

# SUPER SCHOOLS



**Active** Bubbles

**Fitness is Fun**

# Active Bubbles

## We've prepared some physical activities and PE lesson plans that are designed for:

- Social distancing
- Taking place outdoors
- Minimal equipment (allocated individually to pupils)
- Bubbles/small groups
- Non contact activities

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## Health and Safety:

The Association for Physical Education have produced guidance and a self review toolkit to support the Physical Education, School Sport and Physical Activity education workforce during this period.

### Key considerations and principles include:

- Clean frequently touched surfaces
- Wash hands frequently as part of a clear hygiene regime
- Minimise contact
- Ensure good respiratory hygiene

You will also need to review your risk assessment procedures to ensure both pupils and the workforce are protected and safe. The full guidance can be accessed via:

[afpe.org.uk/coronavirus-guidance-support/](https://afpe.org.uk/coronavirus-guidance-support/)

## Space:

Children remain at least 2 metres apart from each other by playing in their own zone that's marked out using chalk or cones.

## Task:

Activities can be made easier or harder and are designed to be adaptable for all year groups.

## Equipment:

Activities use minimal equipment. Each child should have their own equipment allocated. These activities use minimal equipment such as chalk, beanbags, cones and tennis balls.

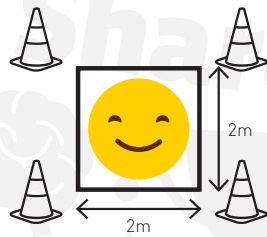
## People:

Activities are designed to allow children to be active on their own or to work with a partner, with a minimum of 2 metres distance.

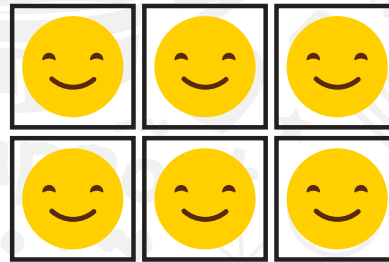


# How do I set up the areas for the pupils to safely work in?

Setting up areas that are safe for the pupils to use whilst also following the social distancing guidelines can seem challenging, below are a few examples of how you can set up your activities whilst ensuring all pupils are kept safe.



Pupils can be set up in their own individual boxes by using 4 cones or flat markers, as you join more boxes together you use less cones or flat markers due to the squares overlapping being 2m x 2m in length and width.



Pupils can be set up in boxes that are side by side to another pupils' box in a grid shape, this will limit the amount of cones needed to set out your area as pupils are working individually e.g. dribbling a football in their box.



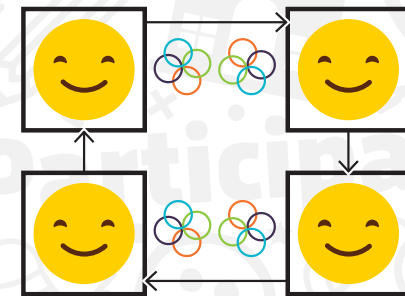
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



Pupils can be set up in a long line of boxes that are side by side facing into an open space, this will make the most of the space available if throwing or striking for distance e.g. an overarm throw.



Pupils can compete against another pupil in the square next to them with or without sharing equipment e.g. trying to knock a ball off a cone/into a hoop with a pass/forehand shot etc.



Pupils can compete races against other pupils in different squares with or without sharing equipment e.g. running between different squares in a race or running into the middle to collect pieces of equipment.

# How do I adapt my sessions to meet the need of the pupils?

Setting up games and activities that engage and challenge the different levels of pupils' ability can be seem challenging, below are a few generic examples of how you can use the STEP principle to challenge and engage all pupils.

## STEP

### Space

- Increase or decrease the area size.
- Change the shape of the area.
- Increase or decrease interference from other pupils in a space.
- Increase or decrease pathways used to travel in a space.

### Time/Task

- Increase or decrease the time given to complete a task.
- Use different parts of the dominant or non-dominant hand or foot.
- A point scoring system based on time took to complete a task.

### Equipment

- Increase or decrease the size of equipment used.
- Increase or decrease the amount of equipment used.

### People

- Increase or decrease the number of attackers or defenders.
- Link numerous combinations when performing a skill.
- Rotate who works with who.
- Increase or decrease distance from a target/goal.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Interval Training

**Lesson Objectives:** Students to be able to perform interval training.

**Head:** Be able to explain changes in the body during exercise.

**Heart:** Be able to encourage and support partner during exercise.

**Hands:** Be able to perform interval training.

**Equipment:** Cones / flat markers.

#### Starter: Animal Movements

Use cones to mark out a small square 2m away from other students, move around the square performing different movements based on animals. Teacher to call out different animals to try.

Examples:

- Frog.
- Elephant.
- Bear.
- Bunny.
- Giraffe.
- Crab.

#### Step:

- Students can try and do the animal movements in different directions.

#### Main: Interval Training

In an interval session the children will work for short bursts of time at maximum effort, followed by rest, while their partner or team mates work. The rest is to help children to regain their energy before repeating the activity again.

Mark out 10m with cones, in pairs start on one cone, the first student runs to the far cone and back, and swaps with their partner. Ensure that there is 2m between each pair, and each partner.

See how many times they can reach the cone and back in 5 minutes. Encourage partners to cheer each other on and support each other.



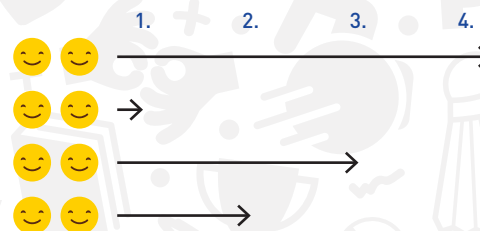
Also, get students to think about how they body feels before and during exercising. Do they become more out of breath, hot, red in the face etc.

#### Pudding: Points Collector

Children to work in pairs or small teams. Place some cones out at different distances, all worth different points, furthest away being the highest points.

The first one will run out and collect the points and run back, partner has their go. Time for 1-2 minutes and within that time the children must collect as many points as possible. The children can decide which cones they are sprinting to and in what order. Whilst one is collecting the points, the other is resting. Repeat as many times as possible allowing the children to try different strategies to gain more points.

Make sure each pair is 2m apart, and partners keep distance from each other also. Encourage students to support their partner.



#### Assessment for Learning:

**Link back to lesson objectives, head, heart and hands.**

Teacher to stop the lesson and question the class to gauge levels of learning.

#### Key Questions:

- What is interval training?
- How do you perform interval training?
- Why is it important to rest between sets?
- When you were exercising how did your body change?
- How did you encourage your partner?

#### Key Points:

Are students able to complete the interval training at a good intensity? Do students understand how to perform the training, do students show good running technique.



For a tutorial on this lesson please click here.



## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Interval Training

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##### Step:

- Add a competition element, which pair can score the most.
- Increase/decrease running time.
- Increase distance of each shuttle.

##### Step:

- Set targets for students to stretch and challenge them.
- Give lower ability students extra points head start.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Circuit Training

**Lesson Objectives:** Understand and be able to participate in circuit training.

**Head:** Know how heart rate changes during exercise and understand what is circuit training.

**Heart:** Understand what is meant by and show resilience during training.

**Hands:** Develop strength through performing circuit training.

**Equipment:** Flat markers.

#### Starter: Animal Movements

Before the session starts get students to count their pulse rate.

Get all students to line up on one side of the hall/playground. Keeping 1m between each student.

Teacher stands on opposite side of hall. Teacher shouts out different commands:

- Red – Stop.
- Amber – Jog on the spot.
- Green – Go.

The aim is to get to the other side of the hall first. Can also add a reverse command.

Experiment with different movements. E.g. green = hopping.

#### Step:

- Do a handicap start. E.g. winner of first race starts three steps back. Last place gets a head start.
- Change movement to hopping/skipping.

#### Main: Strength Circuit

Students mark out their own small individual circuit with flat markers. This can be between 4 – 8 stations depending on space. Keep each student's circuit away from other students.

Teacher to pick exercises for each station, examples of body weight strength exercises include:

- Plank.
- Sit up.
- Lunges.
- Crunches.
- Press up.
- Squats.
- Burpees.

The time spent on each section is also set by the teacher. E.g. 30s on each station. Adapt to ability of the group.

After completing the circuit get students to count their pulse rate, how is this different from earlier in the lesson?

#### Step:

- Increase number of stations.
- Increase time spent exercising on each station.
- Decrease rest period.
- Change exercises being performed/let students pick exercises being performed.

#### Pudding: Individual Circuit

Students to design their own 4 station circuit, picking their favourite exercises.

Can use exercises already covered in lesson or pick their own. Discuss with students how best to order the circuit and which exercises to pick, e.g. using a range of body parts to work the whole body. Teacher to still centrally time each station. E.g. 30s on each station before rotating.

Get student to count pulse rate a final time, was it higher/lower than the previous circuit. Discuss how heart rate can measure intensity.

#### Step:

- Students self differentiate by selecting easier or harder activities for each station.
- Change time of exercise/rest.
- Increase/decrease number of stations.

#### Assessment for Learning:

**Link back to lesson objectives, head, heart and hands.**

Teacher to stop the lesson and question the class to gauge levels of learning.

#### Q&A:

- What is circuit training?
- What activities can go into a strength training circuit?
- What is your pulse rate, and how did it change during exercise?

#### Teachers Key Assessment Points:

- Can students create their own circuit?
- Can they select appropriate exercises?
- Are students able to measure their own pulse rate?
- Can they explain what their pulse rate means in terms of intensity?



For a tutorial on this lesson please click here.

## Key Stage 2

### Unit: Fitness Is Fun

### Lesson Topic: Agility Training

**Lesson Objectives:** To understand what is meant by agility training.

**Head:** Be able to describe what agility is, and what sports need good agility.

**Heart:** Be able to encourage other to improve performance.

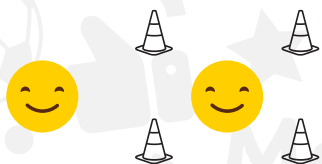
**Hands:** Be able to perform different agility movements fluidly and efficiently.

**Equipment:** Different coloured cones..

#### Starter: Reaction Square

In pairs, Student A stand in a square marked with 4 different coloured cones/markers.

Student B shouts out a colour, student A has to touch the cone and return to the middle of the square as quick as possible:



Make sure each square is 2m away from another pair, and the student A and B keep distanced.

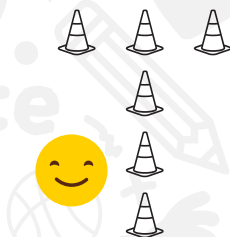
##### Step:

- Increase the number of cones to 6. Decrease the time between each command.
- Change movements, e.g. hop/skip to the cone.

#### Main: Agility T

Set out cones in the shape of a T. Each student to mark out own T, ensure social distancing between students.

Starting at the base of the T, run in and out of the cones until the top, then quickly go around the left or right cones and return to the starting position, moving in and out of the cones.



##### Step:

- Set a time limit for student to beat, or students time each other and see who can be the quickest.

#### Pudding: Agility Circuit

Teacher to set up agility circuit (see resource for detailed guide).

Station can include:

- Agility ladders.
- Hurdles.
- Cone slalom.
- Reaction square.
- Hoops (in straight line or zig zag). Move in and out of hoops.

##### Step:

- Add points for completing a station, see how many points you can earn on each station, or whole circuit.
- Increase/decrease time on each station.

#### Assessment for Learning:

**Link back to lesson objectives, head, heart and hands.**

Teacher to stop the lesson and question the class to gauge levels of learning.

##### Q&A:

- What does the word agility mean?
- When would I need good agility?

##### Teachers Key Assessment Points:

- Can students maintain control whilst changing direction?
- Do they show good technique? E.g. keep low, bend knees, drive legs?
- Is the change of direction fluid?



For a tutorial on this lesson please click here.



## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: HIIT

**Lesson Objectives:** Be able to understand what is meant by and participate in HIIT Training.

**Head:** Be able to explain what is HIIT training, and understand how body temperature changes through exercise.

**Heart:** Be able to show perseverance and determination during exercise.

**Hands:** Be able to perform HIIT Training.

**Equipment:** Hoop and timer.

#### Starter: Hula Timer

Work in small groups/pairs within bubble, keeping away from other students.

Children to spin their hoop and use it as a timer. As the hoop is spinning, children are to perform an exercise. They do this until the hoop stops spinning. Eg, high knees, star jumps, tuck jumps etc. This could be performed in pairs, partner spins whilst the other one works, swapping continuously.

Ask Students how hot their body feels before and after warming up.  
Get students to think about how hot they feel throughout the lesson.

#### Step:

- Increase rest periods, make activities easier/harder.
- Change exercise that is being performed.
- Get students to pick exercise.

#### Main: HIIT Workout

Students to perform a selection of exercises in short bursts followed by a short rest period. Do each activity once per round. Round 1 Complete each exercise for 20 seconds, rest in-between each one for 20 seconds. Round 2 Complete each exercise for 25 seconds, rest in-between each one for 25 seconds. Round 3 Complete each exercise for 30 seconds, rest in-between each one for 30 seconds. Round 4 Complete each exercise for 35 seconds, rest in-between each one for 35 seconds

Ensure there is a longer rest in-between each round

Examples of exercises to perform include:

- Sit ups.
- Jumping squats.
- High knees.
- Running on the spot, punching arms in the air.
- Plank.
- Tuck jump.
- Press ups.
- Star jumps.
- Mountain climbers.

#### Pudding:

After completing HIIT, get students to discuss how their body temperature feels.

- Do they feel hotter/colder?
- Are they red faced etc?

Discuss how body gets hotter during exercise and how our body tries to keep us cool.

Plenary activity: Students to create their own short HIIT work out, this should feature at least 4 exercises.

Students to pick their own timings for the class, and teacher to centrally time whilst students perform their chosen exercises.

#### Step:

- Get students to design a longer HIIT session, increase number of exercises.
- Students to lead a small group through their HIIT session.

#### Assessment for Learning:

**Teacher to stop the lesson and question the class/individuals to gauge levels of learning.**

#### Q&A:

- What is HIIT training?
- How long is each burst of exercise?
- How long do you rest for?
- What activities could you use?
- How does your body temperature change during exercise?
- Why does it do this?

#### Teachers Key Assessment Points:

- Can students explain what HIIT training?
- Can students perform the exercise with good body control?



For a tutorial on this lesson please click here.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: HIIT

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##### Step:

- Increase difficulty of exercises e.g. squat jumps instead of squats.
- Increase exercise times/rest times.
- Increase number of exercises in each round.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Circuit Training 2

**Lesson Objectives:** Be able to understand what is meant by and participate in HIIT Training.

**Head:** Be able to explain what is HIIT training, and understand how body temperature changes through exercise.

**Heart:** Be able to show perseverance and determination during exercise.

**Hands:** Be able to perform HIIT Training.

**Equipment:** Hoop and timer.

#### Starter: Hula Timer

Work in small groups/pairs within bubble, keeping away from other students. Children to spin their hoop and use it as a timer. As the hoop is spinning, children are to perform an exercise. They do this until the hoop stops spinning. Eg, high knees, star jumps, tuck jumps etc. This could be performed in pairs, partner spins whilst the other one works, swapping continuously.

#### Step:

- Increase rest periods, make activities easier/harder.
- Change exercise that is being performed.
- Get students to pick exercise.

#### Main:

Circuit training is a good form of exercise to improve the general fitness of the heart and lungs. In a circuit session children will carry out a sequence of exercises and each exercise is performed at a station. There are ten stations and children will spend a set amount of time working at each of the stations. Children could work in pairs, with one working and one resting. Example timings on each station: 30 secs work at the station – 30 secs rest or 45 secs work at the station – 45 secs rest. Children that are resting could be counting, recording scores, encouraging partner, giving feedback on their partner's performance. Allow enough room between stations to allow for social distancing:

- |                      |                       |
|----------------------|-----------------------|
| • Burpees.           | • Triceps dips.       |
| • Mountain climbers. | • Shoulder tap plank. |
| • Star jumps.        | • Toe touches.        |
| • Lunges.            | • Squat jumps.        |
| • Bicycle crunches.  | • Walk outs.          |

#### Pudding: Group Circuit

In small groups (3-4 students), design a small circuit featuring your favourite exercises.

Each group will lead another group through their circuit, and then swap over.

Make sure students keep 2m away from group they are leading.

Make sure leaders are encouraging students who are exercising, timing the exercise and giving feedback.

#### Step:

- Design a larger circuit.
- Get students to come up with new activities for the circuit.

#### Assessment for Learning:

##### Q&A:

- Which muscles have you been working today?
- What was important when working on each station?
- Why was it important to perform the movements correctly?
- How did you encourage your partner to do well?

##### Teachers Key Assessment Points:

- Can students explain what is meant by a circuit?
- Can they perform the circuit independently? Are students able to perform exercise with good control?



For a tutorial on this lesson please click here.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Circuit Training 2

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##### Step:

- Add in more stations/take away stations. Increase the time the children work for/decrease the time the children will work for.
- Add in a competitive element, try to beat own score or partners score.



## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Core Strength

**Lesson Objectives:** Understand what is meant by our core, and what exercises train this part of our body.

**Head:** Be able to identify exercises that will target your core.

**Heart:** Show resilience during exercising.

**Hands:** Be able to perform core training exercises.

**Equipment:** Hula hoop and timer.

#### Starter: Hula Clock

Each student to work in own bubble with one hoop.

Start with hoop lying flat on the floor. Start in a plank position with feet in the middle of the hoop and hands outside of the hoop. The teacher will shout out a time, and the students must move their hands staying in a plank, to the corresponding part of the hoop. E.g. move to 3pm.

#### Step:

- Start with hands in the middle of hoop and move feet.
- Bring one foot of the floor, perform up/down planks.
- Add press ups.
- Get students to call out times on the clock.

#### Main:

Explain to students what the core muscles are, and what their function is. Teacher then to lead a Core Muscle HIIT Session with the following exercises. Students to make sure they are spread out around the room away 2m away from each other.

- Sit up.
- Leg raises.
- Toe touches.
- Plank.
- Crunches.
- Leg scissors.

The length of time and number of rounds such be adapted based on ability and age. E.g. 3 x rounds: Perform each exercise for between 30s with 30s rest.

#### Pudding: Group Circuit

Students to discuss what part of the body was exercising and how it felt. Students then to discuss what sports will use these muscles.

Core muscles are important for lots of exercises as they provide stability and strength for most movements.

Students to then create own mini core circuit including exercises previously covered.

#### Step:

- Set target number of exercises.
- Increase number of exercises for high ability students.
- Get students to lead other students.

#### Assessment for Learning:

**Link back to lesson objectives, Head, Heart, Hands.**

Teacher to stop the lesson and question the class/individuals to gauge levels of learning.

#### Q&A:

- Where on the body are your core muscles?
- What exercises train our core muscles?
- Demonstrate one core exercise?

#### Teachers Key Assessment Points:

- Can students show good posture when performing exercises?
- Do students understand what is meant by core strength?
- Can they perform a range of core exercises, keeping back straight/good posture?



For a tutorial on this lesson please click here.

## Key Stage 2

### Unit: Fitness Is Fun

#### Lesson Topic: Measuring Fitness

**Lesson Objectives:** Students to be able to measure their own fitness levels by performing basic fitness tests.

**Head:** Be able to explain the methods of basic fitness tests.

**Heart:** Be able to compare and evaluate own performance.

**Hands:** Be able to perform basic fitness tests.

**Equipment:** Cones, tape measure and stop watch.

#### Starter: Mirror Games

Students to work in pairs, student A to perform actions, that partner B copies. After 1 minute, swap over.

Make sure partners stay 2m away from each other and other pairs.

Make sure students perform a range of movements, e.g. waving arms, jumping, running etc.

##### Step:

- Increase/decrease a minimum number of actions that must be performed.
- Increase group size. E.g. pairs copy another pair.

#### Main:

Teacher to set up a circuit of Fitness Tests. Including:

- Agility test (set out an agility course and complete in quickest time possible).
- Press up test (how many press ups in 30s).
- Sit up test (how many sit ups in 30s).
- Broad Jump (biggest standing long jump).
- Shuttle runs (how many shuttles can you do in a minute).

Students to work in small groups on each station, allow students room to socially distance whilst performing tests.

Other students in group can help perform tests and record scores. Students can write down their scores as they complete each test.

##### Step:

- High ability students can lead a group or run the test for other students.

#### Pudding: Group Circuit

Discuss with students their results and they can compare with friends.

Discuss which each test measures, (e.g. what does the press up test measure?) and why we would perform the tests. (e.g. to measure health, to measure training progress).

As a class come up with your own fitness test and put it into practice. Think about what equipment you will need, what will you measure, how will this be recorded.

##### Step:

- Students work in smaller groups to create their own fitness test.
- Lead other students with their own test.

#### Assessment for Learning:

**Link back to lesson objectives, Head, Heart, Hands.**

Teacher to stop the lesson and question the class/individuals to gauge levels of learning.

##### Q&A:

- What is a fitness test?
- Why do we measure our fitness?
- How do you perform the \_\_\_\_ Test? What does this measure?

##### Teachers Key Assessment Points:

- Can students perform tests independently?
- Can they evaluate their performance and compare with peers?
- Can they explain the test method?



For a tutorial on this lesson please click here.