beyond the physical

Welcome to look run avoid

The '**look run avoid**' unit has an important focus upon pupil's fundamental movement skills. Pupils consider how they can find space and evade defenders.

The learning in this unit provides important foundations for later units on invasion games. It is perfect for introducing your pupils to the concept of identifying space and varying their speed and direction.

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Knowledge and Skills Organiser
look run avoid

The knowledge and skills the children will learn within this unit are presented across the three domains – Move, Solve, Connect. These are explicitly linked to Ofsted's pillars of progression; Motor competence, rules, strategies and tactics and healthy participation.

Masterful Mover

By the end of Key Stage 1, a Masterful Mover will:

- **Know what** the fundamental movement skills we are developing.
- **Know how** to use running and turning skills within a game.

Skilful Solver

By the end of Key Stage 1, a Skilful Solver will:

- **Know what** an effective space is within a game.
- **Know how** to identify an effective space.

Confident Connector

By the end of Key Stage 1, a Confident Connector will:

- **Know what** the characteristics of a simple invasion game are.
- **Know how** to set up and play a simple invasion game.

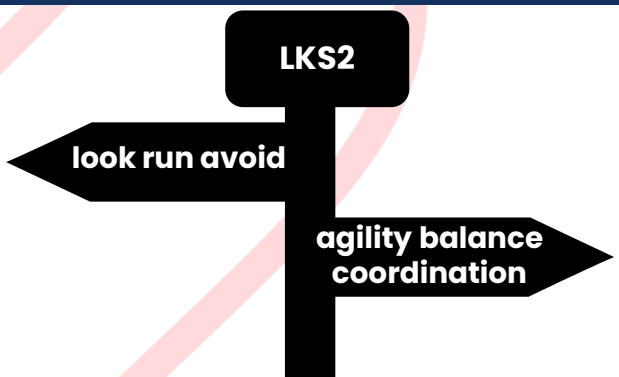
Learning Theme Key Vocabulary

Search Space Turn Speed Timing Challenge Dodge Agility Awareness

Curriculum links

'Master basic movements including running....as well as developing balance agility and co-ordination and apply these in a range of activities'
'Participate in team games, developing simple tactics for attacking and defending'

Where next?



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fundamentals focus

Our learning themes place a key focus on children developing their fundamental movement skills of object control, locomotion and stability.
We have highlighted on this page some of the key fundamental movement skills this learning theme will focus on.

Object control

Carrying

Collecting

Throwing

Locomotion

Running

Walking

Dodging

Stability

Turning

Twisting

Extending

How it helps...

Beating a defender in rugby

Playing tag with friends

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Lesson one
look

How I can be successful...

move I can use my turning skills to move into space.

solve I can recognise the best spaces to move into.

connect I can help set up a suitable area to play the game.

Suggested Equipment

Coloured Cones
Bibs / Bands / Tags
Foam Noodles
Hoops
Suitable 'food' objects – beanbags, quoits, small balls etc

Key vocabulary

Search Space Turn

Activation

Lion Cub Bib Tag

Children to work in pairs.
Each child is to have a bib tucked into their waist.
Children find a small area to work in and start standing opposite each other.
Pairs compete against each other to be the first to steal their partner's bib.
When stolen, return it to their partner and restart the game. Pairs play several rounds before thinking about how adaptations can be made.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Allow children to design their own space using cones or spots to suit their challenge within the game.

Task

While playing the game children could perform different movements such as jumps, hops or sidesteps.

Equipment

Children could add small pieces of equipment which they can carry or move with during their game.

People

Children to play against different partners. This can allow them to experience a variety of levels of challenge.

Connect

How did you move to be able to tag your partner's bib but avoid getting yours stolen at the same time?

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Lesson one
look

Base activity

Avoid the Hyenas

Split the class into a selection of equal teams.
Set the teams up at one side of the working area with a selection of food (small objects such as beanbags, quoits, balls) at the other.
Select three or four children who will be the Hyenas and they are placed out in the middle of the working area.
The children (continuously, not one at a time) try to travel across the working area to retrieve the food the hyenas have stolen – without getting eaten! (Tug)
If they are tug by a hyena, they must return to their den and try again.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Create safe areas where lions can enter but hyenas cannot.

Create zones to travel through which could gain extra points.

Task

Children can explore moving to the food in different ways.

Give Lions bibs which the Hyenas must steal.

Equipment

Children to bring the equipment back to the Lion's den – throw and catch, bounce, dribble.

Pieces of equipment could have different point scoring values.

People

Adding in more Hyenas could make it more challenging.

If space is available, the activity could be played in separate smaller groups rather than one big group.

Learning review

Think-pair-share: What are using our eyes for? How can that help us travel across the African Plains and bring our food back?

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Lesson two
look

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.
If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
Have the children experienced the learning activities in different ways through STEP?
Have the children experienced success within the key success criteria?
Can they explain how they have had success?

Learn something new

Find the Food

Around the working area spread out lots of cones and lots of equipment which could be placed under them such as beanbags, small balls, quoits.
Split the class into two groups, Lions and Hyenas.
Let the Hyenas go into the area first and they must hide any food from the Lions by placing it under a cone. After around a 10 second head start let the lions in to the area as well. They need to lift a cone, find a piece of food and place it on top of the cone.
Any food the Hyenas see that the lions have found they can re-hide. Play for a couple of minutes before counting how much food is visible.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

The activity can be done as a whole class or split into mini games in their own designated space.

Task

When food has been found the lions could place in specific dens (hoops) around the area, the hyenas can steal back from the dens and hide the food again.

Equipment

When food has been found or needs to be rehidden the children could perform particular skills such as throws, bounces or balances.

People

Children can be given specific objects which they are required to find. I.e. one group search for hidden beanbags, another for hidden quoits.

Learning review

What top tips could you share with a friend to help them look, find and move quickly into space within a game.

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Lesson one
run

How I can be successful...

move I can use my running skills to move into space.

solve I can recognise when to move quickly into a space.

connect I can help create additional challenges in the game.

Suggested Equipment

Lots of items to be food – beanbags, quoits, small balls etc
Bibs/Bands/Tags
Cones
Noodles (optional)
Hoops
Spots

Key vocabulary

Speed Timing Challenge

Activation

Lion Cub Bib Tag Extended

Children to begin by playing Lion Cub Bib Tag, as in the LOOK sessions.
Ask the children to be really creative with the ways they adapt their activity.
This can then be extended to include Getaway Tag.
In this children need a have a designated spot/cone near them which they must move to once they have taken their partner's bib.
The spot could be in the middle of their area or somewhere in a safe space a short distance away from where they are playing. This means the game doesn't stop when a bib is taken but when the player reaches the safe spot.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Children can think of ways to use the space to play the game such as both players staying inside, both staying outside or one in and one out.

Task

Children could include different ways to move or have to collect and carry/bounce/dribble something to the safe spot.

Equipment

Children could wear two bib tags, meaning their partner must take both before they win the game.

People

Children can extend the activity from a 1 v 1 game to 2 v 2 or a 1 v 3 challenge.

Allow children to rotate who they play against.

Connect

Were you able to react and move quickly to steal your partner's bib or move away from them? How did you challenge each other in the activity?

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Lesson one
run

Base activity

Hyena Challenge

Continue to play Avoid the Hyenas from the LOOK lessons.
Take time to think as a team how best you can use your speed to gain more points.
Begin to add in challenges or rules for the Lions.
1) Can you as a Lion tag a Hyena without being tug yourself (This could be worth two pieces of food)
2) Include 'Special' food that could bring you a Superpower such as invisibility – how do teams use this to help all players?

Allow time for children to rotate around the roles of lions and hyenas.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Create safe areas where lions can enter but hyenas cannot.

Create zones to travel through which could gain extra points.

Task

Children within their groups can be given mini challenges to complete. Some of these can vary depending on the ability and confidence levels of the children.

Equipment

Children can decide whether they wear a bib tag (decreases challenge) or no bib tag (keeps challenge high).

Challenges can be added to the objects they collect.

People

Children can break off into smaller versions of the game – groups of 5 or 6, which could be based on ability or confidence. When ready, groups can come together in a larger version of the game.

Learning review

Why was your speed important? If you feel you aren't as fast as others, did you use any other tactics individually or as a team?

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Lesson two
run

Revisit

Begin by revisiting learning from your previous lesson through delivering the Activation and Base activities again.
If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
Have the children experienced the learning activities in different ways through STEP?
Have the children experienced success within the key success criteria?
Can they explain how they have had success?

Learn something new

Move the food

Split the class into pairs or threes, each with a hoop or coned base around the outside edge of the working area. Place lots of small objects in the middle of the area – this is the yucky food. The aim is for the children to move one piece of food at a time into another group's base. Teams can take a piece of food from the middle or if someone puts one in their base, they can move it to another team's.
The aim is to finish with the least amount of food in their base as possible.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Include rules such as having to visit different bases each time.

Adapt the distance between bases to suit ability and level of challenge.

Task

Children can include challenges of how they move the food but still having to move quickly – his could be carrying, throwing, bouncing or dribbling.

Equipment

If different equipment is used for the food, these could be worth different points or have different meanings. For movements.

People

Children could all move at the same time or play as a relay.

Some pairs may start with food in their hoop to increase challenge.

Learning review

What impact does moving with an object have on your speed? Is it harder to run fast when carrying equipment?

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Lesson one
avoid

How I can be successful...

move — I can use my turning and running skills to avoid others.

solve — I can recognise my best movements to avoid the defenders.

connect — I can support others to play a successful game.

Suggested Equipment

Bibs / Bands / Tags
Noodles (optional)
Hoops
Spots
Lots of items to be food – beanbags, quoits, small balls etc

Key vocabulary

Dodge Agility Awareness

Activation

Infinity Lion Tag

The activity can be played as a full class or in smaller groups.
Every child starts with a bib tucked into their side. Once you start the game their challenge is to steal as many bibs as they can, tucking them in at their waist when they have stolen one.
No one is ever out – if they lose their bib, they simply go try get another from someone else.

Allow time for children to review and check how many bibs they end the game with.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

include a selection of safe zones within the area for children to enter to have a short rest and plan their next moves.

Task

Children can decide whether to start the game with zero, one or two bibs.
Or, have a group of taggers who when they steal a tag swap roles with the person the tug.

Equipment

A team element could be brought into the game in which groups must try to steal specific coloured bibs or count up a team score of bibs at the end of the round.

People

After a couple of rounds, split the children based on how successful they have been and set up separate parallel games based on ability level.

Connect

How did you need your LOOKING and RUNNING skills to be successful in this activity?

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Lesson one
avoid

Base activity

Rob the Dens

Building on from our Avoid the Hyenas (LOOK) and Hyena Challenge (RUN) we are now giving each team of Lions their own den around the space.
Each den has their own food in.
The teams then try to take food from the other lions' dens and bring it back to theirs.
The hyenas are still roaming the plains though and if they tag someone who has food in their hand they must put it into the Hyena's Den in the middle of the playing area.

To keep the games fair, encourage children to only take one piece of food at a time and try to visit a variety of different groups' dens.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

Groups can have multiple dens either in their area or spread around the whole working space.

If space available, dens can be spread further apart.

Task

To simplify the game, the hyenas could be removed so children are just focusing on avoiding other lions.

Set up challenges like in RUN lesson such as tagging a hyena which would allow lions to take from the hyena's den.

Equipment

Groups can have specific equipment or colours of equipment they must try to get back to their den.

Lions could wear bib tags for the hyenas to steal, which could add further consequence in the game.

People

If playing as a whole class game, try to have a mix of children within groups.

Alternatively, those who are more confident and able may be in a group with less people to increase their challenge.

Learning review

How did you find avoiding the Hyenas but also trying to steal at the same time?

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Lesson two
avoid

Revisit

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If suitable, children can begin the learning activity at the challenge level they finished at in the previous lesson.
Allow children time to explore the activities and take ownership of them through the STEP model.
Support, stretch and challenge children where required.

Review

Have the children become more confident and competent within the learning activity?
Do they need more time to progress their learning?
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Can they explain how they have had success?

Learn something new

Avoid the Elephants

Play as a whole class game or can split into smaller groups.
Select a suitable number of children to be the elephants. Each elephant needs a blue bib to hold.
As the other children (Lions) are running around they must watch out for the elephants who will squirt water at them (throw their bib at them). If a lion is hit they perform an action to get dry such as 5 jumps and then return to the game.
After several minutes play swap over the elephants.

Choose a way to adapt the learning activity by using the examples below or create your own.

Space

The elephants could be made to stay and squirt the lions from specific spots in the area or be free to move around the space.

Task

The game could include a freeze element – if a lion is hit they must freeze and be rescued by a friend.

Equipment

Elephants could also have pool noodles or foam javelins as trunks which can be used to tag the lions as they are running.

People

Increasing or decreasing the number of elephants can impact the level of challenge in the game.

Learning review

What skills did you need to be successful within the activity? Which do you think you are good at and which do you think you could improve?

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Assessment
look run avoid

look

	Evolve	Embed	Excel
move: I can use my turning skills to move into space.			
solve: I can recognise the best spaces to move into.			
connect: I can help set up a suitable area to play the game.			

run

	Evolve	Embed	Excel
move: I can use my running skills to move into space.			
solve: I can recognise when to move quickly into a space.			
connect: I can help create additional challenges in the game.			

avoid

	Evolve	Embed	Excel
move: I can use my turning and running skills to avoid others.			
solve: I can recognise my best movements to avoid the defenders.			
connect: I can support others to play a successful game.			