

LEARNING THEME

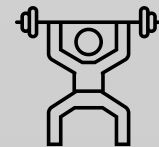
speed



distance



strength



PURPOSE

The 'speed, distance, strength' learning theme gives children in an opportunity to develop key fundamental movement skills of running, jumping and throwing. This is delivered through a carousel of activities each week which pupil's complete at least one learning activity for each of speed, distance and strength within the lesson.

Links can be made within the learning to areas such as Athletics and around achieving Personal Best scores.

KEY SUCCESS CRITERIA

Lesson 1 & 2

Lesson 3 & 4

Lesson 5 & 6



I can run, jump and throw with speed and strength.

I can explore specific running, jumping and throwing techniques.

I can use specific running, jumping and throwing techniques.



I can experiment with techniques to find success.

I can apply techniques to achieve the most success.

I can select and apply appropriate techniques for the task.



I can select an appropriate level of challenge for myself.

I can collaborate and compete successfully with others.

I can support others by providing feedback to improve performance.

Activation **Base** **Connection** **School**

CURRICULUM LINKS

Athletics

'Participate in activities and physical challenges to learn, understand and continue to develop the core skills of running, jumping and throwing in a co-operative and competitive context using a variety of equipment'

'Progress from simple running, jumping and throwing activities towards becoming involved in more difficult personal challenges and through them, improving performance.'

BEYOND THE PHYSICAL

Keep in mind which Beyond the Physical characteristics make you successful in the activities and more importantly why?

Beyond the Physical Characteristics in P.E.

Be Passionate

Be Courageous

Be Thoughtful

Be Collaborative

Be Explorative

Be Cooperative

Be Ambitious

Be Resilient

Be Motivated

Be Connected

Be Curious

Be Inspirational

Be Creative

Be Respectful

Be Adventurous

Which of these Beyond the Physical Characteristics are you using, or have you used in your lesson today?

Lesson 1 & 2



move



solve



connect

I can run, jump and throw with speed and strength.

I can experiment with techniques to find success.

I can select an appropriate level of challenge for myself.

SUGGESTED EQUIPMENT

Cones or spot markers
Bibs
Noodles (optional)

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week.

Speed Activity 1

Tag and Turn - In pairs, Child A stands at one side of the space facing away from the finish line at the other side. Child B approaches behind them, tags Child A on the back/shoulder and then runs back to the finish line. Child A must turn and try and catch Child B before they reach the finish line.

Speed Activity 2

Sneak Past - In pairs, Child A stands a few steps forward from the start line facing the finish line opposite. Child B wearing a bib tag must sneak up, pick a side to run past (Left or right shoulder) and try to make it to the finish line without Child A chasing them down and taking the tag.

MANAGING DIFFERENCE

SPACE

Consider the distance the children must sprint over.

TASK

Rather than a straight-line sprint children can create a track or course to run back through to the finish line

EQUIPMENT

Children can tag with a noodle to gain a greater distance advantage or wear a bib tag for the chaser to take

PEOPLE

Children can create a points / lives scoring system and compete against others at a similar level

CONNECT

Were you able to move with speed and control?

Did you feel you were faster when you were the chaser or being chased?

SCHOOL

Children can have opportunity to look a sprint times – how fast are those World Champion sprinters moving compared to us.

Lesson 1 & 2



move



solve



connect

I can run, jump and throw with speed and strength.

I can experiment with techniques to find success.

I can select an appropriate level of challenge for myself.

SUGGESTED EQUIPMENT

Cones or Spot Markers
Chalk (optional)
Measuring Tapes (optional)

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week.

Distance Activity 1

Jump their Height - Children lay down with their feet at the start line. Mark with a cone/spot/chalk where the top of their head is. Challenge them to jump that distance using different types of jumps. If they are successful and can clear their height, they can ask someone taller to challenge them to jump their height.

Distance Activity 2

Runway Take Off - Children to jump from a start line using a jump of their choice, measuring and placing a cone at their Personal Best. After 5 jumps, children to do a 1 step 'run up' to try to beat their score. After 5 jumps, move another step back to have a 2 step 'run up'. Continue up to a suitable number of steps to see how the length of run up affects the length of jump.

MANAGING DIFFERENCE

SPACE

Children can create point scoring landing zones to gamify their jumping activities

TASK

Make sure children explore using different jumping techniques in each activity

EQUIPMENT

Children can explore jumping while holding different objects. Does holding something in their hands help them jump further?

PEOPLE

Allow children to work with or compete against different people.

CONNECT

Why might jumping with a one-footed take off make you jump further than with a two-footed take off?

What other things can impact your jumping distance?

SCHOOL

Children can explore relationships between height of children and the distance they are able to jump.

Lesson 1 & 2



move

I can run, jump and throw with speed and strength.



solve

I can experiment with techniques to find success.



connect

I can select an appropriate level of challenge for myself.

SUGGESTED EQUIPMENT

Cone / Spots
Hoops / Ropes Line markers
Athletics-based throwing equipment – Javelins, Shots/balls, discus/quoits

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Strength Activity 1

Sit, Kneel, Stand – Individually or with a partner, select an object and type of throw to use. Begin by performing this sitting down. You can record personal best scores with a cone or a spot. After several attempts, now perform the throw from a kneeling position and then finally from standing.

Strength Activity 2

Tic Tac Toe – Children can compete against a partner or in a 2 v 2 game. Set out a 3 x 3 grid using hoops, ropes, spots, lines etc. Players take it in turns to perform a throw with the aim of landing their object in one of the 9 grid areas. First to 3 in a row is the winner.

MANAGING DIFFERENCE

SPACE

In Tic Tac Toe consider the distance from the throwing line to the target area. Different children in the game could have different starting points based on their abilities.

TASK

Allow children the opportunity to perform pull, push and sling throw types. The activities can be as competitive as they would like them to be.

EQUIPMENT

Make sure the children are exposed to throwing a range of different objects which vary in size and weight.

PEOPLE

In Sit, Kneel, Stand children can explicitly work on achieving personal best scores in different types of throwing events.

CONNECT

How does the starting position of your throw impact the distance you can achieve?
How could you apply the concept of strength explicitly to both of the activities?

SCHOOL

Children can look at distances achieved in Olympic throwing events. What athletic throwing events are also present in the Paralympic Games

Lesson 3 & 4



move



solve



connect

I can explore specific running, jumping and throwing techniques.

I can apply techniques to achieve the most success.

I can collaborate and compete successfully with others.

SUGGESTED EQUIPMENT

Cones or Spot markers
Balls
Hoops

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Speed Activity 1

Exploder - In pairs (or 3s if you want a starter/recorder/official). Set up a start and finish line to sprint to. Children to start in different positions - sat down, laying down, kneeling, facing wrong way etc. On a designated code word or a simple count down, pairs stand up and race to finish line.

Speed Activity 2

Beat the Timer - In pairs, Child A to drop a ball from a height or spin a hoop. Child B must try to sprint to complete a course, a straight-line track or round track before the ball bounces a set number of times or the hoop falls flat on the floor. Children can also try to do multiple laps in the time.

MANAGING DIFFERENCE

SPACE

Consider the distance the children must sprint over.

TASK

Rather than a straight-line sprint children can create a track or course to run back through to the finish line

EQUIPMENT

Allow children to explore using different equipment as a timer

PEOPLE

Children can create a points / lives scoring system and compete against others at a similar level

CONNECT

Which did you feel was the trickiest position to get to up and run from?
Did you sprint at full pace for as long as possible or did you plan to change the pace as you were running?

SCHOOL

Reaction times are important in sprinting. Where else in sport is this an important skill?
How good is human reaction time compared to that of animals?

Lesson 3 & 4



I can explore specific running, jumping and throwing techniques.



I can apply techniques to achieve the most success.



I can collaborate and compete successfully with others.

SUGGESTED EQUIPMENT

Cones or Spot markers
Hoops
Noodles
Playing Cards

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Distance Activity 1

Jump for Height – In pairs, one child will hold out an object such as a hoop or a foam noodle. Beginning at a low level. Their partner must try to jump into / out of the hoop or jump over / to touch the target object. When they are successful, the object can be gradually raised higher to increase the level of challenge.

Distance Activity 2

Playing Cards Jumps – Using a deck of traditional playing cards or similar, display a list of the four suits (or colours if using Uno) alongside four different jump types. For example, Hearts = 1 to 1 (Hop), Clubs = 2 to 2 Children select a card at random and must perform the number of jumps shown in a consecutive movement.

MANAGING DIFFERENCE

SPACE

In Jump for Height, children can start their jump from an increased distance or begin to include a run-up.

TASK

Make sure children explore using different jumping techniques in each activity – 2 feet – 2 feet, 1 foot to 1 foot, 1 foot to 2 feet.

EQUIPMENT

If children had to hold an object with two hands while they were jumping, how would this impact the distance and heights they could achieve?

PEOPLE

Allow children the opportunity to work alongside and collaborate with different partners. Competition could be used in Playing Card Jumps.

CONNECT

Which did you personally find more success with, jumping for height or jumping for distance?

What movement techniques are used in both jumping for height and for distance?

SCHOOL

Think about how we successfully work together and challenge each other in a positive way within other curriculum subjects and how this can be replicated in PE.

Lesson 3 & 4



move



solve



connect

I can explore specific running, jumping and throwing techniques.

I can apply techniques to achieve the most success.

I can collaborate and compete successfully with others.

SUGGESTED EQUIPMENT

Cones or Spot markers
Targets such as tall cones
Objects to push throw – shots, different sized and weighted balls, bibs
Objects to sling throw – discuses, quoits

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Strength Activity 1

Pushing Power – Working with a partner, the challenge is to push throw an object from a start line to a finish line in the least amount of throws possible.

Wherever the first throw lands, the second thrower must start from this marker. Keep throwing until you reach the finish line and add up the throws.

Strength Activity 2

Sling Throw Skittles – Individually or in pairs, children to set up a selection of target skittles such as cones which they must try to hit using a sling style throw.

Children may throw quoits or discuses but encourage the use of a sling throw rather than a push or a pull to hit the targets.

MANAGING DIFFERENCE

SPACE

Children can adapt the distance between the start and finish line or the targets within each activity.

TASK

In Pushing Power, children can use two-handed chest push or one-handed shot putt techniques to explore the difference in the distance they can push.

EQUIPMENT

Within Pushing Power encourage the children to use objects such as airflow balls, tied-up bibs or sponge balls to challenge their power.

PEOPLE

Allow children the opportunity to work alongside different partners and provide feedback to support each other.

CONNECT

How are the push and sling throws different or the same as throwing techniques you may use in other games or sports?

Which one did you find most success with in the activities?

SCHOOL

Children may discuss how different objects are able to travel when using push or sling throws. Does a lighter object travel further? Does a larger object travel further?

Lesson 5 & 6



move



solve



connect

I can use specific running, jumping and throwing techniques.

I can select and apply appropriate techniques for the task.

I can support others by providing feedback to improve performance.

SUGGESTED EQUIPMENT

Cones or spot markers
Bibs
Balls (Optional)
Stopwatches / timers

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Speed Activity 1

Steal and Chase – Children to work in pairs with one stealer and one chaser. The chaser will stand at the start line. Set out a vertical line of cones in front of the chaser. Place an object on the cone furthest away from the chaser. The stealer must approach the object, pick it up and sprint back to their start line. As soon as they touch the object the chaser can set off to try and tag them before they are safely back to their line.

Speed Activity 2

Speed Shuttle – Children to work in pairs. They are to set up, from a start line, a line of cones. Working together in a relay, they must run out, flip a cone over, run back and then tag their partner who repeats with a different cone until they are all flipped over. They can use a timer to try and complete the challenge in the quickest time possible. Pairs can think about who should flip which cone in the line to get the best time.

MANAGING DIFFERENCE

SPACE

Consider the distance the children must sprint. In Speed Shuttle, the cones can be extended further for more challenge.

TASK

Rather than a straight-line sprint children can create a path which would mean changing direction.

EQUIPMENT

Children adjust the type of equipment they use in the shuttle such as putting balls on or off the cones.

PEOPLE

Children can be placed in mixed abilities or paired based on their speed to provide challenge in Steal and Chase.

CONNECT

What did you find challenging within the activities?
Were you able to find the best and fastest solution when you were working with someone who is a different speed to you?

SCHOOL

Children can have opportunity to look at sprint times – how fast are those World Champion sprinters moving compared to us.

Lesson 5 & 6



move



solve



connect

I can use specific running, jumping and throwing techniques.

I can select and apply appropriate techniques for the task.

I can support others by providing feedback to improve performance.

SUGGESTED EQUIPMENT

Cones or Spot markers
Objects to collect – beanbags, quoits, bibs etc

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Distance Activity 1

Jump Collector – Children to work in pairs. Child A to stand on a starting marker. Their partner spreads out three pieces of equipment around the area. Child A must then jump to collect all the pieces of equipment and return to their starting marker in the least amount of jumps possible.

Distance Activity 2

Team Combination – Working with a partner, the challenge is to jump from a start line to a finish line in the least amount of jumps possible. Wherever the first jumper lands, the second jumper must take off from this marker. Keep jumping until you reach the finish line and add up the jumps.

MANAGING DIFFERENCE

SPACE

In Team Combination, children can set their own distance between the start and finish lines to match their level of challenge.

TASK

With both activities, a rule could be added where a different jump must be performed each time. Which jump will they use when and why?

EQUIPMENT

In Jump Collector, add more pieces of equipment to the area which must be collected while jumping.

PEOPLE

Allow children the opportunity to work alongside different partners and see how this impacts scores in Team Combination.

CONNECT

How can you better your performances to score the least jumps possible?
 Can you give your partner some feedback on their performance to improve your score?

SCHOOL

Children can look at records for jumping distances and heights. For example, how many jumps in Team Combination would it take to beat the male and female Triple Jump world record?

Lesson 5 & 6



move



solve



connect

I can use specific running, jumping and throwing techniques.

I can select and apply appropriate techniques for the task.

I can support others by providing feedback to improve performance.

SUGGESTED EQUIPMENT

Cone / Spots
Athletics-based throwing equipment – Javelins, Shots/balls, discus/quoits
Target objects – balls, tall cones, hoops
Bibs / Scarves

Adults or children can select which Activity they complete each week. You can do the same one twice or complete one each week

Strength Activity 1

Angry Birds – Set up target objects such as balls on top of cones at varying distances away from a throwing line.

Children can use a range of equipment a pull, push or sling throwing technique to try and hit the targets. Children can complete the activity individually or with a partner.

Strength Activity 2

Ghostbusters – Children to work in pairs with one child being the ghost and one the ghostbuster. The child playing the role of ghost must throw a bib, scarf or jumper into the air and the ghostbuster must try to knock it out of the air by throwing their chosen object at it using either a pull, push or sling throw.

MANAGING DIFFERENCE

SPACE

Allow children the choice of where they would like to set up their targets in Angry Birds or the distance away the ghost is in Ghostbusters.

TASK

Challenge children to throw with both dominant and non-dominant hands. Do they generate the same power to reach the targets?

EQUIPMENT

Different sized or shaped targets can be used which might increase or decrease the level of challenge.

PEOPLE

Children can create their own point scoring or lives system within the activity.

CONNECT

How can you increase the power of your throws to be able to knock over the target or knock it out of the air?

Which throwing technique do you feel has the most power?

SCHOOL

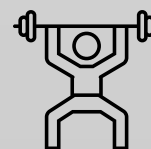
Children can research the use of throwing in history as a means to compete but also within historical battles. What did these ancient people throw and how?

THEME ASSESSMENT

speed

distance

strength



- ✓ I can run, jump and throw with speed and strength.
- ✓ I can explore specific running, jumping and throwing techniques.
- ✓ I can use specific running, jumping and throwing techniques

Evolve

Embed

Excel



- ✓ I can experiment with techniques to find success.
- ✓ I can apply techniques to achieve the most success.
- ✓ I can select and apply appropriate techniques for the task.

Evolve

Embed

Excel



- ✓ I can select an appropriate level of challenge for myself.
- ✓ I can collaborate and compete successfully with others.
- ✓ I can support others by providing feedback to improve performance.

Evolve

Embed

Excel



- ✓ What is important to you as a school?
- ✓ E.g. Teamwork / Resilience / Attendance at after school / Respect for each other