

SUPER SCHOOLS



Active Bubbles

KS1 Gymnastics

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

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/

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.

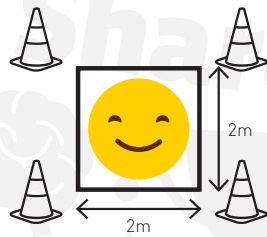
People:

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.

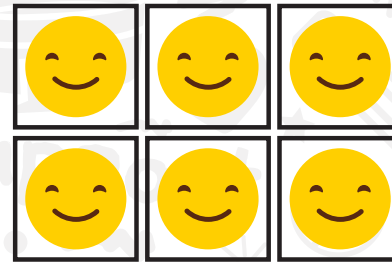


How do I set up the areas for the pupils to safely work in?

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.



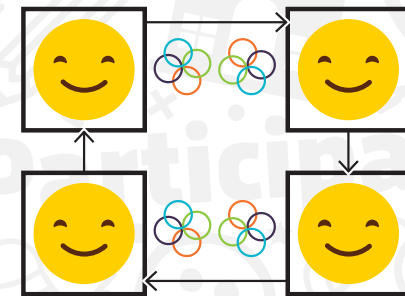
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



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.

Unit Overview

Week 1: Learning and performing basic stepping as a travelling skill.

Week 2: Learning about and performing a shoulder roll.

Week 3: Learning about and performing large body part balances.

Week 4: Learning and performing different jumps with different shapes.

Week 5: Learning to spin and roll a hoop.

Week 6: Learning and performing a sequence of actions on an apparatus.

Key Stage 1

Lesson Topic: Travelling

Lesson Objectives:

Head: Develop knowledge around stepping in different directions and with hand apparatus.

Heart: Help others improve their technique.

Hands: Explore basic stepping as a travelling skill.

Equipment: Mats or multi coloured cones and hoops.

Starter: Man The Battlement

Pupils are setup on their own mat or within a coned area. Identify and name the 4 sides of the pupils mats as North gate (to the front), South gate (to the rear), West gate (to the left) and East gate (to the right); when a side of the mat is called all pupils travel to that side of the hall. Extra actions can be added to challenge pupils – Draw bridge coming down (lay flat on the floor), Man the battlements (pretend to climb the rigging) and to the tower (stretch up tall).

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.
- Pupils to introduce their own commands.

Main: Guarding The Castle

Pupils take it in turns to stand like a soldier on guard at a castle for 5 seconds – do they feel their body tighten? In this position pupils must place their arms out horizontally to the side with their fingers extended and tight together with thumbs tucked; their neighbour on the mat next to them must check they are in the correct tight shape for all 5 seconds – rotate roles.

Whilst marching when a leg is in the air pupils must bend their knee to extend their leg out and extend their ankle with pointed toes (creates a bent leg step). Whilst marching when a leg is in the air pupils must keep their leg fully extended and straight at all times with pointed toes (creates a straight leg step).

Key Points:

- Legs together with a straight back.
- Arms in line with shoulders with fingers together and pointed.
- Long neck with eyes forward.

Pudding:

Give pupils a hoop each, challenge them to walk like a soldier (from the main activity) whilst balancing their hoop on their wrist.

Can the pupils move the hoop whilst walking like a soldier? Challenge them to create a short sequence around their mat, they could move:

Forwards/Backwards or Sideways.

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 good body tension?
- Can you keep your hands and toes pointed throughout the walk?

Key Words:

Quality, horizontal, straight and bent.

Assessment:

All - Able to correctly perform a straight and/or bent leg step on the spot.

Most - Able to correctly perform a straight and/or bent leg step around an area.

Some - Able to correctly perform a bent and/or straight leg step around an area whilst rolling a hoop.

Key Stage 1

Lesson Topic: Shoulder Roll

Lesson Objectives:

Head: Learn and understand how to perform a shoulder roll.

Heart: Help others to improve their performance and technique.

Hands: Travel 'towards' and 'away' from a shoulder roll.

Equipment: Mats or multi coloured cones.

Pudding: Performance

In pairs the pupils must now add ways to travel 'towards' and 'away' from their roll within their area/mat. Think about the walking like a soldier from last session.

Starter: Simon Says

Pupils are setup on their own mat or within a coned area.

Coach/Teacher must call out a shape for the pupils to perform in their area. Each time they perform correctly give the pupils a point. After a few practice go's turn the game into a competition and the last area/ row/ column of pupils to perform the shape correctly do not get a point.

Shapes include tuck, straddle, star, pike, stretch, tall, dish and arch.

Key Points:

- Pupils to show good body tension
- Fingers and toes pointed

Step:

- Increase the speed the shapes are called
- Challenge pupils to play against their neighbour

Main: Shoulder Roll

Pupils have time to practise the 6 parts of a shoulder roll, practise step 1 before adding the next step and so on:

1. Pupils start knelt on one knee with the other leg extended to the side.
2. From this position pupils must sit on their heel whilst lowering their chest to their bent knee.
3. From this position pupils must roll onto their back keeping the same leg extended to the ceiling and the other knee still tucked into the chest.
4. From this position pupils change which leg is being extended to the ceiling or tucked into the chest.
5. From this position pupils continue to roll sideways onto their bent knee.
6. Pupils finish the roll by lifting the body up and extending the arms to create a mirror image of the start position.

Highlight the importance of steps 3 and 4 which allow quality of movement.

Part 2:

In pairs with their neighbour the pupils practise their roll one at a time whilst their partner watches and says the numbers 1-6 aloud to ensure that these steps are being followed – if any are missed then pupils have another go/ figure out which step is being missed.

Show examples to the class of the pupils who can perform the roll.

Part 3:

In pairs the pupils now practise with their neighbour at the same time how they can use the following separately to create a mirror image:

- Facing each other performing the roll
- Facing away from each other performing the roll
- Facing the same/opposite way but starting side by side to begin the roll

Key Points:

- Straight legs/bent knees at the correct times
- Creative ways to travel 'towards' and 'away'
- Creative/correct way to transition from high to low or low to high to create fluidity

Evaluating and Improving:

- Each pair sits and watches another pair and give feedback
- Were they tucked in?
- Did they straighten their arms?
- Did they have bent/straight legs at the right times?
- Did they roll safely?

Assessment:

All - Able to perform a shoulder roll.

Most - Able to correctly identify the 6 parts of a shoulder roll when assessing a partner.

Some - Able to show transition of how to travel 'towards' and 'away' from a shoulder roll.

Key Stage 1

Lesson Topic: Balancing

Lesson Objectives:

Head: Understand how to Improve technique and skills of moving away and towards balances.

Heart: Perform a number of large body part balances, both on the floor and small apparatus.

Hands: Learn to communicate positively with others.

Equipment: Mats or multi coloured cones.

Starter: Musical Statues

Pupils are setup on their own mat or within a coned area.

Musical statues - pupils dance on their mat/coned area, when the music stops the pupils must stop like a statue; when the music starts again they begin to dance again. Discuss stillness.

Key Points:

- Pupils to react to the music stopping quickly.
- Pupils to show good body tension.
- Fingers and toes pointed.

Step:

- Increase the speed the music stops.
- Challenge pupils to balance using a certain number of body parts.

Main: Balancing

Revisit "what is balance" and identify the 5 large body parts that the pupils can balance on – front, back, side, bottom and shoulders. Pupils create balances using these large body parts whilst their neighbour observes for stillness and gives feedback; pupils can be chosen to demonstrate good practice.

Key Points:

- Balance is stillness, if the body and its limbs are tight/not loose then it is easier to balance.

Part 2:

Pupils choose 1 of their balances and practice holding this balance for 5 seconds using the feedback given prior. Pupils can make their balance easier if needed by thinking about their arm and leg design, having straight or bent legs and also the shape they make during the balance.

Pudding: Performance

Using stepping or leaping the pupils practise travelling 'towards' and 'away' from their chosen balance, pupils must be creative with their movements when in transition with their body going from high to low/low to high.

Pupils observe their neighbours sequence giving feedback and praise – can they teach each other their own routines to perform in unison?

Assessment for Learning:

- Are you looking forwards?
- Balance/tension to help pupils maintain posture in their body.
- Are they still? Are they tight?
- Unison – performing the actions at the same time.

Assessment:

All - Able to correctly perform a balance using any of the 5 large body parts.

Most - Able to correctly link stepping/ travelling to performing a large body part balance showing stillness and tension.

Some - Able to correctly link stepping/ travelling to performing a large body part balance using a piece of apparatus.

Key Stage 1

Lesson Topic: Jumping

Lesson Objectives:

Head: Learn to help others to improve technique.

Heart: Learn and perform a jump from 2 feet to 2 feet and perform 3 different shapes.

Hands: Learn to communicate positively with others.

Equipment: Mats or multi coloured cones.

Starter: Bean Game

Pupils are setup on their own mat or within a coned area. Introduce the different beans to the children and their actions:

Runner bean – run on the spot.

Jumping bean – jump on the spot.

Baked bean – curl up in a ball on the floor.

Call out the different beans and the pupils perform the correct action.

Introduce more beans:

Broad bean – make your body big and wide.

String bean – Stretch up tall.

Jelly bean – imagine your body is wobbling like jelly.

Chilly bean – shiver it's cold.

Key Points:

- Pupils react to the change in command.
- Pupils to exaggerate their movements.

Step:

- Increase the speed that the beans are called.
- Ask the pupils to think of new beans to add to the game.

Main: Jumping

Discuss the take off & landing for a 2 feet to 2 feet jump using the 5 key teaching points in different steps, pupils can demonstrate good practice:

1. Pupils place their feet together and circle their arms backwards and downwards at the same time as bending their knees.
2. Pupils circle their arms forwards and upwards as they straighten their legs to stand up.
3. Pupils practice lifting up off of their heels onto their toes to jump and provide flight.
4. Pupils land with feet placed shoulder width apart and toes slightly turned out.
5. Pupils bend their knees on landing and keep their back straight with their head looking forwards; arms are drawn down to help absorb the landing.
6. All of the steps are applied to perform a 2 feet to 2 feet jump.

Part 2:

Pupils are challenged to perform a 2-2 foot jump whilst introducing a stretch, star or tuck shape within the action, pupils are given time to practice the different jumps with shapes; pupils take it in turns to demonstrate their jumps with shapes to a neighbour whilst giving feedback.

Pudding: Performances

Pupils are to create a sequence to include travelling, shoulder roll, balance, 2 Feet to 2 feet Jump

Key Points:

- Are the movements controlled?
- Does the sequence look interesting?
- Is your head up and focused?

Assessment:

All - Able to correctly perform a 2 feet to 2 feet jump.

Most - Able to correctly perform a 2 feet to 2 feet jump linked with a shape.

Some - Able to correctly perform a 2 feet to 2 feet jump linked with 3 different shapes.

Key Stage 1

Lesson Topic: Hoop Spinning

Lesson Objectives:

Head: Learn how to spin a hoop.

Heart: Help others to improve performance and technique.

Hands: Perform a variety of activities at the same time as spinning a hoop.

Equipment: Mats or multi coloured cones.

Warm Up: In The Pond

Pupils are setup on their own mat or within a coned area.

Pupils kneel on their mat or in their area whilst the teacher calls out a command; in the pond (hands placed on the floor in front of knees), on the bank (hands placed on knees), in the air (arms raised in the air) – teacher can trick the pupils by putting their hands in a different position to the command, if a pupil gets a command wrong then they must do 3 star jumps and kneel back down.

Key Points:

- Pupils reactions to commands.
- Pupils to exaggerate actions.

Step:

- Increase the speed at which the commands are given.
- Challenge pupils to create new commands for the group.

Main: Hoop Spinning

Pupils have time to practise spinning a hoop on the spot by holding the top of the hoop between the thumb and first 2 fingers using a twisting action to rotate the hoop.

Step:

- Challenge the pupils to performing a stork stand or arabesque until the hoop stops spinning.
- Challenge the pupils to run all the way around the hoop back to the start before the hoop stops spinning.

Pudding: Performance

In pairs (with their socially distanced neighbour) the pupils create a short sequence of actions/skills that can be performed with the hoop.

Can the pupils include some actions from previous weeks travelling, shoulder roll, balance, jump.

Evaluating and Improving:

- Did they show tension/stillness whilst balancing?
- Could the pupils spin the hoop using both hands?
- Could the pupils use the hoop within their performance?

Assessment:

All - Able to correctly spin a hoop on the spot.

Most - Able to hold a balance whilst their hoop is spinning on the spot.

Some - Able to correctly use a hoop whilst performing a short sequence.