

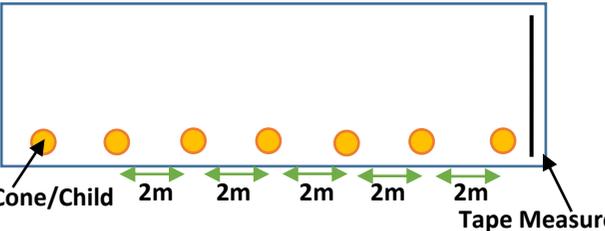
Covid-19 PE Lessons

These lessons have been planned following guidelines from the government and afPE. I strongly recommend that you tailor them to suit your own workplace and seek advice before implementing them.

COACHING PLAN

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|-----------------------------------|--|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones (x2 stacks), x1 Tape Measure, Chalk | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | To be able to perform the correct technique used for a standing long jump | | |
| Learning Outcomes | Children can perform and describe the technique used for a standing long jump. | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|---------|---|---|---|
| 5 | INTRODUCTION/Warm Up | <p>Positioning – Circle around the class. Make sure children know where they are/aren't allowed to go.</p> <p>Positive Praise – Those who quickly react recognise.</p> <p>Visual Learning – Children to be looking at the cones and warming up.</p> | <p>KCP:</p> <ul style="list-style-type: none"> Children to run/jump around spaces – children to look up and use their head to ensure they're in their own space. Children to jump and change direction. Make sure they're aware who is around and change their jumping pattern. <p>Q:</p> <ul style="list-style-type: none"> Why do we warm up? What do you need to remember when you're warming up and running around? |
| | <p>Traffic Light Game (using cones)</p> <p>Green – Running/Jogging</p> <p>Yellow – Jumping round</p> <p>Red – Stop</p> | | |
| 3 | MAIN ACTIVITY | <p>Positioning: Stand ahead of the class rather than the side – open vision. Ensuring you can see everyone.</p> <p>Explore: Children are encouraged to explore during each task and teacher to ask questions individually</p> <p>Modelling: Use children to show examples who are excelling. And then get children to continue the task once seen someone doing it well. Point out what they're doing really well e.g. Tom had his legs bend and crouched down. Why do you think that helped Tom jump?</p> | <p>KCP: Long Jump Technique https://www.youtube.com/watch?v=tf7YG9xwscA</p> <ul style="list-style-type: none"> Place your toes in line with the front of the cone Crouch down/bend your knees and use your arm and legs to jump as far as possible. You can gain more swing from your arms. You take the measurement from the back of the foot. |
| 5 | <p>Long Jump</p> <ul style="list-style-type: none"> Children to have 5 different colour cones each. One which will be their starting point to encourage their social distance throughout the lesson. A tape measure to put out and left throughout the whole of the lesson.  <p>Work your way through the different variations and refer to the 'Q' section for each one.</p> | | |

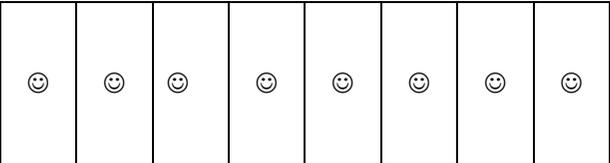


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| 5 | <ul style="list-style-type: none"> • Task 1: Children to jump 5 times forward. Choose a colour cone down where their fifth jump lands. <i>Ensure children know that they must land with their feet together.</i> • Task 2: Children to repeat but this time land after each one and hold it for 3 seconds. Choose a different colour cone down where their fifth jump lands. • Task 3: Repeat task 2 but introduced the technique (crouch down/bend knees and use arms to swing). And repeat task 3. Choose a different colour cone down where their fifth jump lands. <i>Ask questions listed to develop further understanding and knowledge.</i> • Task 4: Main focus of the lesson. STANDING LONG JUMP. Children to only do one jump and see how far they can jump. Choose someone to show to the rest of the class. Choose a different colour cone down where they land. • Task 5: Children can run up before they jump. They can only do 5 strides. Introduce what strides mean. Get children to explore consistency and ensure they always jump before their cone and never over it. Make them aware that if they run past their cone the jump will be called a 'no jump'. • Task 6: Children to lay down and put a cone by their head and feet or mark out using chalk. Children are they going to jump and try and beat their height which is represented by the markers. | | <p>Q (rotate around and individually ask children these questions and also at times as a class)</p> <ul style="list-style-type: none"> • Why do you think you bend your knees and crouch before you jump? • Why do we bring our arms back? • Why is it important to land with your feet together? • Why is it important to stop and hold our landing in between doing 5 jumps? • What sport does long jump fit in to? |
| | CONCLUSION | <p>Visual Leaning - Video to be watched. https://www.youtube.com/watch?v=tf7YG9xwscA</p> <p>Reflective Discussion</p> | <p>Q:</p> <ul style="list-style-type: none"> • How did you improve your jumping? • Why is it important to land with your feet together? |
| | <p>Ask some questions based on the session. Take them back to the classroom and showcase some YouTube videos of some of the events they have just practiced. Discuss what they are seeing, how they might be feeling before and after the race.</p> | | |

COACHING PLAN

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|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones – only to be touches by adult leading session | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Individual healthy lifestyle and personal fitness | | |
| Learning Outcomes | To develop speed in an athlete | | |

OUTLINE OF SESSION

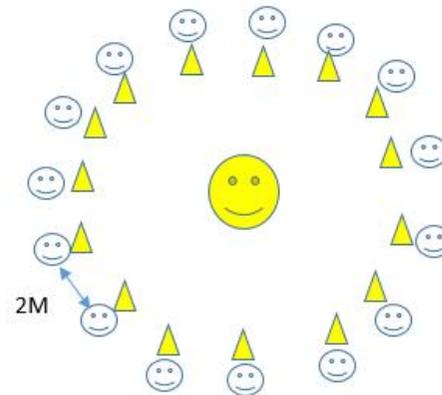
| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|--|--|---|
| 5 | INTRODUCTION | Spend time reminding the group about the safety aspects and importance of staying in their zone Children will not change zones Cones will be used to mark the zones but only touched by the lead adult | KCP: Q: Check for safety understanding with honest questions |
| | Explain to the children about the importance of social distancing and following the instructions given Children will be escorted to their individual working area (see diagram) and further instructed to not leave their zone until the session is over  | | |
| 30 | MAIN ACTIVITY | Children can begin going at the same time as there is no competitive element Add in competitions where you wish Differentiate the group with certain children racing against certain children | KCP: <ul style="list-style-type: none"> - Chest and shoulders facing forwards - Arms pumping up and down and not side to side (keep the body as streamline as possible) - Look straight ahead and not across at other people Q: Why should your boy face forwards and benefit? Q: What would happen if you look elsewhere? |
| | Children will all begin at the start of their zone and go through the same process. They will first be instructed to jump the length of their zone (20-40m), when they reach the end the walk back wait. Repeat the process above with: hopping, jogging, sprinting, start of their stomach sprinting, start on their back sprinting - Repeat each 2/3 times Progress onto running to the end and back or several lengths if the age / ability applies | | |
| 10 | CONCLUSION | Adult leader makes initial suggestions or offers ideas to encourage children who may be unsure | Q: Benefits of stretching / cool down? Q: Should we stretch the whole boy or just legs? |
| | Child led stretches in their zones Each child can suggest a stretch to use | | |

COACHING PLAN

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|-----------------------------------|--|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones, 1 Large Foam Die, Whiteboard, Whiteboard Pen. | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Health and Fitness | | |
| Learning Outcomes | To understand the use of circuit training. To understand the use of interval training. | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|---------|---|--|--|
| 10 | INTRODUCTION | Let pupils lead warm up using static and dynamic stretches. In a circle 2m apart as shown in diagram, coach in the centre. | KCP: Importance of warming up before exercise Difference between static and dynamic stretching. Q: How far apart do we need to be? Why do we warm up? Why is the distancing important? What is circuit training? |
| | Explain the session and the distancing rules. Introduce the idea of circuit training. Pupil led stretching warm up. Pick 6 activities for dice roll e.g. sit ups, press ups etc. | | |
| 30 | MAIN ACTIVITY | Interval training. Pupils select their own class exercises, empowerment. Questioning to ensure understanding. | KCP: Importance of using the breaks well e.g. breathing, drinks etc. Explain interval training principles. Q: What is interval training? Where do you feel this exercise? What sport could this help us in? |
| | Roll the die, each number corresponds to a chosen exercise. Do exercise for 30 seconds, rest for 30 seconds. Repeat X10. 5 minute shade break, choose new exercises then repeat. | | |
| 5 | CONCLUSION | Questioning to ensure understanding. Pairs discussion about lesson whilst maintaining distancing. | Q: What is a benefit of circuit training? What is a problem with interval training? What other activities could we do? |
| | Discuss session, ensuring the learning outcomes have been met. Discussion about positives and negatives of this training style. | | |



COACHING PLAN

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|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones, White board and pen | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Health and Fitness | | |
| Learning Outcomes | To understand what interval training is and the importance of health and fitness. | | |

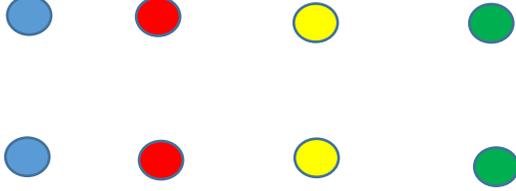
OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Style | Key Coaching Points & Questions |
|---------|---|--|---|
| 10 | INTRODUCTION | Pupil or teacher led warm up. Using static and dynamic stretches. Cone can be in a line or circle. But must be 2 metres apart from each other. Explain how important it is to stay on their cone. | KCP: The importance of a warmup. The different between static and dynamic stretching. Q: How far apart do we need to be? Why do we warm up before exercise? What does a warm up do to are body? What is interval training? |
| | Explain the lesson objective. Explain the importance of socially distancing and keeping on their individual cones. Pupil or teacher lead stretches as a warm-up. Introduce the term interval training and circuit training. Talk though the different types of activities you will be doing and write them down. Taking some suggestions from the pupils. Between 6-8 different activities; press ups, sit ups, lunges, jumping jacks... | | |
| 30 | MAIN ACTIVITY | Interval training. Demonstrations from pupil's or teachers if needed and to ensure understanding of the exercise. Questioning for understanding. | KCP: Importance of having rests and breaks. Important of having drinking and breathing. Explain interval training principles. Q: What sport could this help you in? What happens to your body when you exercise? Where do you feel this exercise working? (what part of the body). |
| | Number each pupil 1 or 2. The number 1's go first, whilst the number 2's are sat at their cone having a rest. The teacher calls out the first exercise written down. Each group has 30 seconds to a minute to do their exercise. When the time runs out then its number 2's go and number 1's have a rest. Repeat for all activities. After every 2 exercises pupils can have a 2-minute rest in the shade to cool off and have a drink. Remembering to stay 2 metres apart. reinforce the social distancing measures. Only do this if possible, to do so. | | |
| 5 | CONCLUSION | Questioning for understanding. Pair of class discussion of session whilst keeping distances. | Q: What other exercises could we have done? What is the benefits of circuit and interval training? What is important about keeping fit and health? |
| | Review and recap lesson. Recap lesson objectives. Have they been met? Discussion the positives and negatives of interval training. | | |

COACHING PLAN

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|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones (children are told NOT to touch cones) | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Running in a straight line | | |
| Learning Outcomes | To be able to learn how we can run in a straight line | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|---|---|---|
| 5 mins | INTRODUCTION | | KCP: Q: Question the children on the instructions to check understanding. |
| | <p>Cones are to be spread out 2m distance away from each other at both ends of the track. The cone must be the same colour at both ends of the track to help with learning. Children have their own cone to work at. Children can be in groups but will need to be 2m behind the person in front of them.</p>  <p>Children are briefed on where they can and can't go and that they cannot touch the cones. Children are also reminded of the 2m social distance rules</p> | | |
| 30 mins | MAIN ACTIVITY | Children will learn practically with teacher's assistance through questioning | KCP: Looking at cone all the time Head straight Chest facing forward Shoulders upright Q: What are the children looking at the whole time? Cones What do our bodies need to be facing? Cones |
| | <p>Children will take it in turns to run down to the other cone. They will stay sat in their lanes until its their go. Add in KCP's once children have had a few goes.</p> | | |
| 10 mins | CONCLUSION | | Q: What happens when we aren't looking at the cones? We don't go in a straight line What are we looking at the whole time? Cones What is our body facing the whole time? Cones |
| | <p>Teacher will lead stretching activity with children to cool down muscles. Children will stay by their cones to maintain social distancing. Question children whilst stretching to check understanding</p> | | |

COACHING PLAN

| | | | |
|-----------------------------------|--|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Starting markers (cones/spot mats), Hurdles - (MINIMAL EQUIPMENT TO REDUCE CONTACT) | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | To practise a number of the races used in sports day, in order to prepare the pupils. (Sprint, Hurdles, Long Distance) | | |
| Learning Outcomes | To allow each child to gain an understanding of how sports day will work. | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|---|---|--|
| 10 mins | INTRODUCTION | <p>Be engaged in the lesson yourself. The pupils will respond to seeing their teacher actively joining in. Be vocal as all children will be following your instruction for this part of the lesson.</p> <p>Ensure that all key body parts are stretched so that they are ready for the lesson. Focus on: Groins, Hamstrings, Calves and arms. These are the body parts that will be used the most during this lesson.</p> | <p>KCP: Focus on the body parts likely to be used in the lesson. Remember this is a warm up so a gentle jog is all that is required, if a child tries to run at a faster pace encourage them to slow down.</p> <p>Q: Ask the children if they have any ideas for a stretch to use. Follow up question of what body part does this help?</p> |
| | <p>Warm up:</p> <ul style="list-style-type: none"> - Gentle jogging, and full body stretch. - Teacher leads the stretches for the pupils to copy. (Explain why certain muscles are important to stretch.) | | |
| 30 mins | MAIN ACTIVITY | <p>Don't rush the transition between races. It is important that the pupils understand the process of where to sit after they finish the race, and how walk to the start line and get set up in their running lane. Make sure pupils are walking to their seat after finishing the race to conserve energy. If children have water bottles, encourage them to drink regularly, staying hydrated is extremely important.</p> <p>When transitioning between race types (e.g switching from sprint race to hurdles), Spend 1-2 minutes thoroughly explaining what you would expect the race to look like. If you have a pupil who you believe can demonstrate to the class then use this to assist the children who are visual learners.</p> | <p>KCP 1: Allow children to familiarize themselves with all aspects of sports day. Where to walk, how to set up, drink water when waiting to race, how to complete all races.</p> <p>KCP 2: Allow the children to discuss the importance of using your arms when running to generate power. Often children will not do this naturally.</p> <p>Q: What body part can I use when running to give me more power? (Allow talk partners, demonstrate if children are stuck).</p> |
| | <p>Separate children into 6/8 pairs. Space out 8 cones on the side of the running track. Ensure the pupils are sat 2 metres apart.</p> <p>The races will take place across 8 lanes. This allows 8 children to be active at one time, the other pupils should be sat down observing until it is their turn to run. Children should be sat for 30 seconds maximum at a time.</p> <p>SPRINT RACE: The sprint race is very basic. The children will need to be briefed on how the race will begin. Each child who is running, will have their own individual lane to run in. The aim is to stay in their running lane and to run as fast as they can across the finish line. The children must wait for the whistle to blow before they can begin. After they have completed their race the pupils will WALK around the side of the running track and sit down behind their pairs cone. Their partner will then get ready to run in their running lane.</p> | | |

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| | <p>HURDLES RACE: The hurdles race is set up very similar to the sprint race. The main difference being that each lane has 4 hurdles spread a few yards apart. The aim for the pupils will be to run as fast as they can towards the finishing line, whilst having to jump over the hurdles when they are approaching. The same system will follow as the sprint race, children will WALK around the race track to sit behind their team's cone. Their partner will then get ready to race.</p> <p>LONG DISTANCE: The long-distance race will resume to being an empty race track. Each lane will have no equipment set up, the children will complete 5 laps of the track before crossing the finish line. One lap is equivalent to the same distance as the sprint race. A second lap will count as the children returning to the start line and so on.</p> <p>Focus on each type of race for 10 minutes before progressing on to the next race. Keep timing swift in between races to maximise pupils time of being active.</p> | | |
| 5 mins | <p style="text-align: center;">CONCLUSION</p> <p>Lead a whole body stretch to the group, for older year groups discuss what body parts have been used in the lesson. Once stretching has been completed, sit group down in their pairs (safe distance apart) and talk through a quick Q and A session, review the key teaching points from the lesson.</p> | <p>Ensure children remain calm and engaged in the lesson. This time will be used for questioning, this allows us to see if all children understand the lesson and have been able to access the learning objective.</p> | <p>Q: What are the key body parts used for the sprint race? Q: What do I need to do differently in the Hurdle race? Q: How can I add more power when running? Q: What should I do once I have finished my race? Q: If I start running before the whistle blows, what happens? Q: Should I sprint for the whole time when running the long-distance race?</p> |

COACHING PLAN

| | | | |
|-----------------------------------|--|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones, 1 tennis ball | | |
| Health & Safety Issues | Covid-19 social distancing rules applied, all children to wash hands before participating. | | |
| Focus | Throwing rounders | | |
| Learning Outcomes | To be able to throw a ball over a distance and to field effectively. | | |

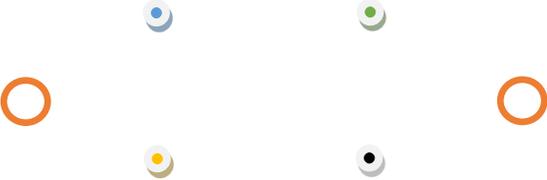
OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|---|---|---|
| 15 mins | INTRODUCTION | If the children running are finding it easy to run around the circle before the ball gets back to the start, then increase the amount of times they have to run around before they can return to their space. Encourage the children in the circle to concentrate on the ball not the runner. | KCP: Make sure the children catching the ball have their hands ready and are watching the ball. |
| | 'Beat the ball' – All children in a circle (2m apart), one ball is under arm thrown around the circle. At the same time one child is stood on the outside of the circle and has to race around the outside of the circle and back to their space before the ball passes all the way around. | | |
| 30 mins | MAIN ACTIVITY | Match up the thrower and the fielder in terms of age or ability/speed. Encourage the next person in the fielding team to be alert and even move to the edge of the square to help the first fielder throw the ball back sooner. | KCP: Encourage the children to throw over arm to increase the distance of their throw and therefore their chances of making it around. Focus on how the next fielder on the inside line can help make the retriever's job a lot easier i.e. moving closer to receive the ball. |
| | 1v1 throwing and fielding – big square made with cones. 2 teams. 1 team lines up behind one of the corner cones, the other team lines up in the centre of the square (all 2m apart). The outside team are the throwers, the first person in that line must throw the ball and try to run around the outside of the whole square before the first person on the inside line retrieves the balls from outside of the square and throws it into the square to the next person in the line. | | |
| 15 mins | CONCLUSION | Explain to the fielding team that they cannot leave their zone so will have to throw to someone in order to help get the runner out. This automatically encourages teamwork. Make the bases area nice and big due to the restrictions with fielding slowing them down. For the younger children they can have a shorter target in order to gain a point for their team, i.e. get to 1 st or maybe even 2 nd base. | KCP: Encourage the fielding team to communicate with each other in order to get the ball back to the bases as quickly as possible. Advise the throwing team to be tactical about their running in order to avoid being stumped out. |
| | 2 teams. Make 4 bases like a rounder set up and a starter cone for the throwing team. One team is spread out around the field and given their own zone (over 2m away from their teammates) and cannot leave that area. They will also have a player on each base (2m inside the cone). The throwing team will line up behind their starter cone and one by one will throw the ball as far as they can and try to make it around as many of the bases as they can. Normal rules of rounder then apply to the fielding team in terms of throwing the ball back and stumping them out. | | |

COACHING PLAN

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|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones, Hoops | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Work on basic movements and ways to travel | | |
| Learning Outcomes | Learning different ways to travel and move. Health and fitness. | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|---------|---|--|---|
| 5 | INTRODUCTION | All children should be able to complete all the exercises. Unless they have a disability, this is when you will use your own judgement and information from the child on what they can do. | <p>KCP: Teacher will move around the outside of the area ensuring they keep a safe distance between themselves and children.</p> <p>Q: Ask the children for different exercises to raise heart rate and get ready for the main activity.</p> |
| | <p>Warm up- Use different exercises to raise heart rate and get the body ready for the main activity. Ask the children for different exercises. Children can use areas already set out for the main activity. Short bursts of exercises:</p> <ul style="list-style-type: none"> • Jogging on the spot • Jumping on the spot • high knees • tuck jumps | | |
| 30-35 | MAIN ACTIVITY |  | <p>KCP: Ensure a demonstration of each movement/exercise is given to make sure every child understands. Encourage children to demonstrate those movements.</p> <p>No equipment is touched during the session.</p> <p>Teacher will move around the outside of the area ensuring they keep a safe distance between themselves and children.</p> <p>Q: Ask children for different exercises and movements.</p> |
| | <p>Work in groups of 2 or 3 depending on class size. Ask them to find an area to work in and to not touch any of the equipment. Ensure the square and hoops are set out with appropriate distance between them (see diagram). Player 1 will start in the centre of the square. Player 2 will stay in their hoop. Player 2 will call out a coloured cone, Player 1 must use the movement decided by the teacher to reach the cone and then make their way back to the centre of the square, Player 2 will then call out a different coloured cone. Players will take it in turns. The teacher will time 30 seconds. They can also increase/decrease the timing and turn it into a small competition between partners</p> | | |

COACHING PLAN

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|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones, Mini Hurdles (if you have them) | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | To be able to complete a number of sports day running events | | |
| Learning Outcomes | Children to be able to describe key points to certain running events. | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|--|---|--|
| 5-10 mins | INTRODUCTION | <p>Positioning – Keep to the edge of the playing space, walking around to keep children engaged and motivated. Ensuring that children stay within the playing space.</p> <p>Positive Praise – Reward those doing well with the chance to be able to decide the next movement style.</p> | <p>KCP: Children to keep their heads up to keep themselves balanced and stable when moving. It also allows for them to avoid coming too close to others. Provide clear demonstrations either as the teacher or let a child complete a demonstration so everyone understands the movement they are being asked to complete.</p> <p>Q: What is the reason we have to warm up before exercise?</p> <p>Q: Why do we have to keep our heads up when moving around a playing space?</p> |
| | <p>North East South West</p> <ul style="list-style-type: none"> • Make a playing space they can use. • Show them the 4 lines which they will be running too, give them each a compass location e.g. North, East etc. • Teacher shouts out location, children have to travel to that area as quick as they can. • Ask children for different movement styles. | | |
| 10-15 mins | MAIN ACTIVITY | <p>Positioning – Place yourself around the edge of the race tracks. This allows you to see everyone taking part. Ensure children stay in their lanes and put hands up for you to come to them if they have issues.</p> <p>Explore – Allow the children to have a go at the start of each activity and gradually add in KCP to avoid too much information being asked to be processed at once. Question children to see if they have discovered things which help or hinder them in each activity.</p> <p>Demonstrations – Use a mixture of teacher and children demonstrations to allow for children to understand what is expected of them for every activity. Using positive praise alongside this could be useful e.g. NAME you did so well there! Would you be able to show the class what you just did to help the rest of the class!</p> | <p>Key Coaching Points:</p> <p>Sprint:</p> <ul style="list-style-type: none"> • Head positioning: Head up, eyes forward towards finish line. • Start position: Strong base, 1 foot in front touching start line knees bent. • Arm movement: Driving forwards from chin to pocket <p>Hurdles:</p> <ul style="list-style-type: none"> • Head positioning: Head up, eyes forward towards finish line. • Start position: Strong base, 1 foot in front touching start line knees bent. • Arm movement: Driving forwards from chin to pocket • Jumping technique: jump off one foot and land on other foot on the other side of the hurdle. |
| 10-15 mins | <p>25M Sprint</p> <ul style="list-style-type: none"> • Spread children out 2M apart from each other in your playing space (maybe best to give them all a cone to stand by so they know where to be and where to always come back to.) • Get them to try the race to the best of their ability (Don't worry about placements, just let them have a chance to run). The race can be adjusted to the playing space you have available to you, just make it clear so they have a visual end point. • Once they have had a go let them recover and provide some coaching points after each run they complete. | | |

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| 10-15 mins | <p><u>25M Hurdles</u></p> <ul style="list-style-type: none"> • Spread children out 2M apart from each other in your playing space (maybe best to give them all a cone to stand by so they know where to be and where to always come back to.) • Place cones throughout the course of their race line to act as hurdles (roughly every 5M). Children must then jump when they reach a cone/hurdle. • Once they have had a go let them recover and provide some coaching points after each run they complete. | | <p>Bean Bag Pick Up:</p> <ul style="list-style-type: none"> • Head positioning: Head up, eyes forward towards finish line or next set of equipment. • Start position: Strong base, 1 font in front touching start line knees bent. • Arm movement: Driving forwards from chin to pocket • Changing direction: Bending down to pick up/touch equipment turn and move from the bent position to drive body towards the new target quicker. |
| 10-15 mins | <p><u>20M Bean Bag Pick Up</u> (Using Cones instead or can just touch the ground at certain points)</p> <ul style="list-style-type: none"> • Spread children out 2M apart from each other in your playing space (maybe best to give them all a cone to stand by so they know where to be and where to always come back to.) • Place cones for each runner roughly every 5M along the course 4 times. • Runner have to pick up the closest cone (or touch the floor for less equipment) and come back to the start line. Repeat until all equipment is back at the start. | | <p>Relay:</p> <ul style="list-style-type: none"> • Head positioning: Head up, eyes forward towards finish line. • Start position: Strong base, 1 font in front touching start line knees bent. • Arm movement: Driving forwards from chin to pocket |
| | <p><u>50M Relay</u></p> <ul style="list-style-type: none"> • Group your children into small groups maybe 4 teams of 3's or 4's (Maybe most effective to have them in groups with the closest children to them), they remain 2m apart and in their own running lanes. • Children will work as a team to run 2 lengths (out and back to the start) as quick as they can to let the next person run (just like they would if they were passing a baton). First team back sat by their cones will be the winners. • Ensure a clear demonstration is shown beforehand to allow the children to fully | | <p>Questions:</p> <ul style="list-style-type: none"> • Why is it important to get a good start when running? • Why is it beneficial to control your breathing? • Why should you run with your head up? • Why should you drive your arms? • Why do we need a strong start position? |

| | | | |
|--|--|---|--|
| | understand the race. Questions can be asked to check this understanding. | | |
| | CONCLUSION | Videos: https://www.youtube.com/watch?v=93dC0o2aHto Usain Bolt Olympic games 2008 Breaks 3 world records. https://www.youtube.com/watch?v=suE25yO5mHc 4 x100m Women's relay Final USA Gold. https://www.youtube.com/watch?v=JD37yYSLiS0 Women's 400m Hurdles World Athletics Championship Final | Q: How could you improve your own ability by watching these pro athletes? Why is it important to train? |
| | Ask some questions based on the session. Take them back to the classroom and showcase some YouTube videos of some of the events they have just practiced. Discuss what they are seeing, how they might be feeling before and after the race. | | |

COACHING PLAN

| | | | |
|-----------------------------------|--|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | Cones to mark lanes, hurdles / benches (not to be touched by children) | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Sports Day running race practice | | |
| Learning Outcomes | Develop knowledge of certain races | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|----------------|--|--|--|
| | INTRODUCTION | | |
| 5 | <p>Basic stretching of body – focus on legs as the main muscles being used in the session</p> <p>Develop into dynamic movements in their lanes – high knees, heel kicks, vertical jumps</p> | <p>Assign each child to an individual lane, set out using cones, children instructed to stay in their lanes at all times during session</p> <p>Develop warm up into dynamic work, moving up and down their lane if required</p> | <p>KCP: Value of a warm up and bodily changes during warm up</p> <p>Q: Why is there the need to socially distance?</p> |
| | MAIN ACTIVITY | | |
| 30 | <p>Run through sports day running races in the children’s lanes:</p> <ul style="list-style-type: none"> - Sprint - Long distance (up and back in lane several times depending on ability) - Hurdles (only handled by adult staff member): Use an even number of hurdles per lane, they can be as close as you wish <p>*Ten minutes per race in an option *Children race and return to start position by walking back down their lane *Differentiate by selecting certain children to race against each other, we don’t want any to keep coming last</p> | <p>Sprint:</p> <ul style="list-style-type: none"> - Practice the race multiple times: focus on start position, body position in race, arm movement and head position <p>Long Distance:</p> <ul style="list-style-type: none"> - Increase the distance covered in each race as you go, encourage the group to focus on ‘pacing’ and understanding the difference from a sprint race <p>Hurdles:</p> <ul style="list-style-type: none"> - Same as sprint race with multiple practices, discuss jumping and landing off 1 foot | <p>KCP: Head, chest and stomach facing forwards for each race</p> <p>KCP: Using arms moving up and down and NOT side to side to keep centre of gravity as narrow as possible</p> <p>Q: What is the best body position for each race?</p> <p>Q: How do speeds differ for each race?</p> |
| | CONCLUSION | | |
| | Cool down stretches in their lanes – sitting down stretches will be good after all the hard work | | Q: |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|---------|--|--|---|
| 5 | INTRODUCTION | Assign each child to an individual lane, set out using cones, children instructed to stay in their lanes at all times during session Develop warm up into dynamic work, moving up and down their lane if required | KCP: Value of a warm up and bodily changes during warm up Q: Why is there the need to socially distance? |
| | Basic stretching of body – focus on legs as the main muscles being used in the session Develop into dynamic movements in their lanes – high knees, heel kicks, vertical jumps | | |
| 30 | MAIN ACTIVITY | Sprint: - Practice the race multiple times: focus on start position, body position in race, arm movement and head position Long Distance: - Increase the distance covered in each race as you go, encourage the group to focus on ‘pacing’ and understanding the difference from a sprint race Hurdles: - Same as sprint race with multiple practices, discuss jumping and landing off 1 foot | KCP: Head, chest and stomach facing forwards for each race KCP: Using arms moving up and down and NOT side to side to keep centre of gravity as narrow as possible Q: What is the best body position for each race? Q: How do speeds differ for each race? |
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| | CONCLUSION | | |
| | Cool down stretches in their lanes – sitting down stretches will be good after all the hard work | | |

COACHING PLAN

| | | | |
|-----------------------------------|---|----------------------------|----------|
| Number of students | 10-15 (Bubble) | ACTIVITY & DATE | Variable |
| Required Resources | 5 yellow, blue, red, white cones | | |
| Health & Safety Issues | Covid-19 social distancing rules applied | | |
| Focus | Sprinting | | |
| Learning Outcomes | To be able to progress from start point of a sprint to a finishing a sprint | | |

OUTLINE OF SESSION

| Timings | Sequence | Coaching Methods & Learning Styles | Key Coaching Points & Questions |
|---------|----------------------|---|---|
| | INTRODUCTION | <p>Put in 5 lanes 3 groups of 5. 1 person racing at 1 time in a group. Lanes must be 2 metres apart.</p> <p>When I say go people in front of line will steadily jog to the finish line of to start of with around 20 metres away. 5 mins</p> | <p>KCP: Discover how to start a race effectively stronger leg should be the leg to push move your body forward.</p> <p>Q: What might you do differently to increase your speed from jogging to sprinting?</p> |
| | MAIN ACTIVITY | <p>First competitive races for each group will be a time to evaluate which people should be in the best group, so everyone is challenged. 5mins</p> <p>The front runners will come to the front and go on your say so. They will sprint to the finish line and go to the back of their groups.</p> <p>Q. After a everyone has raced, question about why pumping arms up and down will help during racing. 2 mins</p> <p>Allow them to race few more times each. Then increase distance of finish line to 80 metres. 5-10 mins</p> <p>Q. Stop and question children on what other body parts to use to improve speed. 2 mins</p> <p>Let children demonstrate that high knees will increase speed. 5- 10mins</p> <p>Briefly discuss best way to finish a race. 2 mins</p> <p>Let kids demonstrate leaning forward is best way to finish race. 5 mins</p> | <p>KCP: Pumping arms effectively to increase speed and balance.</p> <p>Q: What others body parts could help increase your speed?</p> |
| | CONCLUSION | <p>5-10 mins at the end of a session questioning how to start, run and finish a sprint race as best as possible.</p> <p>Also ask how they could make the race harder or challenge themselves.</p> <p>Answers could be: hurdles, higher knees whilst running or harder arm pumps, or further distance.</p> | <p>Q: How to start, run during and how to finish race effectively.</p> |