



KS1

Fitness

Lesson 1

Learning Objective

To understand how to run for longer periods of time without stopping.

Success Criteria

- Don't run too quickly when you start.
- Try and keep the same steady speed.

Whole Child Objectives

Social: I encourage others to keep running.

Emotional: I show determination not to stop running during the challenges.

Thinking: I understand that running at a steady speed will help me to run for a longer period of time.

Equipment

- Cones x 60
- Hoops x 30

10 Mins Warm Up and Introduction

Safe space:

Ask the pupils to stand in a safe space. Pupils begin by jogging around the area, moving in and out of each other. Change the movement they are doing e.g. skipping, jumping and side-stepping. Praise pupils who are showing the correct technique of these movement skills and ask them to demonstrate.

[Move into space away from others.](#)

High five tag:

Select five pupils to be the catchers, they carry a cone. If tagged, pupils jump up and down on the spot until another pupil frees them by jumping and high fiving them.

[Ask the pupils to time their jumps so that they can high five each other.](#)

[Look for those who are stuck and help them.](#)

Question the pupils, 'how does your body feel?' Can they recognise changes? Heart pumping quicker- blood around body. Breathing faster- taking in more oxygen.

30 Mins Skill Development

Gears:

Give the pupils one cone each that they stand next to in a space. Teach the pupils the following actions for each gear. Then, ask them to change their action each time the teacher says a different gear.

- Gear 1: March on the spot
- Gear 2: Jog on the spot
- Gear 3: Sprint on the spot

Stop and question the pupils about what they had to do differently with their bodies to sprint.

Arms bent at elbows, hands moving from pocket to mouth. Knees higher. Run on balls of the feet.

Repeat the activity, this time asking the pupils to emphasise lifting their knees high to sprint in gear 3.

After a couple of turns, allow the pupils to travel from cone to cone in the gear called by the teacher.

Encourage the pupils to take bigger steps when sprinting.



Fill it up:

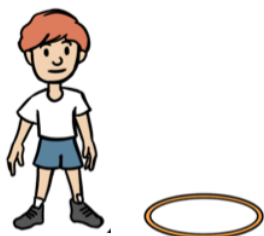
In pairs with a hoop each and four cones between them.

A Pupils place their hoop at opposite ends of the teaching area, and four cones in between them. Pupils start at their hoop and run to the middle, taking one cone back to their hoop. They then race to try to get another cone. If there are no cones left in the middle, they must run to their partner's hoop and take one cone. At the end of one minute, see who has most cones in their hoop. Question the pupils about how they feel physically. What happened if they ran too quickly?

Run at a speed that you can maintain, don't go too quickly at the start.

Make this easier by placing one hoop closer to the cones than the other hoop.

B Repeat the activity, playing this time for two minutes. Were pupils able to keep running at a steady pace?



Team shuttles:

Pupils work in groups of four. Place three cones to mark distances of 10m, 20m and 30m away from a start.

(A) Pupils line up one behind the other. One pupil from each team runs to the first marker and back to the start, then the second marker and back to the start, then the third marker then back to the start, then the next person in their group can go.

Teacher note: netball court markings work well.

Support your teammates encouraging them to keep running.

Speed up towards the end of your turn.

(B) Discuss with the pupils what happened if they went too quickly. Then repeat the activity, this time asking the pupils to challenge themselves to continue running for the whole time period.

Teacher note: they may have to stop or walk.

Encourage the pupils to be supportive of one another.

3 minute run:

All of the pupils attempt to run for 3 minutes around the outside of the teaching area. Use four cones to mark out each corner.

Remind the pupils not to run too quickly at the start, but instead to run at a pace that they can maintain.

Encourage the pupils to show determination not to stop.

Make this easier by allowing the pupils to walk one side of the teaching area, then run etc.



5
Mins

Plenary

Discuss which speed is best to use when running for longer periods of time.

How does it make your body feel when you run for a long period of time?

Who showed determination not to stop when running for 4 minutes?