

Year 3/4	Lesson 1/12	Time: 40-45 mins	No. of children: Any
<p>Learning Outcomes:</p> <ul style="list-style-type: none"> * understand need to warm up and cool down; * pace themselves to sustain running for up to 1 minute; * understand the basic technique for distance running; * observe others' running technique and suggest ways of improving. <p>Literacy: Develop and use of subject specific vocabulary; use talk to organise team roles and tactics; comment constructively on performances, discussing how they can be improved.</p> <p>Numeracy: Polygons and their properties, visualise 2-D shapes; use compass points to describe direction; estimating time.</p> <p>Resources: Activity card: <u>Continuous Circuit</u>. Marker cones, stopwatches, <u>Vocabulary Card 1</u> & <u>Vocabulary Card 2</u> for classroom display.</p>			
Teaching Activities	Teaching Points/Management & Organisation		
<p>Warm up [10 mins]</p> <p>1. Explore Sustained Running</p> <ul style="list-style-type: none"> a. Organise an area large enough for the children to run safely at a steady sustainable pace in various directions at the same time. b. They will need enough space to change running actions without impeding others. <p>2. Run on the spot varying the running action on the teacher's command, e.g. high knees, heel flicks....</p> <p>3. Run at a steady sustainable pace.</p> <ul style="list-style-type: none"> a. Emphasis on safety and making decisions to avoid collisions when all are running in various directions. b. Change direction frequently. 			

4. Copy a range of teacher led, dynamic [moving] mobility exercises.

- a. For example, shoulder circles, arm swings, side bends, leg swings.
- b. Encourage continuous and controlled movements in the mobility phase.
- c. Question children about the need to warm up and the muscles used in sustained running.

Skill Focus [10 mins]

5. Basic technique for sustained running.

- a. Demonstrate good technique for sustained running:
- keep the head still;
 - bend the arms at the elbows;
 - lift the knees;
 - pump the arms forward and back, without crossing the body.

6. Practise and improve sustained running.

- a. Organise children with similar sustained running ability in groups of 4 – 6.
- b. Mark out a small square with cones for groups to start inside and return to after the estimated time.
- c. On command, children take turns to lead their group from a set area and back to the start in an estimated 10 seconds.
- d. Teacher calls out or blows whistle when 10 seconds have elapsed.
- e. Ensure that the leader allows others behind time to stop safely.
- f. Change leader and repeat 4 - 6 times so that all experience leading.
- g. Each leader chooses a different pathway [shape or compass point directions].

7. Continuous Circuit.

8. Demonstrate to another group.

- a. Observer feedback on technique - head still, arms bent, knees lifted. pumping arms....
- b. Help children to develop and use subject-specific vocabulary, such as: pace; steady; fast; medium; slow; stamina; speed; safety; time.....

Applying Skill [20 mins]

9. In the same groups, practise and improve sustained running.

- a. The aim of this exercise is to assess children's judgement of pace, not the speed they are running at.
- b. Groups decide on their own pace to reach every cone, for example, in 8 seconds.
- c. Allow groups time to discuss and decide on their split time.
- d. Ask them to work out the times they will be reaching each cone - it may be necessary for them to write these down.

10. Run a lap at your chosen pace.

- a. With one stopwatch per group, children run a lap at their chosen pace, checking the time at each cone.
- b. All groups should run in the same direction.
- c. All groups start on cone 1 when ready.
- d. Ensure that groups start at different times to avoid congestion on the laps.
- e. Start the groups running at a faster pace first or allow enough time between groups to avoid overtaking.
- f. Allow children time to evaluate their chosen pace and amend it if they wish.

11. Groups run subsequent laps, reducing the number of times they look at the stopwatch.

12. Run a full lap without checking the stopwatch until the end.

13. Show to another group

- a. Observer feedback.

14. How well are we doing?

- a. Group discussion and target setting to improve.

Cool down [5 mins]

15. Teacher-led cool down routine.

- a. Teacher guidelines on low intensity movements and mobility.
- b. Include a slow jog and some static [held] stretches on legs.
- c. Discuss why cooling down is important.