

# SUPER SCHOOLS



**Active** Bubbles

**Multi-Skills**

# 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.

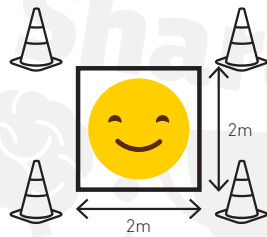
## People:

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.

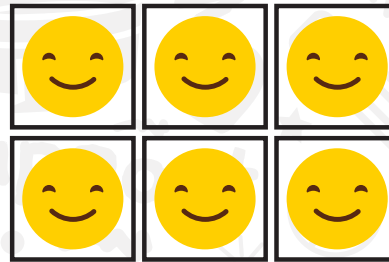


# How do I set up the areas for the pupils to safely work in?

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.



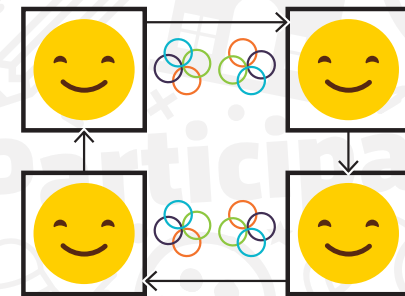
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



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: Year 3 and 4

### Lesson Topic: Multi Skills

#### Lesson One

**Lesson Objectives:** Understanding how to use different fundamental movements.

**Head:** To be able to understand what small and large body parts are.

**Heart:** To be able to work well with a partner.

**Hands:** To be able to perform different fundamental movements safely.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags.

#### Starter: Freeze Please

Pupils are set up in their own square/ area and travel around using different movements, on teacher's command the pupils must change their movement e.g. running, skipping, hopping etc. On teacher's command "Freeze" the pupils must stop and freeze

##### Key Points:

- Head up, ensure pupils are looking for space.
- Use their whole area.
- Move safely around their area.



##### Step:

- Make the area smaller/bigger.
- Introduce pathway cards.
- On "Freeze" pupils must hold a balance for 3-5 seconds.
- Movements are given a number eg 1 – running, 2 – skipping etc.

#### Main: Traffic Lights

Pupils use different fundamental movements to travel around their own area, on teacher's command the pupils complete an action depending on the colour of the cone/traffic light that is held up by the teacher.

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

##### Key Points:

- Move around the space safely.
- Show control when performing different movements.
- Show a quick reaction by concentrating on the teacher's command/cone that is held up.
- Head up, ensure pupils are looking for space with their eyes on the cone held up by the teacher.



#### Pudding: Body Part Balances

Pupils are given time to practise and explore different balances that they can perform in their own area; allow pupils to show their balances to a partner.

Give pupils different amounts of time to practise new balances using each of the individual challenges below:

- Small body parts – 1 foot/1 hand and 1 foot/2 hands and 1 foot/2 feet and 1 hand/2 hands and 2 feet.
- Large body parts – on their back/on their bottom/on their tummy/on their shoulders/on their side.
- Small and large together – bottom and hands/bottom and foot/tummy and hands.

##### Key Points:

- Ensure the body is still and controlled.
- Hold a balance for 3-5 seconds.

##### Step:

- Allow pupils to link 2 balances together.
- Increase/decrease the amount of time pupils hold a balance for.
- Add in equipment that pupils have to hold/balance during their balance.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

##### Key Questions:

- How do we find space in an area?
- Can you show a balanced body position?
- What did it feel like when you were balancing?
- What movements have we performed today?
- What is a safe space?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

**Key Stage: Year 3 and 4**  
**Lesson Topic: Multi Skills**  
**Lesson One**

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**Step:**

- Make the area smaller/bigger.
- Introduce pathway cards.
- Add extra cones/colours into the game eg Blue – Increase speed in a police chase etc.
- Hold up a cone without shouting the colour/shout the wrong colour.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

### Lesson Two

**Lesson Objectives:** Understanding how to improve our agility, balance and coordination skills.

**Head:** To be able to understand what a point is when performing a balance.

**Heart:** To be able to share ideas with other pupils.

**Hands:** To be able to perform a controlled balance for 3-5 seconds.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, tennis balls, footballs.

#### Starter: Bean Game

Pupils are set up in their own square/ area and perform different movements given on teacher's command. Each command represents a different movement.

- Runner bean – run.
- Jumping bean – jump.
- Baked bean – small/tuck position.
- Jelly bean – shake body.

Allow pupils to demonstrate to each other how to complete the different actions with good control of their body.

#### Key Points:

- Look around for space when moving.
- Listen to the different actions and respond quickly

#### Step:

- Increase/decrease area size.
- Increase/decrease number of beans and actions.
- Add in pathway cards.
- Allow pupils to command the actions.

#### Main: Balance It!

Pupils use different fundamental movements to travel around their own area using different pathways eg zigzag, curved etc. On teacher's command of a number, the pupils balance their equipment on the body part that matches up to that number.

- |                      |                   |
|----------------------|-------------------|
| 1. Right hand.       | 2. Left hand.     |
| 3. Right foot.       | 4. Left foot.     |
| 5. Back of the neck. | 6. Right thigh.   |
| 7. Left thigh.       | 8. Pupils choice. |

#### Key Points:

- Good listening skills.
- Controlled and balanced movements.



#### Step:

- Increase/decrease time between each command.
- Increase/decrease time of balance.
- Rotate equipment used to balance.
- Pupils hop whilst balancing.

#### Pudding: Balance Island

Pupils perform different fundamental movements on their island, on the teacher's whistle/command the pupils must stop and stand still.

Demonstrate to pupils a 1-point balance by standing on 1 leg, on the teacher's command/whistle the pupils must now perform this 1 -point balance for 3-5 seconds; pupils can assess each other during breaks and create mini sequences.

#### Key Points:

- Move around the island safely.
- Control of body parts to maintain a balance.
- Look forward when performing a balance.



#### Step:

- Pupils balance with equipment.
- Allow pupils to command the actions.
- Increase/decrease number of body parts pupils can use to balance.
- Increase/decrease the balance time.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

#### Key Questions:

- Can you show a small body part balance?
- Can you show a large body part balance?
- How long should you balance for?
- What can you do to help you balance?
- What was your favourite balance?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

### Lesson Three

**Lesson Objectives:** Understanding how to perform and link a variety of jumps.  
**Head:** To be able to identify the number of feet used for different types of jumps.  
**Heart:** To be able to listen to ideas from other pupils.  
**Hands:** To be able to perform and link a variety of jumps.  
**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, tennis balls.

#### Starter: Mirror Game

Pupils are set up in their own square/ area whilst working with a partner who is also in their own area, pupils take it in turns to be the leader for 2-3 minutes whilst their partner copies everything they do.

Pupils can perform different movements around the area, different small/large body part balances or use a beanbag/ tennis ball to recap previous ball familiarisation actions.

#### Key Points:

- Copy each other's actions showing good mirror work.
- Show controlled movements.
- Move in a safe space.
- React quickly to a change from your partner's actions.

#### Step:

- Rotate partners.
- Increase/decrease area size.
- Increase/decrease group sizes.
- Increase/decrease a minimum number of actions that must be performed.

#### Main: 5 Jump Challenge!

Pupils are set up in their own square/ area spending time practising each of the 5 different types of jumps:

- A 2-foot to 2-foot jump.
- A 2-foot to 1-foot jump.
- A 1-foot to 2-foot jump.
- A 1-foot to 1-foot jump (hop).
- A 1-foot jump to land on the other foot.

Challenge the children to link the 5 jumps together and create a sequence, the end of one jump must become the beginning of the next, e.g. 2 – 2 and 2 – 1, there are 4 or 5 ways to complete this challenge.

#### Key Points:

- Fluid arm movement.
- Body tension to aid balance.
- Pointed toes and straight legs.



#### Step:

- Pupils link different jumps together with a partner to create a performance.
- Increase/decrease the number of jumps the pupils try to perform.

#### Pudding: What's The Time Mr Wolf?

Pupils are set up along a line facing towards the teacher or coach, pupils move forward when receiving an answer by calling out 'What's the time Mr. Wolf?'. If the teacher/coach (the Wolf) calls out "3 O'clock" then the pupils move 3 forwards steps towards the Wolf, this is repeated until someone gets to the same line as the Wolf and becomes the winner. If the Wolf calls out "Dinner Time" then the pupils must make their way back to the line quickly before the Wolf gets them!

#### Key Points:

- Move towards the Wolf in a straight line at a safe distance.
- When the Wolf calls dinner time, react quickly, turn, and get back to your starting cone!

#### Step:

- Change the way the pupils move towards the Wolf.
- Add in equipment that the pupils must carry whilst travelling.
- Pupils play the Wolf.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

#### Key Questions:

- What are the different types of jump?
- How can we control our jumps?
- How is best to land?
- Can you show me how to do a good jump?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

#### Lesson Four

**Lesson Objectives:** Understanding how to control a ball with different parts of your body.

**Head:** To be able to identify different parts of your body used to control different balls.

**Heart:** To be able to show resilience.

**Hands:** To be able to control yourself and your ball in our own area.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, a variety of balls.

#### Starter: Ball Mastery

Pupils set up in their own square or safe space with a football at their feet. The coach/teacher can go through various challenges allowing the children time to practice each challenge whilst keeping the ball inside their own area.

Pupils move and master the ball with:

- Their right foot.
- Their left foot.
- Their inside of either foot.
- Their outside of either foot.
- Their insides/outside of both feet.
- Their laces of either foot.
- Their sole of either foot.
- A mixture of all the challenges.



#### Main: Dribble Relay!

Pupils set up with a ball at their feet within their own safe square used in previous activity standing at one of the cones, on command they will dribble to a different cone and back – the first pupil back with their ball under control wins.

**Ext** - Add in extra cones, pupils travel around their square and back to the start visiting 2, 3 or 4 cones.

Pupils can use different body parts to dribble a basketball or use a hockey stick to dribble a ball.

##### Key Points:

- Head up looking for space/coloured cone when dribbling.
- Take lots of small touches to help keep control of the ball.
- React quickly to the cone/colour shouted.

##### Step:

- Increase/decrease number of cones visited.
- Change ball size eg bigger/smaller football or a tennis ball.
- Only use weaker/stronger foot.
- Change the part of the foot used to dribble eg inside/outside/laces or sole.

#### Pudding: 3 Bounce Trap!

Pupils set up with a ball within their own safe square used in previous activity, pupils will look to throw the ball into the air just above their head, when the ball travels back down the pupils let the ball bounce 3 times before trying to use the sole of their foot to trap the ball to the floor.

**Ext** – When successful pupils can repeat this with 2 bounces trapping the ball to the floor, if successful pupils can attempt to allow the ball to have 1 or 0 bounces before trapping the ball.

Pupils can use different ways to trap a ball eg their hand to trap a basketball or a tennis racquet to trap a tennis ball.

##### Step:

- Increase/decrease amount of bounces before trapping the ball.
- Throw ball higher/lower.
- Use weaker foot.
- Change the size of the ball.
- Decrease/Increase area size.
- Change the part of foot used to trap/control the ball.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

##### Key Questions:

- Can you show me how to keep the ball controlled in your area?
- What is the easiest/hardest way to keep the ball controlled?
- Do we take big or small touches to keep our ball in the area?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

**Key Stage: Year 3 and 4**  
**Lesson Topic: Multi Skills**  
**Lesson Four**

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**Step:**

- Increase/decrease area size.
- Change ball size eg bigger/smaller football or a tennis ball.
- Only use weaker/stronger foot.
- Create combinations to perform inside square.
- Amount of touches taken in a given time.
- Pupils use their hands.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

### Lesson Five

**Lesson Objectives:** Understanding how to pass a ball accurately over a range of distances.

**Head:** To be able to describe the body stance used when passing a ball.

**Heart:** To be able to positively share feedback with other pupils.

**Hands:** To be able to pass a ball accurately over a range of distances.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, a variety of balls.

#### Starter: Dribbling Challenges

Pupils set up in their own square or safe space. Pupils spend time on each individual challenge to practice how to dribble inside their area:

Pupils move and master the ball:

- With the inside/outside.
- Performing outside/inside hook turns.
- Whilst walking, jogging or running whilst moving the ball around their area.

#### Key Points:

- Keep eyes on the ball.
- Look for space to dribble into.

#### Step:

- Increase/decrease area size.
- Change ball size e.g. bigger/smaller hockey ball/tennis ball/soft ball.
- Create combinations to perform inside square.
- Amount of touches taken in a given amount of time.

#### Main: Pairs Passing!

Individually or in pairs, pupils set up in their own area next to a cone with a ball opposite them on a cone, target, gate or goal. Pupils pass the ball through the gate or goal without knocking the ball off the cone.

#### Key Points:

- Control the ball first before striking towards the target.
- Pupils should line themselves up opposite the target before striking.
- Eyes focused on the target.
- Pupils can pass different balls with different body parts eg use their feet to pass a football or their hands to pass a basketball.

#### Step:

- Increase/decrease area size.
- Change ball size e.g. bigger/smaller hockey ball/tennis ball/soft ball.
- Create combinations to perform inside square.
- Amount of touches taken in a given amount of time.

#### Pudding: Coconut Shy!

Individually or in pairs, pupils remain in the same set up as the previous activity, pupils compete against themselves or their partner (stood opposite them with the target in the middle) or with other pupils in the class.

Pupils have rounds of 2 minutes to see how many times they can pass their ball to hit the target/goal.

#### Key Points:

- Pupils can pass different balls with different body parts e.g. use their feet to pass a football or their hands to pass a basketball.

#### Step:

- Increase/decrease distance from target.
- Increase/decrease Size of target/goal.
- Change ball size e.g. bigger/smaller hockey ball.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

#### Key Questions:

- How do we hold a hockey stick?
- How do we pass a ball using a hockey stick?
- Who can show me how to pass?
- What should I do after I push the ball in a pass?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

### Lesson Six

**Lesson Objectives:** Understanding how to throw with power over a long distance.

**Head:** To be able to understand the steps to an overarm throw.

**Heart:** To be able to listen to the views and ideas of others.

**Hands:** To be able to throw a ball with power over a long distance.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, a variety of balls, hoops.

#### Starter: Beanbag Challenges

Pupils are set up in their own area with a beanbag each, pupils walk around the area for 2-3 minutes whilst practising each of the following:

- Passing from one hand to the other in front of the body.
- Passing around the waist, head, knees, ankles, in a figure of 8 through the legs.
- Throwing the beanbag in the air for themselves to catch (not throwing it above head height).
- Clapping in between the throw and catch whilst the beanbag is in the air.
- Balancing the beanbag on different body parts as they travel around; head, shoulder, elbow etc.

#### Step:

- Pupils perform different fundamental movements in the area.
- Pupils can only use one hand/their non-dominant hand.
- Use tennis ball.

#### Main: Target Practice

Pupils are set up in their own space facing towards different coloured lines, on teacher's command the pupils perform an overarm throw to try and stop their ball as close as they can to a line of the teachers' choice.

#### Key Points:

- The ball starts behind the head/by the side of the ear.
- Dominant hand used to throw the ball with the non-dominant hand used to point and aim.
- Stand sideways and place the foot forward that is on the same side of the body as the non-dominant hand.
- Eyes on the target/line.



#### Step:

- Increase/decrease the distance between the lines.
- Pupils throw their ball past the line.
- Pupils use their non-dominant hand to throw the ball.
- Use gates instead of solid lines.

#### Pudding: Target Time!

Pupils are set up in their own space facing towards different hoops, on teacher's command the pupils must perform an overarm throw to try to stop their ball inside one of the hoops. Pupils score points if they throw further than a hoop or extra points if their ball stays in a hoop.

#### Key Points:

- The ball starts behind the head/by the side of the ear.
- Dominant hand used to throw the ball with the non-dominant hand used to point and aim.
- Stand sideways and place the foot forward that is on the same side of the body as the non-dominant hand.
- Eyes on the target/hoop.

#### Step:

- Increase/decrease the distance between the hoops.
- Pupils use their non-dominant hand to throw the ball.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

#### Key Questions:

- What fundamental movements have you used today?
- Why is it important to use equipment safely?
- When we perform an overarm throw, what is our other arm used for?
- Where should we look when throwing a ball?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

## Key Stage: Year 3 and 4

### Lesson Topic: Multi Skills

#### Lesson Seven

**Lesson Objectives:** Understanding how to control a ball with a tennis racquet.

**Head:** To be able to identify the stance used when holding a tennis racquet.

**Heart:** To be able to motivate yourself to beat your individual challenges.

**Hands:** To be able to control a ball with a tennis racquet.

**Equipment:** Multi coloured cones, flat markers, whistle, beanbags, tennis balls, tennis racquets.

#### Starter: Throwing and Catching

Pupils set up in their own square or safe space with a tennis ball or bean bag each, allow pupils time to practice each individual challenge:

- Throw and catch with the same hand.
- Throw and catch with one hand to the other.
- Throw, clap and catch with both hands.
- Throw, clap and catch using only one hand.
- Throw, spin on the spot and catch.
- Throw, sit down and catch.
- Throw (from a seated position), stand up and catch.

#### Key Points:

- Throw the ball to head height only.
- Use the mini cup/cup hand method when catching the ball.
- Always maintain eye contact with the ball.
- Be on your toes and have your feet/body ready to move if needed.

#### Main: Racquet Familiarisation

Pupils set up in their own square or safe space with a tennis racquet and bean bag or tennis ball each, allow pupils time to practice each individual challenge:

- Balance the ball whilst standing still.
- Balance ball whilst moving around your own area.
- Move the ball around the racquet without it falling off.
- Bounce the ball into the air off your racquet.
- Bounce the ball down to the floor off your racquet.
- Fish and Chips - Bounce the ball on one side of the racquet then the other.
- Around the world - Spin the ball around the racquet.

#### Pudding: Forehand Strike!

Pupils set up with a target, hoop or cone opposite them in their own square or safe space, pupils use their racquet and ball to complete a forehand shot towards their target. Allow pupils time to practise their forehand shot trying to strike their ball into or at their target.

#### Key Points:

- Hold the Racquet with the 'Shaking Hands' technique.
- Stand sideways like a surfer with the ball in one hand and racquet in the other, the ball should be to the front of the body and closest to the target.
- Throw the ball slightly into the air in front of your racquet, as the ball bounces bring your racquet back making a 'C' shape before looking to strike your ball with the middle of the racquet face.
- Ensure the racquet face is facing the target and follow through after the ball hits the racquet.

#### Step:

- Increase/decrease distance from target.
- Increase/decrease size of target.
- Look to hit the ball without a bounce.

#### Assessment for Learning:

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

Allow pupils to explore vocabulary by questioning and assessing their peers.

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

#### Key Questions:

- How do we throw and catch a ball? Can you show me?
- How do we hold a racquet?
- What is the letter we use to help us when hitting a forehand shot?
- How do we stand when hitting a forehand shot?

**Stop and show good work within the class throughout the lesson.**



For a tutorial on this lesson please click here.

**Key Stage: Year 3 and 4**  
**Lesson Topic: Multi Skills**  
**Lesson Seven**

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**Step:**

- Increase/decrease area size.
- Change ball size/item.
- Use only stronger hand to complete challenges.
- Pupils count how many times they can perform a challenge in a given time.

**Key Points:**

- Hold the racquet using the 'Shaking Hand' or 'Cut the Carrots' technique; place your hand firmly around the handle of the racquet with your thumb pointing forwards the same as racquet frame.
- Keep the racquet flat to maintain balance and keep the ball on the racquet.
- Flick the wrist gently to push the ball up and down.

**Step:**

- Increase/decrease area size.
- Change ball size/item.
- Use only stronger hand to complete challenges.
- Timed competition/rounds with a point scoring system for each challenge.