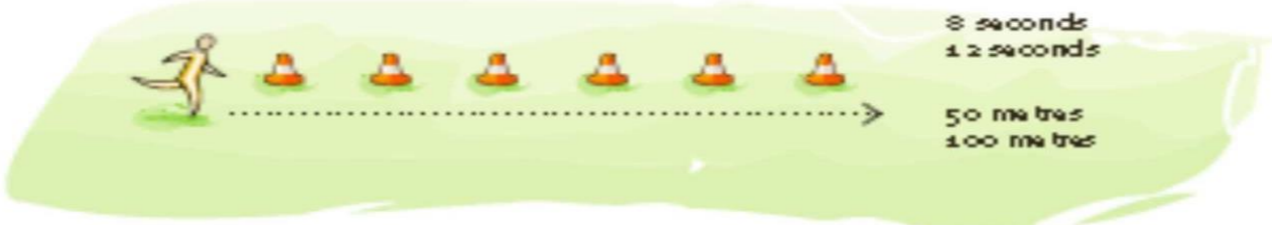






Physical Activity	CORE ACTIVITY 3	DIFFERENTIATION OPPORTUNITIES
LEARNING OBJECTIVES	<p>WARM UP Range of tempo and movement in space followed by dynamic stretches. Short game of choice.</p>	
<ol style="list-style-type: none"> 1. Be able to improve on their initial race times through the use of starting and accelerating technique; 2. Know and understand skill elements of starting and accelerating in sprint races; 3. Develop a broader range of skills. 	<p>MAIN ACTIVITY The purpose of this activity is for pupils to find out how long they can keep accelerating and how long they can sustain maximum pace. Working in small groups, use cones to mark how far each runner reaches after 1, 2, 3 4 and 5 seconds when running for 8-12 seconds or for a distance of 50-100 metres. Compare the distance between each cone and see how it relates to the distance covered in the rest of the time. Develop starting and accelerating technique to improve speed over this distance and longer sprints. Repeat over longer time spans in longer runs (e.g. the distance covered in a 40-60 second run after 10, 20 and 30 seconds and the distance covered after 30, 60, 90, 120 and 180 seconds in runs of more than 3 minutes).</p>  <p>1 In your group, take turns to run the set time or distance.</p>  <p>2 Use cones to mark how far each runner has travelled</p>  <p>after 1, 2, 3, 4 and 5 seconds.</p>  <p>3 Try to improve the distance between the cones by practising starting and accelerating techniques.</p> 	<p>EXTENSION Focus on keeping an even pace as opposed to accelerating; Race in a form other than running. EASIER Decrease distance and time targets; Encourage pupils to set individual targets; Focus on either starting or accelerating techniques. HARDER Place cones at the finish as well as the start; Place runners next to each other to encourage competition; Repeat over longer times and distances (with cones placed at comparably increased distances).</p>
LEARNING CHALLENGE	Your results...	
<ul style="list-style-type: none"> • I can, in my group, take turns to run the set time or distance; • I can mark how far I ran after 1, 2, 3, 4 and 5 seconds; • I can improve by practising starting and accelerating techniques. 	<p>30-</p> <p>60-</p> <p>90-</p> <p>120-</p> <p>180-</p>	

