



Curriculum Sports Programme

Running - Warm Ups

Running - Warm Up (Mr & Mrs Freeze) #1

Children will be able to move freely in the area in a safe manner.
Children will understand what parts of their body help them to run



Area

School hall. 20x15 marked area.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Classroom assistant and teachers will work with the less able students who have been identified.

Rules

Children move in the marked area trying to find space. The coach calls out 'freeze', the children have to freeze on the spot making a shape with their bodies. The last child to stop and freeze has to do 10 high knees on the spot before entering the game again.

Development

The coach holds out a red cone for 'stop' and a green cone for 'go'. This ensures the child keeps their head up while running. Decrease the playing area to make it harder for the child to find spaces.

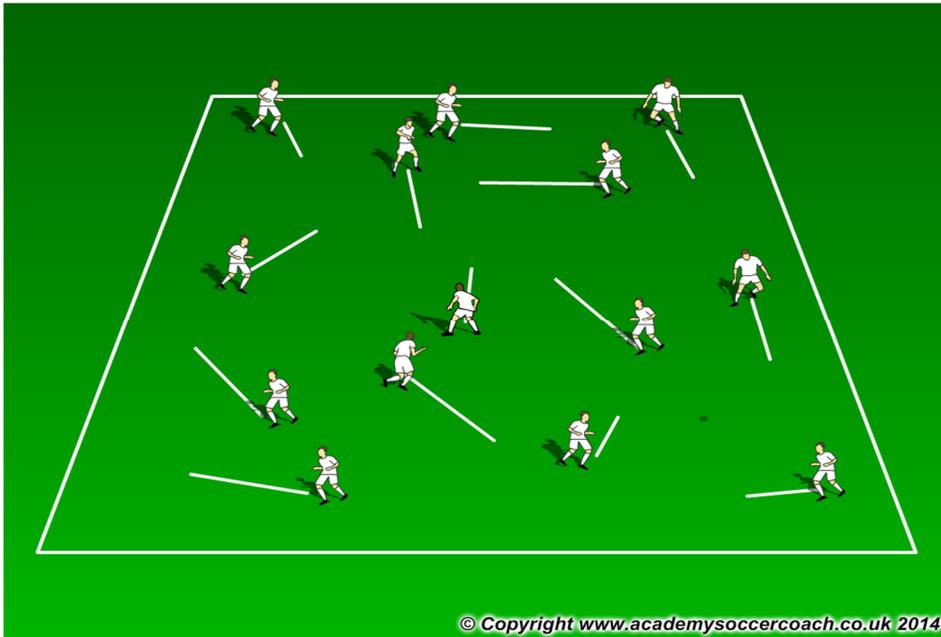
Coaching Points

Ask the children questions on their body parts and running.
For example did you use your legs? Feet? Hands? Hair? Teeth?
Spatial Awareness.
Safe use of space.
Listen to teachers instructions.
Move slowly in the area.

Running - Warm Up (Late for School) #2

Children will experience listening to coach

Children will carry out instructions through good demonstrations of actions



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Classroom assistant and teachers will work with the less able students who have been identified.

Rules

The children copy everything the coach says. Sleeping. Wake up fast, jump out of bed, brush teeth, wash face, get clothes on, run downstairs, forgot trousers run back up, eat breakfast, pick up bag, open door, shut door, run down the street, jump over hedges, stop, cross the road, look both ways, get into school, sit down at desk.

Development

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Coaching Points

listening skills following a sequence managing info

Ensure children have enough room to perform the exercise safely.

Landing

Land with feet apart: hip wide apart for better balance/stability

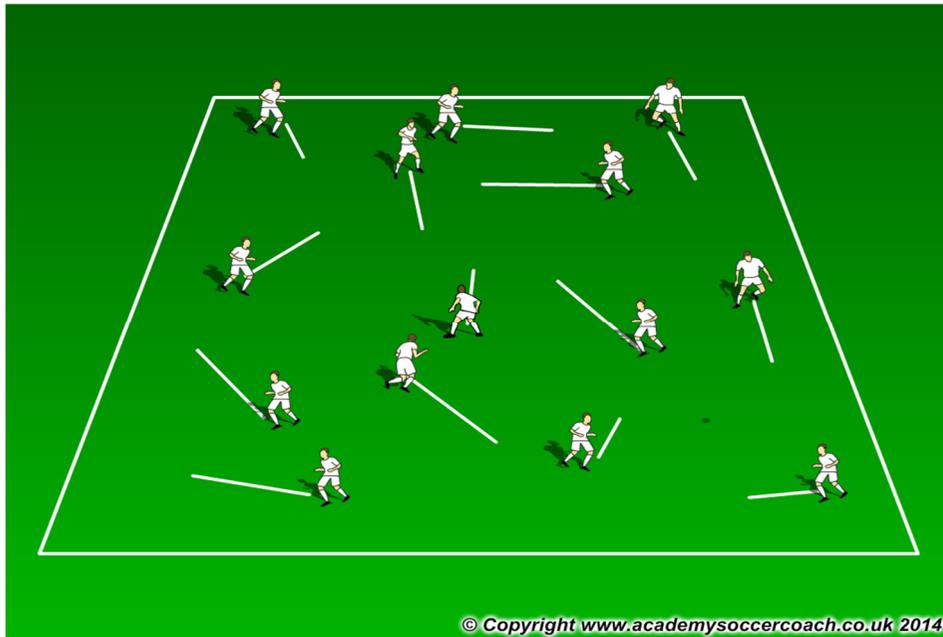
Land with knees bent: to control impact of landing

Body over feet: to help balance quicker on the land

Arms out to help with balance

Running - Warm Up (Pathways) #3

Participants will explore ways of changing direction and speed
Develop improved ways of using a range of movements.



Area

School hall

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

20x15 marked area.

Rules

Children move around exploring different movement pathways.
Coach calls out commands:

- Forwards
- Sideways
- Circular
- Zig and zag
- Backwards

Development

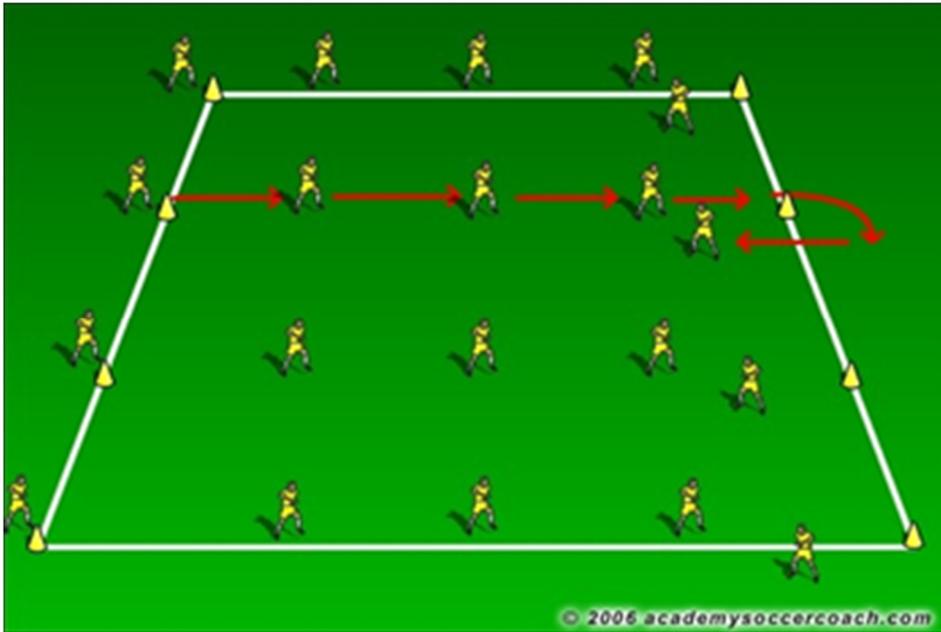
Design your own sequence of movement using the various movement pathways. Get in groups to discuss movement patterns. I.e. best way to perform each movement.

Coaching Points

- Head up; looking for space to move into
- Control speed; when to slow down/speed up
- Push off on the balls of your feet.

Running - Warm Up (Leader of the pack) #4

To improve sustained running and develop running in a group
Learning to use different paces when running in a group



Area

School Hall

Numbers

20 or more children can take part in this activity.

Layout

Using the full length/ or width of the area set cones opposite each other at either side of the area. These markers are used to change direction/ go back in a loop. Running in groups of 4-6 children. Each group should be of mixed ability.

Rules

Children run/walk in their groups.

The leader as chosen by the group sets the pace so the slowest can keep up. keeps the pack together shows the way, supports and encourages others to keep going

Each pack sets out together and must stay together. All groups should aim to keep moving (walking or running) non-stop until they hear the whistle.

Development

Change the leader every few minutes. Can they get faster or more laps. Make up a song or chant and can they sing it the whole way through. Change the change the leader while running e.g. Front to pack of the group.

Coaching Points

Communication with in the group, encouragement from members. Change of pace with in the group to suit all. Decision making from group: when to slow or get faster to make sure group stay together. Look at technique of runners; how the stride out, different paces, body shape.

Running - Warm Up (Match Maker) #5

To develop group communication

Improving short/sprint running and improving the ability to quickly change direction



Area

School hall

Numbers

This activity can accommodate 20+ participants depending on the size of playing area. Splits children into four groups

Layout

School Hall

Rules

children will be divided into four groups. Each group will be given a colour and a fruit which it represents such as yellow/banana. The children will be given an allotted time to collect the cones in and whichever team has regained the most cones will be the winning team.

Development

Children have to collect all the cones in, however some cones will be placed under other cones. If they lift up the wrong cones – such as one with no cone underneath or a different colour from the one they are looking for then they must return to the group. Then they must communicate with the others in their team.

Coaching Points

Running technique: arms and legs moving

Short/long distance runs: what type of stride to use?

Stopping/turning: quick change of feet/shift of body from each foot

Head up so as to avoid other children



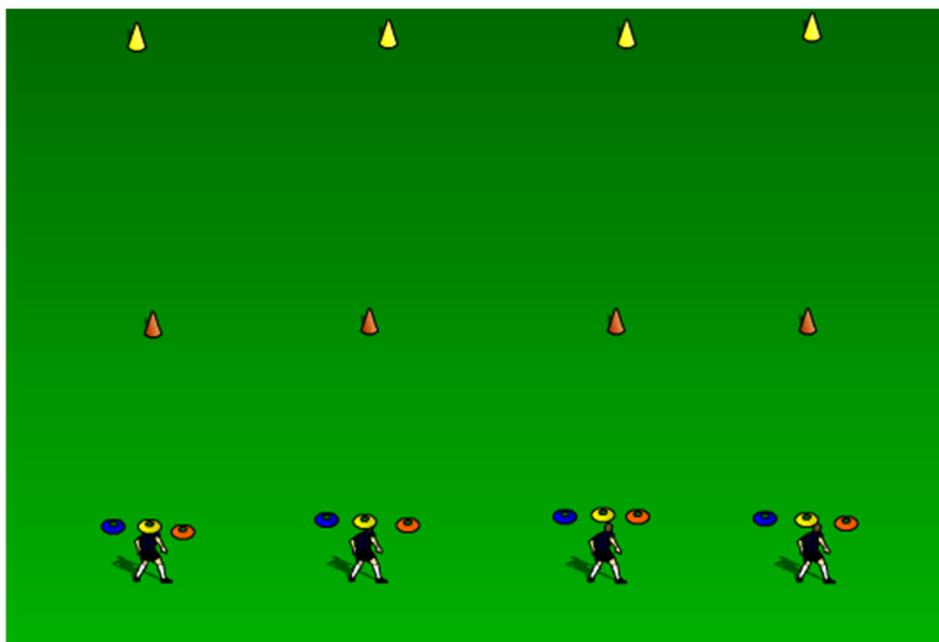
Curriculum Sports Programme

Running - Skill Practice

Running - Skill Practice (Traffic Lights) #1

To develop and speed up reaction times

To develop the ability to make short and long distance sprints



Area

School Hall. Dependent on available space in school. Coach will leave space around the area so as to make sure children are able to run safely

Numbers This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Three cones will be placed in front of each group with two cones placed further ahead which will test both their short and long distance running

Rules

The coach will call out the 3 colours in front of the children – when they call blue the children will tap the blue one with either their foot or hand

The coach will continue to call out cones until shouting go orange/ go yellow which will mean the children must sprint either a short distance to the first orange or a longer distance to the second yellow

Development

Children could sprint to the first cone before turning, returning to the start and sprinting to the second cone. This could be reversed Children could also run backwards between cones before sprinting forward such as sprinting to the orange, then running backwards before sprinting forwards again

Coaching Points

Focus on foot work; running on balls of the feet, shifting from foot to foot when turning

Reaction speed – children need to built up speed as quickly as possible and slow down quickly to turn

Correct running technique: opposite arm and leg working together, the balls of the feet, head up.

Running - Skill Practice (Fun Run) #2

Demonstrate a change in pace between walking, jogging and running
Develop the ability to run in different directions



Area

School Hall.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

20x15 marked area.

Rules

Have the children walk and ask them are they moving fast or slow? Get the children to run as fast as they can. Stop them and ask, were they going fast or slow? Then get the children to children to walk again and then ask them to run slowly. And explain this is jogging. Must move into all the big spaces and not bump into anyone.

Development

Work in pairs to help one another work out the difference in the three types of movement. Get in groups of four and discuss the major differences in the movement.

Move in different directions in the marked area. Looking straight ahead to find space and not bump into anyone. Highlight the difference in movements, i.e. pace, direction. Body movement. High knees. Jog and run on the front part of your feet.

Coaching Points

Good running technique: arms and legs working together driving upwards and striding forward. Look at how the change body movement with different types of running movement.

Running - Skill Practice (Off the Mark) #3



To develop and improve the starting element of sprinting

To develop and understanding of building speed and slowing down properly



Area

School Hall

Numbers

Up to 25 participates ca take part in this activity

Layout

A gate at one end for start position. Another cone in the middle to indicate the speed up and another cone at the far end to indicate stop/slowing down and turning slowly.

Rules

Starting stance: stand with one foot forward, knee slightly bent, weight over the front foot, both arms bent and the forward arm opposite to the front foot. When all are ready, the start is signalled with 'Go' or a clap. All take off and run for about 5 metres. Now try a paced preparation sequence: 'On your marks', stand with one foot behind the line; 'Set', take up the position above; and 'Go'.

Development

Children are in pairs. One child is sitting 2–5 metres in front of the other, both facing a finishing line, lengthen the distance they run. On a signal they both jump up and run to the line, with the back runner trying to catch the front runner. Change over positions and repeat several times.

Coaching points

Focus on the starting position: position of arms and legs before take off. How they take off and build up speed. Reaction to take off signal.

Running - Skill Practice (Chase Believe) #4



To develop correct mechanics when sprinting
To develop a confidence in changing direction and speed



Layout

No equipment required just space with no obstacles and large enough for the activity to take place

Rules

Children are spread out and scattered all around the area. Children pretend they are being chased or they are chasing someone. Clap for the signal to go and shout 'freeze' for children to stop.

Development

Add in more claps when they hear them they have to change direction of their shoulder. Every time they change direction then they must go turn over the opposite shoulder from previous time.

Coaching Points

Participants should have good listening skills and follow instructions correctly. Can they use a range of movement skills to run in different directions. Can they turn over the shoulder at speed: quick movements. Can they stop and start quickly: Plant the foot and go. Head up. Fast arms and legs.

Area

School Hall

Numbers

This activity can have around 20 participants, depending on size of the area.

Running - Skills Practice (Tails) #5

To develop a range of quick movement skills
To further develop quick feet and better balance



Area

School Hall

Numbers

Up to 20 participants can be involved in this activity

Layout

Use the full area all children scattered around the area in their own space. Each child has a bib which they use as a tail.

Rules

Aim is to hold on to your tail as long as possible. Move round the hall using a variety of quick running movement to stop the chaser getting near your tail. Change the chaser every one minute.

Development

Have more than one chaser: 2/3 chasers at one time. Or every is a chaser and your job is to try to steal others tails while keeping your own tail.

Coaching Points

Can they use a range of movement skills to run in different directions. Can they turn over the shoulder at speed: quick movements Can they stop and start quickly: Plant the foot and go. Head up. Fast arms and legs.



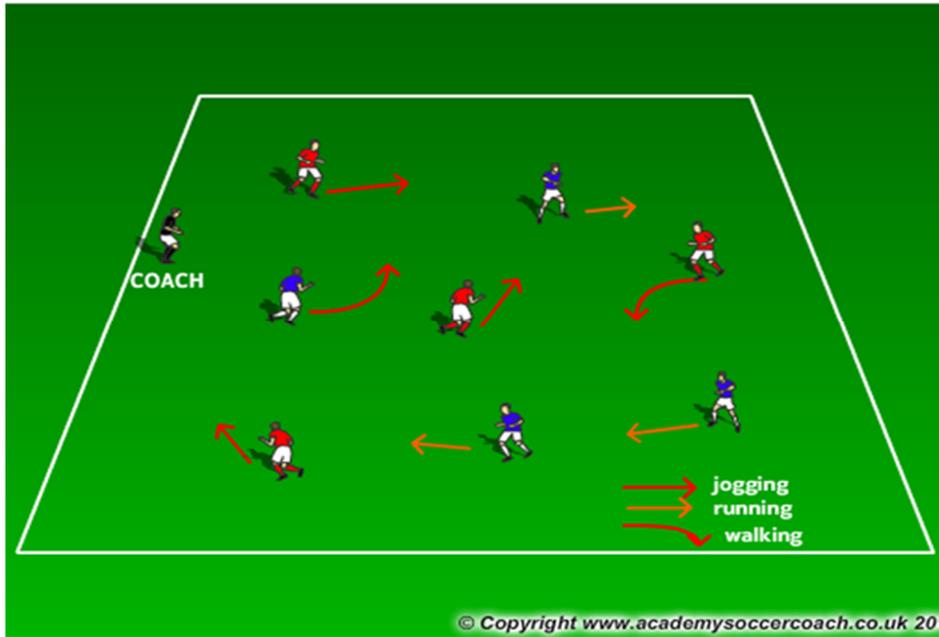
Curriculum Sports Programme

Running - Game Practice

Running - Game Practice (Running Circuit) #1



To develop the ability to use a range of movements to move in different directions, over various distances
To develop taking off from variety of starting positions



Layout

Classroom assistant and teachers will work with the less able students who have been identified.

Rules

Have the children walk and ask them are they moving fast or slow? Get the children to run as fast as they can. Stop them and ask, were they going fast or slow? Then get the children to walk again and then ask them to run slowly. And explain this is jogging. Must move into all the big spaces and not bump into anyone.

Development

The coach holds out a red cone for 'stop' and a green cone for 'go'. This ensures the child keeps their head up while running. Decrease the playing area to make it harder for the child to find spaces. The coach holds out a red cone for 'stop' and a green cone for 'go'. This ensures the child keeps their head up while running. Decrease the playing area to make it harder for the child to find spaces.

Coaching Points

Move in different directions in the marked area. Looking straight ahead to find space and not bump into anyone. Highlight the difference in movements, i.e. pace, direction. Body movement. High knees. Jog and run on the front part of your feet. In Space – Vertical Jump head up, eyes forward arms bend as legs bend arms and legs extend at same time jump evenly off both feet. Landing head up eyes forward arms behind as legs bend arms and legs extend at same time jump evenly of both feet. Jumping Forwards head up, eyes forward arms behind as legs bend as legs straighten, arms move forwards and upwards.

Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Running - Game Practice (Relay Race) #2



Demonstrate the ability to run in a straight line
Provide opportunities to develop the ability to work in a group



Area

School hall or outside space.

Numbers

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

20x15 coned area. 4 coloured cones to mark out the game as shown.

Rules

Split the group up into groups with an equal amount in each. Children run in a straight line to their chosen coloured cone, run around the cone and back to their group giving a high 5 to their partner and join the back of the line. One turn each.

Development

Run in pairs for the Relay Race. This improves teamwork, communication and working with others. Increase the distance allowing the children to run faster for an extended period of time. Children can tell each other what they see the other person doing give advice on improvement.

Coaching Points

Listening to instructions: correct any movements in order to improve.

Quiet feet; on balls of feet. Light/ soft movement

Run with high knees and use arms: striking up and down for more power. Use opposite leg with arm.

Look straight ahead: be aware of the space you have to carry out activity.

Running - Game Practice (Colour or Number Run) #3



Building relationships with other children and objects
Improve on sustained running and reacting to numbers or colours



Area

School hall or outside space.

Number

This activity can accommodate 20+ participants depending on the size of playing area.

Layout

Two sets of cones scattered around the area each pair stand opposite each other either side of the cones. Three different coloured cards needed. (yellow, green, red)

Rules

Coach will hold up green for go one child leads the other follows. The green card means follow your partner/ yellow card means catch up/ go quick if your leading. Red card means you have five seconds to get to a gate and face each other. Then swap the leader of the pair. Move round the all using all available space.

Development

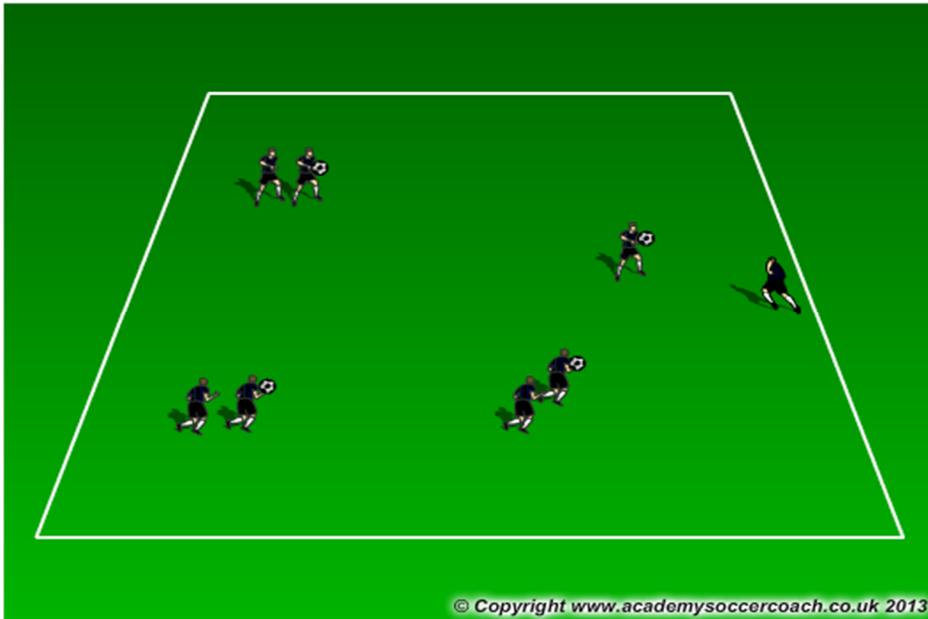
Introduce more colours/ cards to add different types of running. E.g. Faster/slower backwards etc.

Coaching Points

Look for correct technique when running. Moved of feet when changing direction. Reaction time of children to colours/cards.

Running - Game Practice (Pairs/ Gates) #4

Develop passing and non-directional movement skills whilst working with others
Develop improved handling skills on the move and improved movement & awareness



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Area – will be dependent on area available in school. Coach will allow greater room so as to help allow the children greater space to work in

Numbers: children will work in pairs in the area. 20 or more children can participate in this activity.

Layout – the children will work with an open area to begin with and then moving on to adding cones around the area which the children will pass between to their partners.

Rules

Children will work in pairs with a ball between two. They will move around the playing area passing the ball every so often whilst their partner will follow them

Development

Whilst running with the ball children can bounce and catch/throw and catch

The coach could place down cones around the area which the players would have to pass the ball through

The coach could allow the children to improvise with the ball such as how they move with it and pass it

Coaching Points

Keep close to partners

Head up whilst moving with the ball

Look for space to work in

Think about what passes could be made to their partners

Think about how the ball affects their running technique

What skills can children perform whilst moving with ball

Running - Game Practice (Bumper) #5



Encourage different types of running and develop correct mechanic, particularly on take off
Develop a greater awareness of other participants whilst moving around an area



Layout

Children link arms in pairs all around area start with one catcher and one child being chased.

Rules

The catcher tries to catch the runner. The runner can link onto any pair to escape the chaser, in doing this 'bump off' the person on the other end, who then becomes the new runner. If the runner is tagged by the chaser, these two change roles.

Development

Add in more chasers to make it more difficult. Reduce the amount of time you have to bump someone new and change over.

Coaching Points

Watch out for accidents, if children running too fast ask to slow down. Are they running with heads up looking around the area. Frequent change of direction. Good change of speed and good balance.

Area

School Hall

Numbers

This game can accommodate 20 participants depending on size of area