

Curriculum area	Topic	Year	Session Number	Skill
Athletics	Athletics	5/6	#2	Long Distance Running

Equipment

- Cones for set up
- Spots

Learning Objective

- To improve our ability to run for long periods of time in the lesson
- To learn about endurance and conserving energy and what those terms mean

Success Criteria

- I can run for a longer period of time without stopping
- I can conserve energy without needing to stop.
- I can show good sportsmanship to others

Key words

- Conserving energy
- Endurance

Preparation Ideas/Warm Up

Remote Control Game

Get the children into a space in the playing area. They must follow the teacher's instructions:

- >Play – Jogging around the playing area
- >Pause – Pausing in a running technique – allow the children to experiment what they think the running technique should be
- >Rewind – Moving backwards – make sure we are checking over our shoulders so we do not bump into each other
- >Fast forward – Sprinting – allow the children to again experiment with their running technique
- >Jump forward – jumping in a forward motion – think about the long jump from last week
- >Jump backwards – Jumping in a backwards motion – again think of the long jump and allow them to experiment on how this could be used in a backwards motion
- >Slow motion – Moving in a slow motion, this could be a power walk or slow jog

Skill Development

4 minute run

Set up a track of between 2-300m (it may just be a lap of the yard or part of the yard or a section of the field. It all depends on the space you have available. If you have a basketball court you may want to use the lines on the court as your marked areas).

Set the children up into pairs and spread them evenly in their pairs around the marked out area. Give each a letter A or B, this will determine who runs first and who runs second. The first person who runs will complete laps of the marked area. The more they can do in the 4 minutes, the better. However, the main aim of this activity is to see how many times the children stop to take a breath in the allotted

time. The partner who is not running will stay on their start line and not only count how many laps their partner does, but also how many times their partner stopped.

Allow both partners to have a turn at running and compare scores. Bring all of the children into the middle and go through conserving energy and endurance.

Remember that the aim of the task was to complete as many laps as possible without stopping.

Conserving energy – The decision and practice of using less energy.

What we ideally want is for the children to start off at a steady pace and end the race at their fastest as they have managed to conserve more energy to use at the end of the race/time.

Repeat the 4 minute run and look for those improvements.

Game

Cross Country Race

The distance/area that you use may be determined by the size of your field/yard.

If your field area is large, you may want to mark out an area using cones and ask the children to only complete 2-3 laps of that area.

If you only have a small area to work with e.g. a yard, you may ask the children to complete 10-15 laps of that area.

Can they use their new knowledge of endurance and conserving energy to get the best possible time in their run. Can they complete the run without needing to stop for a break. Can we use that power walk/slow jog.

You may want to split the group into pairs. Allow one pair to run whilst their partner counts their laps as well as having a stop watch to keep their time. Allow them to compare scores at the end.

Teaching points

- When competing in a longer distance run, the children will look to sprint off and use up their energy quickly. Talk to them about conserving energy and endurance.
- You may also find that some children sprint off at the start when they have lots of energy and have to stop when they lose it. Make them think of it like an energy bar on a game. We don't want that energy bar being close to the bottom as this will make us stop. A steady pace will allow us to complete more laps in the long term as we are not needing to slow right down and stop for a break.
- Power walk technique – long strides with arms moving up and down (a quick walk). This can be used to conserve energy for longer periods of time

Key Questions

- What do we mean by the term conserving energy?
- How will this help us when running for a longer period of time?
- How would this apply when we are running for a longer period of time?
- How can we show good sportsmanship and sporting values to our partner who is running?

National curriculum links:

- Using running in isolation and combinations
- Developing technique and control
- Comparing their score against a previous attempt and looking to improve

Social and environmental skills:

- Showing good sportsmanship through the use of encouragement and empathy
- Showing good team work by encouraging a partner
- Developing good communication skills
- Developing resilience in attempting to keep going and not giving up
- Developing and improving problem solving skills