

Honey pot

An athletic activities core task for key stage 1 children

You need:

- a range of objects (eg beanbags, quoits, balls, skipping ropes and bats)
- one hoop per two children
- a score sheet or small marker board for each child
- a video camera and playback equipment (this is optional, but it is useful to record the children's first and then later attempts at the core task to show their progress).

What is the core task?

The 'Honey pot' core task involves children running in different directions to pick up objects as quickly as they can.

The children work in pairs. Each pair has a hoop (their honey pot) with five objects in it. Other objects are spread out around the playing area, along with cones to act as obstacles. Each pair decides who is going to be the Bee and who is going to be the Queen. The Bee's job is to run around collecting one object at a time for their honey pot. These can be picked up from the playing area and from other people's hoops. The Queen sits in the honey pot and makes sure that other children only take one object. The Bees have two minutes to get as many objects as possible into their honey pot, after which they count how many objects they have collected and record the number on their score sheets. They then leave five objects in their honey pot, scatter the rest around the playing area, swap roles and carry out the task again.



To help the children evaluate and improve their core task performance, ask them:

- Why did you choose to run to certain objects first?
- Why did you change your running speed?
- What directions did you run in and why?
- How many points did you score? How could you get more points?
- What could you tell your partner to do to help you get more points? Where is it best for them to run?

How are the children doing? Look out for them:



looking up while running



demonstrating a good running technique



running at different speeds



changing direction while running at speed



moving around the cones quickly



choosing to collect objects close by first



observing and analysing others' performance



following rules and keeping score accurately

To make the task easier or harder, consider changing one or more **STEP: Space Task Equipment People**

Honey pot: development activities

After the children's initial attempt at the task, you will know what they can do, how well they can do it, and what they need to work at. To help all of them make progress and achieve in different areas, choose from the activities suggested here and add some of your own.

Developing skills

Running at different speeds

- Teach the children the difference between walking, jogging and running.
- Ask them to practise running, walking and jogging on a 20 metre track.
- Encourage them to run on their toes, with their arms bent, their head still and looking the way they are going.
- Ask them to play 'follow my leader', changing from walking to jogging to running.
- Set up cones in a marked area and ask the children to jog around the space, avoiding the obstacles and each other.
- Set up relays that involve changing speed to pick up an object.

Changing direction

- Ask the children to practise walking, jogging and running forwards, backwards and sideways, in a straight line and following a curved line.
- Ask them to create different pathways (eg shapes or letters), running and turning quickly when following pathways.
- Set up relays that involve sprinting to one line, turning around and sprinting back. Ask the children to explore different ways of changing direction during a relay.
- Set up obstacle relay races that challenge the children to move around obstacles quickly.

Evaluating and improving

What is the difference between jogging and running? What do you have to do if you want to run fast? What should you do with your arms? Where should you be looking? Do you run on your heels or toes? What do you do to change direction? How do you turn around quickly while running?

Ask the children to try activities in pairs and to watch and comment on how their partner runs and changes direction. How does your partner run? What do they do well and not so well? How do they change direction? Can you copy anything that your partner does to help you improve?

Making and applying decisions

Meeting new challenges

- Set up cones for the children to run around. Show them how to manoeuvre around obstacles quickly.
- Set up a timed activity that involves moving objects around. Ask the children to experiment with using little steps and bigger strides, running fast and slowing down quickly to pick up objects.
- Ask them to play games that involve walking, skipping or jumping as fast as possible.
- Ask them to play small-sided games using continuous running.

Selecting skills and equipment

- Ask the children to take part in races that involve carrying objects (eg egg and spoon).
- Give the children a choice of equipment and suggest a range of skills they might use.
- Encourage them to select their own skills and equipment and evaluate the success of their choices.

Evaluating and improving

How do you change the way you use your arms when you're running around objects? How can you keep running fast when you're going in and out of cones? When is it best to use little steps? When is it good to use bigger strides? Are you in control of your running? How do you move fast while carrying an object?

If possible, video the children taking part in activities and encourage them to watch and evaluate their own performance. What works well about your performance? What could you do better?

Developing physical and mental capacity

Warming up

- Help the children to recognise when their heart beats faster. Explain that this is because the body is working harder and needs more oxygen, so the heart pumps harder and faster to get the blood and oxygen around the body.
- Help the children to recognise when their breathing gets faster. Explain that this is to get more oxygen into the body and help their muscles work.
- Help the children to recognise when they are getting hotter. Explain that this is because muscles get hotter the harder they work.

Cooling down

- Help the children to recognise what happens to their bodies when they are cooling down.

Evaluating and improving

How do you know your heart is beating faster when you warm up? Why is it beating faster? What makes you breathe faster? Why do you get hot during exercise?

How does your heartbeat change when you cool down? How does your breathing change? How does your temperature change? Can you describe what you are feeling? Why does your breathing slow down after a cool-down?

Athletics core tasks

This chart shows how the new athletics core tasks relate to the existing core tasks in the QCA/DCSF schemes of work for athletic activities. It presents a visual snapshot of the pitch and challenge of different tasks, enabling you to track and plan pupils' progress in athletics.

