

PRIMARY PHYSICAL EDUCATION



Fundamental Movement Skills in Athletics Workshop

Athletics – An Overview

The athletics strand provides a variety of opportunities to engage in the natural activities of running, jumping and throwing. The child needs to learn to associate joyfulness with these experiences. The emphasis should be on exploring and experimenting with the basic movements of walking, running, jumping and throwing through a wide range of informal play experiences. Building on these early experiences, children then develop the techniques of running, jumping and throwing as they progress through the primary school.

Running activities can be devised to encourage children to run and to accept challenges to their personal performances by running faster or by running over a longer distance. Jumping activities will give the child an opportunity to explore various jumps and to develop technique for height and distance. The child participates in throwing activities using objects of different shapes and weights and develops a variety of throwing techniques, improving accuracy and distance.

Primary School PE Curriculum, page 3.



Emphasis in the athletics programme should be on providing opportunities for the child to challenge him/herself to run faster or for a longer period, to throw an implement further and to jump further or higher. These natural movement activities should be developed into simple athletic activities and events. Early activities focus on individual challenges and competition with the emphasis on personal improvement related to appropriate targets. As children gain satisfaction from these experiences they are motivated to engage in the more formal running, jumping and throwing practices.

As the athletics programme embraces activities related to running, jumping and throwing, it is particularly suitable for children of different abilities. Progress can be measured individually, and for children of limited ability this is particularly satisfying because they can see their improvement. The athletically able child has unlimited targets and is not restricted by any lack of ability on the part of other children in the class. In addition, the rules are simple and easy to understand, and this makes it easier for the child to act as a judge.

Physical Education Teacher Guidelines, page 6

Athletics Curriculum Objectives - RUNNING

Junior and Senior Infants

The child should be enabled to

Walking, jogging or running over distance

- walk or jog in a non-competitive setting for periods extending from 30 seconds to 90 seconds

Sprinting

- sprint distances of 10 to 20 m
- practise reaction sprints
- practise the standing start

Relays

- participate in a pair relay using a beanbag
- participate in team relays, in small groups,

Hurdling

- run over flat markers
- run over flat markers evenly spaced
- run over low hurdles, i.e. less than 20 cm high
- run over low hurdles, evenly spaced

First and Second Classes

The child should be enabled to

Walking, jogging or running over distance

- walk or jog in a non-competitive setting for periods extending from 30 seconds to two minutes

Sprinting

- sprint distances of 20 to 30 m with the emphasis on sustained effort throughout the sprint
- practise reaction sprints
- practise the standing start

Relays

- participate in a pair relay using a beanbag, developing simple technique passing with right hand and receiving with left hand
- participate in team relays or shuttle relays in small groups, using various means of travelling

Hurdling

- run over evenly spaced low hurdles (30 cm high approximately)
- practise the technique of hurdling identifying the lead leg

Third and Fourth Classes

The child should be enabled to

Walking, jogging or running over distance

- walk, jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes

Sprinting

- sprint distances of 30 to 60 m, developing good acceleration and finishing technique
- practise reaction sprints
- practise the standing start

Relays

- participate in a pair relay using a beanbag, developing simple technique passing with right hand and receiving with left hand
- practise baton change-over technique while stationary, with a partner, developing into practice with a team of four
- practise baton change-over technique while moving slowly, with a partner, developing into practice with a team of four
- practise the standard relay (i.e. four children per team, using a baton) in a straight line
- participate in team relays or shuttle relays in small groups, using various means of travelling

Hurdling

- run a distance of 20 to 40 m over evenly spaced hurdles (30–40 cm high approx.)
- practise the technique of hurdling developing the lead leg and running three strides between hurdles

Fifth and Sixth Classes

The child should be enabled to

Jogging or running over distance

- jog or run in a non-competitive setting for periods extending from 30 seconds to 5 minutes

Sprinting

- sprint distances of 50–70 m, developing good acceleration and finishing technique
- practise reaction sprints
- practise the standing start
- practise shuttle sprints (repeat sprints) over a distance of 30 m

Relays

- practise baton change-over technique while moving in teams of four
- participate in a relay in a straight line using a baton, with four children per team
- participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately
- participate in team relays in small groups
shuttle relays, circle (Parlauf) relays

Hurdling

- run a distance of 40–60 m over evenly spaced hurdles (40–50 cm high approx.)
- practise the technique of hurdling run a distance of 150 m approximately over unevenly spaced hurdles (30 cm high approx.)

Physical Literacy – an overview

Research shows that being physically active later in life depends on feeling confident in an activity setting; and that confidence, as an adult, most often comes from having learned a range of specific movement skills as a child. Physical Literacy gives pupils the tools they need to take part in physical activity and sport, both for healthy life-long enjoyment and for sporting success. The physically literate child can be described as having the motivation, confidence, movement competence, knowledge and understanding to **value** and **take part in** physical activity throughout their personal lifelong journey. Through focusing the lens on the development of FMS in the primary school, we can create an environment in which pupils can flourish physically and meet the milestones of physical literacy as they move through the school years, so that they are more likely to continue to be active outside of school and later in life. We aim to teach our pupils to move well, so that they will move often.

What are Fundamental Movement Skills?

FMS are the basic building blocks of movement and a core element of physical literacy, because enhanced movement competence enables pupils to participate in a wide range of physical activities and settings, for a variety of intensities or durations. It is only when these skills are mastered that a child can go on to develop specialised movement skills, which will allow them to reach their potential in sports-specific endeavours. FMS are divided into the following three categories:

Locomotor Skills	Stability Skills	Manipulative Skills
Transporting the body in any direction from one point to another	Balancing the body in stillness and in motion.	Control of objects using various body parts.
<ul style="list-style-type: none"> Walking Running Hopping Skipping Jumping for height Jumping for distance Dodging Side stepping 	<ul style="list-style-type: none"> Balancing Landing 	<ul style="list-style-type: none"> Catching Throwing Kicking Striking with the hand Striking with an implement

How do I teach FMS in my PE programme?

The **Move Well, Move Often** interactive resource has been designed to complement the teaching of the PE curriculum. The resource features a Teachers' Guide, three Skills and Activities books, and a suite of online resources including video clips, planning exemplars and sample lessons. More than 350 activities are presented in the resource to provide opportunities to develop FMS. Furthermore, take home activities are provided throughout the resource to enable pupils to reflect on, consolidate and share their learning outside of the PE lesson. These experiences should lead to a physically literate pupil, who has the movement competence, confidence, and understanding to continue participation in physical activity throughout their lives. It is not intended that the development of FMS replaces the PE lesson. Rather, it is intended that this **skill development is integrated into the PE lesson** in line with the overall school plan. In this way, the teacher focuses a lens on skill development within a lesson that is based on one of the six strands of the PE curriculum.



A copy of the resource will be presented to all teachers who attend the training seminar, and a further copy will be sent out to schools. The resource is also available on www.scoilnet.ie/pdst/physlit

Sample Planning Template

	September	October	November	December
Term 1	 OUTDOOR & ADVENTURE	 ATHLETICS	 DANCE	 GYMNASTICS
	Walking	Running	Balancing	Landing
Term 2	January	February		March
	 GYMNASTICS	 DANCE	 GAMES	
	Jumping for Height	Skipping		Catching
Term 3	April	May	June	Subject to pool timetabling per class
	 GAMES	 OUTDOOR & ADVENTURE	 ATHLETICS	 AQUATICS
	Kicking	Hopping	Throwing	Jumping for Distance

This table is intended for illustrative purposes only. Schools should select the number of skills for development in any given year in accordance with pupils' needs and aligned with the School Plan. It is important to teach a balanced range of locomotor, stability and manipulative skills across the strands during the year. Schools could endeavour to provide opportunities to develop the other FMS not covered above during break-times or as part of a programme for active classrooms. A whole-school approach to planning should be incorporated when planning for PE to ensure that PE provision is broad and balanced, and that all FMS are developed across the school years.

Blank Sample Planning Template



Figure 3: Strands of the PE Curriculum

Locomotor Skills	Stability Skills	Manipulative Skills
<ul style="list-style-type: none"> • Walking • Running • Hopping • Skipping • Jumping for height • Jumping for distance • Dodging • Side stepping 	<ul style="list-style-type: none"> • Balancing • Landing 	<ul style="list-style-type: none"> • Catching • Throwing • Kicking • Striking with the hand • Striking with an implement

PE PLAN

PE PLAN						
Term 1	Month	September	October	November	December	
	Strand					
	FMS					
Term 2	Month	January		February		March
	Strand					
	FMS					
Term 3	Month	April		May		June
	Strand					
	FMS					

Teaching Points for Running

Running is a similar action to walking except there is a moment of suspension called the flight phase when both feet are simultaneously off the ground. Momentum is achieved when force is created by the back leg driving off the ground. The greater the force created and applied in a given direction, the faster the run will be. When practising running, ensure that activities are done in an open playing area. If an enclosed area is used, make sure there is adequate space between pupils and a large run-off safety area to allow pupils the opportunity to slow down and stop.

Here are the teaching points for the *Sprint Run*:



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Available on www.scoilnet.ie/pdst/physlit

Warm-up Activities for Athletics

Cone Game

Spread cones around the playing area. Assign a body part to each colour.

- Blue – hand
- Red – foot
- Green – elbow
- Yellow – tummy
- White – knee



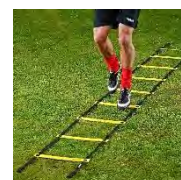
All pupils jog, skip, march, side-step, etc. around the cones. On a signal (whistle), pupils stop at the nearest cone and match a body part to the cone.

Consider using only two colours at the beginning, and adding additional colours (and instructions) as the game continues.

Ladders

Arrange pupils in groups of four. Set out rows of ladders. Use skipping ropes, spot markers or chalk lines if ladders are limited. Take turns moving through the ladders alternating between the following techniques:

- Single run (one foot in each step)
- Double run (two feet in each step)
- Inside outside (two feet inside or outside the ladder on alternate steps)
- Side step (two feet in each step)
- Hopscotch
- Forwards backwards (two feet in each step, two steps forwards then one backwards)



Number Run

Line pupils up in groups of six, equally spaced and numbered 1-6. Place a beanbag at the top and bottom of each line. All pupils jog on the spot. On a signal, call a number. All pupils with that number run a full circle around their team and both beanbags, and back to their place. Continue until all pupils have had a run. Variation – pupils run slalom in and out between each pupil on their team before returning to their place.

Chatty Run

Arrange pupils in pairs. Invite them to run around the space at a jogging pace for a designated time – slow enough that they can chat to each other without getting out of breath. Suggested times:

- Infants: 30sec to 90sec
- First and Second: 30sec – 2mins
- Third and Fourth: 30 sec – 3mins
- Fifth and Sixth: 30 sec – 5mins



Four Corners Partner Run

Arrange pupils in groups at square grids. All pupils line up at one cone in the square (**base**). The first and second pupil run to the first cone together, clockwise around the square. The first pupil continues around the square, while the second pupil returns back to the base. The third pupil joins the second pupil to run to the first cone. Again, the second pupil continues around the square and the third pupil returns to base and the game continues. You should always have a partner while you run the first side of the square, but you continue around the square on your own. After everyone has had a turn, reverse the direction of the run and repeat. Additionally, enlarge the square and repeat.

Card Suits

Invite pupils to stand in a space and start walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, e.g.

- Diamonds: Lunges
- Hearts: Jump as high as possible
- Clubs: Star Jumps
- Spades: Squats



The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions, e.g. 10 of diamonds means 10 lunges. Jack, Queen and King can be omitted from the pack or can signify 10. Joker cards signify a jog around the playing area for a designated time. Alternatively, arrange the pupils into groups and divide the pack of cards among the groups.

Suit Shuffle

Arrange the pupils in four groups and assign a suit of cards to each group. Each group lines up in one corner of the playing area, behind a cone. In the centre of the playing area, all of the playing cards are spread around on the ground, face down. On a signal, the first pupil from each group runs into the centre of the space and turns over one card. If the card matches the suit of their group they bring it back to their cone. If not, they turn the card back over so that it faces down again. Each pupil may only turn over one card per run. The aim of the activity is for each group to retrieve all thirteen cards of their suit, and lay them out face up in numerical order at their cone. Pupils are encouraged to communicate with each other to help turn over the correct cards.

Variations:

- To shorten the activity, only use half of the deck of cards, ace – seven.
- If pupils turn over a joker, their team have to perform five star jumps.
- Pupils from a group that have completed the activity may continue to take part in the activity by turning over a card and bringing them to the correct group.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 17. Available on www.scoilnet.ie/pdst/physlit

1,2,3 Action

- Invite the pupils to stand facing each other in pairs. Give each pupil a letter A or B. 'A' starts by saying the number 1. B follows by saying the number 2, and A says 3. Continue until the pupils are familiar with the three number pattern – 1, 2, 3, 1, 2, 3, 1, 2, 3,
- Now ask the pupils to replace the number 1 with a jump, so instead of saying the number one, the pupil jumps (two feet to two feet on the spot, high as they can). The numbers 2 and 3 are spoken as before.
- Once the pupils are comfortable with this (jump, 2, 3, jump, 2, 3,) invite them to replace the number 2 with an action of their choice. So the pattern is now jump, action, 3, jump, action, 3.
- Continue by replacing the number 3 so that all of the numbers are now actions. Allow the activity to continue for a set amount of time, and then reverse the process.



Main Content – Sprinting

Sprint Practice

Arrange the pupils in groups behind a cone. Set out a second cone 10 to 20 metres away. Each group of pupils in turn practise the following:

- Each pupil walks from one cone to the cone opposite
- Each pupil jogs from one cone to the cone opposite
- Each pupil runs from one cone to the cone opposite
- Each pupil sprints from one cone to the cone opposite

Reaction sprints:

1. **On your** marks – walk to the marker
2. **Set** – crouch low by bending the knees
3. **Go** – sprint to the opposite marker, walk back.

➔ Just for fun: adopt a variety of different starting positions. Begin lying down/crouched on hunkers/facing backwards/back to back/on knees/balancing etc. On the signal, turn and run.

Sprint Squares

Arrange pupils in groups at a square grid. All pupils begin behind one cone (**base**). The first pupil begins by sprinting to the first cone, and jogging around the rest of the square to get back to base. The rest of the pupils repeat this action. On their second turn, pupils sprint to the second cone, and jog around the rest of the square to get back to base. On each turn, they have to sprint an additional side of the square until they eventually sprint all sides of the square on their fourth turn. When all pupils have had a turn, reverse the order of the sprint square: pupils now start by sprinting around the full square, then jogging an additional side of the square on each subsequent run.

Pyramid Sprints

Arrange pupils in groups behind a line of cones set equidistant apart. The first pupil sprints to the first cone and jogs back to base. The rest of the pupils continue until all pupils have had a turn. On the pupil's second turn, they sprint to the second cone before jogging back to base. This continues until they have sprinted all the way to the furthest cone. Following this, they reverse the order of the sprints, working their way back down the pyramid.

Circle Pass Challenge

Arrange pupils in two groups. Group A forms a circle and group B forms a line approximately ten metres away. One pupil from group A stands in the centre of the circle with a ball. On a signal, the pupil in the circle throws the ball to each member of the group in turn. The group members count each good catch. At the same time, the members of group B are taking turns to run around the circle. When a pupil from group B has completed a lap of Group A, they return to their line and tag the next in line, shouting 'tag!' When Group A hear the word 'tag' the pupil in the centre catches the ball and changes positions with a pupil in the circle and continues to pass, counting the passes.

Meanwhile the runners continue to run (individually) around the circle. The game continues until all members of Group B have completed a run around the circle. When the last pupil in the group finishes, they call 'stop' and the pupils in the circle stop throwing. Group A reveals the number of catches that were completed. Groups swap roles and repeat the activity. Compare the number of catches each time the game is played.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 3, page 18. Available on www.scoilnet.ie/pdst/physlit

Rock, Paper, Scissors Tag

Arrange pupils in pairs, standing one metre apart and facing each other. All pairs line up along a centre line with a safety line positioned twenty metres behind both sets of pupils. Each pair begins by performing a rock-paper-scissors routine. Repeat until pupils are familiar with the process:

- Rock – closed fist
- Paper – flat hand
- Scissors – index and middle fingers in a cutting position
- Rock beats scissors, scissors beats paper, paper beats rock.

To determine a winner, pupils count to three and form a rock, paper or scissors with one hand. The winning pupil then chases their partner towards their safety line, attempting to tag them before they are safe. Line up again and repeat the activity.



From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 2, page 28. Available on www.scoilnet.ie/pdst/physlit

Main Content – Relays

Out and back beanbag relay

Arrange the pupils in groups of four. Each group lines up behind a cone, and a second cone is set out 10 – 20 metres away. On the signal, the first pupil runs to the marker cone and back, passing the beanbag to the second pupil and sitting down at the back of the group. The game continues until all pupils in the group have had a turn and all are sitting down.

Pair Relay

Arrange pupils in pairs, one pupil starting at the edge of the playing area and the other pupil starting in the centre. Pupil A holds the beanbag in their right hand and runs towards pupil B, who waits facing sideways with the left arm outstretched towards their partner to receive the beanbag. A passes the beanbag to B who continues running towards the finish line. The pupils return to starting positions and switch roles.

Hula Hoop Relay

Arrange pupils in groups at their base. Set out three hula hoops and a cone opposite each group. Pupils take turns to run to each hoop, step inside and pull it up over their head. Continue until all hoops have been lifted, turn at the end cone and sprint back to the base. Relay continues until all pupils have had a turn.

Corner Relay

Arrange pupils in groups of five around a square, with one pupil on each corner, and two at the first corner. On a signal, one pupil at the first corner runs to the next corner, tags their teammate and stays at that corner. As soon as they are tagged, the next pupil continues on to the next corner, etc. With each new round, increase the speed slightly. Reverse the speed when using this activity to cool down.

From: *Move Well Move Often – Developing the Physically Literate Pupil through the lens of Fundamental Movement Skills*, PDST. Book 2, page 26. Available on www.scoilnet.ie/pdst/physlit

Developing the relay baton passing technique

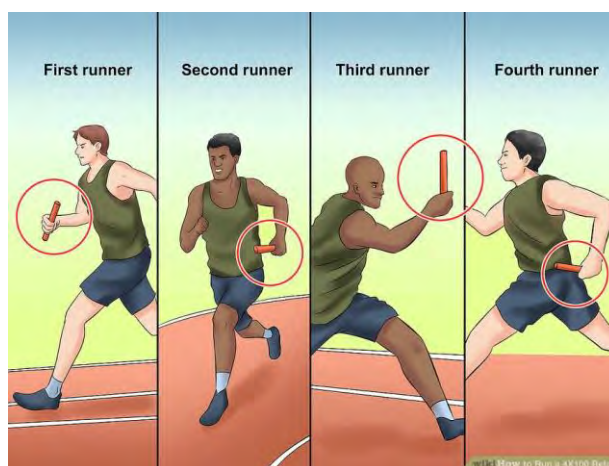
- In pairs using beanbags
- In groups using quoits
- In groups using batons

There are generally three methods of passing the baton: the upsweep, the down sweep, and the push pass. The 'downsweep' is recommended in the NCCA PE curriculum for primary schools, and it is the most commonly used technique.

1. **Upsweep:** the outgoing runner runs with their hand behind them at hip level, palm down and thumb outstretched to form a V shape. The incoming runner inserts the baton upward between the thumb and fingers.
2. **Downsweep:** similar to the upsweep, but the outgoing runner's hand is palm up and receives the baton in a downward motion.
3. **Push pass:** the outgoing runner holds their arm high up behind them, with the palm sideways and the thumb pointing down. The incoming runner holds the baton vertically and pushes it into the palm.



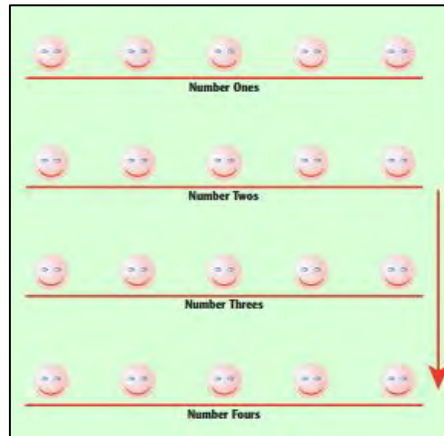
Remember which # you are – First (R), Second (L), Third (R), Fourth (L). Do not switch hands as you run!



Continue running after you release the baton. A common mistake in relay racing is to slow down before you release the baton. The best way to prevent this is to form the habit of running through the transfer zone - keep up a full sprint until you're about halfway through the next leg. If both runners have positioned themselves well (on opposite sides of the lane), the incoming runner should be able to run close behind without causing a collision.

Team Relay – straight line

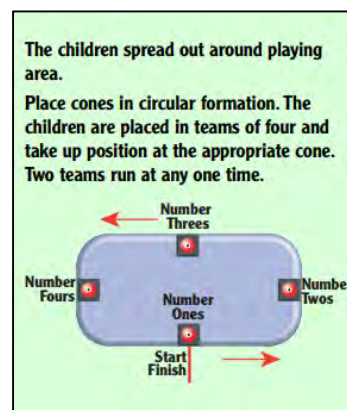
Arrange the pupils in groups of four as shown in the picture. The baton is passed from Number 1 to Number 2 to Number 3 to Number 4. Begin by walking through the course. Then gradually build up speed to jogging, then sprinting. Begin with a beanbag, progress to a quoit and then to a relay baton. When each runner has completed their run, Number 4 becomes Number 1 and all turn to face the new direction.



Ensure that all the children now know their new position/number and which hand they are using. Alternately change the position of all team members so that all experience the changeover in different positions. If the changeover style of the children is well established, practise the changeover while the receiver is moving. Keep the groups moving in a straight line.

Team Relay – oval track

If space allows, perform the team relay activities outlined above in a circular formation, as shown in the picture.



Images: PSSI lesson plans – Athletics, Fifth and Sixth Class, Lesson 1.

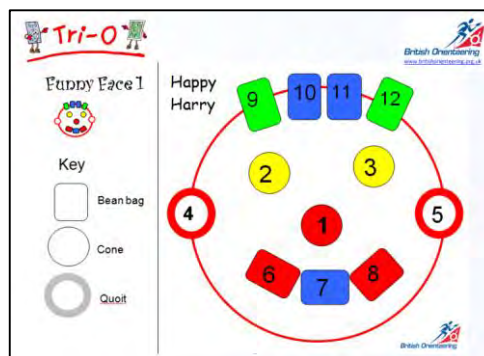
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Parlauf Relay

This is a relay run in a circle formation, which involves teams of six to eight children spread around the perimeter of a track or pitch. Each team runs concurrently in in relay formation for a given time and record how many laps they complete.

Jigsaw relay

Arrange pupils in groups of four or five. On a signal, the first pupil in the group runs out to retrieve a piece of jigsaw to bring back to their group. The second pupil continues and retrieves another piece, until all of the pieces have been collected. The groups must then work together to complete their jigsaw. This activity could also be completed using a large stack of cones (groups must collect all of the cones of a particular colour) or using a selection of PE equipment to create an image such as the one shown...

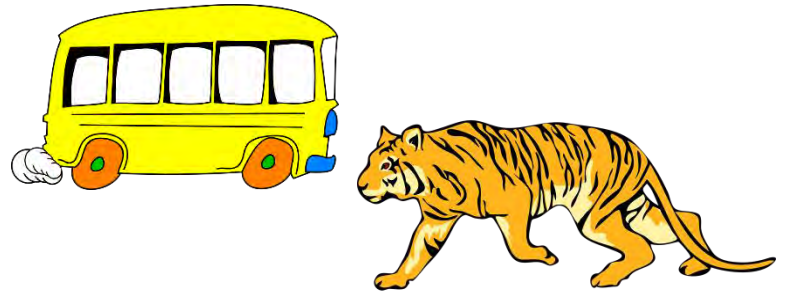


From Tri-O Orienteering - https://www.britishorienteering.org.uk/images/uploaded/downloads/schools_tri_o_resources.pdf

Fun Activities and Ice-Breakers

Warm up – run many ways

- You are a speed walker
- You are running for a bus
- You are trying to run on sand
- You are trying to run on quicksand
- You are being chased by a tiger
- You are making the letter O
- You are making the number 3
- You are running down a rocky mountain
- You are running up a rocky mountain



Fun Reaction Game – Snatch the cones

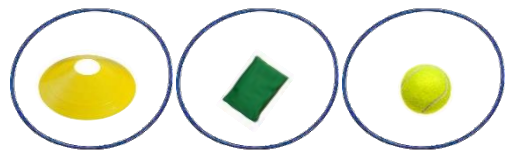
This is a reaction game. Arrange pupils in pairs with a cone. Squat down facing your partner with the cone on the floor between you. Teacher calls any variation of the following or other words: 'heads, knees, toes, cones!' Pupils must touch their 'head', 'knees' etc., but when they hear the word cone, must try to snatch the cone before their partner. Set the activity up again and repeat.

Clapping circle game

All pupils kneel down on all fours in a circle formation. Each pupil places their right hand in between the persons hand on their right, so that everyone's hands cross over around the circle. The first pupil taps the ground with their left hand and the next hand continues the slap around the circle in clockwise direction. If anyone makes a mistake, they must remove a hand from the activity. A double slap will reverse the direction of the game.

Moving Towers

Pupils compete in pairs to move the objects from one cone to another, without placing a bigger object on top of a smaller object. Each pupil has 3 hoops, 1 cone, 1 beanbag, and 1 ball, each. They both start from a starting line and run towards the equipment. All equipment is in the first hoop, stacked up. They must move the objects to the farthest hoop but can only move one object at a time. They must return to their starting line each time and perform an action such as a push up or a star jump, before returning to the hoops. This can also be played in a relay formation.



Army Crawl Relay

Arrange pupils in groups of 5 or six. All pupils form a plank or down-dog position in a line. The person at the back of the group has to crawl under their team mates and add to the tunnel at the top. The next pupil continues until all pupils have reached a designated end point.



Jump in, jump out



Arrange pupils in a circle, shoulder to shoulder. When the teacher says 'jump in', all pupils jump in. when the teacher says 'jump out', all pupils jump out. When you have practised this a couple of times, continue using the following instructions:

- ★ Say what I say, do what I say
- ★ Say what I say, do the opposite
- ★ Say the opposite, do what I say

Sample Lesson Plan – Focusing on the Fundamental Movement Skill of Running in an Athletics lesson

Class Level	3 rd – 4 th Class
Strand	Athletics
Strand Unit	Running
Curriculum Objectives	<p><i>The child should be enabled to</i></p> <ul style="list-style-type: none"> ▪ jog or run in a non-competitive setting for periods extending from 30 seconds to 3 minutes ▪ sprint distances of 30–60m, developing good acceleration and finishing technique ▪ practise reaction sprints and the standing start ▪ practise shuttle sprints (repeat sprints) over a distance of 30m ▪ practise baton change-over technique while moving in teams of four ▪ participate in a relay in a straight line using a baton, with four children per team ▪ participate in a standard relay (i.e. four children per team, using a baton) on an oval track, each child running a distance of 50 m approximately ▪ participate in team Parlauf relays in groups
Learning outcomes	<ul style="list-style-type: none"> ▪ Learn two new teaching points for running ▪ Realise the important role running plays in many games and in Athletics ▪ Reflect on the teaching points of running that the child is good at ▪ Identify which teaching points need more practise
Fundamental Movement Skill	Running
Resources	Peer assessment sheet for running, clipboards, pencils Cones, beanbags, hoops, balls, quoits, relay batons, ladders, spot markers, ropes, chalk, jigsaws, deck of cards, whistle and watch

Introduction

1. **Intended learning outcome:** Today we will practise our locomotor skills in lots of different ways. We will pay special attention to the skill of running. There are lots of times when we will need to be good at running. Who can think of any suggestions?
2. **Introduce teaching points:** We will focus on running with our (1) elbows bent at 90 degrees. Can anyone show me what this looks like? Why do you think this might be important? We will need to have our elbows bent like this so that we can (2) drive our arms backwards and forwards in opposition to our legs. Can anyone show me what this means? Why is this important? What will this do for our running technique? It will make it more powerful, and help us to run faster. We will need to make sure that our arms stay close to our body. Why is this important? This is an efficient running technique.
3. **Revise prior learning:** Recap on what was learned in the previous lesson. Can anyone remember what we learned last week that can help us when we are running? Remember to hold your head up, stable, with eyes focused forward in the direction you are running.

Warm Up

Select two or three activities from the warm-up activities listed previously.

Main Content - Sprinting

Individual running activities as outlined above. Focus on today's teaching points for running.

1. Sprint Practise (individual)
2. Reaction Sprints (individual and pairs)
3. Pyramid Sprints (individual)
4. Relay Baton pass-over technique (in pairs using beanbags, in groups using quoits, in groups using batons)

Development – Relays (whole-part-whole approach)

Whole: Parlauf Team Relay. Arrange the pupils in teams of eight, spread out around a large circle. Each team runs concurrently in relay formation for a given time and record how many laps they complete.

Part: pause the activity to revise today's teaching points. Invite a pupil to demonstrate the elbows bending at 90 degrees, and invite another pupil to demonstrate how the arms drive backwards and forwards in opposition to the legs.

Individual practise – Out and Back Relay: Arrange pupils in groups and line each group up at a sprinting station. Pupils take turns to sprint from the base cone to the opposite cone and jog back, focusing on bending the elbows and vigorously driving the arms backwards and forwards in opposition to the legs.

Practise in pairs - Rock, paper, scissors, tag. Remind pupils to focus on the teaching points as they sprint away from their opponent.

Practise in pairs – Pair Relay: Practise the baton crossover in pairs – remind pupils to focus on the teaching points as they sprint towards their teammate or the finish line.

Whole: Complete the Parlauf relay. Remind pupils to focus on today's teaching points as they complete each run.

Conclusion

Summary:

Summarise the teaching points of running learned to date:

1. Hold the head up, stable, eyes looking forward
2. Elbows bent at 90 degrees
3. Drive arms backwards and forwards in opposition to the legs. Ensure arms stay close to the body.

Opportunity for Assessment and Feedback

Give each pupil a peer observation checklist and arrange the pupils in pairs.







Cool Down activities

- Arrange pupils in groups and play a **Jigsaw Relay**.
- After the activity, invite pupils to skip around the area, slowing gradually.
- Perform some whole body stretches, breathing in and out slowly.
- To finish, shake out legs and arms and return to class.

Take Home Activities: *select one of the following.*

- In your PE journal, draw a picture of the relay baton Passover technique. Under the picture, describe the technique. What are the important things to remember when running a relay?
- In your PE journal, draw a picture of you performing a sprint run. Remember today's teaching points and also the teaching point we focused on last week.
- At home, teach the teaching points of running that you learned today to a family member or a friend.

PUPIL ASSESSMENT: PEER OBSERVATION - RUNNING

My name is		Class			
My partner's name is		Date			
<p>Today we are looking at the skill of: Running</p> <p>My partner needs to:</p>		 Looks good	 Needs more practise		
1	Hold their head up, stable and eyes looking forward				
2	Bend their elbows at 90 degrees				
3	Drive their arms backwards and forwards vigorously in opposition to their legs.				
4	Arms stay close to the body				
Pupil's comments:			Teacher's comments:		

Notes



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🖱️ Click on Health and Wellbeing ➤ Physical Education