

Physical Education

Discipline : Running

The ideas in this section are sequential and create the progression necessary to prepare children for the run.

Warm Up Ideas

To make warm up effective, children need to do movements that increase their heart rate and breathing, and slightly increase the temperature of muscle tissue. A good indication is gradual warming up to the point where children have raised a light sweat. Try 5 minutes of light (low intensity) physical activity such as walking or jogging on the spot. Pump arms or make large but controlled circular movements with arms to help warm the muscles of the upper body. One of the best ways to warm up is to perform the exercise for which you're warming up but at a slower pace. This will allow children to simulate at low intensity the movements they are about to perform at higher intensity during your chosen activity. Thus walking at increasing intensity and breaking into a light jog is good, specific warm-up for runners.

Activity 1

Divide children into pairs with two cones set ten metres apart. Children take turns to run between cones. The child not running should observe the running technique of other child, and discuss what was good about the technique, and how it could be improved. Share thoughts as a class. The teacher can take photographs of various children's techniques, and refer to them in future lessons if desired.

Session Content

Why is exercise important for good health?

Keeps body fat levels low; builds strong bones and muscles (including heart); makes us feel better and happier; is fun!

What makes running such a good form of exercise?

Almost anyone can do it; we can run a lot or a little at our own pace; don't need specialist equipment or space; we can do it together as a class; it is a great way of playing with friends/classmates.

How do we run efficiently?

- Head – Look straight ahead. Focus on a point 10 to 15 metres in front and try to run in a straight line.
- Body – Keep body upright with back straight. Try not to 'lean'.
- Arms – Let arms swing naturally and in rhythm with legs, and loosely cupped hands.
- Feet – the heel strikes the running surface, the forefoot touches, the heel then starts to lift and the forefoot flexes.
- Pace – we try to run at a steady pace, one that allows us to talk while we're running, and means that we can keep going without running out of breath.

Objectives

1. To consolidate and improve the quality, range and consistency of the techniques children use for particular activities (running).
 2. To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity.
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Activity 2

Play 'Sprint, Jog, Walk' game – Divide children into groups of 4. One child to stand at far end of hall with three cards face down, one saying Jog, one Walk and one Sprint. Other three children to jog to cards, choose one at random, then travel back to the other end of the hall in whichever way their card says. Swap around so each child in group has ten turns. After each method of travel, children to discuss with each other how their body feels (encourage use of terms 'out of breath', 'body temperature', 'heart beat' and for older children, 'pulse rate'. Child holding cards can record these discussions on a mini-whiteboard with support from teacher.

As a class, discuss the effect on the body of each type of travelling. How do these findings affect the pace at which we would run in various distance running events?

Session Content

Talk to children about running different distances at different speeds. Why do we pace ourselves? Encourage children to share ideas about running events they have seen on television or in real life, e.g. London Marathon, Great North Run, track events at the Olympics.

Remind children of running technique from lesson 1. Show the photos of children running (if available) - what is good about various techniques and what could be improved? Discuss definitions of Sprint, Jog and Walk.

Objectives

1. To consolidate and improve the quality, range and consistency of the techniques children use for particular activities (running).
 2. To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity.
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Activity 3 - Dodge Tig

Use a line of cones or a marked line on hall or playground floor as a start/finish line. Use a line about 20 metres away as a turnaround line. Divide class into groups of 10, then name 5 children in each group 1-5 and the remaining 5 players A-E. When Player A shouts 'go', Player 1 runs from the start/finish line, around the turnaround line and back to the start/finish line. Player A must wait until Player 1 has crossed the turnaround line and then must try to tig him before he returns to the start/finish line. S/he must also avoid being tiggged by Player 2 who will try to tig him/her as soon as he crosses the starting line. Player 2 must try to tig Player A without being tiggged by Player B. Player B must tig Player 2 while avoiding Player 3. Player 3 tries to tig Player B while avoiding Player C, Player C tries to tig Player 3 while avoiding Player 4, Player 4 tries to tig Player C while avoiding Player D, Player D tries to tig Player 4 while avoiding Player 5, and Player 5 tries to tig Player D while avoiding Player E. Any child who gets around the turnaround line and back to the start/finish line without being tiggged is a winner. (Potentially all ten children could be winners).

Play dodge tig with 10 children at a time, remaining children to observe when the children playing, sprint, jog or walk.

Session Content

Why does children's pace change when they are dodging?

Discuss the effects on body of sprinting, walking and jogging.

Discuss how we need to change pace in Dodge Tig, just like we do when we play invasion games. Ask children what invasion games they have played before. Talk about the reasons for changing pace at different moments during the games (marking opponents, evading being tackled, running to space or the ball).

Objectives

1. To develop the range and consistency of children's skills, especially in invasion games.
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Activity 4

Set up cones to mark out start and finish lines for 5 tracks of various distances around hall, playground or field. If some distances require more than one lap, ensure children know how many laps they need to complete, and the reason why.

Divide the class into groups of 6, according to their running ability. Alternatively they could be grouped by 'House' or 'Teampoint', therefore creating mixed running ability groups. Children to move from one track to another, two groups at a time. One group to start, time and finish the race while the other group competes, then swap over. Children to record times and results on mini-whiteboards.

Children to share with the class how they felt while competing, both mentally and physically. When did they need to vary their pace and why? What did they do to recover? How do they feel about doing the Tesco Great School Run and how are they going to set their pace to run efficiently and finish?

Session Content

Carry out a rapid recall quiz with the children, questioning everything we have learned about running during the topic, e.g.

- What position should our head be in when we run?
- Which part of our foot should connect with the ground first when we are running?

- Name three short term effects of exercise on our bodies?
- What does the word pace mean? Where else did we learn about pace?
- How can we measure the intensity of our exercise?

Ensure all children now understand that we need to sprint during short distance running activities, and vary our pace during longer distance running activities.

Objectives

1. To consolidate and improve the quality, range and consistency of the techniques children use for particular activities (running).
 2. To know and describe the short-term effects of exercise on the body, and how it reacts to different types of activity.
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Activity 5 : Frog in the Pond

Divide children into groups of 5. Each group needs to lay out four cones (lily pads) in a square. Four players each stand on a 'lily pad'. The fifth player, who is Frog, stands in the centre of the square. S/he calls out three times "Frog in the pond!" After the third call, all five players race for a different cone at random. The first player to reach a cone keeps it. The player who is left without a cone becomes Frog for the next game.

Divide children into pairs with two cones set ten metres apart. Children to take turns to run between cones. Child not running should observe running technique of other child, and discuss what was good about the technique, and how it could be improved. Share thoughts as a class.

Measure and record pulse rates. How do they change and why? (more oxygen needed by muscles and organs therefore more rapid blood flow needed to transport it).

Refer to technique checklist from session 1:

Discuss the good points and points for improvement of each technique.

Recap definitions of 'sprint', 'jog' and 'walk'.

Session Content

Discuss the effects of exercise on our bodies that we have noticed in previous PE lessons. Children to take their resting pulse rate using pulse rate meters (if available), or with fingers on neck or wrist (count beats for 15 seconds then multiply by 4 to get pulse rate per minute). Children to predict what will happen to their pulse rate after walking, jogging and running.

Objectives

1. To devise and use rules
 2. To use and adapt tactics in various situations
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Cool Down Ideas

Divide children into groups of four to play **Follow the Pace** game - the 'leader' chooses which pace his/her group will travel at. Change 'leader' and pace on teacher's whistle, reducing intensity.

Discipline : Running

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Warm Up Ideas

Based on the handheld game “Bop It!” Play a piece of music with a steady beat and shout out the following actions in Bop It! style:

- Kick it – children kick legs in front.
- Twist it – children twist the top halves of their bodies, keeping feet still.
- Spin it – children spin around.
- Pull it – children pull their arms down from above their heads.
- Bop it – jump in the air.

Encourage the children to move to the beat and keep repeating the actions until you shout out the next one.

Activity 1 : Moving to music

Choose a piece of music, perhaps with a theme related to running, health or achievement such as Keep on Running or Simply the Best.

Play the music and allow the children to move to it in any way they wish.

Then talk to them about the music including the beat, the speed, volume, and ask them how different aspects of the music might represent aspects of health and fitness e.g. warming up in slower sections of the music, racing for fast sections, jumping in loud sections or to bangs.

Play the music again and ask the children to move to it as if they were an athlete/sports person.

Progression

Encourage older children to develop these ideas further, by taking on a character role to express through their dance e.g. a very strong powerful athlete, or someone who is very nervous before a race.

Ask the children to dance in pairs encouraging them to show their characters' feelings through their movement.

Objectives

Skill acquisition and development.

Activity 2 : Fitness Dance

Ask the children to imagine they are very unfit people. Encourage them to discuss how they think they would feel and move e.g. slowly, heavily, awkwardly. Play some music and ask them to move to it as if they were unfit.

Then ask them to imagine that they are very fit, healthy people and talk to them about the way they move and feel, and how that is different. Play the music again for them to dance to as fit people.

Progression

Ask the children, individually or in pairs, to create a short dance that shows a person gradually becoming fitter by the way they move.

You could use a piece of music which starts slowly, and then increases in speed. "Don't Stop Me Now" by Queen is a good example.

Objectives

- Knowledge and understanding
 - Skill acquisition and development
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Activity 3 : The Challenge

Choose a fun piece of music with a strong beat throughout to dance to.

Divide the class into small groups. Their challenge is to create a very short dance sequence using the music, which they can teach to the rest of the class.

If they can get the whole class to join in with their sequence by the end of the song, they will have completed their challenge.

Remind them that it needs to have a clear start and finish, be short and simple so that everyone can remember it, and easy to do in a big group.

You may need to give an example of your own to start the ideas flowing.

Once all the groups have had a chance to teach the class their dance, talk to them about the different dances. Ask which dance they preferred, which was easiest to learn, which dance went best with the music and so on.

Ask them to say how they would improve their own dance, having tried to teach it to the rest of the class.

Progression

Give each group a theme using visual prompts, which they have to express through their dance. This could be motivation, healthy eating or exercise. Encourage them to move and use actions to represent their theme in their dance sequence.

Objectives

- Skill choice and application
 - Reflection and evaluation
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Cool Down Ideas

Using the same idea as the Fitness Dance, tell the children you are going to cool down by gradually reverting back to unfit people. Start by running around the hall, gradually slowing to a jog, then to a walk and eventually moving around the room as slowly as possible as if very tired and heavy. Finally, ask the children to sit, and then lie on the floor until all they are thinking about is their breathing.

Discipline : Swimming

Warm Up Ideas

Divide the class into teams, and divide each team with half at either end/side of the pool. Give each team a beach ball. The children have to push the beach ball from one end/side to the other, using only their nose. If any other part of their body touches the ball they are out/lose a point. When they reach the other side, they pass the ball onto the next team member, until everyone has had a go. Encourage them to move quickly and keep the teams small and distances short, so that the children stay active and warm.

Activity 1 : Lazy Crocs

Tell the children they are all lazy crocodiles who like to float on the surface of the water. Encourage them to make their bodies long and flat, like a crocodile, looking up at the ceiling, tummies pointing up. Encourage stillness, like the crocodile waiting for his lunch to swim by!

Children who are struggling to float may need a float to hold onto.

Talk to the children about floating and the importance of being able to stay on top of the water in order to be able to swim.

Progression

Make this into a fun game by dividing the class into lazy crocs and diving ducks. The lazy crocs have to float on the surface while the ducks dive underneath them without touching them. If a diving duck touches a lazy croc, then the crocs have to chase the ducks across the pool and tag them before they reach the safety of the side. If a croc tags a duck, they swap over.

Objectives

Skill acquisition and development

Activity 2 : Breathing Games

Start by using the floats.

1. See who can get the furthest across the pool on one breath, with their face in the water, holding a float and kicking their legs. Encourage the children to try to beat their distance with each go.
2. Set the children the task of kicking all the way across the pool with their face in the water, lifting their head to breathe as few times as they can.
3. Talk to the children about making their breathing rhythmical, in time with the count of their legs. As they kick across encourage them to count their leg kicks and lift their head every time they get to 5.

Talk to the children about breathing when they swim. Ask them what happens if they wait too long to take a breath – they need to do lots of breathing all at once, feel out of breath, have to stop etc. Ask them why we need to do regular breathing and talk to them about how that helps a person keep going for longer. Then repeat the third task, encouraging regular breathing.

Progression

Encourage the children to use a different way to clear their nose and mouth from the water, by turning their head to the side instead of lifting it in front.

Repeat the swim across the pool, this time only turning heads to the side to breathe.

Encourage the children to use alternate sides for each breath.

Objectives

- Skill acquisition and development
 - Skill choice and application
 - Knowledge and understanding
-

Activity 3 : Leg Kick & Arm Action

Holding onto floats, concentrate on different leg kicks to swim across the pool.

Describe the actions in easy to understand language and help the children to imagine their legs moving with images such as frog legs for breast stroke and scissors for crawl.

Ask the children which leg kick they think makes them move faster through the water, and which leg kick makes them more tired.

Help them to decide which leg kick would be best for a sprint and which leg kick they think they could keep going over a longer distance.

Whilst the children are working on their arm actions, tell them not to worry about perfecting their leg kick. Instead think about the arm action and try to make it as strong and smooth as they can.

Use language which describes hand and arm positions such as cupped hands, pointy fingers, big circles for breast stroke etc.

Progression - Combining Arms & Legs

Make sure the children understand which arm actions go with which leg kick. If they are unsure, let them experiment by trying breast stroke legs with crawl arms and vice versa. Talk to them about what works best and why.

Encourage the children to try to put their arm action and leg kicks together to swim across the pool.

Encourage them to watch each other and pick out the things that they do well, and areas that they need to improve.

Encourage more competent swimmers to demonstrate good examples, so that the children learn from each other.

Set small challenges such as swimming a width using a specific stroke, then progress to a length of the pool and so on.

Encourage the children to combine their breathing actions with their stroke, turning their heads to the side for crawl, and lifting their heads for breast stroke.

Objectives

- Skill acquisition and development

- Skill choice and application
 - Knowledge and understanding
 - Reflection and evaluation
-

Activity 4 : The Challenge

The challenge is to tot up as many points as possible by completing certain swimming tasks:

- Tread water for as long as they can – maximum score = 2 minutes.
- Scull as far as they can – maximum score = 1 length.
- Retrieve as many items as possible from the bottom of the pool in a minute.

Give a number of points depending on time, distance and number scored, for example, 1 point for every 10 seconds treading water, 1 point for every 5 metres sculling and 1 point for every item retrieved.

Tell the children as a class they are aiming for 100 points. You may want to use an incentive such as house points, certificates etc. Encourage them to encourage each other to keep going and work as a team.

Afterwards, talk to the children about the challenges. Ask them which different skills and techniques the challenges needed. For example, how did they keep going for so long when treading water? Talk about pacing, small movements, conserving energy. What sort of swimming stroke did they use to move under water and why? Which parts of their bodies did they think they had exercised? Talk about muscles, joints, heart and lungs.

Progression

Increase the length of time the children can tread water for and the distance they can scull for.

Encourage them to collect more than one item at once from the bottom of the pool, to encourage them to swim under water.

Place items deeper to encourage the children to use propulsion techniques to work their way down through the water and back up to the surface.

Objectives

- Skill acquisition and development

- Skill choice and application
 - Knowledge and understanding
 - Reflection and evaluation
-

Cool Down Ideas - Sea Life Shapes

From the pool side, shout out different types of sea life for the children to make the shape of in the water:

- Star fish – floating on the surface with arms and legs out stretched like a star.
- Snails – curl up in a ball and sink to the bottom.
- Puffer fish – face in the water, blow bubbles.
- Flying fish – jump up out of the water as high as they can.
- Seahorses – gallop around the pool.

You may want to use flash cards with pictures on them if it is a very loud in the pool. This may also encourage the children to stay focused and look to you for the next command.

Discipline : Gymnastics

Warm Up Ideas

Imagine that the hall is a high security building and there are laser beams that turn on and off. Sometimes they go across the room, and sometimes they go from floor to ceiling. Ask the children to run around. Give them a signal to indicate the laser beams are on. "Laser beams across" – children have to roll under or step over imaginary laser beams. "Laser beams up" – children have to make themselves tall and thin and walk between them. Make this game increasingly complex and fun by changing the laser beams or using the concept of movement sensors - when they come on the children have to freeze.

Activity 1

Arrange the apparatus and equipment in the hall, so that it is possible to complete a whole circuit without touching the floor. This could include climbing frames, boxes, bars, balance beams, ropes, landing mats, floor mats, coloured spots, stepping stones etc.

Challenge the children to move around the hall without touching the floor. If they do, they have to start the circuit again.

Progression

Increase the height of the equipment from the floor and the distances between the apparatus. Encourage children to help in setting up the circuit, planning a layout that will allow them to complete the circuit without touching the floor.

Objectives

- Skill acquisition and development
 - Skill choice and application
-

Activity 2

Encourage the children to move in different ways around the equipment, including rolling, turning, crawling, creeping, jumping, sliding etc.

Progression

Scatter items around the apparatus which have to be retrieved to challenge children to use the apparatus in different ways. This could be simple PE equipment such as beanbags/quoits.

Objectives

- Skill acquisition and development
 - Skill choice and application
-

Activity 3 : Balancing

To work on balancing and body shapes use an auditory signal e.g. whistle. They have to freeze in their position whenever they hear the whistle.

Talk about stretching and balancing. If we stretch our limbs and point our fingers and toes, we can hold positions and balance for longer.

Progression

Specify how the children have to freeze, using different body parts to balance on.

Specify whether they have to freeze on the apparatus or on the floor. Make this more exciting by pretending the apparatus is suddenly very hot, and everyone must get off and adopt their balance position on the floor.

Objectives

- Skill acquisition and development
 - Skill choice and application
 - Underpinning knowledge and understanding
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Activity 4 : Sequencing

Ask the children to link a number of body positions, practice them and remember them. This can be done on or off the apparatus. Talk about smooth movement and jerky/stop-start movement. Encourage children to move smoothly around the apparatus and in and out of positions.

Progression

Ask some children to perform their sequence for the rest of the class.

Talk about different attributes of a gymnast – strong, supple, fast and fluent. Ask the children to decide what they think the performer was most like and say why, based on the performance.

Objectives

- Skill choice and application
 - Underpinning knowledge and development
 - Reflection and evaluation
-

Activity 5 : Partner/Team work

Scatter pieces of a jigsaw around the apparatus. Ask the children to work in partners or small teams to gather pieces of their jigsaw as they move around the equipment, and put them together as a team.

They could use this to crack a code which indicates a team balance. For example, a picture of two hands and four feet could mean they have to do a group balance with only those body parts touching the floor.

Progression

Increase the number of pieces of the jigsaw, and the complexity of the codes and balances.

Objective

Skill acquisition and development

Cool Down Ideas

To calm and cool down after an exciting session, tell the children they have to move as slowly, carefully and as quietly as possible. This could be rolling, tiptoeing, creeping or in any way they choose. Ask the children to lie down and remain very still. You are the guard on patrol, looking for any movement.

Discipline : Outdoor and Adventurous Activities

Warm Up Ideas : Run through the jungle

Children run through the jungle, escaping from animals and avoiding obstacles according to your command:

- Jump over logs
- Duck under branches
- Lift knees high through quicksand
- Swim through the river
- Tiptoe past the sleeping lions
- Talk to the monkeys – ooh, aah
- Run from the chasing lions

Continue adding to the list to make it more fun and interesting for older children.

Activity 1 : Trust Games

Set an easy obstacle course of hoops and cones. The children are in pairs, one is blind-folded, the other giving instructions. Using their voice they have to guide their blind-folded partner through the obstacles without touching them.

Repeat the activity with beanbags in the hoops which have to be collected by the blind-folded child.

Discuss the things that make it easier for the blind-folded person – clear instructions, type of words used etc.

Progression

Make the blind-fold game more complex:

Place different coloured beanbags into the first hoop which have to be sorted into the hoop of corresponding colour along the course.

Limit the instructions that can be used to a list of commands such as:

Forwards, backwards, side step right/left, pick up, drop etc.

Objective

- Skill acquisition and development
 - Knowledge and understanding
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Activity 2 : Team Games

Divide the class into teams. Each team holds hands in a long line. Give the first person in each team a beanbag. They have to pass the beanbag all the way along the line. If they drop it, they have to start again. Everyone has to have touched the beanbag by the time it reaches the end, and the team cannot let go of each other's hands. They can move their feet and move as a team.

The team which gets the beanbag to the other end first is the winner.

After the activity, ask the class to talk about the way they did the activity. What worked and what didn't work? Encourage them to think about planning, co-operation, sharing responsibility and problem solving.

Then repeat the activity using a hoop. The team has to get the hoop from one end of the line to the other without letting go of each other's hands.

Progression

Make the teams bigger and lines longer, requiring more planning and cooperation, sustained concentration and effort.

Objective

- Skill acquisition and development
 - Skill choice and application
 - Knowledge and understanding
 - Reflection and evaluation
-

Activity 3 : Hide and Seek

In pairs or small groups, give one child an item to hide somewhere in the school grounds. They also have a piece of chalk or some pre-prepared symbols such as arrows.

Ask them to draw arrows or place their symbols at appropriate points to help their partner find their way to the hidden item.

Once the hider returns, the seeker has to follow the route to find the item.

After this activity, talk to the children about where they placed their arrows and why, such as, at a junction where there is more than one way to go.

Repeat the activity. Send the hiders to a specific place to hide. Give them the arrows, but only enough to mark the route at each junction. Tell the children that they have to use their arrows carefully. Encourage them to plan ahead and think about where they are going to place them.

Progression

For older children, ask them to draw a map for their partner to allow them to find the hidden item.

Ask them to mark on the map any points of danger such as roads, car parks, the headmaster's office etc. using symbols.

When the seekers return, ask them to describe the route to their partners and the things they could have added to the map to make it easier.

Then repeat the task, so the seekers become the hiders and have a go at drawing a map, using their experience.

Objective

- Skill acquisition and development
 - Skill choice and application
 - Reflection and evaluation
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Cool Down Ideas - Sleeping Jungle

Ask the children to move around the hall as different animals from the jungle. Tell them it is late and the jungle is going to sleep. All the animals are slowing down. Gradually, one by one the animals fall asleep, starting with the monkeys who curl up close together, the lions who lie on their sides, the snakes who curl into tight coils etc. Dim the lights, then patrol the jungle as a ranger, asking all the children to stay as still as possible.