GETTING SKILFUL - FABB

Encourage the children to:

Feet
- use small steps, large steps, balls of feet, rhythmical action

Arms
- use opposite arm to leg, pumping action, reaching forwards, rhythmical action

Body
- lean slightly forward, head still with high knees

Brain
- think about effort by the body — what happens when I go faster?
- think about co-ordination of arms and legs.

GETTING BETTER - SOSS

Encourage the children to:

Space
- explore and use space in different ways, e.g. running straight, in curves, tight space, open space.

Objects
- run in between markers and over hurdles.

Speed
- use different types of speed, e.g. fast, slow, continuous and irregular.

Strength
- use fast speed with high power in short sharp bursts
- use slow speed with less power but more sustained.

THINK INCLUSIVE
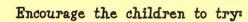- Try designing a modified circuit that offers different distances and complexity of activities.

ALL ROUND DEVELOPMENT, LINKS WITH:

Agility
- starting and stopping, changing direction.

Balance
- balancing and moving.

EXTENDING SKILLS

Encourage the children to try:
- warming up. Begin by jogging, don't forget to stretch, build up gradually
- warming down. Use jogging and then walking to gradually recover. Use longer stretches
- using changes of speed:
  - to lose/beat a defender
  - to make a movement look good when working with a partner.
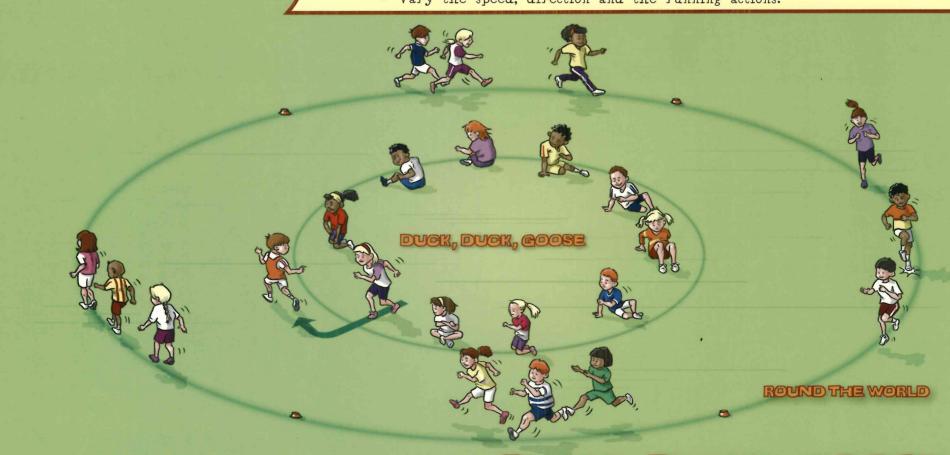- using different terrain, e.g. uphill, downhill, grass, sand, parkland
- some of the skills at an athletics club, e.g. wheelchair slalom, sprinting, middle and long distance running
- some of the skills in team games, e.g. sustained running.

ROUND THE WORLD

- Teams travel clockwise, changing running style according to instruction.
- Five teams in total.
- Vary the speed, direction and the running actions.

DUCK, DUCK, GOOSE

ROUND THE WORLD

DUCK, DUCK, GOOSE

- One person is the fox.
- Fox runs round circle naming players 'duck' one by one until the goose is named.
- Goose must get up and chase the fox around the circle, trying to tag the fox before they get back to the goose's original position.
- If fox is not caught, circle is entered where goose left and goose's place taken.
- If fox is caught, fox goes again.