



Home Physical Education and Physical Activity Ideas

-

PRIMARY

Monday 18th May 2020 – Sunday 24th May 2020





This booklet has been produced to help parents / guardians create opportunities to support their families to stay physically active and healthy at home during COVID 19.

Throughout the booklet you will discover a wide range of fun and exciting physical activities and challenges that you can play in your own home or garden.

The activities require very little equipment and use objects that most homes will have.

Children can play the activities and develop their independence.

This booklet is divided into four sections:

1. Curriculum Physical Education which includes opportunities to:

- Experiment
- Learn
- Challenge

2. Physical Activity to encourage

- Movement
- Play

3. School Games

- Virtual Competitions
- Personal Challenges

4. Active Cross-Curricular Challenges

Each day will focus on a School Games Value – Respect, Determination, Self-belief, Teamwork, Honesty and Passion.

All activities can be adapted to meet the needs and skill levels of all children. You can use S.T.E.P. to modify games

S = Space (e.g. to make things harder or easier increase / decrease area)

T = Task (e.g. change the task more or less repetitions)

E = Equipment (e.g. use larger / smaller racket / bat, or larger / smaller ball)

P = People (e.g. involve more / less people)

Change the rules, add your own and vary the equipment:

- Sponge balls, soft balls, bean bags, rolled up socks or gloves, scrunched up paper, balloons
- Use various objects to make lines / markers e.g. skipping ropes, string, wool, garden canes, broom handles, empty 'plastic' bottles, chalk, talc etc
- When creating targets use buckets, boxes, paper placed on floor or attached to wall or fence, hoops, pillows, empty 'plastic' bottles, toys, card shapes etc
- If some activities use racket, bat or object and you do not have one use something else e.g. broom handle, hand, book, stick etc.



How much physical activity should you be doing?

Current UK recommendations are that adults should aim to be active daily. Over a week, activity should add up to at least 150 minutes (2½ hours) of moderate intensity activity in bouts of 10 minutes or more – one way to approach this is to do 30 minutes on at least 5 days a week.

The [Chief Medical Officer](#) has released a number of guidelines on how much physical activity people should be doing, along with supporting documents:

- [Early Years](#) (Under 5's capable of walking)

All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

- [Children and Young People](#) (5-18 years)

All children and young people should engage in moderate to vigorous intensity physical activity for at least 60 minutes and up to several hours every day.

- [Adults](#) (19-64 years)

Adults should aim to be active daily. Over a week, activity should add up to at least 150 minutes (2½ hours) of moderate intensity activity in bouts of 10 minutes or more – one way to approach this is to do 30 minutes on at least 5 days a week.

- [Older Adults](#) (65+ years)

Older adults should aim to be active daily. Over a week, activity should add up to at least 150 minutes (2½ hours) of moderate intensity activity in bouts of 10 minutes or more – one way to approach this is to do 30 minutes on at least 5 days a week.

[How to use the ideas in this booklet](#)

You can follow the timetable provided below in this if you want to follow a more structured approach or mix and match your activities to suit your environment, access to equipment and personal preferences.



Timetable – Monday 18th May – Sunday 24th May 2020

All activities instructions can be found in the booklet.

Movement Monday	Mindful Tuesday	Wonderful Wednesday	Leadership Thursday
<p>P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play: Active Learning – Phonics Hopscotch</p> <p>Physical Challenge – Super Slalom Activity.</p> <p>Birmingham Virtual School Games Challenge / TopYa Practise and record your scores.</p>	<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Love Yoga</p> <p>Physical Challenge – Air Balloon Activity.</p> <p>Physical Maths Challenge / TopYa – Select age appropriate Maths activity.</p>	<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Jumping Dice</p> <p>Physical Challenge – Socks in the Box Activity.</p> <p>Birmingham Virtual School Games Challenge / TopYa – Practise and record your scores.</p>	<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Encourage others to get active Select 3 from 5 activities to complete.</p> <p>Physical Challenge – The Plank Activity.</p> <p>Birmingham Virtual School Games Challenge / TopYa – Practise and record your scores.</p>
Fun Friday	Sporty Saturday	Super Sunday	Other websites
<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Wall Mania</p> <p>Physical Challenge – Star Jumps Activity.</p> <p>Birmingham Virtual School Games / TopYa – Practise and submit your scores if you are ready to.</p>	<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Head, Shoulders, Knees and Toes.</p> <p>Physical Challenge – Tuck in Tuck Out Activity.</p> <p>Birmingham Virtual School Games Challenge / TopYa – Practise and submit your scores online.</p>	<p>Continue to practise some of the P.E. Theme: Body control and movement skills through Gymnastics: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p>Physical Movement and Play – Breakfast Buffet Activity.</p> <p>Physical Maths Challenge – Select age appropriate Maths activity.</p>	<p>https://www.bbc.co.uk/teach/super-movers - Maths, English and other skills through physical activity.</p> <p>https://plprimarystars.com/ - Maths, English, Personal and Social skills through physical activity.</p> <p>https://www.aspire-sports.co.uk/programme/maths-move-home-challenges</p> <p>Maths on the Move</p> <p>https://www.yourschoolgames.com/sgo/hamstead-hall/</p> <p>- Additional activity calendars and timetables with support materials.</p>

Would be great to see how well you are enjoying the activities

Share your activities and skills on twitter @hamsteadhallsgo use the #StayInWorkOut



Curriculum Physical Education which includes opportunities to:

- Experiment (Explore)
- Learn (Practise and Develop)
- Challenge
- Cross curricular ideas (Maths, English and Design Technology)

The following activities can be completed on one day or to encourage skill development can be completed throughout the week – they form the basis of Physical Education (P.E.) lessons.


P.E Theme – Body Control and Movement Skills through Gymnastics

Activities for aged 3 – 5 years (Early Years)

PE at Home – GYMNASTICS

#stayhomestayactive
#PEatHome1

EXPLORE

 You just need a safe space away from any obstacles.

Bright ideas:
Use your body to make:

- A tall, narrow shape
- A wide shape
- A curved shape
- A small, curled shape
- A twisted shape

Now use your body to make:

- A tall, twisted shape
- A wide, curled shape
- A small, twisted shape

Can you remember your shapes and show them to someone in your family?

Can you make your shapes without wobbling?


@KESSPB
@awhitehousePE
@SarahLayPE

Where can I find out more about Gymnastics?
Twitter: @PEatHome1
<https://www.hamsteadhallschool.co.uk/>
<https://www.revolutiongymnastics.co.uk/>

PRACTICE

Now try making your shapes:

- Standing up
- Sitting down
- Lying down



Can you make a shape where your arms are twisted but your legs are straight?
How about twisted legs and curved arms?





Communication and Language
'We're Going on a Shape Hunt'

We all know the story and rhyme for 'We're Going on a Bear Hunt' by Michael Rosen


Can you make up some new words for 'We're Going on a Shape Hunt'?

How about this to start?:
'We're going on a shape hunt'
'We're going to find some flat ones'
'What a brilliant day'
'We're all prepared'
'UH OH ... stairs... tall, steep stairs'
'We can't go OVER them, we can't go UNDER them, we've got to go UP them'
'STOMP.... STOMP...STOMP....STOMP'
Can you make up the rest?


Mathematics: Shape and Space
2d shapes

'We're Going on a Shape Hunt'
   

Look all around your house.
How many different squares, rectangles, circles and triangles can you find?

 Make sure you have enough safe space to complete the tasks!

DEVELOP


 **Shape Musical Statues**

Practice a few of your shapes so that you can perform them without wobbling.

Choose your favourite piece of music.

Dance about when the music plays and when it stops.... perform one of your shapes – make sure you are as still as a statue.
Can your family guess what sort of shape you have made?

Now can you all play shape musical statues together. Who can make the stillest shape statue?

 **Parent's Tip!**
Encourage your child to be really creative with their shapes.

Help them to be wobble free by:
Keeping their head still and eyes up.
Squeezing their muscles to make the shapes strong.

EYFS

Share your skills on twitter @hamsteadhalls go use the #StayInWorkOut



Activities for Year 1 – 2 years (Key Stage 1)

#stayhomestayactive
#PEatHome1

EXPLORE

V Find the biggest space you have in your house or garden.

Can you use your body to make as many shapes as possible? Count how many different shapes you can come up with.

Bright ideas:
Can you make the following shapes with your body?
- 'P' shape
- 'E' shape
- '@' shape
- 'H' shape
- 'O' shape
- M Shape

Can you make another E shape? What have you spelt out?

What other letters of the alphabet can you make?

Try to make your shapes look as neat as possible. Think about straight lines and curves.

@KESSPB
@awhitehousePE
@SarahLayPE

PRACTICE

Decide which of your shapes you are able to perform the best.

Choose 4 letter shapes to make a word and think about how you can link them together.

Could you travel, turn or jump between each of the shapes?

You have started to create a gymnastics SEQUENCE. This is when you link two or more skills or movements together.

Technology Challenge!
Gymnasts practice skills to make them look as perfect as possible.

Can you use a laptop, tablet, phone or any other device to take photographs or a video of your letter shapes and balances? You can then play these back to see how neat your shapes and balances look and to make them even better.

Keep using your device until your shape or balance is perfect!

You may need help from a family member, make sure you have permission before you use a device.

DEVELOP

Can you add two balances to make the sequence more difficult?

When you balance, you try to stay in control of your body whilst trying to make it look as neat as possible. You may do this whilst taking parts of your body off the ground, such as a foot or a hand.

Practice your two balances and try to hold them for at least 3 seconds. Add your two balances to your sequence and practice moving smoothly between shapes and not wobbling.

Can you perform your sequence for someone in your family? Have a clear start and ending. Get them to count and describe each shape and balance which you perform.

Parent's Tip!
Gymnastics is all about aesthetics - how each movement or skill looks and feels. Try to help your child understand the difference between 'just doing' a shape or balance and performing a shape or balance to make it look and feel as good as possible.

PE at Home – GYMNASTICS

Mathematics: Sequencing

Now you have put your gymnastics in order, you are going to do the same with Mathematics!

You will need Post It notes, paper or card.

Write the days of the week on to separate pieces of paper and get one of your family to hide them around the house. Find the days as quickly and safely as you can, once you have them all, put them in the correct sequence.

Can you do the same with the months of the year ten 2 digit numbers one, two or five times tables.

KS1

Where can I find out more about Gymnastics?
Twitter: @PositivePE
<http://www.birminghamgymclub.org.uk/>
<https://www.revolutiongymclub.co.uk/>

Make sure the space is safe and away from hazards when completing tasks and work safely with your balances

Share your skills on twitter @hamsteadhalls go use the #StayInWorkOut

Activities for Year 3 – 6 (Key Stage 2)

#stayhomestayactive
#PEatHome1

EXPLORE

V You just need a safe space away from any obstacles.

Gymnasts need to be excellent at balancing

Bright ideas:
- What is the largest body part that you can balance on?
- What is the smallest body part that you can balance on?
- What is the biggest number of body parts you can balance on?
- Can you balance on a small body part and make a wide shape?
- Can you balance on a large body part and make a narrow shape?
- Can you balance safely in an inverted shape?
Inverted means upside down! Be careful!!

@KESSPB
@awhitehousePE
@SarahLayPE

PRACTICE

You will need 6 small pieces of paper. Place them on the floor in an interesting pattern.

Choose 6 of your balances that you explored earlier.

Perform one balance on each of your paper 'spots'.

Try starting at different spots to decide the order that you would like to put your balances in to make a sequence.

Can you find a different way to travel between each spot/balance?

Science Challenge! Muscles!
Did you know:
* There are over 600 muscles in the human body?
* There are 3 types of muscles – skeletal, smooth and cardiac.
* What can you find out about these 3 muscle types?
* Skeletal muscles can only pull and cannot push.

Make a 'muscles fact file' and amaze the people in your family with what you know!

DEVELOP

Practice your sequence until you can remember it.

Try changing the positions of your spots to create interesting pathways between your balances.

Ask someone to help you now:
Film your sequence, you can use a phone for this if someone has one, or ask them to watch you if not. What could you do to make sure you don't wobble in your balances, and you move smoothly from one to the other?

Now add some music, practice and then film or perform for an audience again

Celebrate your performance!

Parent's Tip!
Encourage your child to be really creative with their balances.


Help them to be wobble free by:
Keeping their head still and eyes up.
Squeezing their muscles, including their core (tummy) to make the balances strong.

PE at Home – GYMNASTICS

Design and Technology Challenge! Make a Model Muscle

You will need 2 pieces of cut card, 2 pieces of elastic – you can cut up an elastic band or a hair band, and a paper fastener (you might need to be creative with how you can fasten the paper without one! It will need to move.)

Fix the card and elastic bands together like this. Move the 'arm' up and down and watch what happens to the 'muscles'.



<https://www.steh.org.uk/resources/primary/resource/52525/human-body%20-%20undefined&pid=5>

KS2

Where can I find out more about Gymnastics?
Twitter: @PositivePE
<http://www.birminghamgymclub.org.uk/>
<https://www.revolutiongymclub.co.uk/>

Make sure the space is safe and away from hazards when completing tasks and work safely with your balances

Share your skills on twitter @hamsteadhalls go use the #StayInWorkOut



Physical Activity to encourage

- Movement
- Play

Movement Monday

Today's School Games Value is:



Passion

Active Learning Phonics Hopscotch

How to Play:

- Mark out a hopscotch route with chalk on the floor or on a large piece of paper.
- Write a range of phonics letters and sounds e.g. a, ai, ee, igh in your squares.
- As you do the hopscotch route, shout out the phonics letters and sounds as you land on them.
- To make it harder, why not try using some of the 100 high frequency sight words.



Reading Phonics

Key Vocabulary

High frequency sight words

Common words that appear very often in written texts. They do not always follow the common spelling code. e.g. was, they, have.

Gold Star

Hop high frequency words in order to make a sentence



Silver Star

Recognise high frequency, sight words



Bronze Star

Recognise focus phonics letters and sounds





YOUTH
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TRUST



25
YEARS

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SAFETY – make sure you are in a safe open space and there are not trip of fall hazards.

If doing this in the house make sure there is enough room between the activity and furniture, walls, doors and other objects etc.

You can download phonics cards and sheets from a variety of internet sites:

www.twinkl.com

On this site you can access age related phonics cards and worksheets.

Would be great to see your ideas on twitter

@hamsteadhallsgo



Mindful Tuesday

Try to:

Hold each pose for 5 seconds

Repeat but try to hold each pose for 10 seconds

Personal Challenge: How long can you hold each pose for?

Today's School Games Values are:



Self-Belief



Honesty

Love Yoga

1. I am positive.

How to practice Extended Side Angle:

From Triangle Pose, bend your front leg, rest your front elbow on your thigh, and reach your other arm straight up high to the sky. Look up. Squeeze your shoulder blades and tilt your chest to the sky. Repeat the Warrior 1 Pose, Triangle Pose, and Extended Side Angle Pose flow on the other side. Smile and say, "I am positive."



2. I am graceful.

How to practice Dancer's Pose:

Come up to standing tall in Mountain Pose.

Stand on one leg, reach the opposite leg out behind you, place the outside of your foot into your hand, bend your torso forward with your arm out in front for balance; and arch your leg up behind you. Be steady and confident in your balance. Switch legs and repeat the pose. Say, "I am graceful."



3. I am confident.

How to practice Cobra Pose:

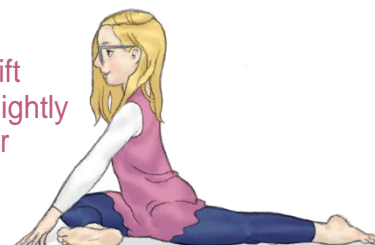
Lie on your tummy, lift your head and shoulders off ground, place your palms flat next to your shoulders; and open your chest. Imagine your heart opening and releasing any blocked emotions. Say, "I am confident."



4. I am proud.

How to practice Pigeon Pose:

Step back to an upside-down V shape on your palms and feet. Then shift forward, bring right foot to rest behind right hand, placing right foot slightly inwards, straighten your arms, squeeze shoulder blades, and open your front body. Repeat the steps on the other side. Be confident and say, "I am proud."



5. I appreciate myself.

How to practice Bridge Pose:

Come to lie on your back with your knees bent and your feet flat on the ground. Rest your arms down alongside your body, tuck your chin into your chest; and lift up your buttocks to create a bridge. Say, "I appreciate myself."



Wonderful Wednesday

Today's School Games Values are:



Teamwork



Honesty

Jumping Dice

Home Physical Education

How to play:

- Play with a partner, take turns to roll a dice.
- Look at the number you have rolled and then complete the correct jumping exercises:

Roll a 1 – Perform 20 star jumps
Roll a 2 – Perform 20 tuck jumps
Roll a 3 – Perform 20 pencil jumps
Roll a 4 – Perform 20 jumps with a $\frac{1}{2}$ turn
Roll a 5 – Perform 20 jumps with a full turn
Roll a 6 – Perform 20 squat jumps

- The first player to complete all of the activities listed above is the winner.

Can you encourage others to keep going?

Can you keep trying even if you feel tired?

Top Tips

Pace yourself

Take your time when performing the exercises, as you may need to perform some of them more than once.

Let's Reflect

What happened to your body (heart) after completing an exercise?

What helped you to keep working hard and not give up?





YOUTH
SPORT
TRUST



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As an extension activity:

Create your own series of exercises for each number on the dice and decide how many of each you have to do.

Share with another member of your family.



Leadership Thursday

Today's School Games Values are:



Self-Belief



Respect

Encouraging others to be active during Lockdown

(Choose any 3 from the boxes below)

Design a poster to encourage others to

GET ACTIVE!

Design an obstacle course for your family to complete (indoor or outdoor)

It must be safe but challenging

Most of all it should be fun!

Get creative!

Create a fun dance routine

Keep it simple

Use lively music

Now teach it to someone in your house

Create a sport-related word search

There should be a minimum of 15 words for your friends to find

Send it to 5 friends

Fitbit Friend Challenge

E.g., Floors challenge – climb stairs to the equivalent of a UK mountain

Set a realistic time frame

Climb safely

1 floor = 3 metres

Research UK Mountains:

Find out how high they are in metres – select one, then divide (\div) the height by 3 to tell you how many times you need to climb your stairs to reach the top of the

Challenge another family member to climb the same or another mountain.

Share your ideas on twitter

@hamsteadhallsco

Also use the following

#StayInWorkOut

and

#StayHomeStayActive



Fun Friday

Today's School Games Values are:




Determination




Self-Belief

wall mania

get a rhythm going to make it to the end



how to play




Players face a wall and bounce a ball off it. They try ten different throws and catches, trying to build up a sequence. The goal is to complete a list of throws and catches like this one:


1. Spin around and catch the ball before it bounces 1 time.
2. Throw ball against the wall so it bounces back over your head, chase it and catch it after one bounce 2 times.
3. Throw against the wall, let it bounce, bat it back against the wall with your hand and then catch 3 times.
4. Throw under your right leg, and catch 4 times.
5. Throw under your left leg, and catch 5 times.
6. Clap twice while the ball's travelling through the air 6 times.
7. Catch with your other hand 7 times.
8. Clap once before the ball bounces back 8 times.
9. Let the ball bounce once before you catch it 9 times.
10. Throw and catch with your preferred hand 10 times.

equipment

A wall and a variety of different density and size balls.



sporting connection



Skills such as balance, stability and moving your body in line with something that's flying are used in volleyball, cricket, rounders, softball, ultimate and handball.

did you know?

Ultimate is the only sport where the players referee the game. It really shows true Olympic values in action.

Would be great to see how much fun you had on twitter

@hamsteadhallsgo

Remember to use the following

#StayInWorkOut

#StayHomeStayActive

Reflection:

Talk with another person and discuss the following questions.

- ❖ Which skill(s) did you find the easiest to do, explain why you found it easy.
- ❖ Which skill(s) did you find the hardest to do, explain why you found it difficult.
- ❖ What can you do to get better at doing the hardest skills better?

Share your ideas on twitter

@hamsteadhallsgo

Also use the following

#StayInWorkOut

and #StayHomeStayActive



Sporty Saturday



Respect



Determination

Today's School Games Values are:

GAME 1

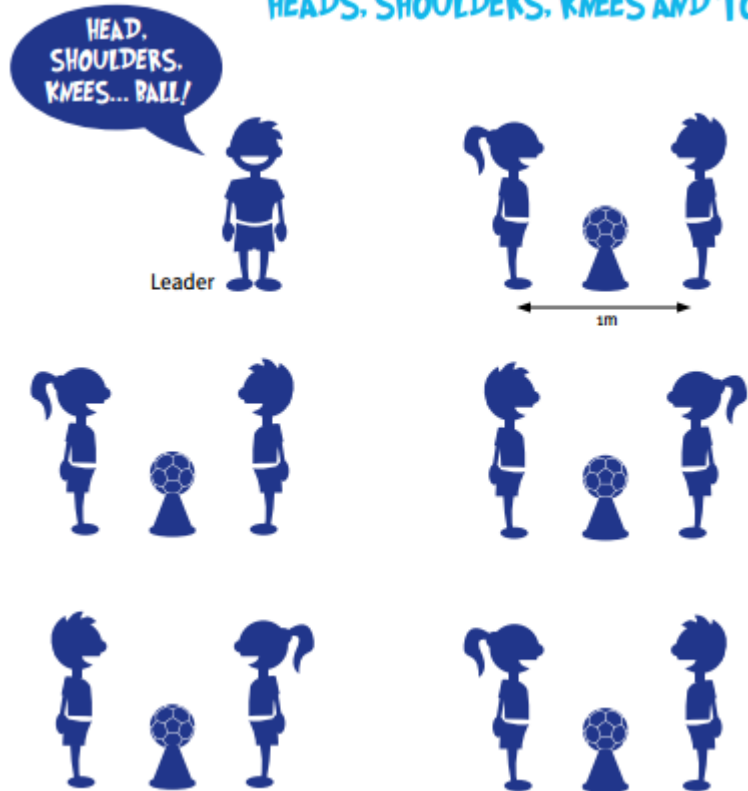
HEADS, SHOULDERS, KNEES AND TOES

- Get players into pairs. Try to pair players of equal height.
- Place each pair either side of a medium sized ball placed on top of a cone, roughly an arm's length away from the ball.
- The aim of the game is to see who can grab the ball first.
- When all players are ready, start to name external parts of the body in succession, slowly at first. Players need to touch the body part with both hands as quickly as possible. For example, heads, shoulders, knees and toes.
- On the shout of 'ball' players must try to grab the ball between them as quickly as they can.
- Play again but speed up the naming of body parts.
- Introduce the names of internal parts of the body. For example, heart, lungs, brain, stomach and intestines.
- Play for a set period of time or create a competition where it is first to five grabs.

PROGRESSION!

- Introduce that players have to lie on their backs to play. Players will now have to do sit ups to touch their knees and toes.
- On the shout of 'ball' players need to stand up before grabbing the ball.

HEADS, SHOULDERS, KNEES AND TOES



Equipment Needed:

Any ball

Cone or something to place the ball on e.g. upside-down bucket, low stool, plant pot, cardboard box, small table etc

Reflection: (Discuss with another person)

- ❖ What does 'respect' mean when playing this activity, how do we show it?
- ❖ How do you show determination when playing this activity?

Would be great to see doing your challenges on twitter @hamsteadhallsgo

Please use #StayInWorkOut #StayHomeStayActive



Super Sunday

Today's School Games Values are:



Self-Belief



Determination

Warm up activity

action stations

Get running, throwing and having fun with objects

how to play

Each player has a piece of equipment, like a ball, beanbag, scarf or hat. Players travel around the space, walking, jogging or skipping until you shout the action everyone needs to do. Here they are – mix up the order and keep things moving. Then try it to music!

"Up, hot, up"	Players throw their beanbag/ball from hand to hand as if it's hot
"Action"	Players move again holding their equipment
"Round, hot"	Players pass their object around their waist from hand to hand or through their legs in a figure 8. Too easy? Try it while walking!
"Throw, hot, throw"	Players quickly throw their object up into the air and catch it
"Hot Swap"	Quick! Rush and swap your object with another player

Safety: make sure there's enough space.

equipment

Balls and beanbags in various sizes.

sporting connection

This activity is great for improving hand eye co-ordination, especially when you're moving. These are skills you'll need for sports where you're tackling obstacles on the move – such as canoeing and orienteering.

did you know?

In Olympic Canoe Slalom there are a number of red upstream gates that have to be negotiated against the water flow.

Alternative Equipment:

Can use a variety of small soft toys if you do not have small balls, beanbags etc.

Would be great to see doing your challenges on twitter @hamsteadhallsgo

Please use #StayInWorkOut #StayHomeStayActive



School Games

- Virtual Competitions
- Personal Challenges

BIG LAUNCH DATE – 1st June 2020

Birmingham Virtual School Games Competitions and Challenges

Birmingham School Games Organisers in partnership with Sport Birmingham have developed a Birmingham Virtual School Games Competition and Challenges Online Application.

Our normal School Games Competition provision can now be completed by all children from their own home or when they are at school. Each person's results will automatically link to your school. Results will then generate league tables within a School Games Partnership as well across the City.

There will be three personal challenges each week to complete.

Once we return fully to school different activities will be uploaded linked to the various sports we provide throughout the academic year.

To prevent mis-leading results all inputs from children and staff will be moderated and verified by School Games Organisers before going live on the site.

For full details please visit: www.sgochallenge.com

How do I get involved?

Children:

For pupils / parents during trial:

Visit www.sgochallenge.com

Click register - you can use a parent's email address for younger pupils, but please note that each account will need a unique email address.

You will need a code which the School Games Organiser will give you, this is the first word / name of your School Games Organiser area.

Complete the form by selecting your / your child's school and current year group.

Once confirmed you will get an email stating you have registered. You can now log on.

Select a challenge and have a go. Submit results. Your results may not be visible immediately.

The portal should also work on Smart phones, but please let us know of any concerns immediately regarding accessing the content on phones.

P.E. Co-ordinators and P.E. Teachers and SGOs:

1. Visit www.sgochallenge.com
2. Click register
3. You will need a code which the School Games Organiser will give you, this is the first word / name of your School Games Organiser area.
4. Complete the form as a year 6 pupil or a year 11 pupil.
5. Once confirmed you will get an email stating you have registered. You can now log on.
6. Select a challenge and have a go. Submit results. Your results may not be visible immediately.
7. Let us know your thoughts and any concerns.



School Games Personal Challenges (Monday to Saturday) **Be the best you can be**

These are 60 second challenges you can do a few times during your day to try to improve your score or you can compete against someone else in your family.

Movement Monday

60 Second Challenge
Super Slalom Run

Can you try and run as fast as possible?

The Physical Challenge
How many slalom runs can you complete in 60 seconds?
Layout 3 objects 3 steps apart, you must run in and out of the objects and back to the start to complete 1 slalom run.

#StayHomeStayActive

Equipment
A safe space and 3 objects.
This activity is best played outside, where you have lots of space.

Achieve Gold
20 Slalom Runs

Achieve Silver
18 Slalom Runs

Achieve Bronze
12 Slalom Runs

Complete P.E. | YOUTH SPORT TRUST | 25 | Believing in every child's future

Mindful Tuesday

60 Second Challenge
Air Balloon

Can you keep trying even if you lose a life?

The Physical Challenge
Can you keep the balloon up in the air for 60 seconds?
If the balloon touches the floor you lose a life. The more lives you lose the lower your score.

#StayHomeStayActive

Equipment
A balloon
If you do not have a balloon, use crumpled up tissue paper or a bag!

Achieve Gold
Lose 0 lives

Achieve Silver
Lose 1 life

Achieve Bronze
Lose 2 lives

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Wonderful Wednesday

60 Second Challenge
Socks in the Box

Do you keep trying even if you struggle to match up a pair of socks?

The Physical Challenge
How many socks can you pair up and put in the box in 60 seconds?
Place unpaired socks 5 steps away from a box. Players run, match up a pair of socks and place them in the box.

#StayHomeStayActive

Equipment
Socks and a Box!
If you do not have a box use a bowl.
Throw in unpaired socks as red herrings.

Achieve Gold
20 pairs of socks

Achieve Silver
15 pairs of socks

Achieve Bronze
10 pairs of socks

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Leadership Thursday

60 Second Challenge
The Plank

Can you focus and show self belief even though it is hard?

The Physical Challenge
Can you hold the 'plank' position for 60 seconds?
Make sure you keep your bottom down and back straight. Keep your forearms on the floor.

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Equipment
Just yourself and enough space on the floor!
Who can hold the plank position longest in your family?

Achieve Gold
60 seconds or more

Achieve Silver
45 seconds or more

Achieve Bronze
30 seconds or more

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Fun Friday

60 Second Challenge
Star Jumps

Can you maintain your technique even when you are tired?

The Physical Challenge
How many star jumps can you complete in 60 seconds?
Make sure you clap your hands above your head and bring your feet together.

#StayHomeStayActive

Equipment
Just yourself and enough space on the floor!
Why not compete against a family member?

Achieve Gold
60 Star Jumps

Achieve Silver
45 Star Jumps

Achieve Bronze
30 Star Jumps

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Sporty Saturday

60 Second Challenge
Tuck In Tuck Out

Do you keep trying even when you want to give up?

The Physical Challenge
How many times can you tuck your legs up to your chest and then extend them out in 60 seconds?
Bring your legs up to your chest and then fully extend them out.

#StayHomeStayActive

Equipment
A bench or a step
If you do not have a bench or step complete the challenge in a raised position on the floor.

Achieve Gold
15 tuck in tuck outs

Achieve Silver
10 tuck in tuck outs

Achieve Bronze
5 tuck in tuck outs

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Active Cross-Curricular Challenges

Maths:

You can set a time for each activity

Children should try to be physically active as much as possible – encourage walking fast, running, moving with a ball at different speeds, turning, hopping, jumping etc.

Activities for Key Stage 1 – Year 1 and 2



Maths Resource: mental addition of one and two-digit numbers (KS1)

Delivery notes

Active maths: Adding it up!

15 minutes

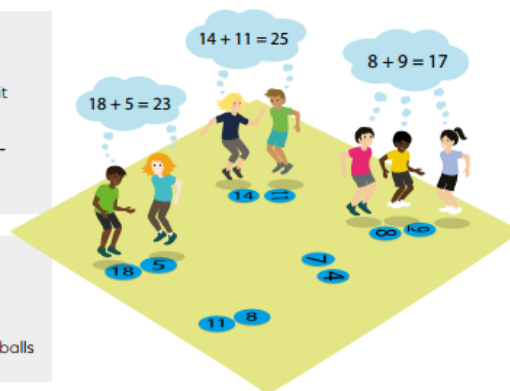
Learning outcome(s):

Pupils will be able to:

- add pairs of one and two-digit numbers mentally
- subtract pairs of one and two-digit numbers mentally.

Resources required:

- Floor markers numbered 5-25
- Whistle
- Hoops, cones, bean bags, footballs



Delivery notes:

In this activity, pupils work in pairs and practise adding numbers to calculate the number of goals scored at the final whistle. They give their answer by performing a given activity that number of times, e.g. for a total of six goals, pupils could jump in the air six times.

1. Place floor markers numbered 5-25 in pairs around the playing area, pairing larger numbers with smaller numbers. These represent the final scores of games.
2. Pupils jog around the area in groups of two or three. On the whistle they move to a pair of floor markers and add the numbers together, representing the total number of goals scored at the final whistle. They give their answer by jumping up and down on the spot the total number of times.
3. Introduce different movements. This can include providing equipment for groups to carry with them in order to perform their answers, such as:
 - a. Passing a bean bag with your partner.
 - b. Sending and receiving a ball.
 - c. Taking it in turns to climb through a hoop.

Additional Support

These activities can be completed individually or in small groups.

Numbers can be written on paper, painted on stones (stone art), numbers on playing cards, numbers can be printed direct from internet etc.

Progression

Larger numbers can be used.

Complete using different mathematic signs (+ - ÷ x).

Use 3 numbers rather than 2 (e.g. $18 + 6 + 9 =$) ($18 \div 2 \times 3 =$) etc.

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Delivery notes **Active maths: Factor passing**

15 minutes

Learning outcome(s):

Pupils will be able to:

- calculate factors of two-digit numbers mentally
- calculate multiples of one and two-digit numbers mentally

Resources required:

- Numbered floor markers, cones
- Whistle, giant dice
- Footballs



Delivery notes:

In this task, pupils must quickly calculate whether numbers on floor markers are a multiple of a factor number called out by their teacher, in order to score points. A factor is a number that evenly divides another number (i.e. its 'multiple'). For example, 1, 3 and 5 are all factors of 15, and 15 is a multiple of 1, 3 and 5.

1. Set out pairs of cones around the area about one metre apart, placing numbered floor markers between each to create two-digit numbers.
2. Pupils are put in pairs, one ball between two. On the whistle they dribble the ball around the cones (but not between them), taking turns.
3. The teacher stops the pupils with a whistle, and rolls the two dice, calling out the total. This is the factor number. As soon as it is called out, the pairs dribble the ball looking for floor marker numbers which are a multiple of the factor number.
4. When they find a floor number that is a multiple of the factor number, they pass the ball between the cones to score a goal. After a short period, the teacher rolls a new factor number.

Delivery notes

Active maths: Factor passing

Additional challenge

In a set time, pupils are encouraged to find as many goals that the given number is a factor for. The pair that find the most goals at the end of the activity are named the winners.

Questions

1. How did you work out the larger multiples?
2. Which number has the most factors?

Differentiation: STEP Framework**Space**

- Work in a smaller area to allow pupils to visit more goals and identify more multiples of the factors in a given time.

Task

- Use 11 goals numbered 2-12 with the floor markers. Pairs must recite the multiples of the given number before moving on, e.g. 3, 6, 9, etc. Add a goal with a die to select a random number to multiply.

Equipment

- Change the numbered floor spots to reflect the ability of your pupils.

People

- Pair pupils with different levels of maths ability to allow more able pupils to explain their approach to less able pupils and provide support.

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