

**Warm-up** (Opening option - task from "Pulse-raising and Problem-solving" Year 6)

- (i) **STEP IN TIME.** Move in and out of each other. Start by jogging, then change step in response to the teacher (e.g. *side gallop; skip with high knees; run and dodge; knees high in front; clap knees with hands feet; touch feet with hands.*) Sometimes you will be asked to stop running and mobilise different joints.
- (ii) **TOUCH AND GO.** Stand one behind the other in two's behind a line. 'A' stands about 1m in front of 'B' who is holding his/her hand out. 'A' touches 'B's hand and sprints forward to a previously indicated line (*well away from any walls.*) 'B' chases and tries to touch 'A' before he/she reaches the line. (*Change over roles at least 3 times each.*)

**Skill development – SPRINT START AND STRIDE LENGTH**

Two pairs join together to create groups of four who line up behind the start line. Each line of children in turns tries the different starting positions races, 10m then jogs back down the **side** of the track to 'rejoin' the **rear** of the group.

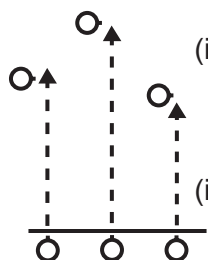
- (i) On "GO" start running as soon as possible:
  - (a) Lie on your **back** with head to the line (*turn over push on hands.*)
  - (b) Lie on **stomach** with head to the line
  - (c) Two hands and two knees (*hands to the line*)
  - (d) Two hands and one Knee (*hands to the line*)
  - (e) 'Set' position (*hands to the line*)



- (ii) Revise the sprint start and start each line at least 3 times with the correct position to run 10m.
- (iii) Move into 2's, collect 2 markers and place them 20m apart. Evaluate your partners sprint and help them improve.
- (iv) Take it in turns to start at one marker and sprint to the other 20m away and **count the number of strides** you take. Repeat the sprint 5 times – can you **match the number** of strides each time? Work alternately with your partner. (*Establishing a stride pattern and rhythm is one of the keys to successful running.*)

**Challenge – SPRINT FOR SPEED**

- (i) Retain you 'start' marker and **estimate** how far your can run in **5 seconds** and place the second marker.



- (ii) Run for a times 5 seconds and move your markers accordingly. With each successful times run, can you **match** or **beat** your marker? (*Repeat 4 times.*) Work alternately with your partner.

- (iii) **Finally** - No.1 sprints/strides for **30 seconds** moving **around** both markers. How many lengths in 30 seconds? (*Work out the approximate length of the run-each length is approximately 20m*) No. 2 repeats the exercise.

**Cool-down** Put the equipment away. Can you and your partner remember and repeat the side-to-side step pattern 8-8, 4-4, 2-2, 4-4, 8-8?

## SPRINTING-STRIDE PATTERN

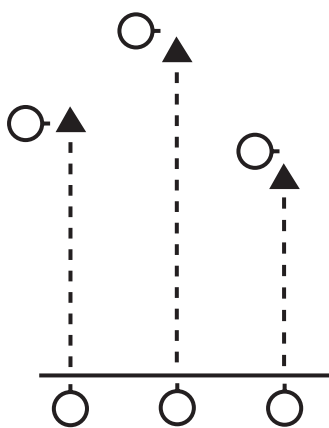
- (i) Sprint to a marker 20m away.  
**How many strides do you take?**
- (ii) Repeat the sprint 5 times.  
Can you **match the number of strides**.
- (iii) Work alternately with your partner.



© Val Sabin 2007

## ESTIMATE AND BEAT IT

- Work in pairs. 1 marker each.



- (i) Pupil 'A' **estimates** how far he/she can run in 5 seconds (*or 3 seconds*) and places a marker.
- (ii) On a signal 'A' sprints as fast as possible in the chosen number of seconds (3-5). 'A' adjusts the marker to record the distance.
- (iii) Can 'A' **beat the marker**? Repeat twice more and then change over so 'B' becomes the runner.

- The timing is done centrally by the teacher or by the children using their own stopwatch.

© Val Sabin 2007