

Learning Intentions: (Apply Running Into A Game)

- Develop running technique and applying it into a game. **Physical – Perform Single Skills**
- Develop understanding of where we need to run and why. **Cognitive – Observe & Describe**
- Recognise space in games & using it to their advantage. **Creative – Compare & Develop**

Key Vocabulary:

- Space
- Safe Stopping
- Awareness
- Dodging

Equipment:

- Marker Spots and/or hoops
- Marker Cones
- Bibs / Bands / Tags

D.U.C.K:

Activity 1: 'Touch The Floor'

Ask pupils to show you all the different ways they can run around the space safely. Encourage pupils to run around the space avoiding other pupils. Explain to pupils that the other pupils are 'defenders' who we need to avoid. **(TP 1)**

Progression: Children are instructed to keep within the area.

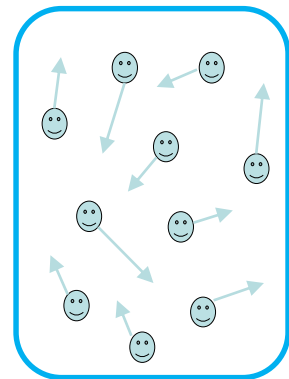
- Starting with a comfortable walking pace children listen for the command "Touch the floor with your (hand, knee, tummy, elbow, etc.)".
- Repeat several times with children moving in different ways between each command.
- Vary and increase the level of activity (e.g.. Easy walk, fast walk, jog, skip, run, galloping, side stepping, etc.). **(TP 2)**

TP 1:

Encourage children to always be moving into spaces and to be keeping their head up to avoid collisions.

TP 2: Encourage children to always be moving into spaces and to be keeping their head up to avoid collisions.

Emphasise the importance of moving to the ground with care.



Activity 2: 'Sticky Glue'

Layout markers (floor discs, mats or chalked circles not cones or hoops) around the space. Tell pupils to run around the markers, applying the correct technique. When you call out, 'sticky glue,' pupils must run to the nearest marker and place one foot on the marker. Who can find and run to a marker the quickest? **(TP3)**

Progression: 'Avoid the Defenders' Structure the game as above, explaining to pupils that the markers are defenders (players on the other team). Where should we run to avoid the defenders? When you call out, 'sticky glue,' the markers become players on our team. Who can run and place a foot on the marker the quickest? Show HA examples of pupils who can avoid the defenders. **(TP 4)**

Progression: In pairs each child has a bib or band, which they put in the back of their shorts to make a tail. In a space each pair stands face to face and without running away from their partner has to try to protect their tail whilst at the same time trying to grab their partners tail. Each time they win their opponents tail they get a point. They return the tail and continue. Play for a few minutes, then repeat. **(TP 5)**

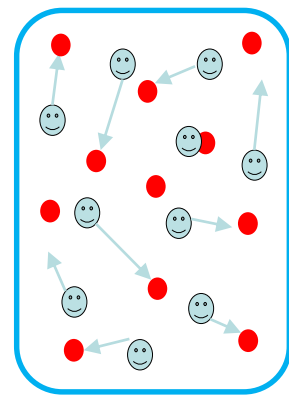
TP 3: Emphasise the importance of keeping the head up.

TP 4: Looking for spaces and avoiding contact, keeping their head up & looking where they are going.

TP 5:

EASIER/HARDER

- Allow players to have more than one tail (easier).
- Practise the skill in a game situation with teams (see Top Play card).
- Use a smaller/larger space.
- Longer/shorter tails.
- Us non-dominant hand to catch tails.



Game: 'Mud Monsters' Choose 3/4 pupils who become mud monsters.

HA mud monsters run, LA mud monsters walk.

The mud monsters job is to tag pupils.

If a pupil is tagged they must stop and stand still and are released when they are high fived.

Can pupils run changing direction to avoid being caught?

HA keep the markers on the floor as additional mud monster traps. **(TP 6)**

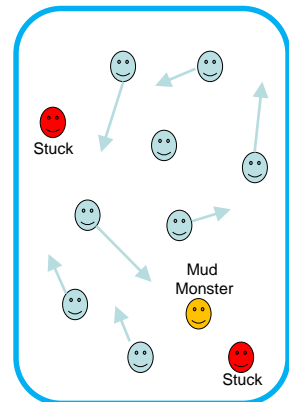
Progression: Once you have been tagged by the mud monster you join them. Players must remain in one spot and can tag any players who come in close enough distance of them to reach and tag. **(TP 7)**

Progression: As above, but using tag belts and tags to replace being tagged by hand.

TP 6: Encourage children to push off one foot to the other.

Encourage children to be on the balls of their feet. Encourage a low centre of gravity and bent knees.

TP 7: Pupils run and stay in a space. Running pumping their arms and on the balls of their feet. Keep their head up when they are running.



Competition: 'Run Rabbit Run' Explain to the children that these are the rabbit holes and on command of "Run, Rabbit, Run" the children must get to the safety of a rabbit hole as quickly as possible.

A maximum of 3 children are allowed to a rabbit hole.

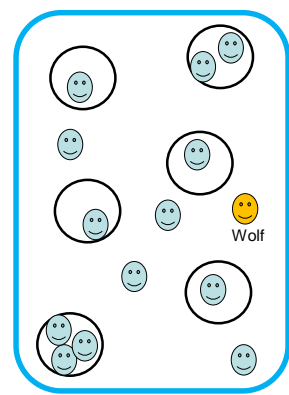
To make the game more competitive the teacher or children could take on the role of the wolf, from whom the children are safe until the teacher gives the command.

(TP 8)

TP 8: Emphasise the importance of keeping heads up. Add variety by asking the children to move in different ways.

EASIER/HARDER

- Have more than one wolf to make it easier for chasers and harder for rabbits.
- Have fewer rabbit holes or remove rabbit holes throughout the game to make it more difficult.



Cool Down:

Collect equipment
Children walk around the area until they find a space.
Teacher leads children through 4 or 5 simple stretching exercises.
Children stretch tall and wide and finish curled up small as if asleep like a rabbit.

Questioning:

Activity 1:

Where will we run?

Why will we run there?

Who can run and stay in their own space?

Reinforce the main effects on our breathing, appearance, heart rate, body temperature, etc.

Do some activities have a greater effect than others?

Which activities made the breathing faster or the heart beat quicker?

Activity 2:

Why do we need to stay in a space when we are running?

How can you make it harder for you partner to get your tail?

What sorts of movements are the best to use in a small space?

Game:

What are the consequences in a game if we do not run and move into space?

How can we run and avoid being caught by the mud monster?

Why do we need to change direction?

Competition:

Success Criteria:

EYFS:

Can pupils travel with confidence?

Can pupils move into spaces avoiding the defenders?

Can pupils adjust their speed and change direction to avoid the defenders?

KS1:

Can pupils run and stay in a space?

Are pupils running pumping their arms?

Are pupils running on the balls of their feet?

Do pupils keep their head up when they are running?

Can pupils move around the space keeping away from the mud monsters (defenders)?

Do pupils understand the consequence in a game of moving too close to the mud monsters (defenders)?

Health & Safety Considerations:

Area safe and checked – any hazards removed
Equipment safe and checked and suitable for participants
Safety information highlighted to participants
Suitable clothing and footwear worn by participants

Other comments: (Has Injured / Absent / no Kit / SEN/ EAL etc..)

Plenary:

What are the consequences in a game if we do not run and move into space?

They will get caught/tagged.

What should we do with our head when we run?

Head up & looking around.

What should we do with our arms when we run?

Pump arms backwards and forwards.

What should we do with our feet when we run?

Run light on the balls of their feet.

Develop running technique and applying it into a game –

Physical – I can perform single skill or movement with some control

Exploring:

Expected:

Exceeding:

Develop understanding of where we need to run and why– *Cognitive – I can understand and follow simple rules.*

Exploring:

Expected:

Exceeding:

To be able to avoid/move away from a defenders, static and moving:

Creative – I can begin to compare my movements and skills with those of others

Exploring:

Expected:

Exceeding:

Cross Curricular Links: