

Upper KS2: Social Distancing

Develop running for speed				
Year 3	Learning Objectives & Intentions	Key Questions	Context & Structure	Success Criteria
Suggested Sequence of Learning Part 4	<p>The focus of the learning is to continue to explore running for speed.</p> <p>Pupils will continue to learn and apply the correct sprinting technique.</p>	<p>How do we run?</p> <p>What is the consequence of a sprinter running out of their lane in a race?</p> <p>What should we do with our head when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct head technique?</p> <p>What should we do with our arms when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct arm technique?</p> <p>What should we do with our legs when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct leg technique?</p> <p>What should we do with our feet when we are sprinting? Why?</p> <p>Do we feel quicker when we apply the correct foot technique?</p>	<p>Show What You Know about Sprinting Working individually in their own space, (ideally in their own marked out space) or their own marked out running lane (spread the lanes out so there is adequate distance between each lane) recap suggested sequence of learning part 3 showing what we know about running to start the lesson.</p> <p>Developing the sprinting technique Recap the correct head and arm technique. What do pupils remember? Show HA examples.</p> <p>Exploring our Legs: Explore running with our legs straight (locked knees) and bent legs (crouched). What effect does this have on our speed? What should we do with our legs to run faster? We must drive our legs up with a high knee action to generate power and speed.</p> <p>Exploring our Feet: Explore running on your heels, toes and sole. What effect does this have on our speed? What part of the foot should we run on to make us run faster? Run on the balls of our feet to feel light and springy.</p> <p>Beat Bolt Can pupils apply their knowledge and understanding of sprinting to run as fast as they can in an allotted amount of time? Explain to pupils that Usain Bolt ran the 100m in 9.58 seconds. Mark out a 100m track (spread the lanes out so there is adequate distance between each lane). If you have a smaller space mark out 50m with pupils turning and running back. How far can pupils run in 9.58 seconds? The teacher or teaching assistant can use a stop watch or ask pupils to count to 10. Do pupils appreciate how fast Usain Bolt runs? Ask pupils do they think than can run further in 9.58 seconds? If so, would they change their running technique?</p>	<p>(P) Can pupils run with their head up and focused forwards and with a pumping action with their arms and elbows bent?</p> <p>(C) Do pupils understand how to run faster?</p> <p>(S) Can pupils listen to each others ideas and focus on the demonstrations? Respect</p> <p>(W) Do pupils continue to try and improve their own performance? Self Motivation</p>
		<p>Pupil Observations and Assessment</p>	<p>(P) Are pupils able to apply accurate head and arm technique to make themselves quicker?</p> <p>(C) Can pupils identify strengths and weakness in others performances? Evaluation</p> <p>(S) Are pupils able to group themselves according to speed? Respect / Cooperation</p> <p>(W) Do pupils continue to try and improve their own performance? Self Motivation</p>	
Targets	KS1	Lower KS2	Upper KS2	Beyond KS2