



# Home Physical Education and Physical Activity Ideas

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## PRIMARY

Monday 25<sup>th</sup> May 2020 – Sunday 31<sup>st</sup> 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 25<sup>th</sup> May – Sunday 31<sup>st</sup> May 2020

All activities instructions can be found in the booklet.

Movement Monday	Mindful Tuesday	Wonderful Wednesday	Leadership Thursday
<p><b>P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play:</b> Active Learning – Times Table Squats</p> <p><b>Physical Challenge –</b> Fast Feet Activity.</p> <p><b>TopYa Virtual School Games Challenge</b> Practise and record your scores.</p>	<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play –</b> Camping Yoga</p> <p><b>Physical Challenge –</b> Obstacle Course Activity.</p> <p><b>Physical Literacy Challenge</b> Select age appropriate Literacy activity.</p>	<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play</b> Active Learning – Synonym Skipping</p> <p><b>Physical Challenge –</b> Tap Up Tennis Activity.</p> <p><b>TopYa Virtual School Games Challenge –</b> Practise and record your scores.</p>	<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play –</b> Encourage others to get active Select 3 from 5 activities to complete.</p> <p><b>Physical Challenge –</b> Speed Bounce Activity.</p> <p><b>TopYa Virtual School Games Challenge –</b> Practise and record your scores.</p>
Fun Friday	Sporty Saturday	Super Sunday	Other websites
<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play –</b> Battleships</p> <p><b>Physical Challenge –</b> Slalom Runs Activity.</p> <p><b>TopYa Virtual School Games –</b> Practise and submit your scores if you are ready to.</p>	<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play –</b> Bip it, Bop it Activity.</p> <p><b>Physical Challenge –</b> Step Ups Activity.</p> <p><b>TopYa Virtual School Games Challenge –</b> Practise and submit your scores online.</p>	<p><b>Continue to practise some of the P.E. Theme:</b> Striking and Fielding skills through Cricket: Complete the appropriate resource card OR select a variety of activities from the card to complete daily.</p> <p><b>Physical Movement and Play –</b> Disc Boule Activity.</p> <p><b>Physical Literacy Challenge –</b> Select age appropriate Physical activity.</p>	<p><a href="https://www.bbc.co.uk/teach/super-movers">https://www.bbc.co.uk/teach/super-movers</a> - Maths, English and other skills through physical activity.</p> <p><a href="https://plprimarystars.com/">https://plprimarystars.com/</a> - Maths, English, Personal and Social skills through physical activity.</p> <p><a href="https://www.yourschoolgames.com/sgo/hamstead-hall/">https://www.yourschoolgames.com/sgo/hamstead-hall/</a> - 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 – CRICKET**

**#stayhomestayactive**  
**#PEatHome1**

**EXPLORE**

**V** You'll need a ball or you can use a small soft toy, or a pair of rolled up socks.

**Bright ideas:**

- Can you roll your 'ball' along the floor using different parts of your body? Try using your foot, hand, knee, elbow or nose! What other body parts could you use?

Sit on the floor with your ball.

- Can you roll it down different parts of your body – your legs, arms or your back maybe?

- Now can you roll your ball under your body and through your legs? Could you do this standing up?

Keep looking at the ball as you explore these skills.

**@KESSPB**  
**@awhitehousePE**  
**@SarahLayPE**

Where can I find out more about Cricket?  
<http://mosemcc.co.uk/>  
<https://suttoncoldfieldcricketclub.weebly.com/>  
<https://walmleyssportsclub.co.uk/>

**PRACTICE**

Now try using your hand to roll the ball into a space in front of you. Chase after it and pick it up. Try doing this over a short distance and then over a longer distance.

Ask someone to help you now. Could you roll your ball to them so they can stop it and pick it up?

**Expressive Arts and Design**

Some people at cricket matches play musical instruments to make an exciting atmosphere.

Can you make your own musical instrument at home? A simple way is to fill an empty bottle with some grains of rice. You don't have to use rice – anything small that makes a great sound when shaken is fine.

Or use an empty container or box as a drum. You can tap rhythms with your hands or use a spoon!

What sounds can you make?  
Can you shake or tap along to your favourite songs?

**DEVELOP**

**Roll-a-Ball Skittles**

You will need to find 6 more objects for this activity. Empty plastic bottles, milk cartons or cardboard tubes are perfect but anything tall and narrow will work.

Arrange your 'skittles' into a small group and stand a short distance away. Roll your ball at your skittles. How many can you hit or knock down with your ball? Count each skittle that you knock down or hit.

Stand further away if you knock them all down. Challenge someone to play a game with you.

**Parent's Tip!**

Encourage your child to be creative in the 'explore' task. Allow them to be confident handling and moving the ball.

Help your child to roll accurately at the skittles by looking at the target, bending their knees and standing slightly sideways on. Swing their arm so that it ends up pointing at the target.

**EYFS**

**Personal, Social and Emotional Development**

Talk to someone in your home about which activity you really enjoyed. Can you say why you enjoyed it?

Talk about which activity you thought you were good at, and say why.

Then talk about other activities that you think you are brilliant at doing!

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

Share your skills on twitter @hamsteadhallsgo use the #StayInWorkOut





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

**PE at Home – CRICKET**

**EXPLORE**

You will need:-

1. A cricket bat, tennis racket or any bat or item that is safe to use
2. A soft ball or rolled up pair of socks

**Bright ideas:**

- Use your bat to take your ball on a journey. Make sure you are holding the bat with two hands. Dribble the ball around your space, keeping it under control.
- Still holding your bat with two hands, can you balance your ball on your bat? Can you bounce the ball on your bat as many times as possible without it dropping off?
- Make sure you are in a safe space, put the ball on the floor in front of your bat. Can you strike the ball forwards along the ground?

**Where can I find out more about Cricket?**

<http://maseleyco.co.uk/>  
<https://outnordfieldcricketclub.weebly.com/>  
<https://walmleyportsclub.co.uk/>

**@KESSPB**  
**@awhitehousePE**  
**@SarahLayPE**

**PRACTICE**

You will need a safe space and a 'tee' for this activity. Your tee can be a toilet roll or the cardboard roll inside.

Practice 'striking' your ball off the tee with your bat.

Don't take your bat too far behind you, as you come forwards, try to strike the ball off the tee without knocking it over.

Once you have mastered batting off your tee, ask one of your family if they will roll the ball to you and see if you can hit it back.

**Mathematics Challenge!**

Use a ruler to measure the length of each cricket bat to the nearest centimeter (cm)

A. \_\_\_\_\_  
 B. \_\_\_\_\_  
 C. \_\_\_\_\_  
 D. \_\_\_\_\_

**CHALLENGE**

Put the cricket bats in order from smallest to largest

**DT Challenge!**

A cricket bat is a special piece of equipment, designed to help the batsman hit the ball as far as possible.

Bats are usually made of a cane handle attached to a flat-fronted willow-wood blade.

Using the link below, can you trace or copy the cricket bat and label each of the parts?  
<http://coloringhome.com/coloring-page/1815246/cricket-bat-coloring-page-1815246.html>

Can you design and colour your bat to make it look very special? You may want to put your name or draw your favourite animal on to it.

**Parent's Tip!**

Help your child to get a comfortable grip on the bat, because this is cricket they should use two hands together with right hand below the left (right handers). Encourage your child to keep watching the ball. Get them to aim along the ground so they cannot be caught out.

**KS1**

**DEVELOP**

**French Cricket**

You will need your tennis racket, cricket bat or 'striking object,' a soft ball or pair of socks and your family to play with you!

One player stands with their legs together and holds the bat in front of them to protect their legs.

Another player takes the ball and bowls it to the batter, trying to hit the legs below the knees.

All other players space out around the batter.

The batter is out if the ball hits their legs below the knees or if they are caught out. If this happens, swap the batter.

If the batter hits the ball they can turn around to face the next bowler.

The next ball must be bowled from wherever it lands.

The batter scores a point for every ball hit.

**Parent's Tip!**

Help your child to get a comfortable grip on the bat, because this is cricket they should use two hands together with right hand below the left (right handers). Encourage your child to keep watching the ball. Get them to aim along the ground so they cannot be caught out.

**KS1**

**Share your skills on twitter @hamsteadhallsgo use the #StayInWorkOut**

## Activities for Year 3 – 6 (Key Stage 2)

**PE at Home – CRICKET**

**EXPLORE**

You'll need a ball or you can use a small soft toy, or a pair of rolled up socks.

**Bright ideas:**

- Pass the ball around different parts of your body – try your head, waist, knees and ankles.
- Try going both ways around your body. Which was harder? Why?
- Pass the ball in a figure of 8 through your legs. Do this around knee height. Go both ways. How quickly can you do this without dropping the ball?
- Can you flick the ball under your legs and up behind you? Make sure you have enough space to do this safely! Now can you do it and turn round quickly to catch it!

**Where can I find out more about Cricket?**

<http://maseleyco.co.uk/>  
<https://outnordfieldcricketclub.weebly.com/>  
<https://walmleyportsclub.co.uk/>

**@KESSPB**  
**@awhitehousePE**  
**@SarahLayPE**

**PRACTICE**

You'll need a little bit of space to move in for this next activity.

Put the ball on the floor. Practice picking it up quickly so that you have a secure grasp on the ball.

Now put the ball on the floor. Practice running in and picking it up quickly, so that you have it under control ready to throw.

Ask someone to help you or roll it yourself if you need to. Practice running towards a rolling ball, pick it up swiftly and keep good control ready to throw in to the stumps.

**Geography Challenge!**

In England there are 18 County Cricket Clubs.

Warwickshire County Cricket Club's home ground is in Birmingham.

Find out:

- \* Which other counties have County Cricket Clubs.
- \* Which city or town the home ground is in.
- \* Find these counties and cities/towns on a map of England.

**Maths Challenge!**

In cricket you can score 4 runs when a hit ball reaches the boundary and 6 runs when it reaches the boundary without touching the floor.

Try this cricket runs maths problem.

A cricket team scores 48 runs in a game made up entirely of 4s and 6s.

What are all of the possible ways that this score can be achieved?  
 $? \times 4s$  and  $? \times 6s = 48$   
 How many ways did you find?

Extra Challenge: For each possibility what is the fraction of 4s and 6s? Can you show each fraction in its simplest form?

**Parent's Tip!**

Encourage your child to 'play' with the ball in the explore phase to develop their ball handling skills.

Talk to your child about how they could improve their throw accuracy in the develop phase.

**KS2**

**DEVELOP**

Fielding in cricket and being able to throw accurately at the stumps is an important part of the game.

You are going to develop a 'turn and throw' game to improve your accuracy at this.

Start with a still ball on the floor. Find something to use as a target (stumps) and put that behind you a short distance away. Practice picking the ball up quickly, turning and throwing at the 'stumps'.

Try a different size of target. Devise a simple scoring system.

What could you do to improve the accuracy of your throw?

**Parent's Tip!**

Encourage your child to 'play' with the ball in the explore phase to develop their ball handling skills.

Talk to your child about how they could improve their throw accuracy in the develop phase.

**KS2**

**Share your skills on twitter @hamsteadhallsgo use the #StayInWorkOut**



## Physical Activity to encourage

- Movement
- Play

## Movement Monday

Today's School Games Value is:



Passion

### Active Learning

#### Times Table Squats

**How to Play:**

- With a partner or in a small group decide on a focus times table.
- Take it in turns to squat and shout out the correct multiples in order e.g. for 5 times table; 5, 10, 15, 20, etc.
- Challenge yourself to go as high as you can go with your times tables while squatting as low as you can go.
- Maybe one player could squat and call the sum and the other player squats and calls out the answers.

**Key Vocabulary**

**Multiple**

A number that can be divided by another number a certain number of times without a remainder.

**Number**  
Multiplication and division

$5 \times 4 = 20$

**Gold Star**  
Call out the times table in a random order

**Silver Star**  
Call out the times table backwards

**Bronze Star**  
Complete a times table of your choice in order

Complete P.E.™  
INSPIRING LEARNERS TO SUCCEED

YOUTH SPORT 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.

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

[www.twinkl.com](http://www.twinkl.com)

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

### Alternative Activities:

For younger children you could add (+) or subtract (-) numbers and the answer is the number of squats you have to do.

You could also create mathematical equations with more numbers e.g.  $5 \times 4 - 9$  etc.

The activity action could be changed:

Easier options: leg lift, lunges, jumps etc

Harder options: Burpees, press-ups etc.

Make up your own actions to complete.

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

# CAMPING YOGA

## 1. Pretend to be the moon.

**How to practice Crescent Moon Pose:**

Stand tall with legs hip-width apart, feet facing forward, and straighten your arms alongside your body. Reach your arms up high over your head, bringing your palms together. Tilt your upper body to one side, pretending to be the moon. Come back to centre. Tilt your body to the other side.



## 2. Pretend to be a woodchopper.

**How to practice Wide-Legged Forward Bend:**

Stand tall with legs hip-width apart, feet facing forward, and straighten your arms alongside your body. Step your feet out wide, bend your upper body, clasp your hands together, and pretend you are chopping wood like a woodchopper.



## 3. Pretend to be a tent.

**How to practice Table-Top Pose:**

Come to an all-fours position with your fingers spread out and palms flat on the ground. Ensure that your back and neck are in a straight but neutral position. Your shoulders should be over your wrists, and your hips should be over your knees while the tops of your feet are flat on the ground. Pretend to be a tent in a campground.



## 4. Pretend to be a lantern.

**How to practice Legs Up the Wall:**

Lie flat on your back then slowly raise your legs straight up toward the sky, making an L shape with your body. Keeping your legs together, flex your feet. Spread your arms out to either side and keep your neck in a neutral position. You could also rest your legs up a wall instead. Pretend to be a lantern lighting up the campsite.



## 5. Pretend to be a moonflower.

**How to practice Lotus Pose:**

Sit with a tall spine, cross your legs, and rest the palms of your hands on your knees. Relax and breathe. Pretend to be a moonflower blooming at night.





# Wonderful Wednesday

Today's School Games Values are:



Teamwork



Honesty

## Active Learning Synonym Skipping

**Vocabulary**  
Adjectives describes a person, place or object.

**How to Play:**

- Play in pairs or as a family.
- Everyone needs a skipping rope. If you do not have a skipping rope, jump on the spot.
- One person starts by shouting out an adjective (describing word) e.g. small.
- Everyone starts skipping and takes it in turns to shout out a synonym for the adjective e.g. tiny, little, titchy.
- Can you try doing it with a long rope? When it is your turn, run in and shout out your synonym.

**Key Vocabulary**

**Synonym**  
A word or phrase that means exactly or nearly the same as another word or phrase.

**Gold Star**  
Can you think of 4x synonyms while skipping

**Silver Star**  
Can you think of 2x synonyms while skipping

**Bronze Star**  
Can you think of creative adjectives

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# Leadership Thursday

Today's School Games Values are:



Self-Belief



Respect

As a young leader you will often work with other people to show them how to play or participate in an activity that you have created.

**Today you will need to select some music that you like.**

## Things to consider:

- It needs to use a beat that you can dance to.
- Everybody you will share it with will need to be able to keep up with the speed of the music – so not too slow and not too fast.

## Create a dance to the music you have chosen.

You will need to think about the following things:

1. The timing of the music (4 / 8 / 16 beats) This helps you to decide how long an action / movement pattern takes before moving onto next one.)
2. Decide on the movements you to use (turns, jumps, steps, twists, balances, shapes etc)
3. Practise your dance routine so that you know it really well.

## Teach / Share your dance with others:

1. Share / teach / demonstrate your dance to other people
2. Help them to learn the movement patterns you have used to create your dance routine.

Things to think about:

How will you share your dance? (Here are some ideas how you could do it)

**Demonstrate** the whole dance then lead everyone so they can copy you.

**Demonstrate** the first move, let everyone practise and help them to get it right by telling and showing. Then share the next action in the same way – when two or three parts have been learned put it to your music. Continue to share and practise the rest of your dance in a similar way.

## Reflect on your experience:

How well did you do?      What was good about what you did?      What did you find difficult?  
Did everyone understand what you wanted them to do? If not, what could you have done differently?

Share your dance ideas on twitter      @hamsteadhallsgo

Also use the following      #StayInWorkOut      and      #StayHomeStayActive



# Fun Friday



Today's School Games Values are:

Determination



Self-Belief

### Battleships

#### Home Physical Education

**How to play:**

- With a partner, each player places three targets (battleships) in front of them.
- Players take turns to throw an object towards their opponent's battleships.
- Each time a battleship is hit, it is removed.
- Players are not allowed to stop the object from hitting a battleship.
- The winner is the first player to hit all of their partner's battleships

Can you play fairly and keep the score?

Can you keep trying even if you miss the target?

**Top Tips**

Throwing Underarm

Step forwards with one foot, releasing the ball from low to high using your opposite hand

**Let's Reflect**

What did you learn after each throw to adapt for the next?

How did you keep focused?

Complete P.E. INSPIRING LEARNERS TO SUCCEED

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## Reflection:

Talk with another person and discuss the following questions.

- ❖ How can you make this activity easier? Try your ideas – was it easier? Can you say why it was easier?
- ❖ How can you make this activity more difficult? Try your ideas – was it harder? Can you say why it was harder?
- ❖ Can you create another game using the same equipment – share your game with another person?

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

@hamsteadhallsgo

Remember to use the following

#StayInWorkOut

#StayHomeStayActive



# Sporty Saturday

Today's School Games Values are:



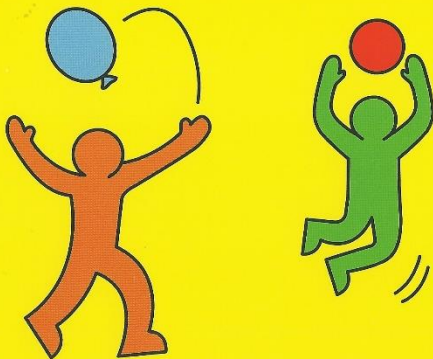
Honesty



Determination

## bip it bop it

who can bip and bop their ball the longest?



### how to play



Players get together in an open space, and are given a ball each. They must listen out for the following instructions, and be ready to act quickly:

- Pat it** – pat the ball in the air with your palm and catch it.
- Bounce it** – bounce the ball on the floor and catch it.
- Wind it** – pass it around the body.
- Swap it** – swap the ball with someone else's.
- Jump it** – throw the ball in the air and jump to catch it.
- Roll it** – roll the ball, follow it and pick it up before it stops.
- Spin it** – throw the ball up, spin round and catch it.
- Switch it** – throw the ball to one side and reach or move sideways to catch it.

### equipment

A variety of balls of different weights and sizes.



### sporting connection



The skills of jumping and landing while controlling an object are useful skills in volleyball, handball and ultimate.

### did you know?

The Atlantic giant squid has the world's largest eyeballs measuring about 25cm in diameter, the size of an Olympic volleyball.

### Alternative Equipment:

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

Reflection: (Discuss with another person)

- ❖ What does being 'determined' mean when playing this activity, how do you show it?
- ❖ How do you show 'honesty' 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:



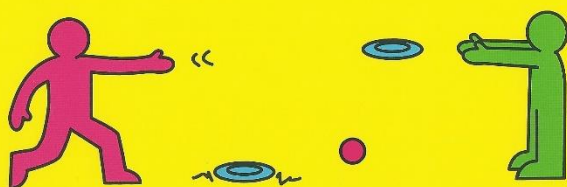
Self-Belief



Respect

## disc boule

tons of spinning, flying fun



### how to play



Get the group to form a circle of pairs standing opposite each other. Place, or throw, a ball into the circle. This is the Jack. Each team aims to land a flying disc as close to the jack as possible. Working as a team they can toss the flying disc to each other to get the best shot at the Jack.

### equipment

Flying discs, ball.



### sporting connection



Judging flight and distance, as well as working as part of a team, are important attributes in the sport of ultimate, handball, rounders, cricket and softball.

### did you know?

Ultimate may not be in the Olympics, but it is part of the World Games as a full medal event.

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

Please use #StayInWorkOut #StayHomeStayActive



## School Games

- Virtual Competitions
- Personal Challenges

# BIG LAUNCH DATE – 1<sup>st</sup> 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.

For full details and to sign up please visit: [www.sgochallenge.com](http://www.sgochallenge.com)



A promotional banner for Birmingham School Games Challenges. The banner has a teal background with a white border. In the top right corner, there are six circular icons representing different values: DETERMINATION (orange), HONESTY (blue), RESPECT (grey), PASSION (pink), TEAMWORK (green), and SELF BELIEF (black). In the center, there is a white octagonal logo with the text "Birmingham SCHOOL GAMES Challenges". Below the logo, a white rectangular box contains the text "ONE WEEK TO GO!". Underneath this box, the text "Sign up now at – [www.sgochallenge.com](http://www.sgochallenge.com)" is displayed. At the bottom, it says "Our first challenge will be live on 1<sup>st</sup> June!". In the bottom right corner, the hashtags "#BhamSchoolGames" and "#StayInWorkOut" are listed.

Birmingham  
**SCHOOL GAMES**  
Challenges

ONE WEEK TO GO!

Sign up now at – [www.sgochallenge.com](http://www.sgochallenge.com)

Our first challenge will be live on 1<sup>st</sup> June!

#BhamSchoolGames  
#StayInWorkOut



## 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**  
**Fast Feet**

*Can you keep going even if you lose control of the ball?*

**The Physical Challenge**  
How many times can you dribble a ball around a marker and back in 60 seconds?  
Place down a starting marker and then a second marker 5 steps away. Each time you dribble the ball around the marker and back you score 1 point.  
**#StayHomeStayActive**

**Equipment**  
A ball and two markers  
If you do not have a ball how many times can you run around the marker and back?

**Achieve Gold**  
24 dribbles around the marker and back

**Achieve Silver**  
18 dribbles around the marker and back

**Achieve Bronze**  
12 dribbles around the marker and back

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### Mindful Tuesday

**60 Second Challenge**  
**Obstacle Course**

*How will you move to make sure your jump as many as you can?*

**The Physical Challenge**  
How many obstacles can you run around or jump over in 60 seconds?  
Be creative! Place out objects; pillows, teddies, around the space. Each time you jump over an object you score a point.  
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**Equipment**  
Lots of objects and a enough space on the floor!  
Use as many objects as you can. This game is best played outside in the garden.

**Achieve Gold**  
45 points

**Achieve Silver**  
30 points

**Achieve Bronze**  
15 points

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### Wonderful Wednesday

**60 Second Challenge**  
**Tap Up Tennis**

*Do you ask for help if you find it hard?*

**The Physical Challenge**  
How many times can you tap up a tennis ball on a racket in 60 seconds?  
If the ball touches the floor, time continues but your score freezes until you start tapping again!  
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**Equipment**  
A tennis racket and a ball  
If you do not have a racket and ball, use a frying pan and a pair of socks!

**Achieve Gold**  
60 Tap Ups

**Achieve Silver**  
45 Tap Ups

**Achieve Bronze**  
30 Tap Ups

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### Leadership Thursday

**60 Second Challenge**  
**Speed Bounce**

*Are you honest? Only count the jumps that are completed properly.*

**The Physical Challenge**  
How many times can you bounce over a pillow in 60 seconds?  
Both feet must land over the pillow for the jump to count.  
**#StayHomeStayActive**

**Equipment**  
A pillow  
If you do not have a pillow, jump over a safe object!

**Achieve Gold**  
80 Bounces

**Achieve Silver**  
60 Bounces

**Achieve Bronze**  
40 Bounces

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### Fun Friday

**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

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### Sporty Saturday

**60 Second Challenge**  
**Step Ups**

*Can you focus, concentrating on the step?*

**The Physical Challenge**  
How many times can you step up and down a step in 60 seconds?  
You must step up and down with one foot at a time. No jumping!  
**#StayHomeStayActive**

**Equipment**  
A step  
If you do not have a step use a foot pouffe or a stool.

**Achieve Gold**  
70 Step Ups

**Achieve Silver**  
45 Step Ups

**Achieve Bronze**  
30 Step Ups

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## Active Cross-Curricular Challenges

### Active Literacy:

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.

### Literacy Activities for Key Stage 1 – Year 1 and 2



English Resource: giving and following instructions (KS1)

#### Delivery notes

#### Active English: Be the coach!

15 minutes

##### Learning outcome(s):

Pupils will be able to:

- give simple instructions to carry out short physical actions
- listen and follow instructions to carry out simple physical activities.

##### Resources required:

- Whistle
- Hoops, balls, bean bags, cones, floor numbers, letter markers



##### Delivery notes:

This activity gets pupils to practise their listening and speaking skills by taking on the role of a coach, giving and listening to physical directions.

1. All of the equipment is spread out across the floor in a random pattern. Pupils spread out between equipment.
2. The teacher gives some initial instructions for very short simple tasks which pupils follow, for example, 'stand in a hoop', 'jump up and down', 'pass a ball to someone else', 'run on the spot', 'go to a cone', 'jump over a number' or anything else you can think of.
3. In each case pupils stop on the whistle and listen for the next instruction.
4. After two minutes of activity, the pupils are put into pairs and take turns to give the same kind of instructions to their partner. Pupils who are stuck can get ideas from watching other pairs.
5. The pairs are then put into fours and this time pupils take turns to give instructions to the other three in their group.

#### Additional Support

These activities can be completed individually or in small groups.

This is about giving clear instruction with an appropriate voice volume for the area and the so that everyone involved can hear.

You can clap your hands, shake a tambourine, hit a triangle etc. Or make something which will make a noise e.g. bottle or plastic box with small stones, marbles, beans in it.

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## Additional challenge

Can you instruct your partner to perform a string of actions? For example, 'Jump into a hoop then bounce a ball four times'.

## Questions

1. How can you make sure that people are listening to you?
2. What should you do if you don't hear or understand some instructions?

### Differentiation: STEP Framework

#### Space

- Set a restriction of not being allowed within a set distance from your partner, to encourage pupils to consider how to project their voices for audible instructions.

#### Task

- Direct more confident coaches to give additional instruction, such as the number of times their partner is expected to perform an action, or introduce new ideas for actions.

#### Equipment

- Direct more able pupils to give instructions that combine pieces of equipment, e.g. 'throw a bean bag into a blue hoop.'

#### People

- Pair pupils of similar ability to set targeted extension tasks, or pair different levels of ability to allow more able pupils to provide support.



## Delivery notes **Active English: Adjective circle**

15 minutes

### Learning outcome(s):

Pupils will be able to:

- use adjectives to describe a given object, sport, person, situation, etc.
- develop their vocabulary by using less common adjectives.

### Resources required:

- Lettered and plain floor markers
- A ball
- Means to play music (whistle can be used as an alternative outdoors)



### Delivery notes:

This activity involves pupils calling out adjectives to describe objects, people and actions in sport. For example, 'The stadium is \_\_\_\_\_', or 'The goal was \_\_\_\_\_', or even 'The racing car driver was \_\_\_\_\_'.

1. Spread lettered floor markers (except for X and Z) out in a large circle in any order, with each pupil standing next to a marker. If your class has more than 24 pupils, use extra plain floor spots to represent any letter.
2. When the music plays everyone jogs around the circle. When the music stops everyone freezes with a floor marker in front of them.
3. The teacher, standing in the centre, selects pupils by rolling or throwing a ball to them. When a pupil is selected they have to say 'Football is \_\_\_\_' and give an adjective starting with their letter. Anyone at a blank floor spot can say any adjective. They then pass the ball back to the teacher.
4. After a few rounds, the music starts for another short jog around the circle and the process is repeated with a new word to describe.

## Additional challenge

In pairs, pupils throw a ball to each other as they work through the alphabet saying adjectives to describe football. Which pair can get the furthest?

## Questions

1. What are some techniques for thinking of new adjectives? (*Starting with a noun you can think of ways you could describe that noun. For example, starting with the noun 'car' you might think of a 'fast car', 'tiny car', 'noisy car' or a 'broken car'.*)

### Differentiation: STEP Framework

#### Space

- Randomly space the floor markers out around the activity area. When the music stops, all pupils must find a free floor spot to stand on. The teacher can then call out a series of letters (two, three or four each time) and the pupils at those letters must give an adjective.

#### Task

- Pupils can be asked to give a verb instead of an adjective, describing how they can move: 'I can \_\_\_ around the circle'. They can then move that way to find the next letter, e.g. hop, skip, crawl.

#### Equipment

- Instead of passing the ball to pupils to select them, roll a die. Whatever number the die lands on, pass the ball clockwise that number of times. The pupil who ends up with the ball comes up with an adjective and says their phrase.

#### People

- Get the pupils to take turns at being in the centre of the circle, selecting who should give an adjective.

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