

Unit 2

Mighty movers (running)

Learning objective: • To run efficiently using the arms.

Learning outcome: • Complete running activities with balance and co-ordination.

Prior learning: • Running and gait skills.

Vocabulary: • Relay.

Equipment: • Quoits/beanbags, cones.

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:

Ask the children to run around the room, imagining the floor is very hot - they should lift their feet.

Choose some children to model some good hot feet.

Now ask them to run around the room with hot feet for a count of 10, then 20 then 30.

Next, ask them to run around the room with really big steps. *How does that change your speed?*

Then ask them to run around the room with really tiny steps. *How does that change your speed?*

Finally, ask them to run around the room with either a quoit or beanbag on their heads. *How does that change your speed?*

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 in running around the room, varying the speed and direction of travel. Both carry a beanbag on their head. The children should take it in turns to be the truck and the trailer. Ask: *What do you do with your arms when you run with something?*

Application and practice:

Out and back relay

These relay games should be played in teams of four. Line the teams up on one side of the room and place a cone for each team on the other side of the room. The children should run to the other side of the room, touch the cone and run back to tag the next person in their team. Practise this several times. Initially, the children should run normally, concentrating on driving their arms, and keeping the head straight forward. Then encourage them to run with a beanbag or quoit on their heads. When they are confident, encourage the teams to compete against each other to complete the relay.

Reflect and review:

Are you balanced when you run?

Support

Reduce the distance the children have to run. Allow them to run with nothing on their heads.

Extend

Make the relay longer and challenge them to carry two beanbags on their heads.



Unit 2

Mighty movers (running)

Learning objective: • To demonstrate running with balance and co-ordination.

Learning outcomes: • Run for one minute without stopping.
• Learn some of the changes that happen to the body during exercise.

Prior learning: • Running and gait skills.

Vocabulary: • Overtake.

Equipment: • Stopwatch, cones.

Warm-up:

Statues

Encourage the children to run around the room, changing direction and being careful to avoid others. When the whistle blows, the children become statues.

Skills learning and development:

First, ask the children to run on the spot, showing the correct technique. Next, ask them to run on the spot, keeping their knees high. *Do you find this easier or harder?* Then challenge them to run on the spot with high knees. This time their knees should touch their hands, which are out at waist height.

In pairs, ask them to run from one side of the room to the other. One child watches while the other reviews and gives feedback. Swap roles and repeat a number of times. If necessary, video the children for assessment purposes.

Application and practice:

Set up two large rectangles marked out with cones. The children should stand in equal numbers at each corner. *How many times do you think that you can get round the rectangle in one minute?* First, show them what a minute feels like by asking them to walk briskly round the rectangles for one minute. Time them with a stopwatch.

When they are ready, challenge them to run for one minute in a clockwise direction, overtaking safely on the outside if needed. Remind them to count the number of times they go round. Let them know when they have been running for 30 seconds.

Afterwards, discuss body changes (e.g. temperature, breathing, skin colour, heart rate). *Was your first guess realistic? Re-estimate and try again.* Repeat the activity, this time anticlockwise. *Does this feel any different?* Ensure that the children are lifting their knees as they run and driving with their arms.

Reflect and review:

Walk around the room and think of one thing that you have learned today.

Support

Alternate between walking and jogging around the rectangles.

Extend

Challenge the children to run at a good speed to get around more cones.



Unit 2 Mighty movers (running)

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

Learning outcomes: • Develop good technique for running circuits.
• Understand the value of a circuit.
• Develop running technique with good balance and co-ordination.

Prior learning: • Good running technique.

Vocabulary: • Circuit.

Equipment: • Cones, hoops, beanbags, stopwatch.

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.

Skills learning and development:

Recap on circuit work done in Year 1. *What is a circuit and why do we do them?* Select children to model the stations.

- 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.

The fitness units in Champions work on the basis that the children attempt the same circuit, to try and improve their fitness and technique each week. If you wish to change the individual circuit activities at any point, feel free, however do recognise that this affects the ability to assess progression throughout the unit.

Application and practice:

Encourage the children to complete the circuit – the aim is to improve their technique and performance. Ensure the children use the correct technique. The children may wish to record their progress and goals.

Reflect and review:

How well did you remember the stations? Walk slowly around the room and think about what is happening to your heart now that you have stopped running.

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 our fitness.

Learning outcomes: • Develop a good technique for running circuit, value of a circuit.
• Develop a good running technique with good balance and co-ordination.

Prior learning: • Good running technique.

Vocabulary: • Circuit.

Equipment: • Cones, hoops, beanbags, stopwatch.

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). Ask 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:

Recap on circuit work done in Year 1. Ask: *What is a circuit and why do we do them?* Select children to model the stations.

- 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.

The fitness units in Champions work on the basis that the children attempt the same circuit each week, to try and improve their fitness and technique each time. If you wish to change the individual circuit activities at any point, feel free, however do recognise that this affects the ability to assess progression.

Application and practice:

Encourage the children to complete the circuit - the aim is to improve their technique and performance. Ensure the children use the correct technique.

Reflect and review:

How well did you remember the stations? Walk slowly around the room and think about what is happening to your heart now that you have stopped running.

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: • 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 4.

Vocabulary: • Circuit.

Equipment: • Cones, hoops, beanbags, stopwatch.

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:

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 from Lesson 4. Ensure they all know what to do.

- 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.

Application and practice:

In pairs, ask the children to perform the circuit: one child works for one minute while the other 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 them to record how many of each activity they do and check their results. For the running in a circle count how many laps they complete. Challenge them to improve their scores from previous lessons and even from Year 1.

The fitness units in Champions work on the basis that the children attempt the same circuit each week, to try and improve their fitness and technique each time. If you wish to change the individual circuit activities at any point, feel free, however do recognise that this affects the ability to assess progression.

Reflect and review:

Walk around the room and tell your partner which parts of the circuit you enjoyed the most. In your pairs, compare your scores. Were there any differences in your scores?

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 5.

Vocabulary: • Circuit.

Equipment: • Cones, hoops, beanbags, stopwatch.

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:

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 from Lesson 5. Ensure they all know what to do.

- 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.

Application and practice:

In pairs, ask the children to perform the circuit: one child works for one minute while the other counts.

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

Ask them to record how many of each activity they do in their booklets. Check their results. For the running in a circle count how many laps they complete. Challenge them to improve their scores from previous lessons.

The fitness units in Champions work on the basis that the children attempt the same circuit each week, to try and improve their fitness and technique each time. If you wish to change the individual circuit activities at any point, feel free, however do recognise that this affects the ability to assess progression.

Reflect and review:

Walk around the room and tell your partner which parts of the circuit you enjoyed the most. In your pairs, compare your scores. Were there any differences in your scores?

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.

