



Rewarding Learning

# Developing Fundamental Movement Skills



## Focus: **Sprint Run**

FOUNDATION STAGE • PHYSICAL DEVELOPMENT



## **GENERAL OVERVIEW OF THE 'SPRINT RUN'**

Running can be seen as an extension of walking, except there is a flight phase when both feet are momentarily off the ground.

The sprint run is an important aspect of PE, sports (athletics, basketball, football, netball, rugby) and everyday activities such as running to catch falling leaves, chasing a butterfly, taking the dog for a run, playing tig or chasing a rolling hoop, ball or quoit, or generally running for pleasure.

It is essential that children are taught the correct techniques for running and are provided with rich opportunities to practise running in a range of contexts, both indoors and outdoors.

They should be encouraged to practise the skills at home and join activity clubs that provide opportunities to develop such skills as running.



# Overview of Statutory Requirements



## Key Experiences

From .....

## Progress in Learning

Towards

### Children should have opportunities to:

- Experiment with different ways of moving and exploring personal and general space;
- Develop confidence, imagination and some understanding of safety through participation in a range of movement activities;
- Develop body awareness through varying body movements, eg change of speed, direction;
- Explore and refine simple movements; and
- Talk about what they are doing.

### Children should have opportunities to:

- Move with control and coordination;
- Move with some confidence, imagination and safety;
- Show an awareness of general space;
- Travel showing change of speed and direction;
- Use appropriate language to talk about their ideas, feelings and movements; and
- Be aware of the effects of exercise on the body.

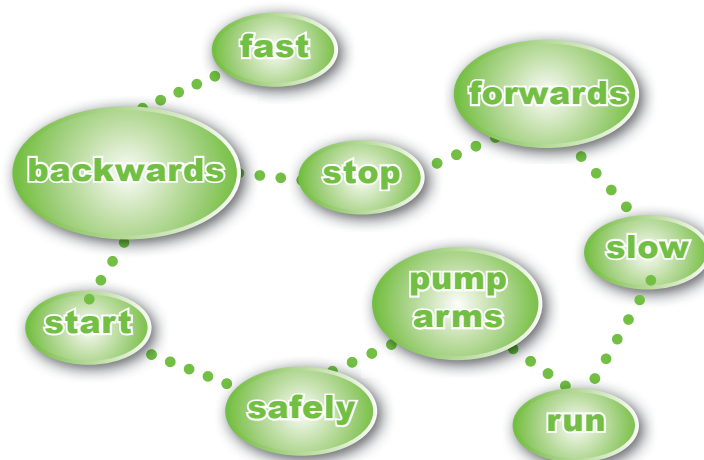


### Can I? (Self Evaluation)

- move my feet very fast?
- focus my eyes forwards towards a given point?
- pump my arms backwards and forwards?
- run in different ways and at different speeds?
- stop and start using my feet?
- try something first before asking for help?
- listen to simple rules and instructions?
- play with others?
- try and help others?

I enjoy choosing an activity I like  
 I know why running is good for me  
 I know why it is important to be able to run  
 I am good at ...  
 I need to practise ...

## Key Vocabulary





# Focus: Sprint Run

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## TEACHABLE POINTS

## CUES

Head and trunk stable.

*"Head up".  
"Head steady – no wobbly head".  
"Look straight ahead".  
Practise walking then running on the spot.*

Arms drive vigorously forward and backward.

*Pump the arms like a train  
DRIVE.*

Eyes focused forward.

*"Keep looking at the tree/post/me". Look ahead and focus on a particular thing.*

Elbows bent at 90°(degrees).

*Bend the elbows.  
Arms not stiff.  
Forwards and backwards.*

Feet land along a narrow path.

*Run between two narrow lines drawn on ground.  
Run along a line.*

High knee lift.

*Lift knees – take big steps.  
Run on the spot and slap the knees with the hands.  
The hands and arms are held at waist height and parallel to ground.  
Hands and arms straight out in front at waist height.  
Use marching songs eg, "The ants come marching one by one hurrah, hurrah". Pretend to run up stairs.*

Foot close to buttocks.

*Back of hands on bottom, fingers pointing downwards – "Kicking horses" – heels coming up behind – hit off palms of hands/fingers.*

After running fast, slow down.

*Lean backwards slightly.*



# Focus: Sprint Run

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## INTERVENE IF YOU SEE **CUES**

Head moving from side to side or up and down.

*Head steady.  
Look forward.  
No wobbly head.*

Excessive trunk rotation.

*Chest facing forward.  
Place a sheet of newspaper on the chest, then run.  
"Why does it stay there when you let go?"*

Arms swinging erratically or across the body rather than forwards and backwards.

*Elbows bent like a square corner – lift bent elbows up behind and pump them forwards and backwards. "Hands closed loosely – no tight fists".*

A low knee lift resulting in a short stride.

*Place markers such as cones, canes across spacers/domes or sequencing spots the required distance apart.*

Running with legs too far apart and flat feet.

*Run along a narrow path or along a straight line.  
Run on balls of feet.  
Quiet feet.*

Body upright when running.

*Lean forward.*



# Focus: **Sprint Run**

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Sample PE unit of work



**This series of lessons is adapted from materials used in one of the pilot schools. It includes sample lessons and may be used as a guide.**

### **SUGGESTED LEARNING INTENTIONS**

#### **The children will:**

- Understand how to listen to and follow simple instructions/rules;
- Know how to move in a variety of ways to explore personal and general space;
- Understand and use the skills required to complete a simple task;
- Use a variety of skills to explore, refine and improve simple movements;
- Know how to move safely and confidently;
- Know how to use a variety of equipment and resources;
- Observe, describe and copy what others have done; and
- Talk about what they are doing using a range of appropriate movement vocabulary.

REMEMBER TO PLAN AND PROVIDE OPPORTUNITIES FOR **INCLUSION**



*Some of the activities and graphics within the PE lessons have been adapted from the Youth Sport Trust 'Top Play' resource pack.*







# Focus: Sprint Run

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 1 Year 1/2

## Activity: Athletics Unit of Work: Sprint Run

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Run over short distances in a straight line;
- Demonstrate a change of pace between walking and running; and
- Respond appropriately to the instructions "On your marks, get set, Go!"

### TEACHING POINTS

*Safe use of space.  
Listening skills.  
Spatial awareness.  
Listen to teacher's instructions.*

### INTRODUCTORY ACTIVITY

Introduction to ready, set, go/on your marks, get set, go!  
Running and stopping activities.  
Play game of 'Statues' – run, stop, make a shape!

### SKILLS PRACTICE

Run on the spot with high knees.  
March around hall with high knees – hold hands at waist height and make knees come up to hands as they march.  
Introduce a start line and "on your marks, get set, go!"  
Teach importance of head and trunk being stable – keep eyes focused forward – practise running looking ahead, eg, at curtain, picture, tree, etc.

*Lift your knees!  
Head up so you can see where you are going.  
Run along a line.  
Keep looking at the ...  
Use of 'SPRINT RUN' cue card.*



### DEVELOPMENT (simple/mini game)

Race against a partner over a short run, eg, 10m or winner is first to sit in a hoop.  
In groups of six. Give each person a number one to six.  
In relay lines, number one runs to cone and back – then number two runs etc.  
Use hand touches ie, right hand to right hand touches before next person can run. Use on your marks, Get Set, Go! command.

*Listen to instructions.  
Show good practice.  
Quiet feet.  
Run with high knees.  
Head up – look at marker or at your team.  
Finish is when all team are sitting.*

### COOL DOWN

Show me a wide shape, a tall shape, a tucked shape. Repeat.  
Show me a tall, thin shape.  
Show me a flat shape on the ground.  
When gently tapped on the shoulder, line up.

*Encourage stretching at end of lesson.  
Hold stretches for count of five – ten seconds.*

### EVALUATION

### RESOURCES

*Hoops – one between two.  
Four cones, one of each colour for team event.  
'SPRINT RUN' cue card.*





## Activity: Athletics Unit of Work: Sprint Run

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Run, lift and set a piece of equipment down safely;
- Understand the idea of a finish line in a race;
- Participate appropriately in a race situation; and
- Talk about what they are doing.

### TEACHING POINTS

#### INTRODUCTORY ACTIVITY

Scarecrow Game. One child is the Crow if others are caught they must stand still and make a wide shape. To be freed, someone must crawl under legs.

*Head up so you can see where you are going.  
Spatial awareness.  
Listen to and follow instructions.*

#### SKILLS PRACTICE

Revise 'running' skills taught last time – head up, eyes focused forward, run with high knees.  
Talk about arms – observe a runner, what do arms do? Demonstrate arm pumping – stand on spot and pump arms – sing 'Johnny pumps with two arms' (tune – 'Johnny works with one hammer!').  
Sprint run in pairs – begin at a start line. Start on command, 'On your marks, get set, Go!' Run to marker – encourage observation of partner to see who can run well!  
Discuss what makes a good runner.

*Remind high knees – lift your knees!  
Head up so you can see where you are going.  
Run along a line.  
Keep looking at the ...  
Pump your arms.  
**Use of 'SPRINT RUN' cue card.**  
Let some children demonstrate their running techniques.*

#### DEVELOPMENT (simple/mini game)

In groups of six or seven.  
Run to hoop (five metres away) lift it over body, set it down safely and continue to run to next cone (finish line).  
Competitive races – teams against each other using instruction 'On your marks, get set, Go!' Introduce the idea of a finish line.  
Repeat race by skipping or hopping to hoop and then to cone.  
Same teams – place number cards one – six in hoop. One child to run to collect one card and return to cone, repeat for rest of the group.  
Winning team should have all cards collected and placed in order, one to six.

*Listen to instructions.  
Demonstrate Sprint Run technique.  
Quiet feet.  
Run with high knees.  
Head up – look at marker or at your team.  
Encourage pupils to run until they pass the line!  
Finish is when all team members are sitting.*

#### COOL DOWN

Walking in and out of all the spaces, on command make a wide shape; a tall shape; a tucked shape.  
Show me each of above shapes. Stretch out and close eyes.

*Encourage stretching at end of lesson.*

#### EVALUATION

#### RESOURCES

*Dome markers, one between two.  
Four hoops – four cones for team game.  
Four sets of cards numbered one to six.  
**'SPRINT RUN' cue card.***



# Focus: Sprint Run

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Lesson 3 Year 1/2

## Activity: Athletics Unit of Work: Sprint Run

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Put FMS skill of run into practice in race situations;
- Run negotiating obstacles and spaces safely;
- Show control in the manipulation of equipment; and
- Listen to simple instructions from the teacher.

### TEACHING POINTS

#### INTRODUCTORY ACTIVITY

Beans Game – children run in and out of spaces – follow beans commands, eg, 'Jumping Beans', jump in and out of all the spaces. 'Jelly beans' – wobble and wiggle whole body.

Use variety of beans – runner beans, jumping beans, French beans, frozen beans, baked beans, beanpole, jelly beans, etc. Listen to and follow instructions.

#### SKILLS PRACTICE

Revise skills taught last time – head up, eyes focused forward, run with high knees.

Find a space. Run on spot. Imagine ground is very hot – lift feet quickly.

Point out good examples. Repeat using good technique. Repeat to count of 10, then 9, 8 and so on.

Practise running with big steps, using all the spaces – point out that this will make running faster.



**Use of 'SPRINT RUN' cue card.**

#### DEVELOPMENT (simple/mini game)

Run in pairs using obstacles, eg, beanbags, cones, domes, quoits running in, out and over obstacles.

Running "halo race" for example: (carrying quoit or beanbag on head).

Partner races, for example:

- 1) Number one carries quoit on head, number two carries it back on foot
- 2) Number one carries beanbag under chin and number two carries it back on shoulder, etc.

Use instructions 'On your Marks, Get Set, Go!'

Repeat as previous but run in/out between objects then return "home".

Head up so you can see where you are going. Set up mini obstacle course for each pair, eg, run over dome, round cone, over second dome and back to base.

Balance – focus on something ahead, chin lifted, look up, use of arms to help you balance.

Use two domes or cones to mark course for each pair.

Set out one course for children to see and encourage pairs to set out their own equipment in same manner. All start at same side of hall to make best use of space.

Tidy equipment away safely and quietly.

#### COOL DOWN

Follow my leader – teacher led – including gentle running, gradually slowing down to walking and including some whole body stretches, eventually lying down and stretching out with eyes closed. Lie still until tapped on shoulder and told to line up quietly.

Encourage stretching and gentle slowing down at end of lesson.

#### EVALUATION

#### RESOURCES

Dome markers, cones, beanbags or quoits. 'SPRINT RUN' cue card.



## Activity: Athletics Unit of Work: Sprint Run

### CONTEXTS FOR LEARNING

Pupils will be able to:

- Put FMS skills of run into practice in race situations;
- Participate in a variety of competitive races and simple movement tasks involving running;
- Move safely and with confidence; and
- Talk about what they are doing.

### TEACHING POINTS

*Encourage good use of space.  
Listen to and follow instructions.*

### INTRODUCTORY ACTIVITY

Beans Game – children run in and out of spaces – follow beans commands!

*Verbal cues:*

- run with high knees;
- light feet;
- pump arms;
- head up, look straight ahead; and
- take big steps.

**Use of 'SPRINT RUN' cue card.**

### SKILLS PRACTICE

Revise skills needed for good running.

Discuss skills with the children.

Individual practice to allow teacher to observe who has improved the skills needed to run.

*Recap all work in previous lessons.  
Remind children about instructions for starting.  
Finish by sitting in a straight line.*

### DEVELOPMENT

Revise races so far:

1. Straight race.
2. Lifting hoop.
3. Halo race (carrying quoit on head).
4. Obstacle race – running over and around obstacles, eg, domes, cones, ropes etc.
5. Pass the beanbag relay – carry beanbag as a baton to pass to next person.



### COOL DOWN

Move in and out of all the spaces, taking some small steps, then some large steps.

Finish with small steps to line up to go back to class.



*Small steps and large steps.*

### EVALUATION

### RESOURCES

*Dome markers, cones, beanbags or quoits.  
'SPRINT RUN' cue card.*



# Focus: Sprint Run

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Additional Activities

### TEACHER LED Learning Experiences

#### Obstacle Course

Run between markers and skipping ropes, around hoops and along chalk lines or playground markings.

#### Circuits

Set up a series of stations for one or more FMS skills, eg, running on spot, running anti-clockwise, running clockwise.

#### Movement to music

'Flight of the Bumble Bee' – Rimsky Korsakoff  
'Winter' – Vivaldi's Four Seasons.  
Television comedy theme tunes .  
Cartoon 'chase' music.

#### Play stations

##### Beginning

Standing on the spot, practise pumping arms.

##### Developing

Practise high knee lift while walking between two points.

##### Consolidating

Run between two given points while pumping arms and lifting knees to retrieve beanbag.

### CHILD LED Learning Experiences

#### Playground Play

Use playground markings, eg, activity trail.  
Free play – tig, stick in mud, follow-the-leader.

#### Invented Games

As above where children make up own games/ rules.

#### Problem solving

Examples of problem solving questions:

1. How many times can you run between two given lines before I say stop?
2. How many times can you run between two cones while I bounce the ball ten times?
3. How many beanbags can you retrieve before I say stop?
4. Run to match pictures/word. Relay type games.

#### Dramatic Play

'Windy Day Box' – streamers attached to the rim of a circular plastic lid, streamers attached to a small pole, pinwheels, flags, kites.



# Focus: **Sprint Run**

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Rhymes and Action Songs

### **‘This is the way we run to School’**

(Tune of ‘Here we go round the Mulberry Bush’)

This is the way we run to school,  
Run to school, run to school,  
This is the way we run to school  
When we hear the school bell ringing.

This is the way we pump our arms...

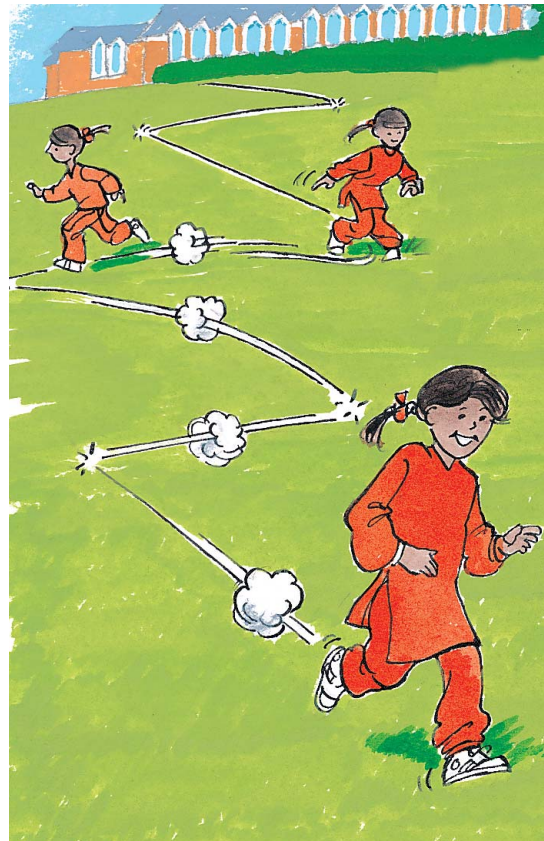
This is the way we lift our knees...

### **‘Hickory Dickory Dock’**

### **‘Wee Willie Winkie’**

### **‘The Gingerbread Man’**

### **‘The Big Pancake’**





# Focus: **Sprint Run**

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Home Activity Card

Shade in the area once the activity has been completed

Do some stretching for 5 minutes	Run round your garden/house 5 times
Pump your arms really fast and count to 10	Do 5 arm swings with each arm
Ride your bike for 5-10 minutes	Jump up and down 20 times
March with high knees on the spot	Run between two cones or markers 3 times. Move them further away and run between the two markers again
	Throw a small ball or beanbag as far as you can out in the garden
	Walk round a park or in a wood or a beach with an adult



# Focus: **Sprint Run**

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

## Home Learning Links

**My homework tonight is to practise running fast.  
This is how you can help me:**

1. I have to keep my head up.
2. I have to pump my arms.
3. I have to keep looking at the finish.
4. I have to lift my knees.
5. I have to take big steps.



**I can also run fast on the spot.**

**Please help me follow points 1, 2 and 4.**



# Connecting Learning

The purpose of this section is to highlight and reinforce the FMS in a range of contexts

## THE ARTS

### Art & Design

- Experiment and use dough, plasticine and clay to make figures which show themselves running.
- Depict and capture speed, eg, sports day, catching the dog, running in the playground.
- Experiment and use a range of media, materials and processes to design and produce collage work, eg, for sports day, be healthy week, children practising running technique.

### Music

- Move at different speeds in response to music, eg, 'I went to school one morning', 'Peter plays with one hammer'.
- Listen to, join in and remember a range of rhymes, simple songs and singing games related to movement, especially running.

### Drama

- Discuss and act out possible scenarios, eg, running away from a fire.
- Take part in simple drama games and stories, adopting and sustaining a role, eg, 'Jack and the Beanstalk', 'Gingerbread Man', 'Going on a Bear Hunt'.

## MATHEMATICS AND NUMERACY

- Count orally in 1s forwards and backwards to/from 10 or 20 whilst running between two markers, skittles.
- Recognise numerals to 10/20. Teacher holds up A4 card with a number on it, children have to run to that number on the number line, or complete the number of runs between markers, etc.
- Run between various markers and place different number of items at each marker, eg, one red beanbag placed in red circle, two small blue balls placed in blue triangle.
- Running relay activities using coins/puzzles etc.
- Copy or create and continue a simple pattern, eg, run for count of five, be still for count of five, then run for count of five.
- Compare two intervals of time, talk about longer and shorter times when running.
- Talk about what they are doing using appropriate mathematical language.

## PHYSICAL DEVELOPMENT

- Use of playground markings and games to explore and reinforce ways of running.
- Participate in a range of fun games and activities to enjoy and to improve the skill of running.
- Develop spacial awareness whilst running in different directions and at different speeds.

## LANGUAGE AND LITERACY

- Listen and respond to a range of stories, rhymes and media.
- Recall a story and repeat a rhyme, eg, 'The Gingerbread Man', 'The Big Pancake', 'Three Little Pigs', 'The Grand Old Duke of York'.
- Explain what they have done and give reasons.
- Shared/creative/independent writing, eg, Why we run?
- Describe and record how different body parts move when running.
- Retell and record stories, rhymes and personal experiences in sequence, eg: orally, using props, through drawing and writing.

## PERSONAL DEVELOPMENT

- Explore and discuss the importance of being healthy and share ideas on how to keep healthy.
- Cooperate with others – knowing how to treat others fairly and be able to share equipment.
- Similarities and differences: Understand that everyone has different strengths, some are good at running, while others may need some help.
- Use of Circle Time to discuss 'Why we run and when we need to run?'
- Develop self-confidence by setting and achieving simple challenges and by participating in and improving the skill of running.

## WORLD AROUND US

- Sort and classify animals, eg, animals that are fast runners, such as hares and cheetahs.
- Identify similarities and differences in living things, including animals and insects that move and the way that they move.
- Discuss how and why materials can be used for different purposes, eg, to make things move faster or slower.
- Understand positional and directional language in relation to movement.
- Know that exercise is good for the body.

## HOME LEARNING

- Complete Home Learning activities to reinforce the skills required to be able to run.

