

MOVE YOUR WAY!



There's a big week coming up! From 9–13 March, schools across the UK will be taking part in British Science Week and Sport Relief. Our inspirational science and PE activities will help your pupils get the most out of both.

The focus for the activities is the body and movement, linked to different ways of completing the Sport Relief Mile. There's a strong emphasis on inclusion throughout; helping pupils to understand that we're all different and move in our own way.



There are five activities for you to pick and choose from. Why not do one each day, culminating in the Mile on Friday 13 March?

The activities have been designed to offer top-level ideas that can be adapted for any year group. The aim is to get the whole school moving, learning about the science behind sport and joining in with the Sport Relief Mile!

BRITISH SCIENCE WEEK AND EXPLORIFY

These activities have been produced in partnership with British Science Week and Explorify.



British Science Week, run by the British Science Association, is a ten-day celebration of science, technology, engineering and maths. A primary activity pack on the theme of 'Our diverse planet' – from biological and social diversity, to the diversity of knowledge and careers in science – encourages pupils to explore science in the world around them.

Visit britishscienceweek.org



Explorify is aiming to change the way primary science is taught in schools. It offers a range of free engaging, creative science resources that have been designed to spark curiosity, discussion and debate.

CURRICULUM LINKS

Physical education

The activities offer opportunities to:

- be physically active for sustained periods of time
- engage in co-operative physical activities
- master basic movements, including running and jumping, and use them in isolation and combination
- enjoy communicating and collaborating with each other
- develop flexibility, strength, technique, control and balance.

Science

The activities offer opportunities to:

- maximise pupils' engagement and motivation through cross-curricular learning
- experience, observe, be curious, ask questions and communicate using simple scientific language
- learn about science through first-hand practical experiences
- compare living things.

The activities lend themselves particularly well to being adapted to meet the 'Animals, including humans' requirement in the programme of study for science. For example, a Year 6 class could focus on the impact of movement and exercise on the way our bodies function, while a Year 3 class could look at the use of the skeleton and muscles for movement.

INTRODUCTION:

WHAT ARE THE ACTIVITIES?

There are five activities in total – why not do one a day for a week, culminating in Activity 5, the Sport Relief Mile, on Friday 13 March? The activity ideas are simple, with flexibility for adaptation to whatever age range you teach. The important thing is to get everyone learning about science in a fun way and hopefully raising some money for Sport Relief at the same time!

Activity 1: Investigating movement

Exploring how different animals move and relating this to human movement.

Activity 2: The human body

Comparing our bodies and understanding that we're all different.

Activity 3: How do you like to move?

Exploring different ways of moving. What equipment do we use to help us move?

Activity 4: Moving for a Mile

Preparing for completing the Sport Relief Mile. What impact will it have on our bodies?

Activity 5: Taking part in the Mile

Completing the Mile by moving in our own way and engaging in more science learning en route.

For more fun activities, visit:

britishscienceweek.org

explorify.wellcome.ac.uk/sportrelief

ACTIVITY 1:

INVESTIGATING MOVEMENT

Why not kick off your week of sporting science with an activity designed for Sport Relief by Explorify?

Visit explorify.wellcome.ac.uk/sportrelief and click on 'To flee or not to flee'. The entertaining video of animals on the move will grab pupils' attention and get them thinking about how and why animals move differently.

1. Watch the two-minute video with pupils and ask them to write down the names of the different animals they see. How many can they spot?
2. Now watch the film again and ask pupils to concentrate on how each animal moves. Ask them:
 - What do you think the animals are doing?
 - Why do animals move differently?
3. Give pupils an opportunity to explore the language of movement. Watch the video again and ask them:
 - Which animals did you see running?
 - Which animal did you see walking on all fours?
 - How does the kangaroo move?
 - What word would you use to describe the way penguins walk?
4. Encourage pupils to think about how human beings move in comparison to other animals:
 - Which animal shown in the video moves most like you?
 - Why do you think this is?
 - What features of an animal's body affect how it moves?

Extension activity

In the school hall or playground, ask pupils to explore moving like different animals. You could play the video again and ask them to copy what the animals are doing, or play a game of 'Simon Says' with animal movements.

ACTIVITY 2: THE HUMAN BODY

This activity is adapted from the Snap Science resource activity 'Is everyone's body the same?', created by Collins and featured in the primary British Science Week activity pack at britishscienceweek.org. It encourages pupils to notice that although our bodies are alike in some ways, there is no one in the world who looks quite like them. Human beings are all different!

1. Throughout these activities, be alert to the possibility of pupils acting inappropriately and make sure all body types are respected.
2. Working in pairs, ask pupils to compare bodies. For example:
 - Who has the longest legs?
 - Who is the tallest?
 - Who has the biggest hands?
 - Have you both got the same colour eyes? Hair?
3. Give each pair two large sheets of paper and explain that they're going to create life-sized drawings of themselves. One of the pupils lies down on the paper while their partner draws around the outline of their body. They then swap roles.
4. Ask pupils to work together to add details to the drawings, such as hair, eyes and fingernails.
5. Create a life-sized gallery of the class and use it to prompt discussion about how we are all different.

Extension activity

Ask pupils to think about the similarities and differences between different members of their family. Do some individuals look alike? Why do they think this is? Make sure they understand that even if there are similarities, we are all unique.

ACTIVITY 3: HOW DO YOU LIKE TO MOVE?

It's time to get moving in preparation for the Sport Relief Mile! In this activity, pupils experiment with different ways of moving, how they use their bodies and why we use equipment to help us travel. This offers an opportunity to introduce issues of accessibility and inclusion to pupils' consideration of human movement.

1. In the hall or playground, use cones to mark out a range of paths for pupils to move along (e.g. a short, straight path; a longer circuit, several times around the space; a slalom).
2. Ask pupils to think of different ways they could move along these paths, such as walking, running, hopping, jumping and skipping. Working in groups, give them time to experiment with different ways of travelling on different paths. Ask them:
 - How do you use your legs when you walk? Run? Hop? Jump? Skip?
 - What other body parts do you use?
 - How does your body feel when you move in each way?
 - What do you notice about your heartbeat? Do you get hot?
3. If appropriate in the space, introduce a range of equipment that pupils can use to help them move, for example bicycles, trikes and scooters. Repeat the activity above. Does the equipment make moving easier for their bodies? Why?
4. Explain to pupils that some people have disabilities that affect the way they move. Often, they use equipment (e.g. wheelchairs) to help them. If you have a child in your class who uses a wheelchair, this is a great opportunity to talk about issues of inclusion and accessibility related to movement.

Extension activity

Use the British Science Week activity 'Playground Games' to get pupils thinking more about disabilities and creating games that include everyone. Visit britishscienceweek.org and download the primary activity pack.

ACTIVITY 4: MOVING FOR A MILE

Drawing on what they have discovered about different ways of moving and the human body, pupils think about their ideal way to cover a mile. This activity assumes that your plans for the Sport Relief Mile can accommodate pupils moving in different ways. If this isn't going to be possible, jump straight to Activity 5!

1. Explain to pupils that they're going to be moving for a mile to raise money for Sport Relief. Measure out a mile in the playground or on the school field and make sure everyone understands how far they will have to go.
2. Ask pupils to think about the different ways of moving they tried in the last activity.
 - Which way of moving did you enjoy most? Why?
 - Which way of moving was best suited to the different paths you travelled along?
 - Which way of moving do you think it will be best to use for the Sport Relief Mile?
 - How do you think your body will react to moving for a Mile in this way?

If you would like to offer pupils the option of completing the Mile on, for example, a scooter or space hopper, broaden out the discussion to include using equipment.

3. Ask pupils to decide how they would like to complete the Sport Relief Mile, bearing in mind how their body responds to different ways of moving. Make sure they're realistic – would they really be able to hop for a mile?

Extension activity

Based on practice sessions over shorter distances, can pupils estimate how long it will take them to complete the Mile moving in their chosen way?

ACTIVITY 5: TAKING PART IN THE MILE

On your marks, get set, go! It's time to get everyone moving for the Sport Relief Mile! There are loads of resources to help you plan and stage your event at sportrelief.com/schools. Why not use the activities below to build yet more science and maths learning into the big day?

You could:

- Ask pupils to help you measure out the Mile and mark out the course.
- Ask pupils to help with timing and counting laps.
- Appoint Sport Relief statisticians to collect facts and figures about the way pupils move the Mile, for example:
 - How many different types of movement are used during the day?
 - What proportion of each year group chooses to move in each way?
 - What is the quickest way of moving?
 - What is the slowest?
- Appoint Sport Relief scientists to interview pupils about how their bodies react to completing the Mile.
 - How do pupils feel before the event?
 - What changes do they notice in their bodies during the Mile?
 - How do pupils feel ten minutes after completing the event?
- Appoint Sport Relief treasurers to collect and count money raised on the day. Why not have a fundraising competition between classes and year groups?
- Use all the information your scientists and mathematicians collect to write a report for the school website or newsletter.

Extension activity

How about making moving a mile a regular activity at your school? It's a great way to improve pupils' fitness, build relationships and get ready for learning!