

## Sustained running

7-11 years	Lesson 1	Time ~45mins	Number of children 30
Resources: Cones, stop watches			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Understand the need to warm up and cool down</li> <li>• Pace themselves to sustain running for up to 1 minute</li> <li>• Understand the basic techniques of running for distance</li> <li>• Observe other pupils running and comment on the technique</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• Pupils move around in different ways and speeds, e.g. forwards, backward, sideways, walk, jog and run.</li> <li>• As pupils move around they lose lives if they bump into each other. Each pupil starts with 3 lives.</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Make up other ways of travelling around and different speeds, e.g. high and low.</li> <li>• Question pupils about warming up – why?</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• Group the children in 4-6 of similar sustained running ability.</li> <li>• On command the children take it in turns to lead their group from a set point (cone) and back in 10 seconds.</li> <li>• Change the leader, each time they should arrive back at the point just as the time expires.</li> <li>• Remain in groups and this time they run to the next</li> </ul>	<ul style="list-style-type: none"> <li>• Each leader chooses a different pathway for group to follow.</li> <li>• Leader says ‘stop’ when they think time period is up.</li> <li>• Teacher calls out stop or blows whistle when time is up.</li> <li>• Mark out a running circuit approx 6 x 30 metres with cones.</li> <li>• Pupils should pass a cone every ten seconds when</li> </ul>	<ul style="list-style-type: none"> <li>• Each group starts on a different cone and runs in the same direction as the other groups.</li> </ul>	

<p>cone around in the circuit, again in the given time scale.</p> <ul style="list-style-type: none"> <li>• Slowly build up until they are completing a whole circuit.</li> </ul>	<p>doing the continuous circuit.</p>	
<p>Applying the skill</p>		
<ul style="list-style-type: none"> <li>• In the same groups, pupils decide their own pace between each cone, e.g. 8 seconds.</li> <li>• Let the pupils have a stop watch to help them keep to their chosen pace.</li> <li>• Pupils evaluate their pace and adjust it according to how they felt.</li> <li>• Pupils then run a lap without stop watch seeing if they are maintaining the correct pace.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow pupils time to discuss and decide on their split times.</li> <li>• Ask the pupils to work out how long it will take them to complete a full lap given their split times.</li> <li>• Allow pupils time to assess their chosen pace and amend it.</li> <li>• Discuss the importance of stamina and speed in sustained running.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils collect a stop watch per group and start on different cones.</li> <li>• Pupils must run in the same direction when completing a circuit.</li> </ul>
<p>Cool down</p>		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Running For Speed

7-11 years	Lesson 2	Time ~45mins	Number of children 30
Resources: Cones, stop watches			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Experiment with different ways of running</li> <li>• Understand the basic techniques of running</li> <li>• Observe other pupils running and comment on the technique</li> <li>• Use speed running in races</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• On command children: Walk on their toes (Mrs Tall), walk as small as they can (Mr Small), Walk with wide arms and legs (Bobby blobby), walk as quietly as they can (Mr Quiet), walk making lots of noise (Nick Noisy), walk as slow as they can (Sammy Snail), walk as quick as they can (Rodney Rush).</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Make up other variations or characters.</li> <li>• Question pupils about warming up – why?</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• Running at a steady pace children are asked to: Run on their heels (heavy/loud), run on their toes (Light/soft), run with wide arms (windmill), run with bent arms (train), run with head shaking (dizzy), run with head still and focused (balance).</li> <li>• Put all elements together to create a good running action.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children how they felt after each activity.</li> <li>• Discuss the difference between heavy – light, windmill – train, Dizzy - balance.</li> <li>• Discuss the difference in body positions and actions when running at top speed.</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	

Applying the skill		
<ul style="list-style-type: none"> <li>• In small group of 3-4, children take it in turns to run between cones 20 metres apart using the different ways of running, heavy, light etc.</li> <li>• Pupils observe their groups members and how long it takes to complete the 20 metres when running in different styles.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow pupils time to discuss how they could run faster in relation to what has been taught – arms closer to body, head still etc.</li> <li>• Discuss why and how technique affected the time taken to complete the 20 metres- heavy feet waste of energy and long contact with floor therefore slows down time etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups all running in same direction.</li> <li>• Important that pupils walk back around the area after finishing, not through it.</li> </ul>
Cool down		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Running over obstacles

7-11 years	Lesson 3	Time ~45mins	Number of children 30
Resources: Cones/markers, hurdles			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Run over low obstacles with confidence</li> <li>• Lead with a preferred leg going over obstacles then with the non-preferred leg.</li> <li>• Understand the basic technique for running over obstacles</li> <li>• Observe and comment on others as they run over obstacles.</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• Individually the children move around changing direction every few steps, gradually picking up the pace.</li> <li>• Every 4 steps the children perform a stride over a small cone or a line marked on playground floor. They should use both preferred leg and non-preferred leg to stride over obstacles.</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Pupils to decide if they have a preferred leg and which one it is.</li> <li>• Encourage controlled movements when running over obstacles not large jumps.</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• Individually pupils run over soft cones that are different distances apart.</li> <li>• Pupils try to establish a rhythm over the cones, e.g. 3 steps between cones.</li> <li>• Introduce low plastic hurdles or obstacles that are</li> </ul>	<ul style="list-style-type: none"> <li>• Lead with the preferred leg first then try with the non-preferred leg.</li> <li>• Encourage the pupils to run over the obstacles not jump over them.</li> </ul>	<ul style="list-style-type: none"> <li>• Set the cones up so that they are in lanes and different distance apart, e.g. first lane maybe 2 steps apart then next lane 3 steps apart and so on.</li> </ul>	

appropriate to the group.		
Applying the skill		
<ul style="list-style-type: none"> <li>• Try running over obstacles with non-preferred leg to see how it feels</li> <li>• Try alternating legs as you go over hurdles, e.g. left then right.</li> <li>• Try different number of strides between cones and see how it affects your pace.</li> <li>• Pupils observe others running over and between the obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage pupils to evaluate how it feels to run with different lead legs and different stride patterns.</li> <li>• Discuss the importance of speed, power and precision when running over obstacles.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can choose to change lanes</li> <li>• Ensure that all pupils run in one direction.</li> </ul>
Cool down		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Jumping for distance

7-11 years	Lesson 4	Time ~45mins	Number of children 30
Resources: Cones/markers			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Perform jumps with different take offs and landings</li> <li>• Select different takeoffs to maximise distance from a static start and a short run up</li> <li>• Understand the basic techniques of jumping for distance</li> <li>• Observe other pupils jumping and comment on the technique</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• Individually the children move around changing direction every few steps, gradually picky up the pace.</li> <li>• Every 4 steps the children perform a jump using different take offs and landings.</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Different takeoffs/landings to include: 2-1, 2-2, 1-1 same foot, 1-1 different foot, 1-2.</li> <li>• Focus on safe landings – bend knees, hips landing over feet, looking ahead.</li> <li>• Question pupils about warming up – why?</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• In pairs explore and practice different ways of taking off and landing from a stationary position. 2-2, 2-1, 1-2, 1-1 same, 1-1 different.</li> <li>• Mark jumps then repeat to try and beat distance achieved.</li> </ul>	<ul style="list-style-type: none"> <li>• Partners should mark the distance achieved with a marker or cone.</li> <li>• Pupils to focus on pushing off the ground, swinging their arms, picking up their knees and landing safely with the points mentioned previously.</li> </ul>	<ul style="list-style-type: none"> <li>• Organise pupils so that they are preferable jumping the same way.</li> <li>• Have the pupils working in pairs do they can mark each others jumps and offer feedback and advice to partner.</li> </ul>	
Applying the skill			

<ul style="list-style-type: none"> <li>• Repeat the different takeoff/landings from a 2/3 stride run up.</li> <li>• Repeat the jumps to try to beat distance achieved.</li> <li>• Explore different shapes in the air: tuck, star, pike.</li> <li>• Work out the best jump for a static start and a 2/3 stride run up.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why best jump may be different from a static start and a 2/3 stride jump.</li> <li>• Discuss the best shape in the air for jumping for distance.</li> <li>• Discuss the importance of speed, power and precision in jumping for distance.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils work in pairs and mark distances achieved whilst offering feedback.</li> </ul>
Cool down		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Pull throw - Javelin

7-11 years	Lesson 5	Time ~45mins	Number of children 30
Resources: Cones, balls (footballs), Javelins			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Perform a pull throw for distance and accuracy.</li> <li>• Understand the basic principles and technique of a pull throw.</li> <li>• Observe others throwing and make simple suggestions to how they can improve.</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• In group's pupils should move about transferring the ball to each other in a variety of ways, e.g. rolling, underarm throw, over arm throw.</li> <li>• Change to using weaker arm to throw then 2 handed over head throws.</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Focus on control and accuracy when transferring the ball around in group.</li> <li>• When performing the overhead head throw focus on the pulling action.</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• In small groups, practice throwing a large ball accurately to each other, two handed over the head.</li> <li>• Introduce the foam javelins, with all group members now throwing from one end away from the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>• Throw from low to high.</li> <li>• Follow the direction of the ball/javelin with fingers and arms (follow through).</li> <li>• Focus on control and accuracy.</li> <li>• Try giving feedback to your group members.</li> </ul>	<ul style="list-style-type: none"> <li>• When using the javelins pupils must only throw in one direction.</li> <li>• They can only throw and collect the javelins when told.</li> </ul>	
Applying the skill			
<ul style="list-style-type: none"> <li>• In groups perform sitting, kneeling and standing throws to illustrate</li> </ul>	<ul style="list-style-type: none"> <li>• To stress the importance of legs in throwing ask the pupils to perform</li> </ul>	<ul style="list-style-type: none"> <li>• When using the javelins pupils must only throw in one direction.</li> </ul>	

<p>the importance of legs.</p> <ul style="list-style-type: none"> <li>• Use marker cones to mark throws or targets to achieve.</li> <li>• Link in a one step approach to the throw.</li> <li>• When acting as the teacher watch throws and suggest improvements for the pupils.</li> </ul>	<p>the following throws: sitting, kneeling and standing.</p> <ul style="list-style-type: none"> <li>• Transfer the weight from the back front to the front foot.</li> <li>• Throw from low to high.</li> <li>• Start slow and finish fast.</li> <li>• Lead with the elbow when throwing the javelin.</li> <li>• Discuss the importance of speed and power in throwing.</li> </ul>	<ul style="list-style-type: none"> <li>• They can only throw and collect the javelins when told.</li> </ul>
Cool down		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Relay changes

7-11 years	Lesson 6	Time ~45mins	Number of children 30
Resources: Cones, stop watches, batons			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Understand the basic techniques of relay changes</li> <li>• Observe other pupils relay changes and comment on the technique</li> <li>• Use relay changes in races</li> </ul>			
Teaching Activity	Teaching Point	Management and Organisation	
Warm up			
<ul style="list-style-type: none"> <li>• On command children: Walk on their toes (Mrs Tall), walk as small as they can (Mr Small), Walk with wide arms and legs (Bobby blobby), walk as quietly as they can (Mr Quiet), walk making lots of noise (Nick Noisy), walk as slow as they can (Sammy Snail), walk as quick as they can (Rodney Rush).</li> </ul> <p>You may wish to add a few batons for them to pass around whilst they are moving.</p> <ul style="list-style-type: none"> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Make up other variations or characters.</li> <li>• Question pupils about warming up – why?</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• Children are placed in small teams (4-6). They start the races in the middle of the hall not at the ends to allow for space for them to exchange the baton away from the wall.</li> <li>• Children are shown that the person</li> </ul>	<ul style="list-style-type: none"> <li>• Ask children how they thought they could improve their change over.</li> <li>• Discuss the difference between a still hand and a hand that is moving trying to grab the baton.</li> <li>• Discuss why it is important to have a</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work with half the group first then swap.</li> </ul>	

<p>waiting for the baton must look forward and not turn around and grab for the baton.</p> <ul style="list-style-type: none"> <li>• The person waiting for the baton should present their hand behind the body with thumb and first finger well spread to make it easy for incoming runner to hand on the baton.</li> </ul>	<p>large area (thumb and fingers) for the incoming runner to hand over the baton.</p>	
<p>Applying the skill</p>		
<ul style="list-style-type: none"> <li>• In the small group of 4-6, children take part in a number of races to see if their change over have improved.</li> <li>• Finally the incoming runner can give a verbal signal to the next runner for them to set off so that the baton does not slow down. Try walking on the 'go' command, then jogging, and then running.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow pupils time to discuss how they could keep the baton moving at speed without a stationary change over.</li> <li>• Discuss why and how technique affected the time taken to complete the race. If the baton slows down it takes more time to complete the race. Correct sprinting technique.</li> </ul>	<ul style="list-style-type: none"> <li>• Groups all running in same direction.</li> <li>• Important that pupils remain in their lines when waiting to run for safety reasons.</li> </ul>
<p>Cool down</p>		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>

## Race Walking

7-11 years	Lesson 7	Time ~45mins	Number of children 30
Resources: Cones, stop watches			
Main Learning outcomes: By the end of the session most pupils should be able to: <ul style="list-style-type: none"> <li>• Understand the need to warm up and cool down</li> <li>• Understand the basic techniques of race walking</li> <li>• Observe other pupils walking and comment on the technique</li> </ul>			
<b>Teaching Activity</b>	<b>Teaching Point</b>	<b>Management and Organisation</b>	
Warm up			
<ul style="list-style-type: none"> <li>• Pupils move around in different ways and speeds, e.g. forwards, backward, sideways, walk, jog and run.</li> <li>• As pupils move around they lose lives if they bump into each other. Each pupil starts with 3 lives.</li> <li>• Perform a range of dynamic mobility exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Emphasis on safety and decision making to avoid collisions.</li> <li>• Make up other ways of travelling around and different speeds, e.g. high and low.</li> <li>• Question pupils about warming up – why?</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> <li>• If not available then work in pairs with 15 going first then swap.</li> </ul>	
Skill focus			
<ul style="list-style-type: none"> <li>• Pair children up and ask them to observe each other walking in a straight line.</li> <li>• Get the children to imagine they are walking fast to an appointment.</li> <li>• Challenge children to walk in a straight line quickly with feet landing ‘on the line’.</li> <li>• Try jogging for a few steps then into a walk to show how quickly legs</li> </ul>	<ul style="list-style-type: none"> <li>• Should be one foot in contact with the floor at all times.</li> <li>• Back should be straight and head held high.</li> <li>• Hips should swing leg through to create a longer stride.</li> <li>• Elbows to be at a 90 degree angle and arms to swing across the body.</li> </ul>	<ul style="list-style-type: none"> <li>• Each group starts on a different cone and runs in the same direction as the other groups.</li> </ul>	

need to move.		
Applying the skill		
<ul style="list-style-type: none"> <li>• Children join to form a group of 4.</li> <li>• Split area into an oval track with 10metre intervals.</li> <li>• Children to see how far they can travel in 1 minute.</li> <li>• 1 child at a time tackles the challenge. Another member of the group times a minute the other 2 act as judges and observe.</li> <li>• Pupils evaluate each other and suggest how they might be able to go quicker.</li> <li>• Finish with a continuous relay game where each group starts at a marked area and they chase the team in front whilst being chased by the group behind.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow pupils time to discuss the best ways of walking quickly.</li> <li>• Encourage competition between the small groups but make sure quality of walking is maintained.</li> <li>• Allow pupils time to assess their chosen pace and amend it.</li> <li>• Discuss the importance of stamina and concentration in race walking.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils collect a stop watch per group and start on different cones.</li> <li>• Pupils must walk in the same direction when completing a circuit.</li> </ul>
Cool down		
<ul style="list-style-type: none"> <li>• Children participate in low intensity movements and mobility.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss why cooling down is important</li> </ul>	<ul style="list-style-type: none"> <li>• Area large enough for 30 pupils.</li> </ul>