still and wobble like a jelly.
- Frozen bean – freeze.

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 from Lesson 4.

- **Relay:** Set cones out in a line. The children should run out and back, touching each cone in turn. They should aim to keep running for one minute.
- **In-and-out relay:** Set cones out in a line. The children should run in and out of the cones, and should count how many they manage to get around in one minute.
- **Running on the spot:** The children should run on the spot continuously for one minute.

- **Hoopla:** Set out eight hoops so they are all touching. Challenge the children to run, placing one foot in each hoop. How many hoops can you do in one minute?
- **Beanbags:** Place beanbags randomly on the floor in a space. The children have to collect as many beanbags as possible in one minute. They should collect only one at a time, returning to their starting point after each one.

Ensure that all the children know what to do and apply the correct technique.

Application and practice:

In pairs, they should perform the circuit with one child working for one minute while the other rests and counts.

Explain that one important skill to learn in PE is honesty; it is important that the child counting concentrates and gives an accurate score.

Ask the children to record their scores in their booklets, and check their results. For the 'running on the spot', count the number of steps. It is important that children push themselves and one another to beat their score from last week.

Reflect and review:

Walk around the room and tell your partner if you enjoyed the circuit, and which parts were best.

Support

Allow the children to walk, rather than run. Reduce the number of hoops/cones, and make the distance smaller.

Extend

Encourage the children to complete more of each activity. Use smaller hoops or increase the distance between hoops/cones.



Unit 2

Mighty movers (running)

- Learning objective:** • To explore running at different speeds.
- Learning outcomes:** • Understand the importance of using the arms when running.
• Run quickly in a relay activity, aiming to improve speed.
- Prior learning:** • Running and gait skills.

- Vocabulary:** • Relay.
- Equipment:** • Cones.

Warm-up:

Ask the children to find a space to jog on the spot, using their arms as well as legs. Challenge them to create their own pathway for running and spell out their name. Remind them to be careful not to bump into anyone.

Skills learning and development:

Video game

Ask the children to walk around the room. Call out the following instructions for the children to do. Watch the children's ability to change their speed and follow instructions:

- Play – run around the room at a gentle speed.
- Fast forward – run faster.
- Rewind – run backwards.
- Stop – stand still.

Cones

In pairs, ask the children to put two cones about 10 strides apart and stand opposite each other at each cone. They should take it in turns to estimate how many seconds it takes to run to their partner's cone and back. Swap roles. Repeat a few times and challenge the children to try to beat their best score. (To help them measure the time, count: one crocodile, two crocodile, etc.)

Next, ask them to run to their partner's cone and back but with their arms down by their sides. Take it in turns and repeat a number of times. *Which way is fastest, and why?*

Finally, ask them to run to their partner's cone and back, backwards. Remind them to be careful when doing this. *Is this easy or hard?* Discuss the role of the arms when running. Explain that it is important they use their arms as they run, because it helps to keep the legs moving, and helps with balance and speed.

Application and practice:

Rectangle relay

Place four cones to form a large rectangle. Arrange the children in groups of four, with one child on each cone. Ask the children to run to the next cone and tag the next person in their team. The game finishes when they are all back where they started. Repeat the activity.

As a variation, all children can start on the first cone, and each one runs around the whole rectangle to tag the next person until all the team have run.

These relay games can be played as a competition between teams. The first team to finish and sit down wins.

Reflect and review:

Ask:

- Do you enjoy running fast?
- Do you think you are good at running fast?

Support

Reduce the distance between cones in the activities.

Extend

Increase the distance between cones in the activities.

