

WHAT TIME IS IT...



Foundation

1

OBJECTIVE(S)

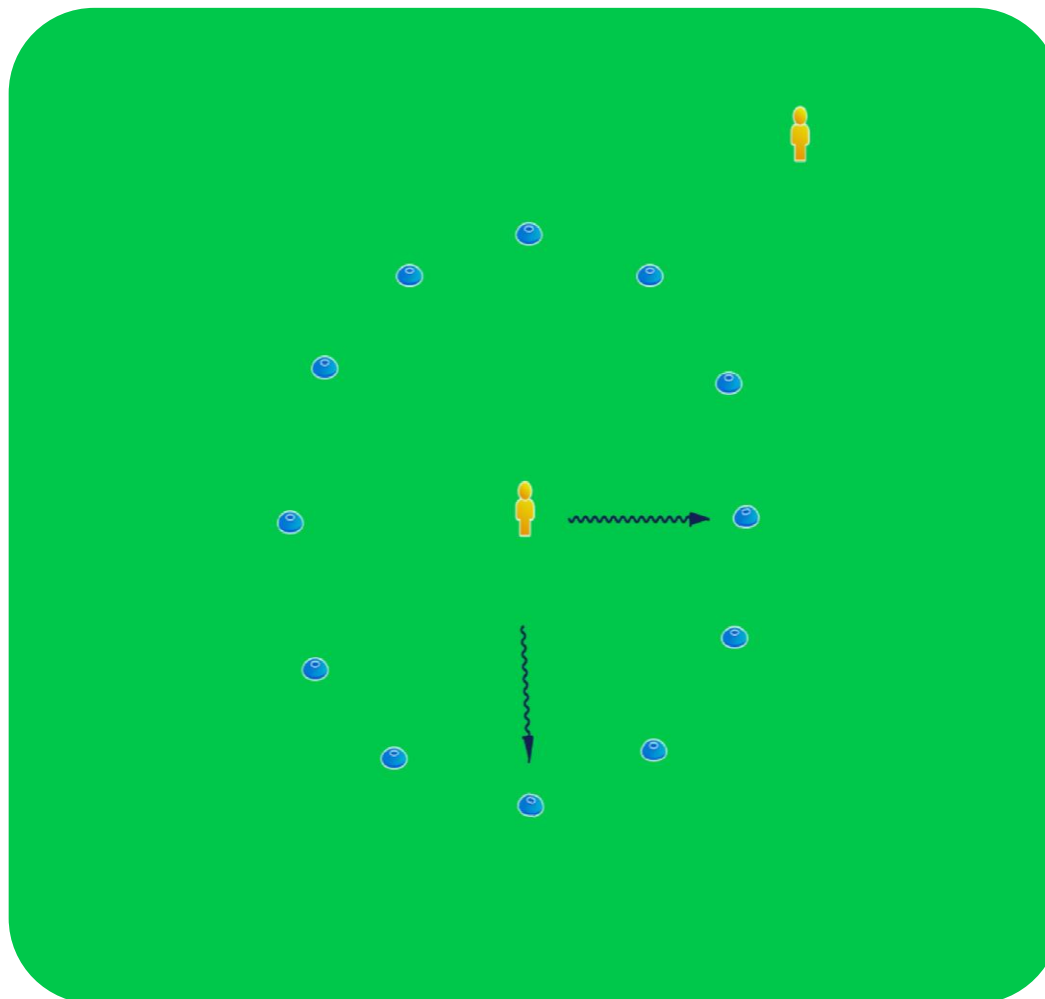
Children will practice telling the time through movement & teamwork as they demonstrate how a clock represents time.

THE GAME

- Put children into pairs. The first child calls out a time. Eg half past 3.
- The child in the middle moves (run, hop, jump, skip, animal movements) to minute hand, back to middle then to hour hand and back to middle.

COACHING POINTS

- Listen
- Awareness
- Head up
- Close control



HARDER/EASIER

- Dribble a football
- Balance a tennis ball on a racket
- Dribble a hockey ball

CURRICULUM LINKS

- Numeracy
- Physical Education



FOUR IN A ROW



Foundation

OBJECTIVE(S)

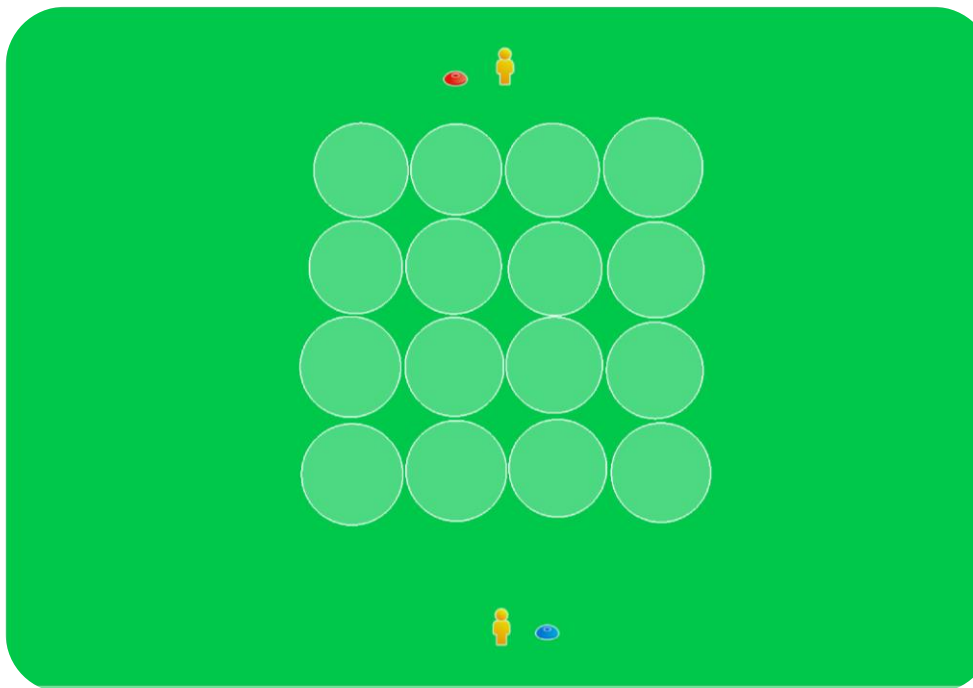
Aim of the game is to win by placing 4 in a row vertically, diagonally or horizontally.

THE GAME

- Put children in pairs
- Each child is given 8 quoits / beanbags of the same colour
- The first child runs to middle and places their quoit/beanbag and runs back to their spot.
- The other child then runs to middle and places their quoit/beanbag and runs back to their spot
- Children only move when their partner has returned to their spot.

COACHING POINTS

- Head up
- Awareness
- Running / turning



HARDER/EASIER

- Change the movement on way into the middle. Eg: skip, hop, jump, animal movement.

CURRICULUM LINKS

- Numeracy
- Physical Education

3

OVER THE RIVER



Foundation

OBJECTIVE(S)

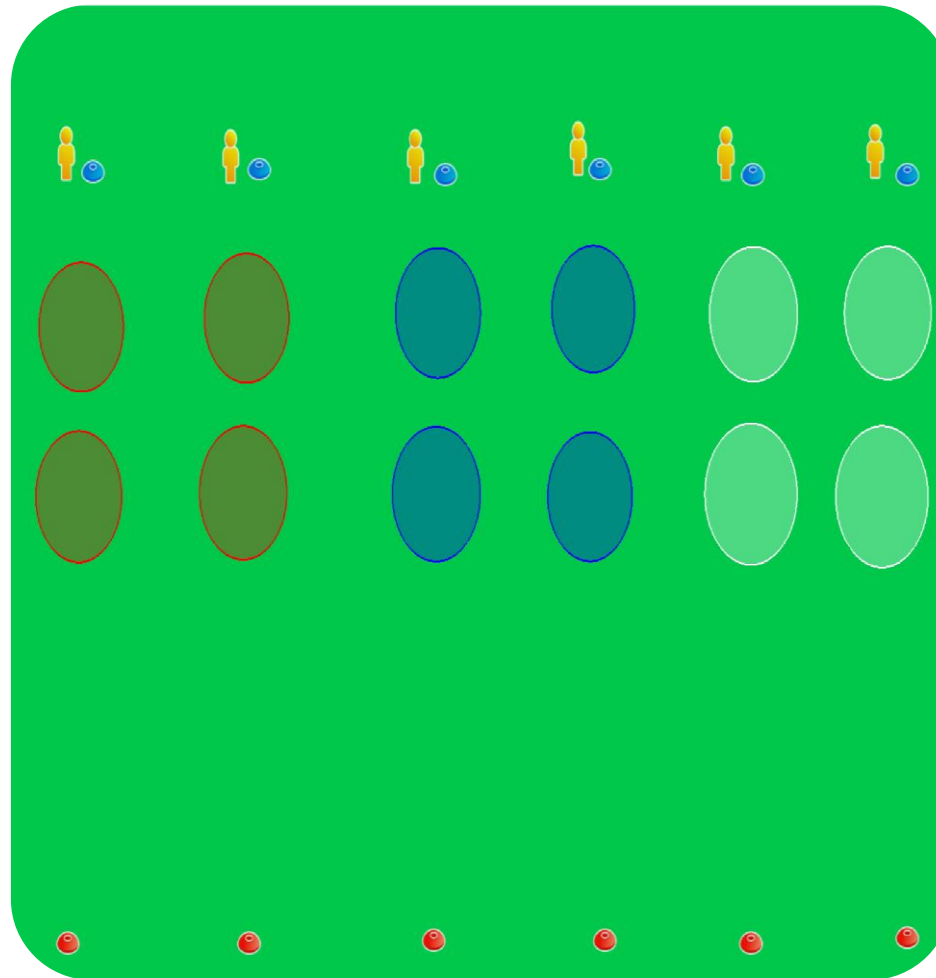
Children have to get over the finishing line by always being inside a hoop.

THE GAME

- Children work in pairs and have their own two colour coordinated hoops.
- Children must step in front hoop and lift back hoop and put it down in front of them.
- Children must stay in a hoop as they travel, continue this until they get over the finish line.
- First pair to get over finish line wins

COACHING POINTS

- Always stay 2m from each other
- Encourage each other
- Communicate



HARDER/EASIER

- Balance on one foot when inside a hoop
- Only aloud to lift a hoop with specific hand ie left / right
- Time each pair from start to finish line

CURRICULUM LINKS

- Physical Education
- PDMU

ROCK PAPER SCISSORS



Foundation

4

OBJECTIVE(S)

Players play Rock, Paper, and Scissors against each other. The winner picks a physically active forfeit for the loser

THE GAME

- Pair up your players and allow them to play as many rounds as you choose.
- Give them a range of forfeits to pick from. (Examples include, 10 star jumps, 10 Burpees, running on the spot for 10 seconds.

COACHING POINTS

- Teach all players how to do all forfeits first.
- Encourage players to think tactically - what might their partner choose and why.



HARDER / EASIER

- Make the forfeits harder or allow them to choose their own.
- Play in groups of three - there may be two-winners/one winner or no winners!

CURRICULUM LINKS

- PDMU

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ROULETTE



Foundation

OBJECTIVE(S)

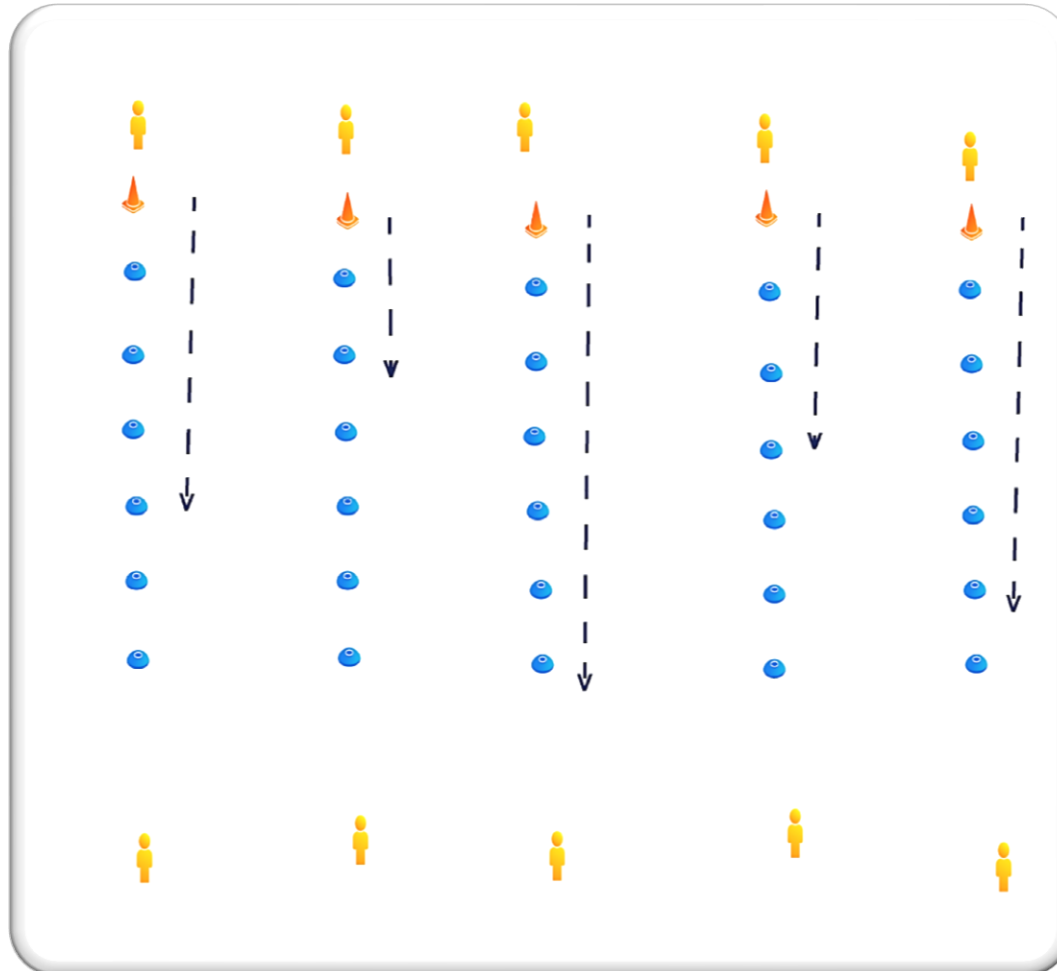
Speed, agility and coordination.

THE GAME

- Partner rolls dice/ whatever number appears the partner will travel to that cone.
- Number 4 = Cone 4.

COACHING POINTS

- Team work
- Communication
- Quick reactions



HARDER/EASIER

- Walk/Jump/hop
- Add a ball
- Throw and catch
- Bounce and catch
- Football dribble

CURRICULUM LINK

- Physical Education
- Numeracy
- Literacy



BOWL ZONE



Foundation

OBJECTIVE(S)

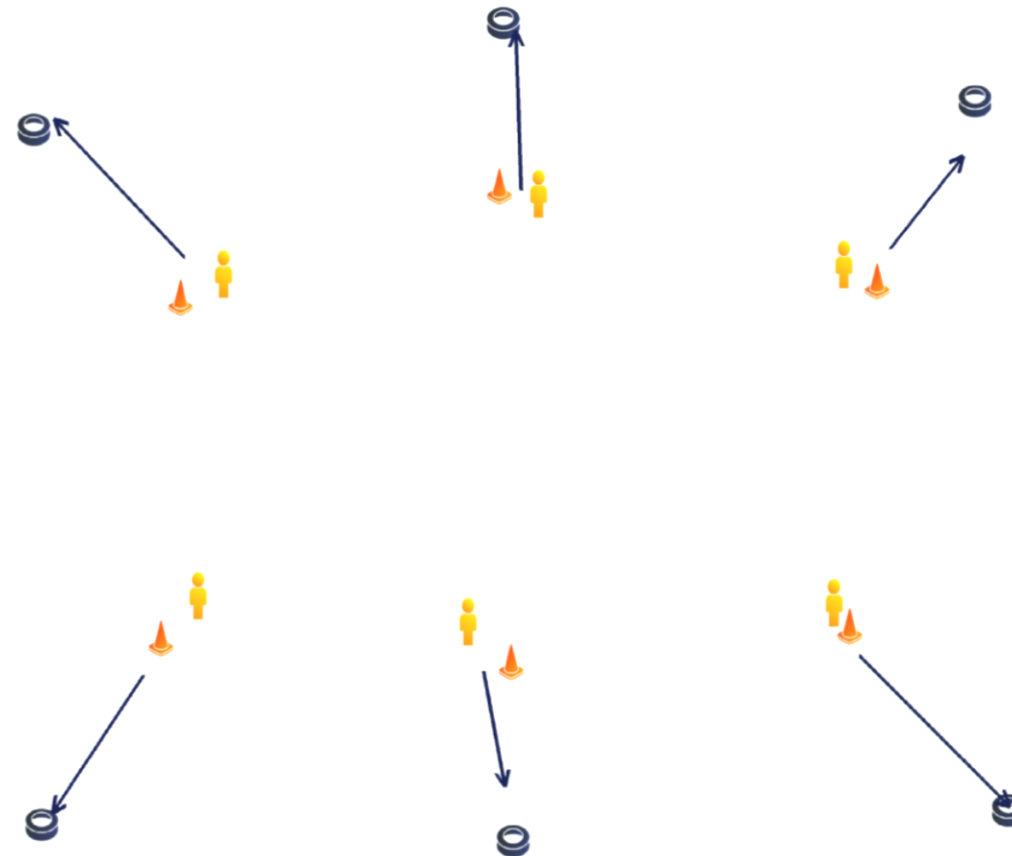
To improve on their accuracy and throw.

THE GAME

- Each child stands on at a mat/cone with a ball.
- Aim is to throw the ball into their hoop either landing or bouncing.
- Under arm/Over arm.

COACHING POINTS

- Throwing technique/ aiming.
- Keep eyes always on the target.



HARDER/EASIER

- Move the hoop closer/further away
- Use Beanbags
- Competitions with other children eg. First to 10

CURRICULUM LINKS

- Physical Education
- Numeracy

BINGO BALL



Foundation

OBJECTIVE(S)

To improve on their dribbling and shooting.

THE GAME

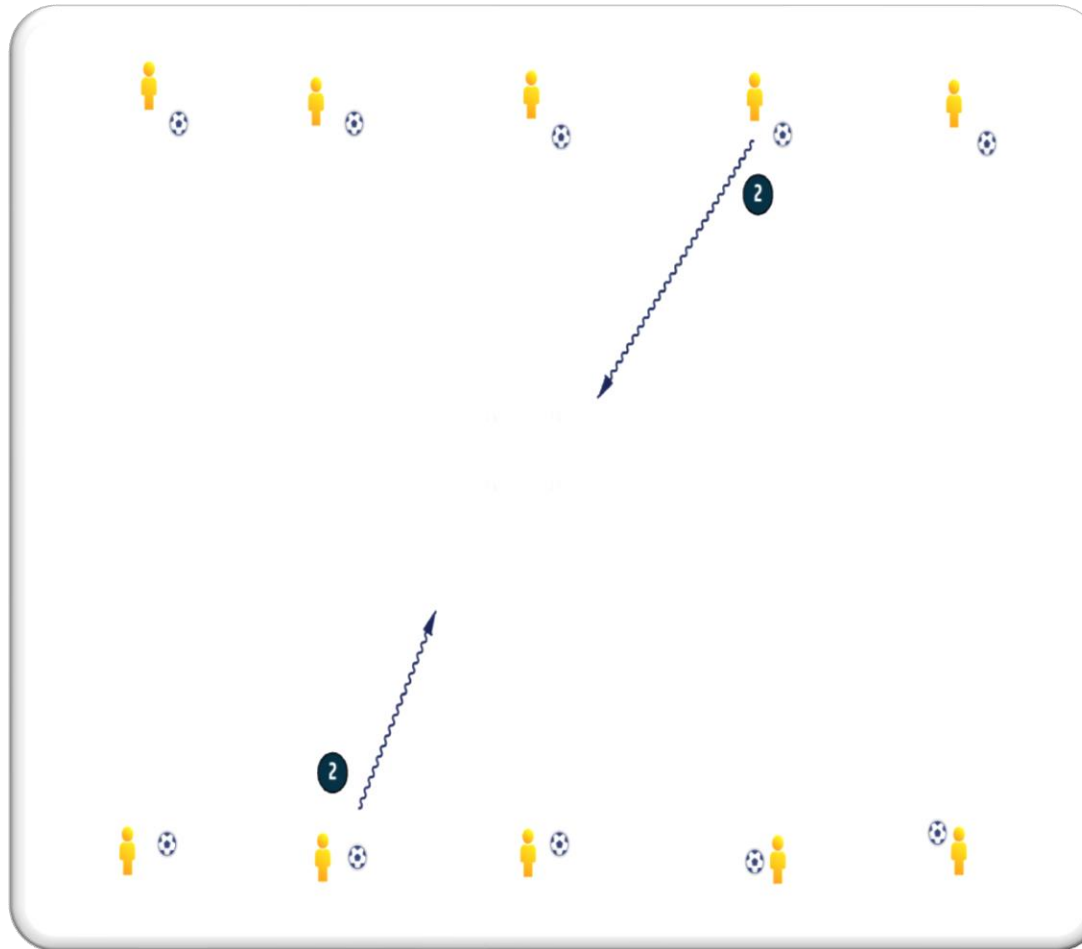
- Place two goals in centre of area.
- Divide children into two teams and assign numbers. Coach calls number and two players will dribble to the shoot zone.

Points:

- Score goal and score 1st = 2points
- Score Goal - 1 point

COACHING POINTS

- Head up when dribbling.
- Ball control
- Controlled finish



HARDER/EASIER

- Take away points - just practice.
- Players take turns rather than coach calling numbers.
- Take away shoot zone.
- Call more than one number at a time.
- Add defenders.

CURRICULUM LINKS

- Numeracy
- Literacy

OBJECTIVE(S)

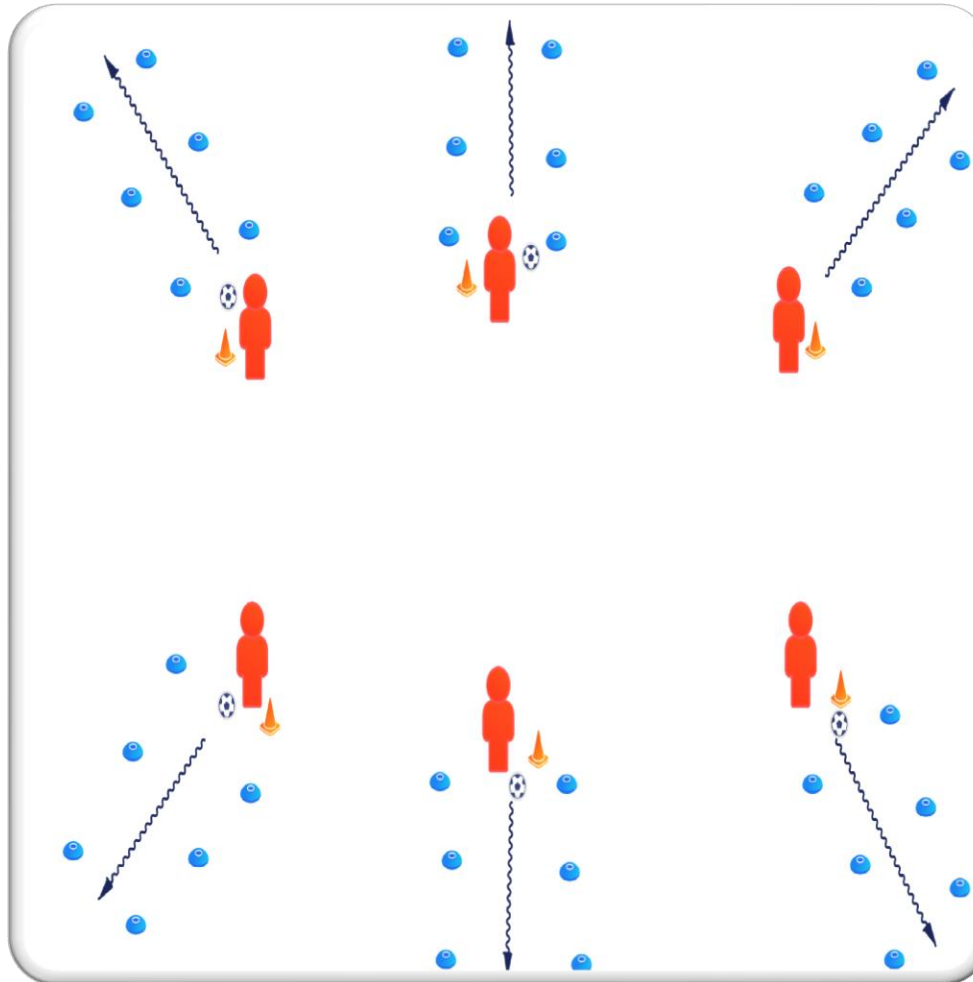
To improve their ball familiarization and ball control.

THE GAME

- Each child has a coloured/numbered zone to work at.
- Players move up and down the zone with the ball as many times as they can. When the coach blows the whistle the players move to the next zone.
- When the children complete a full circuit they stop and count up their score.
- Bonus points for moving in and out of cones eg. 3 points each run.

COACHING POINTS

- Ball control
- Head up
- Listening



HARDER/EASIER

- No ball
- No points
- Throwing and Catching
- Bouncing and Catching
- Players lose points if they lose control or hit cones

CURRICULUM LINKS

- Physical Education
- Numeracy

OBJECTIVE(S)

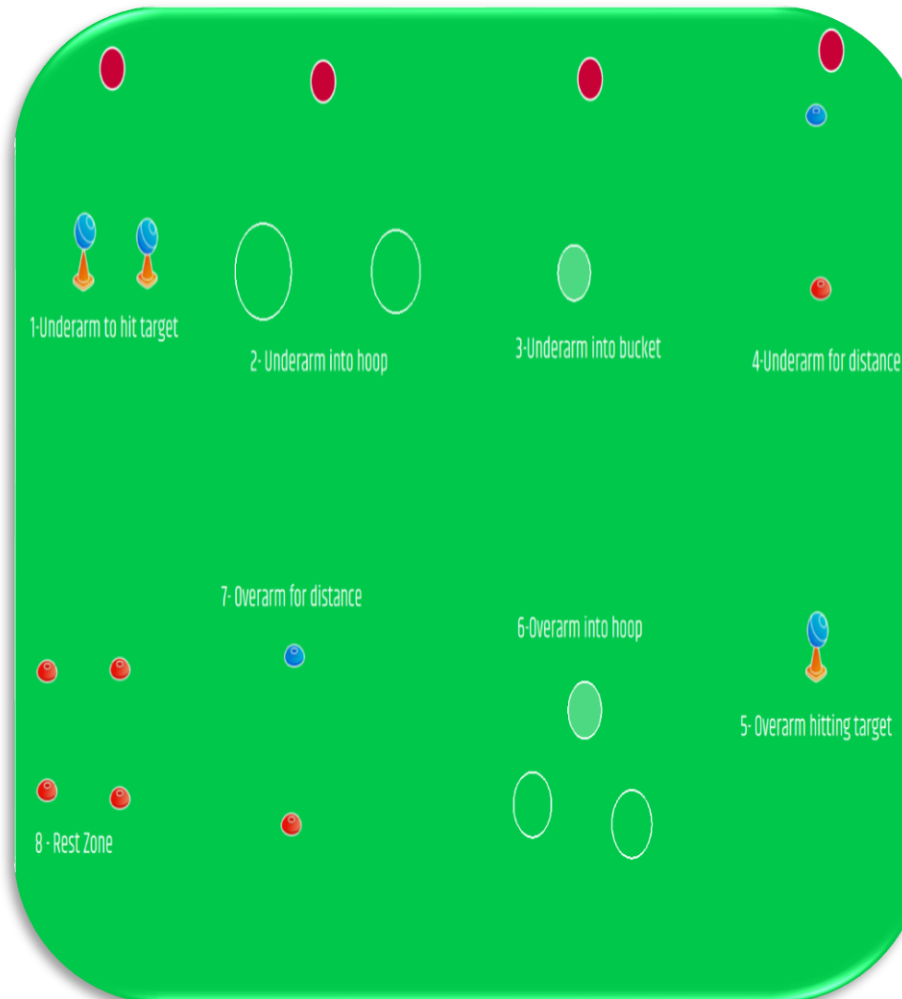
To take pupils through a range of different throwing techniques and a range of distances of these.

THE GAME

- 8 stations set up with various targets, pupils take scores and will have 2 mins at each station.
- Pupils will have 4 under arm throws - to hit target, into a hoop, into a bucket Overarm - for distance, into hoop, hit a target.

COACHING POINTS

- Each pupil will have their own ball.
- Overarm throw - Use your non-throwing arm as an aimer towards your target. Ball starts behind your head and is released just as it reaches the front of your head.
- Keep your eye on target. Under arm - release just as it goes past your hip. Fingers will end up pointing towards the target.



HARDER/EASIER

- Targets can be moved further away, or targets added.

CURRICULUM LINKS

- Physical Education
- Numeracy

OBJECTIVE(S)

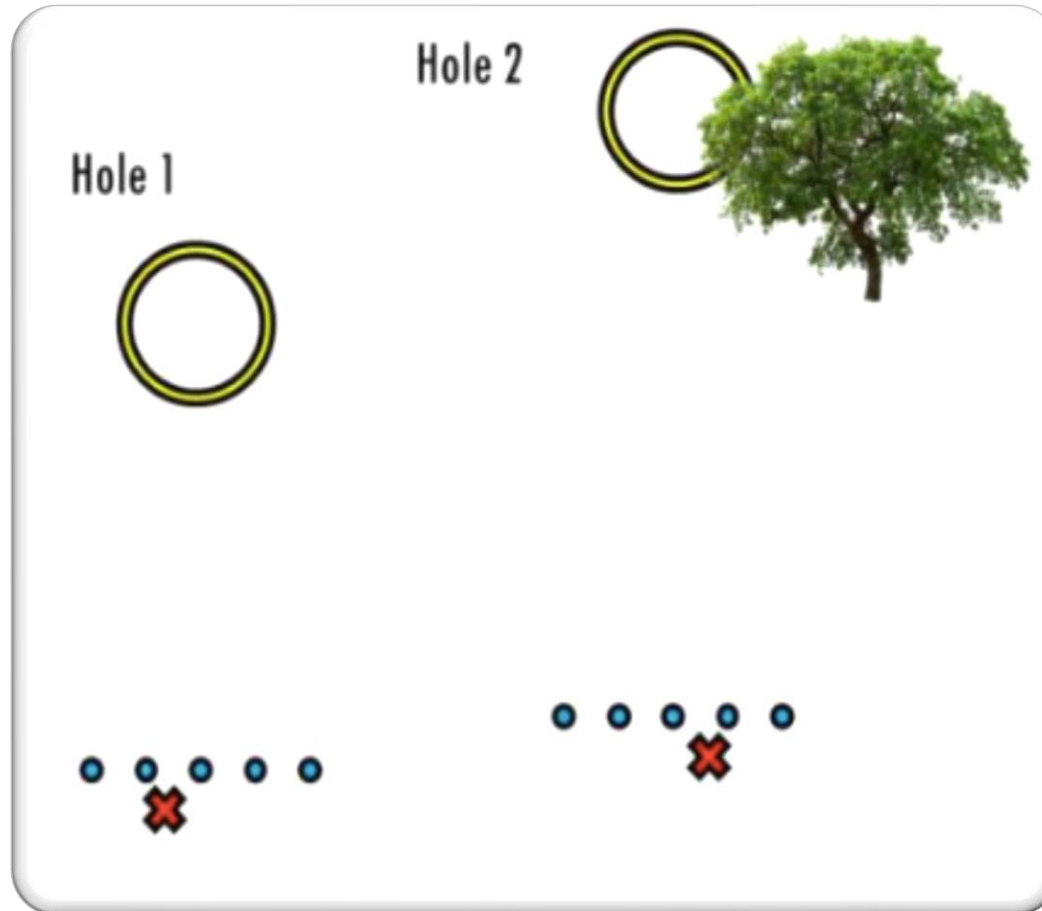
Throw a beanbag into the hoops in as few throws as possible.

THE GAME

- Create as many “holes” as you can in your playing area using hula-hoops.
- Give each hole a starting cone. Players throw the beanbag into the hole to score - the number of throws it takes them is their score.
- The player with the lowest scores after all the holes wins.

COACHING POINTS

- Try different throws from different distances, overarm or underarm.



HARDER/EASIER

- Move the starting cone for each hole further away/closer
- Use larger or smaller hoops.
- Be creative and use a range of equipment as obstacles.

CURRICULUM LINKS

- Numeracy - players must count their score. For KS2 - give each hole a “par” (the average number of throws it should take to complete.)
- At the end of the game the players must add their scores to see how many “over/under” the courses par they were.

OBJECTIVE(S)

Fitness based session to challenge pupils physically and mentally to overcome fatigue.

THE GAME

- The pupils will be designated their own space to complete the workout.

1. Sprint on the spot for 20.
2. Plank for 30 seconds.
3. 10 shoulder taps.
4. Star Jumps for 30 seconds
5. Mountain Climbers for 30 seconds.
6. Boxercise on the spot for 30 seconds.

COACHING POINTS

- Technique
- Honesty
- Encourage others



HARDER/EASIER

- Increase the number of activities/length of time.
- Change the activities in line with class ability
- Roll 2 numbers and complete back to back reps.

CURRICULUM LINKS

- Physical Education
- Numeracy
- PDMU

THE GAUNTLET



Foundation

OBJECTIVE(S)

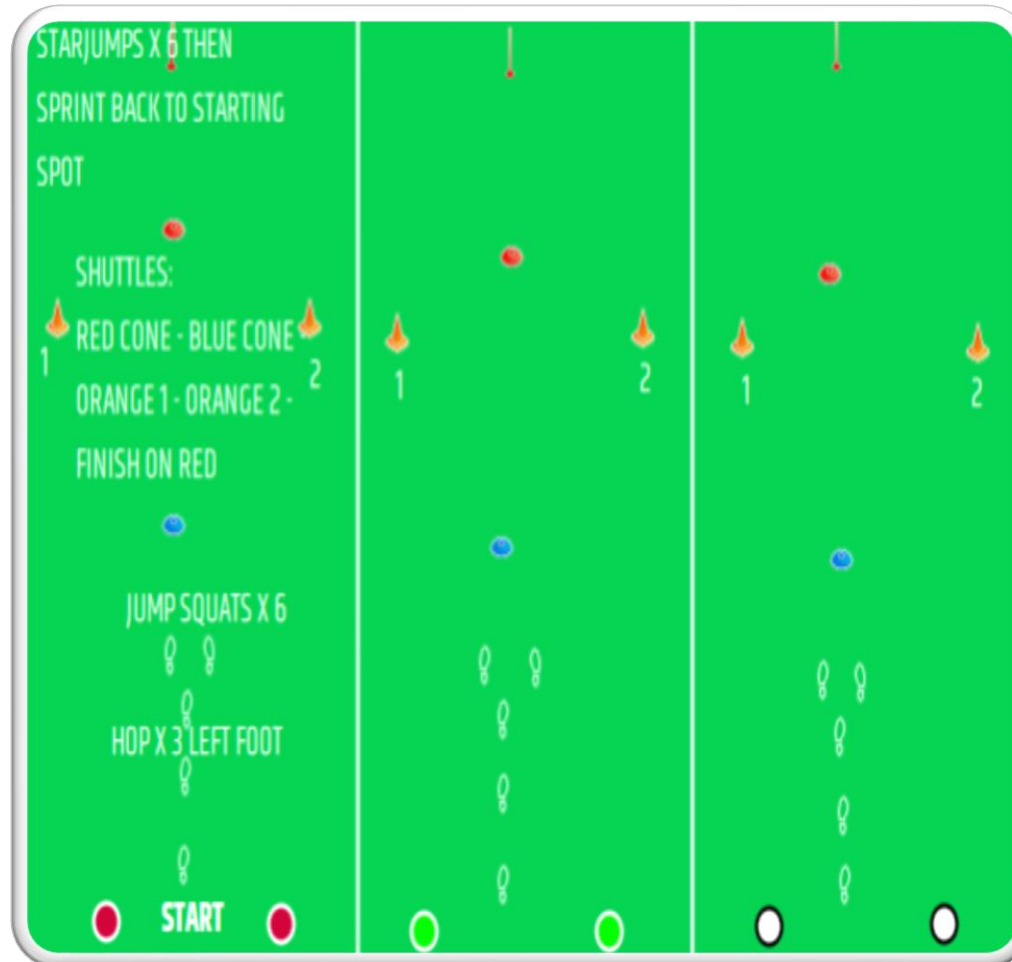
- Improve endurance by completing a series of tasks to complete 'The Gauntlet'.
- They will also draw on their own experiences to create their own course.

THE GAME

- In pairs, take turns at completing the gauntlet.
- This will be: 6 squats, then hop to 1st cone. Shuttle runs x 6 followed by 6 star jumps and sprint back to partner.
- Allow the groups to work in pairs to design their own as a progression.

COACHING POINTS

- Listen
- Awareness
- Technique
- Creativity



HARDER/EASIER

- Pupils design their own gauntlet.
- Set time for completion of 'x' number of repetitions.
- Add a ball that must be used for dribbling and toe taps.

CURRICULUM LINKS

- Physical Education
- Numeracy
- PDMU



OBJECTIVE(S)

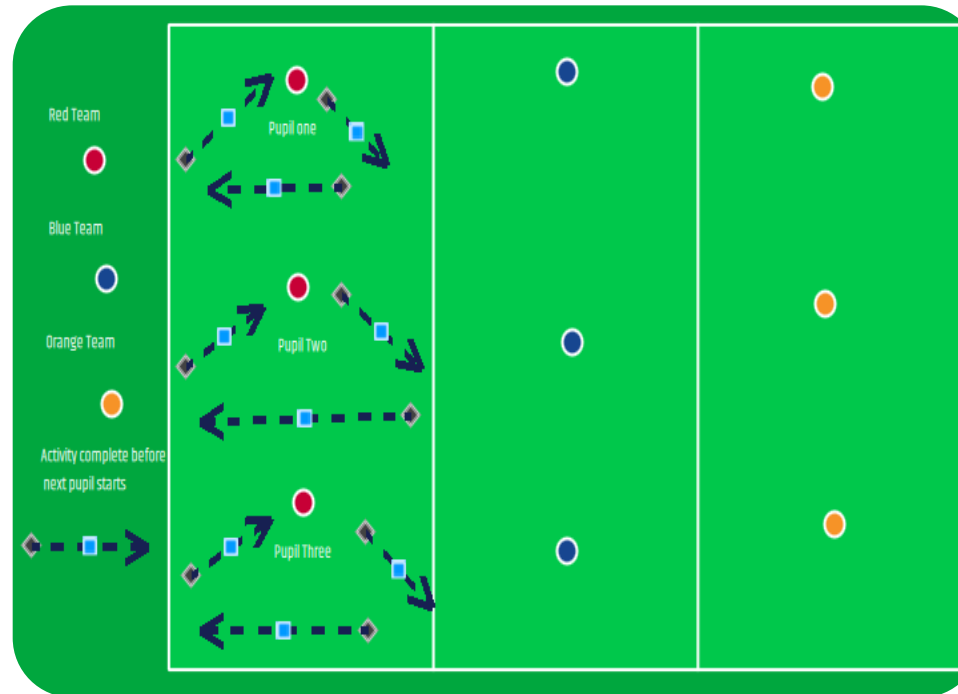
The pupils will work as part of a team to complete each task in a race against their opponents whilst ensuring technique throughout.

THE GAME

- Split your group into teams.
- Each team member stands in a straight line with social distance adhered to.
- The teacher/coach will set out a movement for each team member to complete.

COACHING POINTS

- The first pupil in line will complete the task and only when they finish can the next team member start.
- Introduce a signal for each team member to complete before the next team member can start e.g 3 claps
- First team finished is declared the winner.



HARDER/EASIER

- Start off easy with everyone doing the same movement e.g. 5 star jumps each.
- Progress to each team player has to complete a different movement. Each pupil has several different movements to complete.

CURRICULUM LINKS

- Physical Education
- Numeracy
- PDMU

CHALK CREATIVITY



Foundation

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OBJECTIVE(S)

Children will explore different movement patterns throughout the playground and demonstrate their own creativity to create their own pathway.

THE GAME

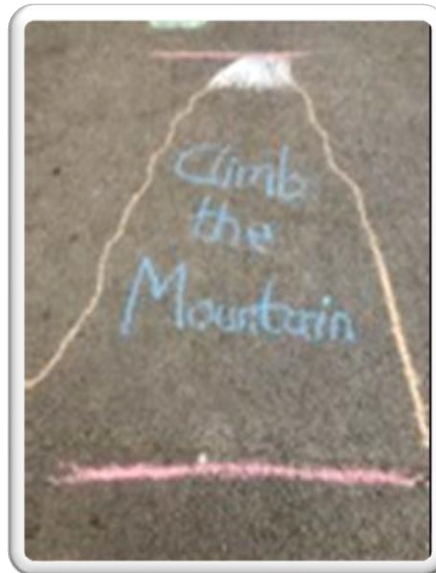
The Teacher/Coach will create a chalk course for children to complete in the playground which will incorporate a range of movements.

Other ideas:

- Volcano = floor is lava.
- Lily pads = balance/awareness.
- Climb the mountain - Bear crawl.
- Shark infested water - obstacles to avoid shark.

COACHING POINTS

- Creativity
- Technique
- Awareness



HARDER/EASIER

- Allow the pupils to design their own course
- Set time for completion of x number of repetitions.
- Objects to balance on different body parts.

CURRICULUM LINKS

- World around us
- PDMU
- Physical Education

NUMBER LOTTERY



Foundation

OBJECTIVE(S)

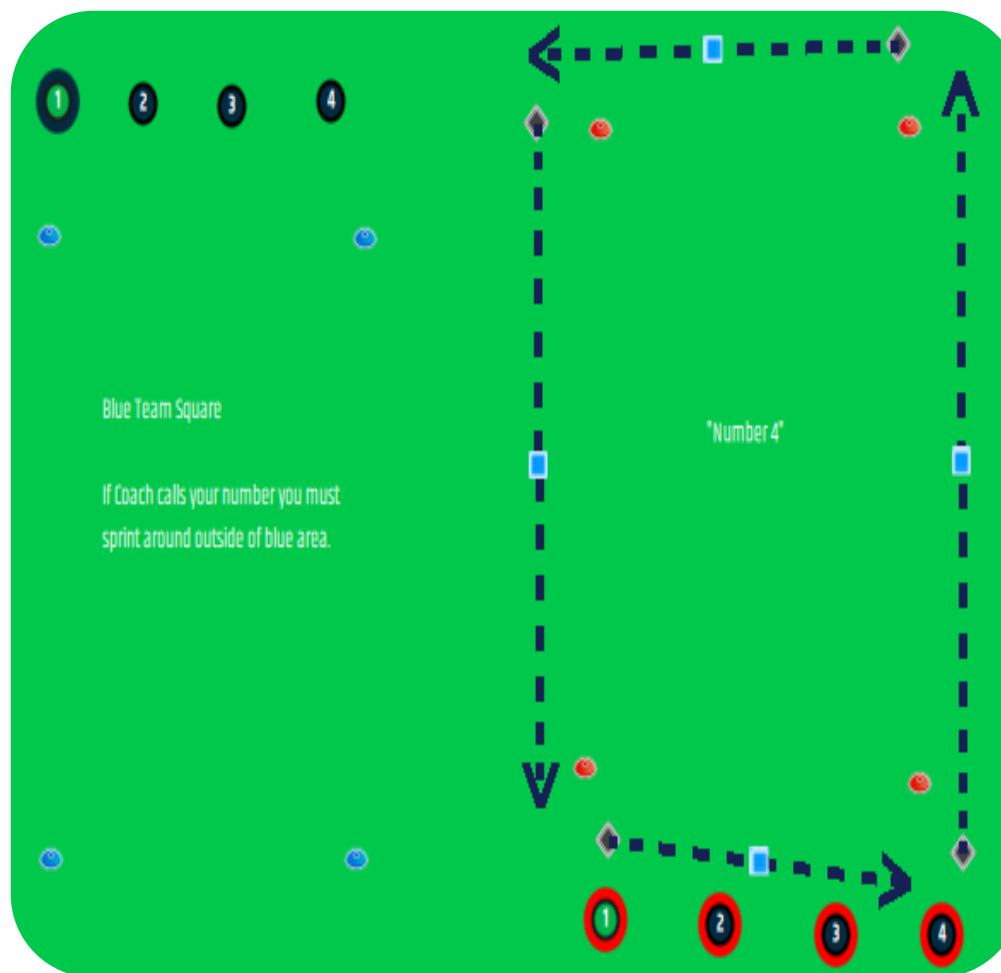
Pupils will work on their set position for sprint start along with sprint technique and other locomotor movements.

THE GAME

- Two teams- Each team member will be given a number.
- Teacher/coach calls out a number, that pupil does 2 laps of the area and back in their spot.
- First pupil back into their waiting spot gets the point.

COACHING POINTS

- Only go when your number is called.
- Explosive start if your number is called.
- Running technique - arms movement from hip to lip, high knees & steady head.



HARDER/EASIER

- Vary the form of travel to include: Hopping, jumping, skipping, bear crawls & other animal movements.
- A task to complete when the pupils get back into their starting spot. Re-number the teams in line with their numeracy ability and probe for the answers of certain sums.
- Introduce a ball.

CURRICULUM LINKS

- World around us
- Physical Education
- Numeracy
- PDMU

3-PIN BOWLS



Foundation

OBJECTIVE(S)

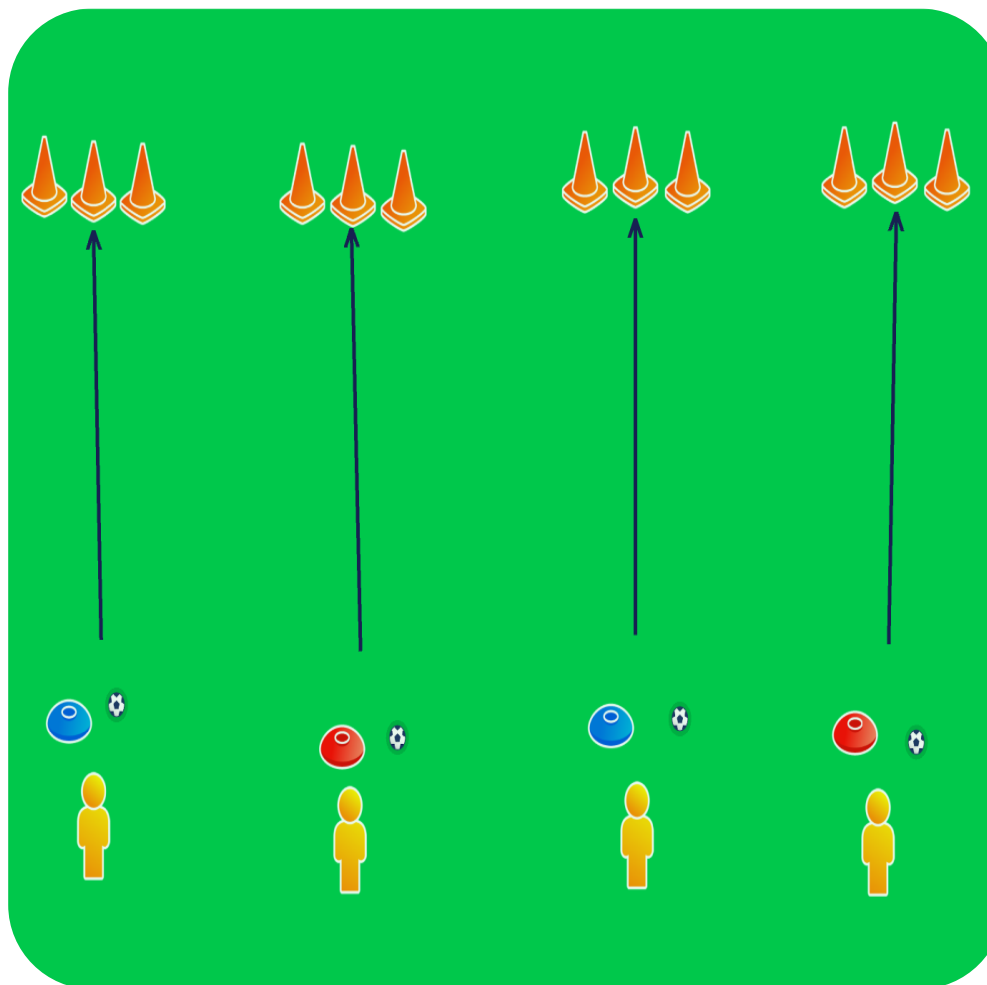
Children to improve their accuracy through throwing and rolling.

THE GAME

- Each child is given a ball and 3 'pins' to knock over.
- They can do so by rolling or throwing their ball towards their target.
- They must collect their own ball. The 'Pins' can be any target that can be knocked over and set.

COACHING POINTS

- Accuracy over power.
- Take time before releasing the ball.
- Look at your target to help with your aim.



HARDER/EASIER

- Take away or add pins.
- Start closer or further away to the pins.
- Balance on one foot before releasing the ball.

CURRICULUM LINKS

- Literacy
- Numeracy
- World Around Us

Foundation

OBJECTIVE(S)

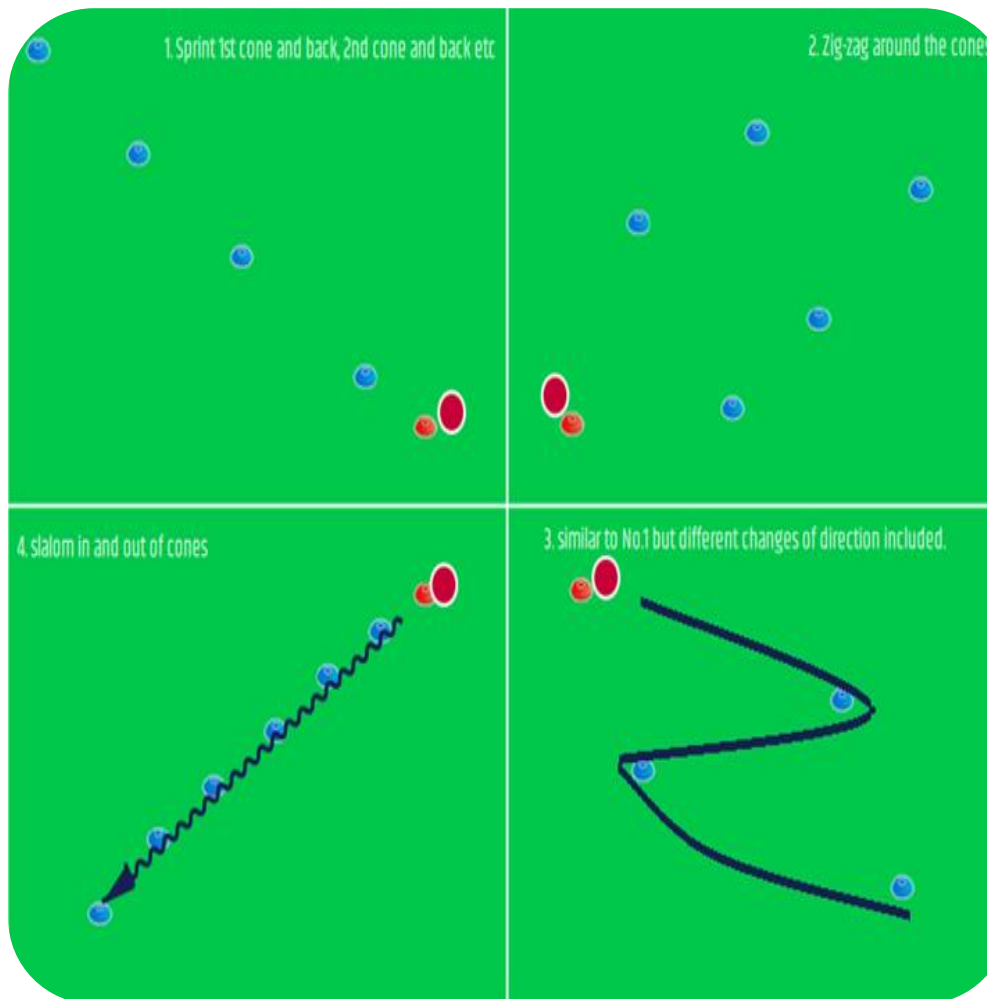
Improve children's ability to change direction at speed.

THE GAME

- Split the children into small groups depending on size of area.
- Each child will have their own agility course marked out with cones. They stay on each course for 1 minute and work continually. After 1 minute, they rotate clockwise to the next course.

COACHING POINTS

- Take shorter steps to improve control over your body. This will help you break when turning and accelerate away after turning.
- Lean into turns and push off using your outside foot.
- Remember to use your arms to help you balance when turning.



HARDER/EASIER

- Reduce working time and allow players more rest.
- Introduce a ball to dribble (football, basketball, hockey etc).
- Use multi-coloured cones on each course. Every 10 seconds coach can shout a colour and child must get to that cone first before ...

CURRICULUM LINKS

- PDMU – Learn how body works. Playing and competing together respectfully.

Foundation

OBJECTIVE

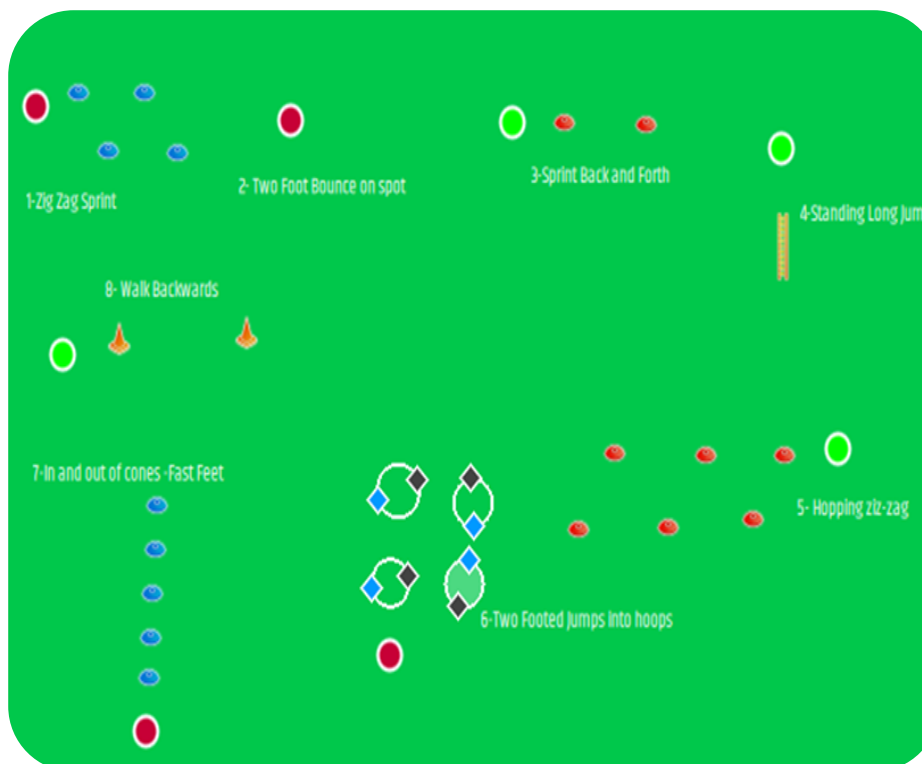
To provide pupils with a range of challenges to test agility as well as coordination.

THE GAME

- 8 stations set up two pupils will go around one will work while the other stays two metres away.

- 1-Zig Zag Runs
- 2-Jumping on spot
- 3-Sprint back and forth
- 4- Standing Long jump
- 5- Hopping in Zig Zag
- 6- Two footed Jumps
- 7-In and out of cones
- 8-Walk Backwards.

One pupil works one rest 1 min rest to work ratio.



COACHING POINTS

- Try to work at your max for one minute, stay two metres apart and allow time for movement between stations to ensure Social distancing.
- Bend knees and look absorb landing. Use arms to help propel forwards and upwards.

HARDER/EASIER

- Increase / decrease repetitions.
- Increase / decrease resting time.

CURRICULUM LINKS

- Physical Education
- Literacy
- Numeracy

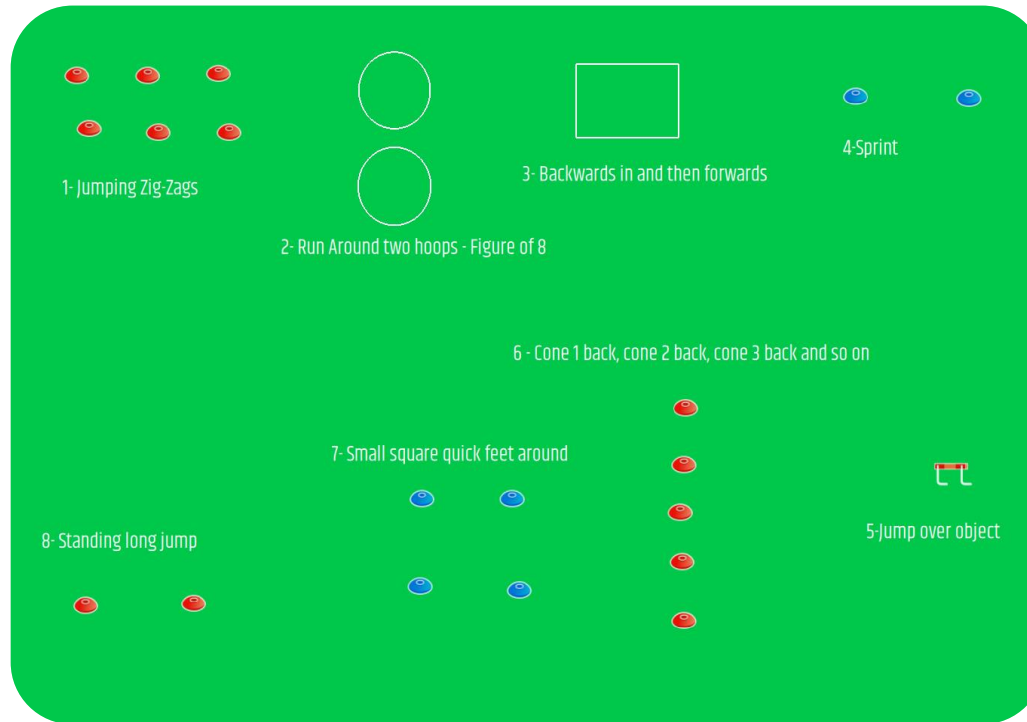
OBJECTIVE(S)

To provide variation to previous circuits while maintaining quality.

THE GAME

Variation of a circuit with different stations

- 1- Jump zig zags.
- 2- Run around two hoops (Figure of 8)
- 3- Backwards in and then forwards
- 4- Sprint
- 5- Jump on spot
- 6- Run and back further away each time.
- 7- Small square quick feet around it
- 8- Standing long jump



COACHING POINTS

- Try to work at your max for one minute, stay two metres apart and allow time for movement between stations to ensure social distancing.
- Ensure jumping techniques and agility. Bend knees and look absorb landing. Use arms to help propel forwards and upwards.

HARDER/EASIER

- Dictate the level by making kids more competitive and trying to beat their score “You vs Yourself”
- Make it more relax as a way to get moving and out of the class rooms.

CURRICULUM LINKS

- Numeracy
- Literacy

Foundation

OBJECTIVE(S)

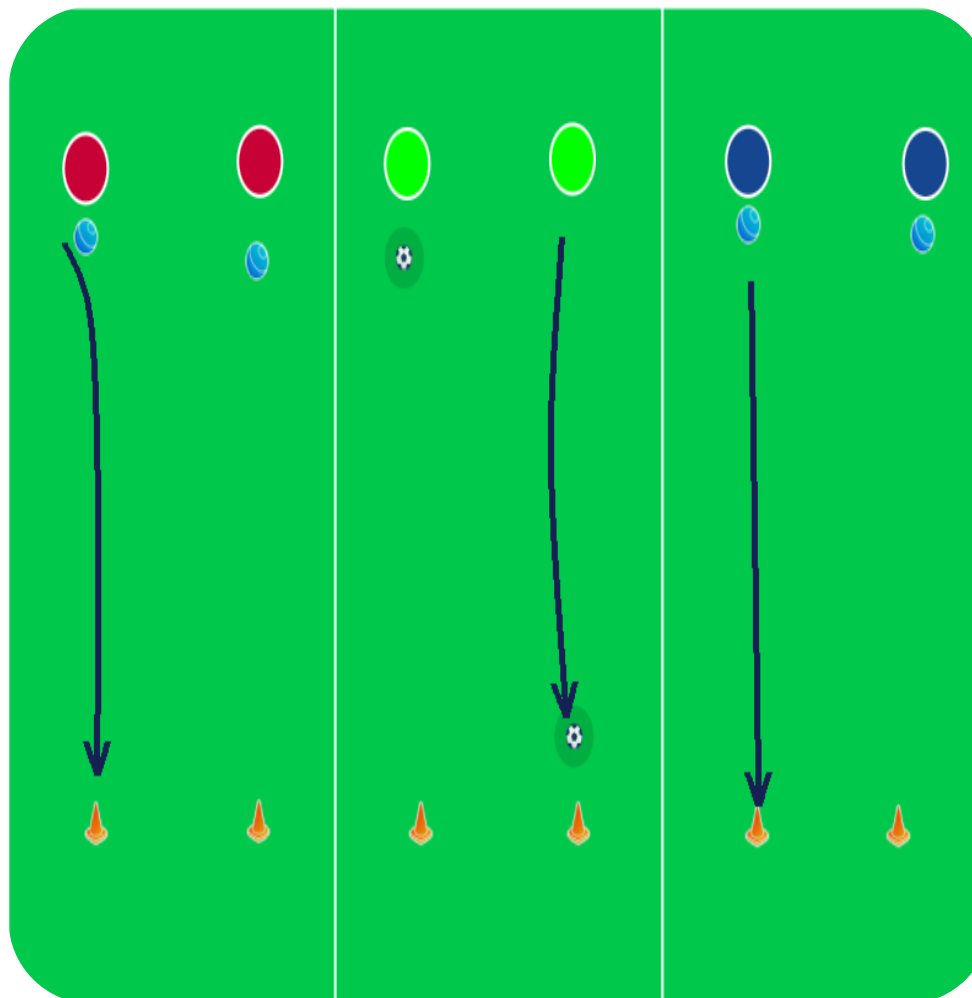
- Teach and let the pupils experience the game of Boccia.
- Improve pupils throwing technique and accuracy.

THE GAME

- Play in pairs against each other but aiming at your own target.
- Each child will need a throwing object (be creative if you don't have a ball).
- Take 3 throws each, player with their ball closest to the target wins.

COACHING POINTS

- Keep your eye on the target and throwing arm in line with it.
- Try different types of throws – throw low and roll or throw high with the ball dropping down on top of the target.
- Different throwing techniques – overhand, underhand, side arm, backwards.



HARDER/EASIER

- Move target further back/closer.
- Throw with opposite hand.

CURRICULUM LINKS

- PDMU
- Physical Education

OBJECTIVE(S)

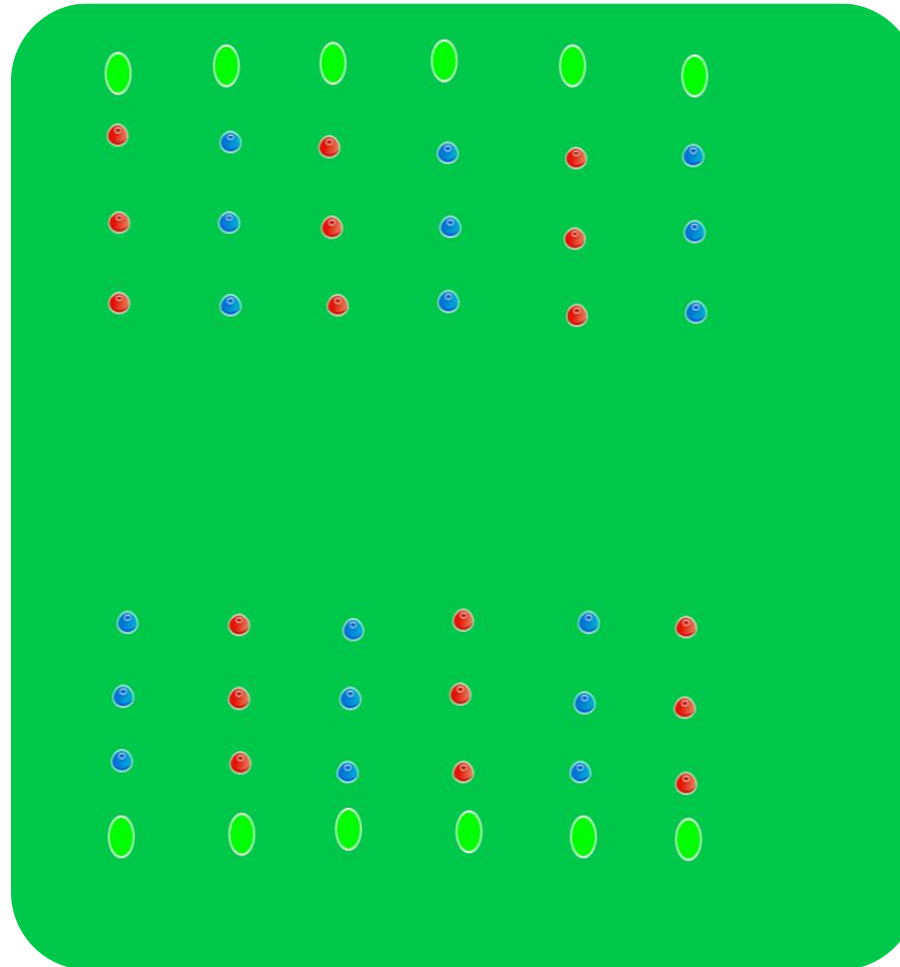
To allow children to race in a socially distance environment.

THE GAME

- There will be 3 cones set up in a line for each pupil, these will be spaced at least 2 meters apart.
- Children will race to each cone and back again, placing their foot on each cone.
- Once back from cone 3 they will hold both hands in the air to signal they are finished.

COACHING POINTS

- Bend elbows at 90 degrees, pump arms from "Hip to Lips", Planting foot and pushing off to turn at each cone, with each stride lift front knee and straighten back.

**HARDER/EASIER**

- This will take a little time to set up depending on numbers but once set up will be easy to control.

CURRICULUM LINKS

- Numeracy.

SPRINT EXPERIMENT

22



Foundation

OBJECTIVE

This is a simple experiment to help pupils understand / remember to use good running technique.

THE GAME

- Pupils can work independently or in pairs. They can be their own coach or coach each other.
- For each of the three body parts, they will practice running in three different ways, after which they will have to select which way to use.

COACHING POINTS

- Correct technique is Arms - Hip to lip. Head - looking straightforward. Legs - medium stride length.

Sprinting Experiment



ARMS

1. Down by side
2. Above head
3. 'Hip to lip, never across the zip'



HEAD

1. Looking left
2. Looking right
3. Looking straight forward



LEGS

1. Two feet together
2. High knees
3. Medium stride length

HARDER / EASIER

After the experiment have a race - differentiate by moving pupil's start/finish points.

CURRICULUM LINKS

PDMU - Learning how the body works. Helping to "Coach" others in a respectful and accepting way while difference in physical abilities.

BROAD / TRIPLE JUMP



23

Foundation

OBJECTIVE

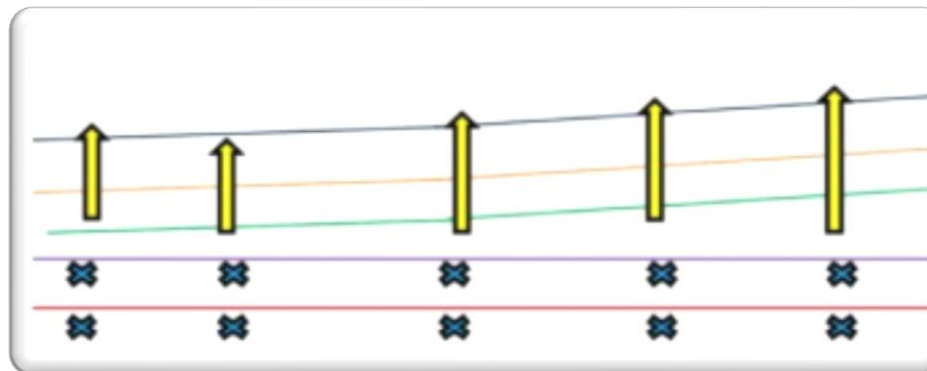
Jumping and Landing. Can players jump and land safely off one and two feet.

THE GAME

- Organise your group by perceived ability.
- Draw out three sloping lines; these will become bronze, silver and gold lines.
- Teach the techniques of the jumps and let the children have three attempts to reach the podium.

COACHING POINTS

- Broad – Bend knees and push up with legs/Swing arms/Land on two feet with bent knees.
- Triple – Take off with one foot/hop, step, jump/Land with bent knees.



Teaching Points – Long Jump

Bend knee's & push with quadriceps
Swing your arms, Look forwards
Bend knee's on landing
Take off on one, land on two.



Teaching points – Triple Jump

Hop, Step, Jump. Each phase should be equi-distant.
Pupils should bend their knees at each point of contact with floor



HARDER / EASIER

- Move them up or down the line order
- Move the start line closer or further away.

CURRICULUM LINKS

- Numeracy – Players could measure their own jumps along a tape measure. Ask them to measure their three jumps and take an average. Or rank their jumps lowest to greatest distance.
- PDMU

DANCE SHADOWS



Foundation

OBJECTIVE(S)

- To use different parts of the body and to move using simple actions;
- Create, practise, remember and perform simple movement sequences.
- Work collaboratively with partners/small groups.

THE GAME

- In pairs, numbered 1 and 2. Play music, number 1 is the leader and creates a dance move to go with the music, number 2 must copy. When '2' is called, they become the leader.
- Regularly change leaders. Progress game to groups of 4-6 who take turns either following or leading depending on the

COACHING POINTS

- Encourage creativity and enthusiasm in movements.
- Encourage leaders to suitably challenge their partner/help explain etc if needed.
- Do Movements reflect the music?



HARDER/EASIER

- Limit/increase the number of moves performed at once to follow.
- Use a variety of styles/tempos of music

CURRICULUM LINKS

- Language & Literacy - Listen and respond to stimuli.
- The Arts - respond and move creatively.
- PDMU - working with and showing respect for others and by accepting and respecting differences in physical abilities.

DANCE SQUAD



Foundation

OBJECTIVE(S)

- To use different parts of the body and to move using simple actions;
- Create, practise, remember and perform simple movement sequences.

THE GAME

- In groups of 4-6 (remaining in their individual areas) children must work together to discuss and agree a dance sequence to perform to the music.
- Most pop songs are to the count of 4 beats.

COACHING POINTS

- Encourage creativity and enthusiasm in movements.
- Encourage children to adapt to the tempo/rhythm of the music.
- Pair / teamwork



HARDER/EASIER

- 1 movement can be repeated for 4 beats, or series for 4 moves over the 4 beats repeated.
- More moves will make the dance more complicated.

CURRICULUM LINKS

- Language & Literacy - Listen and respond to stimuli.
- The Arts - respond and move creatively.
- PDMU - work effectively with others with respect for differences in ability.

OBJECTIVE(S)

- To use different parts of the body and to move using simple actions;
- Create, practise, remember and perform simple movement sequences.

THE GAME

- Assign a dance move to each number 1-6. Role a dice and call out the number. Each child performs the move continuously until the dice is rolled again.
- 1 - Dabb
 - 2 - The Bouncy
 - 3 - Disco Dance
 - 4 - Hands on hips, 1 jump forwards, 1 jump back
 - 5 - Star jump
 - 6 - High Kicks

COACHING POINTS

- Encourage creativity and enthusiasm in movements.

**HARDER/EASIER**

- Use less/more numbers (2 dice)
- Roll the dice less/more often
- Assign one number "free style".

CURRICULUM LINKS

- Language & Literacy - Listen and respond to stimuli.
- The Arts - respond and move creatively.

BODYBALL



Foundation

OBJECTIVE(S)

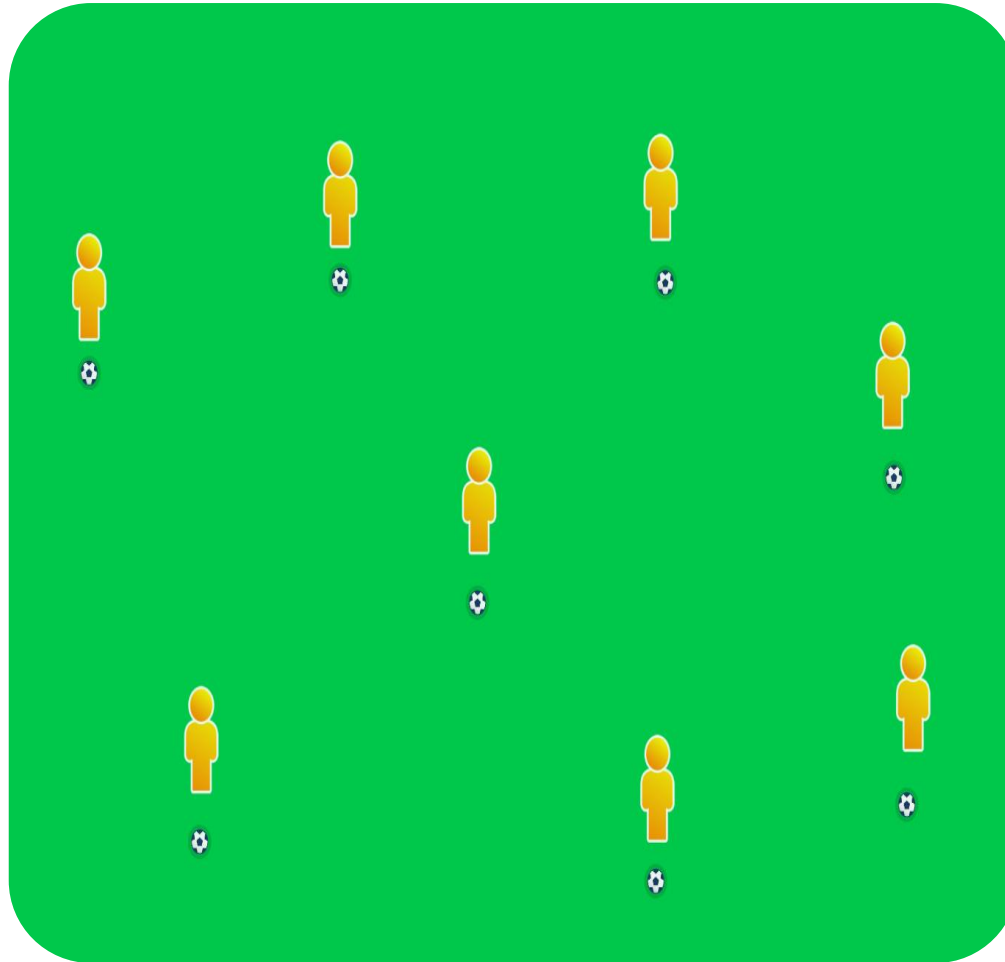
- For children to be able to move the ball around different parts of their body and to form patterns whilst doing so.

THE GAME

- Each child has their own space and their own ball.
- They will move the ball around different parts of their body whilst keeping control of the ball.

COACHING POINTS

- Technique over speed.
- Choose a ball that you are comfortable with.



HARDER/EASIER

- Form patterns with the movements.
- Change for a different sized ball.
- Balance on one foot whilst trying to move the ball around the body.

CURRICULUM LINKS

- Literacy
- Numeracy
- World around us



AROUND THE CLOCK

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Foundation

OBJECTIVE(S)

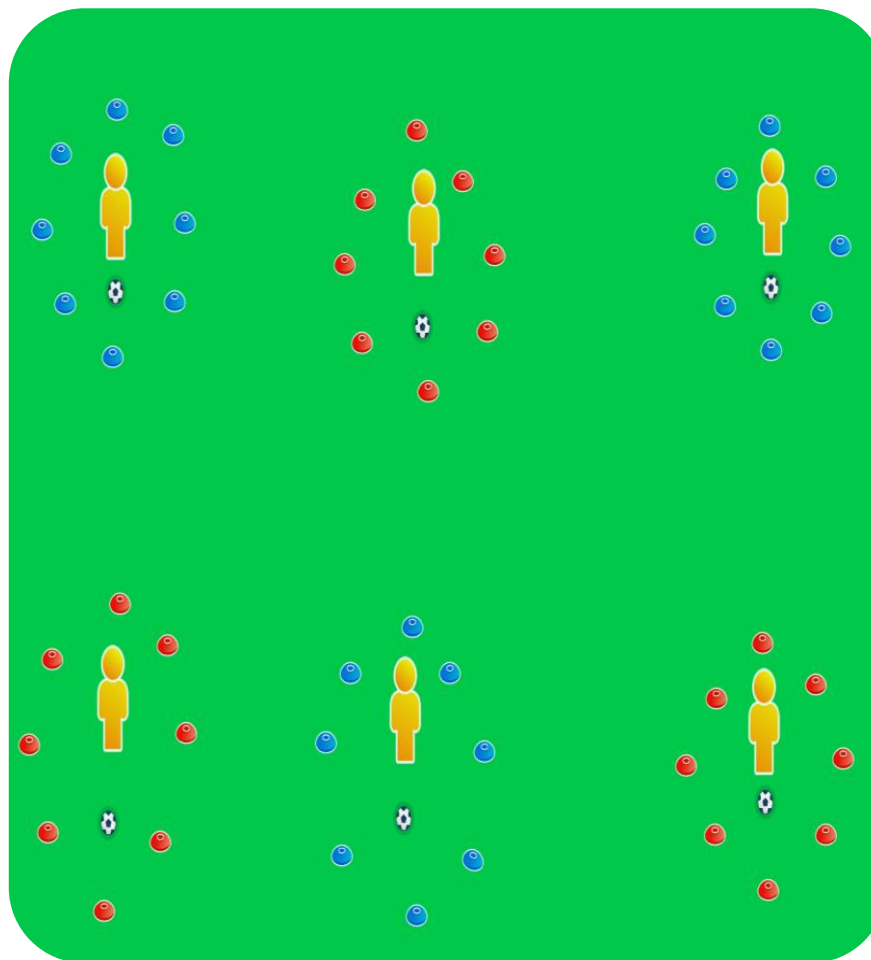
- Children to improve their agility through movement.
- For children to also improve their ball manipulation skills

THE GAME

- Each child is given 8 cones and asked to make a circle nominating a number to each cone (1-8).
- The coach will call out a number between 1-8 and they will travel around that number cone before coming back to the middle.

COACHING POINTS

- Head up to see where your moving.
- Slow movement down at the cone when turning.
- When using equipment focus on technique over speed.



HARDER/EASIER

- Change the movement including their own choice.
- Give them equipment to use e.g. a football/basketball and they must perform a foot/hand dribble

CURRICULUM LINKS

- Literacy
- Numeracy
- World around us

OBJECTIVE(S)

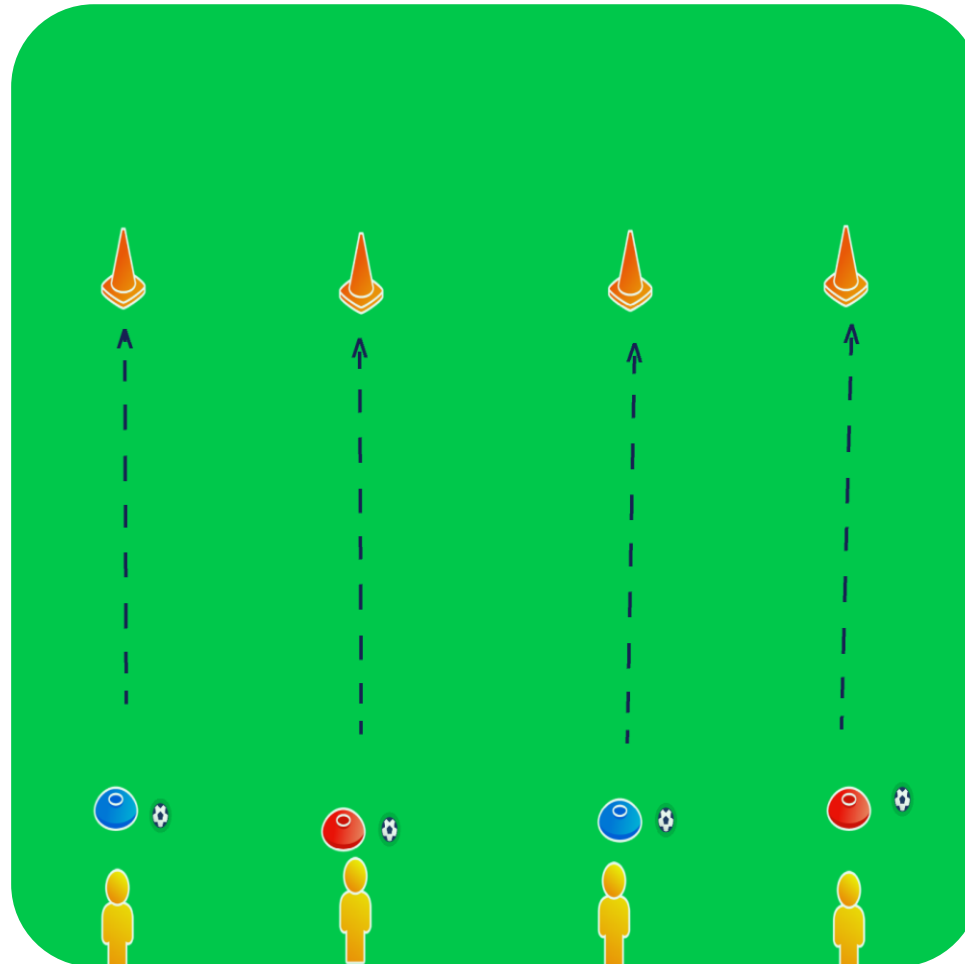
For children to become more comfortable performing both hand and foot dribbles using both right and left sides of their bodies.

THE GAME

- Children are given two cones of the same colour and they are placed parallel to each other.
- Children must perform a hand or foot dribble to get from one cone to the other but in doing so must try to stay in their lane.

COACHING POINTS

- Technique over speed.
- Lift head up to help stay in their lane.
- Use small touches to keep the ball close to the body.



HARDER/EASIER

- Use the weaker hand/foot.
- Use a different sized ball.

CURRICULUM LINKS

- Literacy
- Numeracy
- World around us

DRIBBLING



Foundation

OBJECTIVE(S)

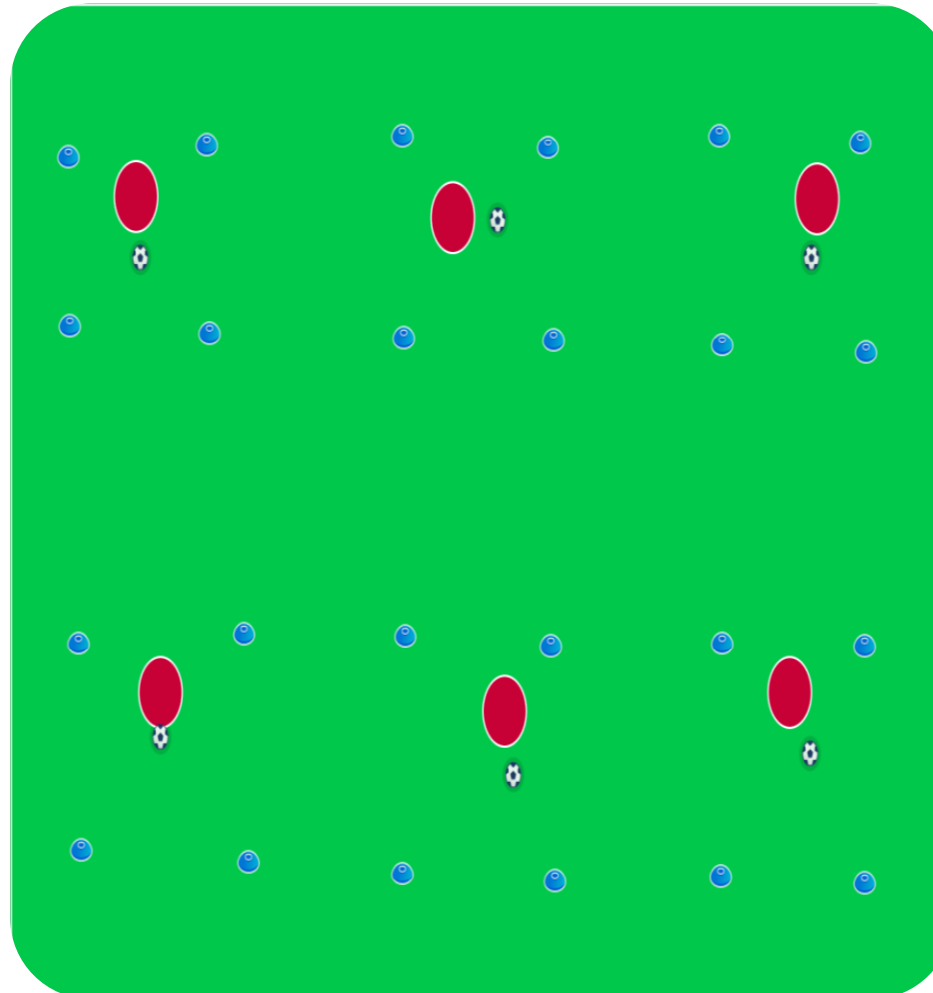
Improve pupils familiarity with the ball and their dribbling skills.

THE GAME

- Use cones to mark out a grid for pupils to work in.
- Pupils must try and keep their ball inside their own area at all times.
- Add challenges such as how many touches can they do in 30 seconds. Introduce team challenges so children work together and add up their score.

COACHING POINTS

- Take small, gentle touches in order to keep the ball close.
- Use all parts of your foot inside (big toe), outside (little toe), sole, laces, heel.
- Stay on your toes while dribbling so you can change directions quickly.



HARDER/EASIER

- Make area bigger for pupils who are struggling.
- Add other cones as obstacles for pupils to avoid.
- Use weaker foot only.

CURRICULUM LINKS

- Numeracy
- PDMU



PASSING & SHOOTING



Foundation

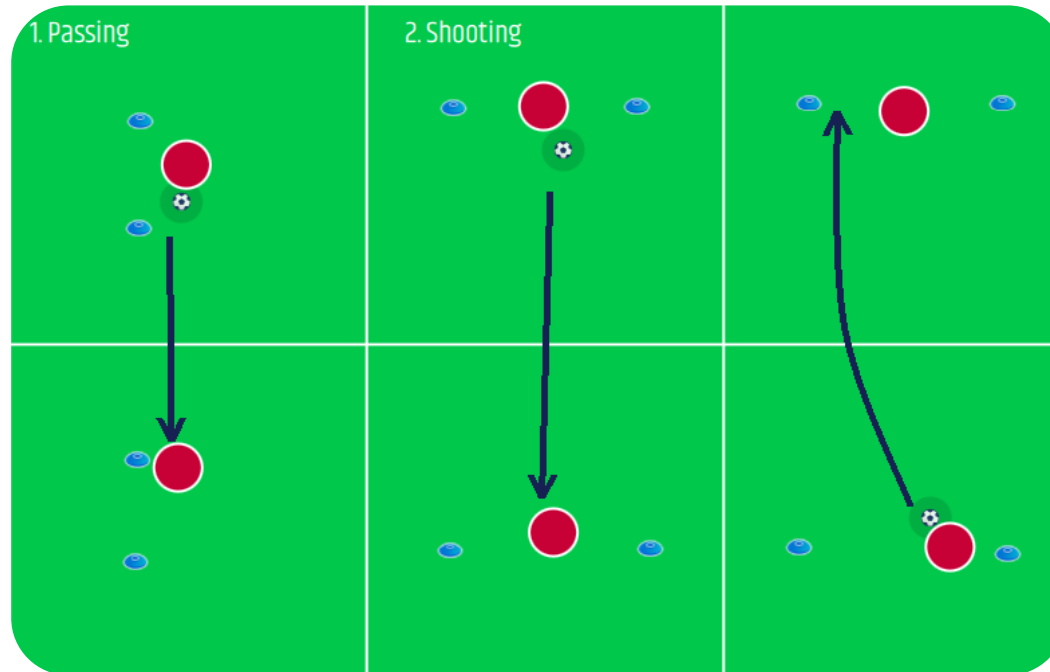
OBJECTIVE(S)

Improve pupil's technique and accuracy of passing and shooting in football.

THE GAME

1. Passing - Children work in pairs in their own area of the grid. Starting at cone 1 they practice passing to each other. If they make 5 successful passes, they move back to cone 2 to make it harder.

2. Shooting - Children should rearrange their own cones to create a goal. They now take it turns to try and score against each other. The ball must be kept on the ground and the goalie can only use their feet to block shots.



HARDER/EASIER

- Pass/shoot from further away
- Encourage children to use weaker foot.
- Use different parts of their foot (inside, outside, laces)

CURRICULUM LINKS

- PDMU
- Numeracy

COACHING POINTS

- Non-kicking foot aiming where you want the ball to go.
- Keep toes up and ankle locked of your kicking foot.
- Accuracy over power.
- Keep your eyes on the ball when kicking.