



**RAMMIE'S  
DAILY MILE  
CHALLENGE**

Information Booklet



# Where did the Daily Mile come from?

“ Hello, I’m Elaine Wyllie. Until October 2015, I was the Headteacher of a large Scottish Primary school in Scotland, where I was concerned about the lack of fitness displayed by the children. I decided to do something about it and founded The Daily Mile in February 2012.

The Daily Mile™ has a simple aim – to help children get fit by running or walking for 15 minutes a day in school or nursery. The Daily Mile began with a one month trial and (almost overnight) the results were startling. While many children could not initially manage the one-mile run, within four weeks almost everyone was able to and just as importantly, the children enjoyed it!

By September 2012, the whole school was running for 15 minutes each day and not one of our 57 reception children were deemed overweight by the school nurse. Attention levels and behaviour in class improved and parents said that their children are fitter, more active and alert. I was overwhelmed by the level of support that we received from parents.”

## **Elaine Wyllie founder of the Daily Mile**

**In recent years, The Daily Mile has been successfully rolled out across the country. In Derby, many schools have also begun to introduce the Daily Mile. Now Derby County Community Trust is keen to increase participation across our primary schools with ‘Rammie’s Daily Mile’. We know from the evidence that even children who are reluctant to take part in PE participate happily in the Daily Mile.**

**It is a profoundly simple but effective concept which any primary school can implement. Its impact can improve not only the children’s fitness but also their concentration levels, mood, behaviour and general wellbeing.**





## Key principals for successfully implementing Rammie's Daily Mile

**The Daily Mile is successful because it is simple and free and this simplicity makes it sustainable.**

- 1.** It takes place over just 15 minutes, with children averaging a mile each day. Try to go out every day – it's easier for the children and they will get the full benefits. Allow the children to 'own' their Daily Mile. They can choose to run, walk or jog or mix all three but encourage them to do some running.
- 2.** Children run outside in the fresh air – and the weather is a benefit, not a barrier. Jackets on if it's cold, ditch the sweat shirt if it's hot.
- 3.** Children can run in their school clothes so no kit or changing time is needed.
- 4.** Track - A track or path with a minimum of 5–10 laps works well. It's okay to have more laps depending on your setting.
- 5.** It's social and fun. The children have the freedom to run in the fresh air with their friends. They should know that it's not a competition – many will mix running and walking, particularly at the start.
- 6.** It's fully inclusive; every child, whatever their circumstances, age or ability, succeeds at The Daily Mile. Children with SEND benefit greatly.





## Top tips from schools

- Start with a few classes to begin with.
- Measure out a mile on the playground or school field (this might need children to complete several laps to complete a mile).
- Remember for younger children, you may want to start with a smaller distance to begin with.
- Place out cones as markers that children need to run around to complete a lap.
- Let parents know what you're doing and why.
- Staff can join in and feel the benefits too.
- Keep a record over half a term of how many laps children could complete when they started Rammie's Daily Mile and how many they could do after 6 weeks.

### **If you want to measure the progress children make**

Schools that have recorded how many laps children have done, have tried the following ideas:

Children collect a token for each lap they complete and then add up at the end.

Children have a card that gets stamped as they complete a lap.

Children collect a sticker as they complete a lap.

Children start with several tokens and drop a token in a bucket as they complete a lap. At the end, they work out how many tokens they have dropped by looking at how many tokens they have left.





## Measuring and developing the Daily Mile

### **Rammie's Daily Mile passport**

Because schools have wanted to measure the impact of the Daily Mile on fitness levels, we have created a Rammie's Daily Mile passport for children to record individually, once a week, how many laps they do.

We also offer a class wall chart, where teachers can record how many laps the class completed as a group for the first time and how the class improves as the weeks go on. This is also a great opportunity to develop some class competition over a half term.

### **Developing Rammie's Daily Mile:**

To begin with keep it simple but as time goes on you may want to develop your Daily Mile further by linking it to the curriculum.





**RAMMIE'S  
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Cross-curricular Ideas



## Teacher Resource

# Military March Cadence

## Maths KS2

### Programme of Study: Number - multiplication and division

**Year 3:** Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.

**Year 4:** Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

## Resources

Large A2 paper and markers per group (see 2)

### 1. Whole Class

Teach the military cadence below. (Leader says each line before the same line is then repeated by everyone).

Six times eight is forty eight  
My answer's on time and never too late  
Seven times eight is fifty six  
My test result is covered in ticks  
Eight times eight is sixty four  
I got this right just like before  
Nine times eight is seventy two  
You like me and I do too

### 2. In groups

Write own military march cadence about another times table.

### 3. The walk (perimeter of hall, yard etc)

Choose a member from each of the above groups to walk alongside the main class (walking in pairs) to shout out each line which is then repeated by everyone.

**Note:** It may be useful to rehearse each cadence before walking so that children clearly hear and know the words before the noise level creeps up.

### 4. Extension

Pupils could write their own cadence for a times table.



Teacher Resource

# Route Planner

**KS1 / KS2**

## **Programme of Study: Spoken Language**

**Year 1-6:** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments

### **Resources**

Copies of maps- one per group of four pupils

Pencils

Rulers

Labelled cones (names of cities)

Pupils are given a map showing cities of Britain (or Premier League football clubs)

In groups of four, a route (line) must be drawn from one city to another until all have been 'visited' and the route is as short as it could possibly be. Pupils are encouraged to discuss the best route.

The starting city must be Leicester!

Any line must not cross over a line already drawn – an eraser may be required!

Pupils then use their route to walk between cones set out across a large space and labelled just as the original map shows.



With help from our friends at



Teacher Resource

# Walk and Talk

## KS1 / KS2

### Programme of Study: Spoken Language

**Years 1-6:** Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

#### Resources

Questionnaires

Pencils

Cones or markers

#### 1. Whole Class

Hand pupils a copy of a questionnaire using questions such as those given as examples below. Pupils provide written answers to each. Once done, the questionnaires are handed to the teacher. Pupils are paired up with other pupils and now walk a marked route within a large space such as a yard or playing field. Whilst walking they are to ask as many of the questions as they can remember to each other.

Once the walk is complete, each pupil completes a questionnaire about the person they've walked with. Answers from both questionnaires are compared.

#### KS1

1. What is your favourite colour?
2. What is your favourite animal?
3. Who is your favourite book character?
4. What game do you like to play?
5. What is your favourite song?
6. What would you like to do when you grow up?

#### KS2

1. What is your favourite lesson?
2. Where in the world would you like to visit?
3. What would you like to do when you leave school?
4. What would you buy if you were given £1 million?
5. If you were in charge of school, how would you make it better?



## Teacher Resource

# Healthy Packed Lunch Walk

## Science KS2

### Programme of Study: Animals Including Humans

**Years 3:** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

#### Notes on non statutory guidance

They might research different food groups and how they keep us healthy and design meals based on what they find out.

**Year 6:** Recognise the impact of diet, exercise and lifestyle on the way their bodies function.

### Resources

Sliced breads  
Sliced meats  
Sliced cheese  
Plastic knives  
Salad - tomatoes, onions, lettuce etc.  
Cling film  
Access to sinks, soap and paper towels

### 1. Whole Class

Spend the morning looking at food groups.

### 2. Whole Class

After demonstrating effective washing of hands, demonstrate how to make a sandwich and discuss the health benefits of each chosen food. See link below for ideas.

[www.wikihow.com/Make-a-Healthy-Sandwich](http://www.wikihow.com/Make-a-Healthy-Sandwich)

### 3. Individually (but supervised)

Pupils put together their own sandwiches and wrap in cling film. Teacher could photo close ups of each stage. (Ask parents to provide a piece of fruit and a bottle of water.)The Walk ( perimeter of hall, yard etc).

### 4. The Walk

Depending on weather, this can be anywhere as the main focus is on preparing and eating healthy meals. If weather is poor, then walk around the school and have lunch in an unusual place (library, corridor, Head's office) make it fun!

### 5. Follow Up

Write instructions for own sandwich incorporate photos taken by teacher and suggest alternatives.



Teacher Resource

# Pulse Rates

## Science KS2

### Programme of Study: Animals Including Humans

**Years 6:** Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.

#### Resources

Paper and pencils to record pulse rates.

#### 1. Whole Class

Show children how to measure their pulse rate before the walk starts. (Place finger – not thumb – on wrist at base of thumb. Count how many beats are felt in 15 seconds and multiply by 4).

#### 2. Whole Class

Ask everyone to measure their 'resting' pulse rate and record.

#### 3. The Walk

After 10 minutes of walking, ask everyone to measure their pulse rate again. Record. How do they feel now – warmer? Near the end of the walk, ask the children to run for about 10 seconds, then measure their pulse. Ask how they feel after running. Record pulse rate.

#### 4. Follow Up

Pupils can write a simple account of the activity and changes to the pulse rate.



Teacher Resource

# Laps Around Literature

## English KS1

### Programme of Study: Reading Comprehension

Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.

**Notes and guidance (non-statutory)** Pupils should have extensive experience of listening to, sharing and discussing a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently.

### Resources

Book – GRUFFALO

Laminated pictures of the characters from the Gruffalo (Mouse/Owl/Snake/Fox)

Facts on the animals

Pencils

Paper

Cones

The children are the mouse and can design ears in classroom time before the session if they wish. Pupils start at the first check point (Mouse's Home) then make their way around the playground/field to the characters in order of the book. At each animal, the child reads out facts about that animal to gain knowledge of the species.

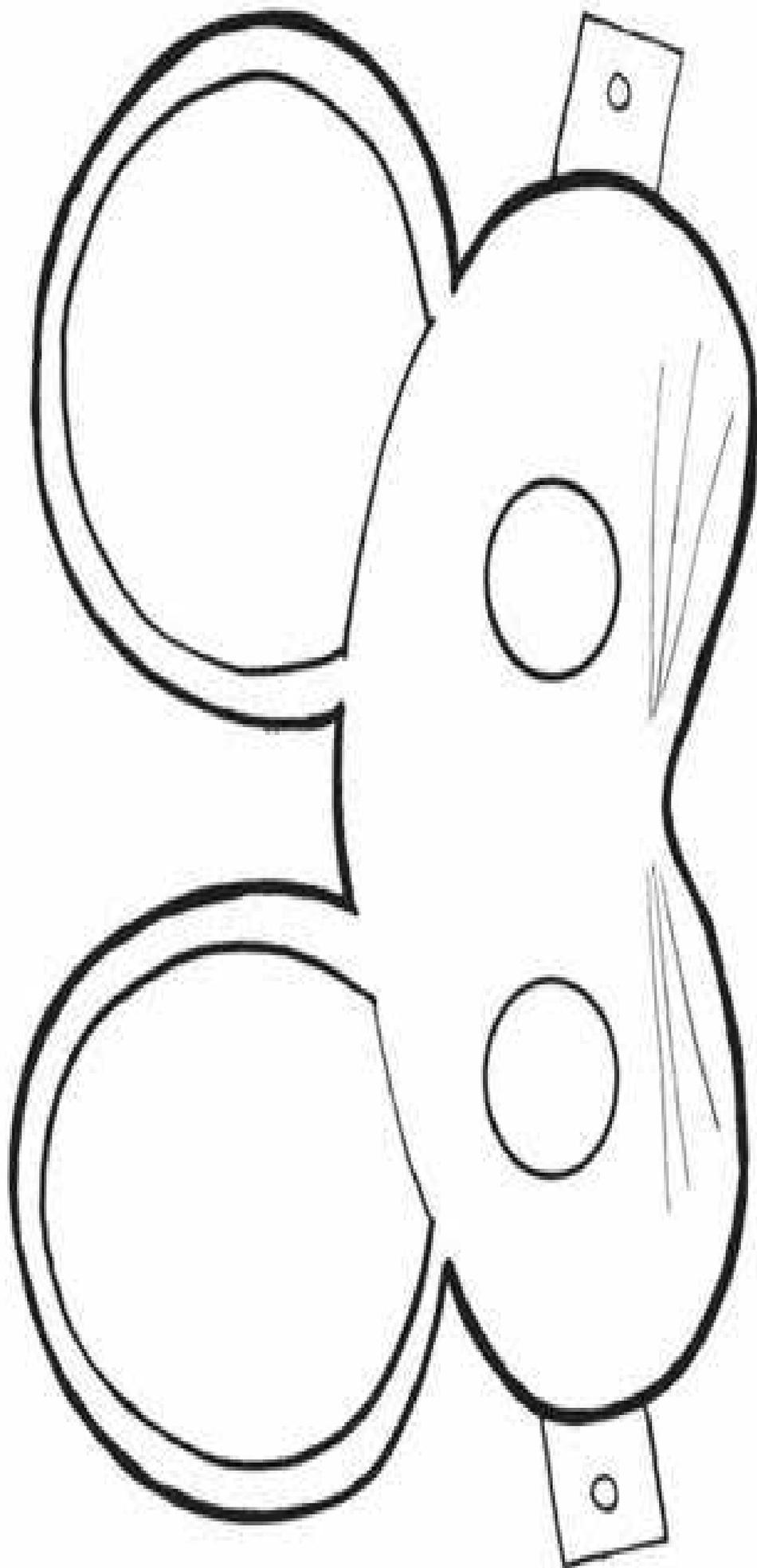
At the end of the mile the children meet the Gruffalo and read out the last part of the story together describing the Gruffalo.

### Whole Class

To complete the whole circuit of character.s

### Differentiation

Work in mixed ability pairs or colour code the information about the animals according to reading ability.





## Teacher Resource - Fact Sheet

# Laps Around Literature

### Mouse

- A mouse or plural mice is a small mammal from the rodent order of animals.
- Mice have a pointed snout, small rounded ears, and a long almost hairless tail.
- There are more than 30 known species of mice.
- The house mouse is the best known type of mouse and is a popular pet variety. Other mouse species seen in and around the house are the field mouse, the American white-footed mouse and the deer mouse.
- Mice are usually nocturnal animals. They have poor eyesight but make up for this with their very good hearing and smell.
- Mice have a number of predators including cats, wild dogs, foxes, birds of prey, and snakes.
- In the wild, mice are herbivores that eat all kinds of fruit and grains from plants.
- Mice tails can grow as long as their bodies.
- Mice use their whiskers to sense changes in temperature and to help feel the surface they are walking along.
- Mice build very complex burrows with long entrances and many escape routes. They are very clean and tidy rodents with their burrows often having separate areas for storing food, sleeping and going to the toilet.
- A mouse eats 15 - 20 times a day. Therefore they usually build their homes close to food sources, tending to only travel up to 8 m from their burrows to find food.

### Snakes

- Snakes are carnivores (meat eaters).
- Snakes don't have eyelids.
- Snakes can't bite food so have to swallow it whole.
- Snakes have flexible jaws which allow them to eat prey bigger than their head!
- Snakes are found on every continent of the world except Antarctica.
- Snakes have internal ears but not external ones.
- Snakes used in snake charming performances respond to movement, not sound.
- There are around 3000 different species of snake.
- Snakes have a unique anatomy which allows them to swallow and digest large prey.
- Snakes are covered in scales.



## Teacher Resource - Fact Sheet

# Laps Around Literature

### Owls

- There are around 200 different owl species.
- Owls are active at night (nocturnal).
- A group of owls is called a parliament.
- Most owls hunt insects, small mammals and other birds.
- Some owl species hunt fish.
- Owls have powerful talons (claws) which help them catch and kill prey.
- Owls have large eyes and a flat face.
- Owls can turn their heads as much as 270 degrees.
- Owls are farsighted, meaning they can't see things close to their eyes clearly.
- Owls are very quiet in flight compared to other birds of prey.
- The colour of owl's feathers helps them blend into their environment (camouflage).
- Barn owls can be recognized by their heart shaped face.

### Fox

- Foxes are one of the most well-known wild animals in the UK, they are native to Britain.
- The fox is a member of the dog family.
- Foxes are a little bit bigger than a cat.
- Foxes can live up to 14 years.
- The Latin name for fox is "Vulpes Vulpes".
- Foxes can live anywhere, in towns or the countryside.
- A female fox is called a Vixen.
- A male fox is called a Dog.
- Foxes eat almost anything, including berries, worms, spiders and even jam sandwiches.
- A fox's home is called a den or an earth.
- A baby fox is called a cub.



Teacher Resource

# Planets

## Science KS2

### Programme of Study: Earth and space

**Years 5:** Pupils should be taught to describe the movement of the Earth and other planets relative to the sun in the solar system.

#### Notes and guidance (non-statutory)

Pupils should learn that the sun is a star at the centre of our solar system and that it has 8 planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006).

#### Resources

Pictures of Planets (Laminated)  
Pencils, paper, clip boards  
Cones

Pupils start at the first check point with the planet furthest away from the sun. Each planet has a fact on the back and some information about distance to the next planet they need to find.

After all the planets, have been found, the children will have completed their full mile.

They can then take the pictures into their lessons to tie in with the curriculum.

#### Whole Class

Work in small groups to complete the circuit and to retrieve some information on each planet.

#### Follow Up

Learn the order of the planets using a simple mnemonic.

#### Extension

Put out the planets in a different order and children to complete the circuit again using their knowledge of the order of the planets.



Teacher Resource

# Famous Timelines

## History KS1/KS2

**Key stage 1:** Pupils should be taught about the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]

**Key stage 2:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history.

### Resources

Picture of famous people in history  
Information about famous person on cards  
Cones (Markers for timeline dates)  
Pencils  
Paper

The children start from when their chosen famous person was born and follow the dates around the route stopping at each check point to collect a new date and details on what they had achieved on that date.

### Whole Class

To complete the whole circuit of timeline from birth until death

### Differentiation

Complete part of the timeline or work in mixed ability pairs



**DERBY COUNTY**  
Community Trust



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