

Learning Objective To develop the sprinting technique and improve on your personal best.

Whole Child Objectives

Social: To support and congratulate others.

Emotional: To show determination to achieve my best.

Thinking: To understand that leaning slightly forwards helps to increase speed. Leaning my body in the opposite direction to travel helps to slow down.

Success Criteria

- Sprint on the balls of your feet moving your hands from pocket to mouth.

Equipment Cones x 30 , Sprinting (Video)

10 Mins Warm Up and Introduction

Moving in space:

Pupils to stand in their own space in the teaching area. Pupils begin by jogging around in the space avoiding others.

Pupils to travel around in this space, showing a controlled jogging action and changing direction to avoid others.

Look for space to move in to away from others.

Car park

Call out different instructions for the pupils to respond to. When 'Car Park' is called, pupils must quickly sit on the floor to park their car.

- green: jog around the teaching space
- yellow: march high knees
- red: hold a balance on one foot
- roundabout: spin around once on the spot
- speed bumps: jump around the space

30 Mins Skill Development

Sprinting technique:

In pairs, pupils stand one behind the other, behind a start line. Pupils take it in turns to sprint as quickly as possible to an end line, 10m ahead with:

- a) Straight legs
- b) Straight arms
- c) High bent knees and bent elbows

Q: *What did you notice about the effect of straight legs on your speed? Why is that technique making you run faster or slower?*

- d) Pupils to practise sprinting using the correct technique.

Elbows bent, moving hands from their pocket to their mouth. Head looking straight ahead. High knee drive. On balls of feet.

Catch me if you can:

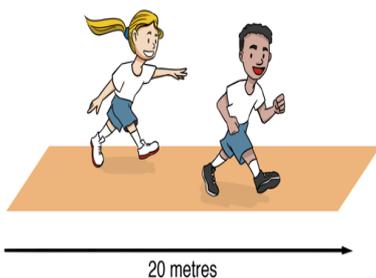
Set a distance of around 20m. In pairs, pupils stand one behind the other with the pupil at the front 1m ahead of their partner. On 'go', the front pupil begins running straight towards the end line, their partner tries to catch them before they reach it. Change the leader each time.

Lean slightly forward to increase your speed. Lean your body in the opposite direction to slow down.

Teacher note: this activity gives you time to identify how the pupils run. Are they running using the opposite leg to arm? Do they run in a straight line?

Make this harder for the chaser by extending the distance between the runners.

Make this easier for the chaser by extending the distance to the end line.



Personal best:

In pairs with two cones, one pupil sprints for 5 seconds. Call 'stop' after 5 seconds to let the sprinter know the time is up. Partner puts a cone down to show how far they travelled. Change roles.

Repeat three times each. *Q: Can you match or even beat your own cone?* After each attempt ask the pupils to provide feedback to their partner on what they could do to improve. Ask them to notice each of the teaching points highlighted for sprinting and use these to structure their feedback.

Discuss the importance of a good start and encourage the pupils to begin in a balanced running stance. Recap on the teaching points for sprinting and ask the pupils to use these when structuring their feedback.

Teacher note: praise pupils who show determination to improve on their distance, who listen to their partner and work on the feedback provided.



Race:

In groups of four, pupils line up one behind the other. The first pupil from each line will race, sprinting up to a defined line (between 30-50m away), and back. Then they tag the hand of the next person.

Remind the pupils of the qualities of working co-operatively as a team. Remind them to be encouraging of the other pupils that they work with. Remember to lean slightly forward to increase your speed. Lean your body in the opposite direction to slow down.

Make this harder by starting a group after the others or giving them an extra lap to run.

5
Mins

Plenary

Pupils to describe the specific actions of an effective running technique. *Q: How did they speed up or slow down?* The pupils must name a supportive team member and how they made them feel. Discuss the importance of being a supportive team member and the positive impact this has on achieving a shared goal.