

SUPER SCHOOLS



Active Bubbles

KS2 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.

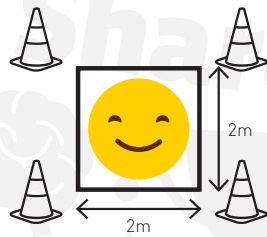
People:

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.

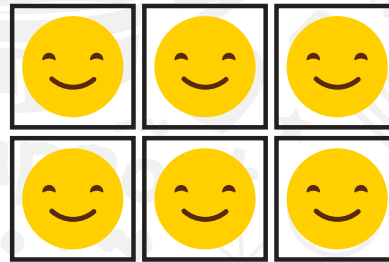


How do I set up the areas for the pupils to safely work in?

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.



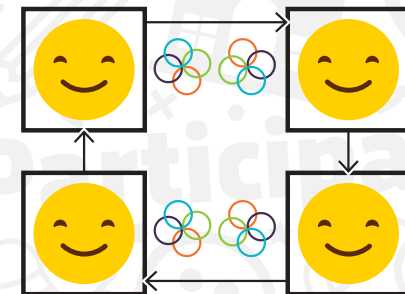
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



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 stepping techniques to travel.

Week 2: Learning how to spin as a travelling action.

Week 3: Learning how to perform a forward roll.

Week 4: Learning how to jump in different directions.

Week 5: Learning how to perform a handstand.

Key Stage 2

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 2

Lesson Topic: Spinning

Lesson Objectives

Head: Learn how to increase the speed of a spin.

Heart: To provide effective feedback to help their neighbour improve their spin.

Hands: How to spin on point.

Equipment: Mats or multi coloured cones.

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: Spinning

Discuss the difference between spinning and turning; pupils extend their arms to the side and turn around twice but on the third rotation they drop their arms to the side - What happens when our arms are dropped to the side? Answer. We speed up.

1. Clockwise spin – Pupils practise standing and placing their right leg and arm forwards whilst extending their left arm to the side/rear; from this position pupils bend their right arm and transfer their weight from their back foot to their front foot whilst opening their bent arm to rotate the chest.

2. The pupils now rotate on their front foot to create the spin – pupils can draw the extended arms and leg into their body if they wish to speed up or can extend their arms sideways if they wish to slow down.

Pupils take it in turns to demonstrate their spin to their neighbour and provide feedback.

Part Two:

Spinning with travel for a clockwise spin.

Pupils stand with their arms extended to the side before stepping forward with their right foot and following around with their left foot so they land facing 90 degrees to the right of how they started; pupils continue this process 3 more times until they are facing the same way they originally started but have now travelled with a spin.

Part Three:

Pupils practise stepping/travelling 'towards' and 'away' from either of the 2 spins that have been covered; ensure that the pupils step/travel out of the spin in the direction that the movement takes them eg forwards/backwards/sideways.

Pupils take it in turns to demonstrate their travel with a spin to their partner and provide feedback.

Pudding: Performance

Pupils work with a neighbour to create a short sequence by linking 2 spins together – these can be directly linked or there may be a step/travel between them.

Evaluating and Improving:

- Each pair watches another neighbouring pair and gives feedback.
- Did they use mirror?
- Did they show a difference between spinning and turning?
- Did they use their arms and legs to speed up or slow down?

Assessment:

All - Able to correctly perform a clockwise spin on the spot and as part of a travel.

Most - Able to correctly travel 'towards' and 'away' from a completed spin.

Some - Able to correctly link 2 spins together in a short sequence.

Key Stage 2

Lesson Topic: Forward Roll

Lesson Objectives

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

Heart: Help others improve their technique.

Hands: Perform a variety of rolls, exploring how to move in and out.

Equipment: Mats or multi coloured cones.

Starter: Rocking and Rolling

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

Choose a pupils to demonstrate the entry to a forward roll but not to execute the roll; the following numbers 1-5 are used to do this.

1. Starting in a standing straight stretch position, arms extended above the head.
2. Crouch down with arms extended forward.
3. Place the elbows on the knees, rock forwards and place hands, flat on the floor.
4. Straighten the legs, by lifting the bottom in the air.
5. Tuck the head in.

Key Points:

- Pupils do not perform a forward roll – only follow the steps above.
- Pupils must show enough strength in their arms to progress any further with the roll.

Main: Rocking and Rolling

Pupils sit in a tuck position rocking backwards and forwards trying to travel 'away' from their position to stand up.

Key Points:

- Pupils should try to stand without putting their hands on the floor.
- Pupils should try and keep legs together.

Part Two:

Pupils should explore how they can travel in and out of the different rolls using shapes/ travel/balances etc.

- Log roll
- Egg Roll
- Shoulder roll
- Teddy bear roll
- If you feel confident that a pupil can safely perform the forward roll, watch their first attempt.

STEP:

- Challenge the pupils to use different ways of travelling in and out.
- Ask pupils to think of high/ medium/ low levels,

Pudding: Performance

- Using the rolls from the last activity pupils should create a sequence.
- Once they have created their sequence they should teach it to their neighbour.
- Can pupils link the two sequences together and perform in Unison.

Evaluating and Improving:

- Pupils watch each other and give feedback.
- Did they use the 5 steps?
- Did they show ways to travel 'towards' and 'away'?
- Did the performance look good?

Assessment:

All - Able to perform actions 1-5 for the entry to a roll.

Most - Able to perform an unassisted forward roll.

Some - Able to correctly perform a forward roll and exit safely to travel 'away'.

Key Stage 2

Lesson Topic: Jumping

Lesson Objectives

Head: Learn to jump and land in different directions.

Heart: Improve their partners jumps and landings.

Hands: Create a sequence of jumping patterns.

Equipment: Mats or multi coloured cones, flat markers, chalk or stickers.

Starter: Jump and Land

Pupils are setup on their own mat or within a coned area. Split the class into groups of 4/5, still using their area. Give them a team number, when their number is called the pupil must jump and land whilst performing the requested shape by the teacher (Stretch, Star, Tuck, ½ Turn & Full Turn). The groups gather points based on the following criteria:

- Perfect landing – 5 points.
- Small step – 3 points.
- Large step – 2 points.
- Hands touching the floor – 1 point.
- Fall over/in the wrong shape – 0 points.

Pupils must have had a prior experience of jumping with the correct arm movement (See KS1) and have a good knowledge of different shapes. Each of the 5 different stations should be introduced and a demonstration showed on each one to show full understanding. The 5 activities can be delivered one after the other or split across the groups to take turns having a go.

Main: Jumping

Station 1 – Compass jumps: Standing on a rubber spot the performer has to jump off of 2 feet to land on 2 feet in the direction the instructor calls (North, South, West, East, NE, SE, SW and NW); after each jump the performer should jump back onto the centre spot. Pupils take it in turns and rotate roles.

Station 2 – Hopscotch: Create a variety of jump patterns on the different spots – jumping on every spot with the right/left foot, jump on every spot with both feet, criss cross etc.

Station 3 – Springboard pattern:

Pupils step onto the green spot where they start with their arms out forwards before pushing their arms backwards and downwards and jumping to land with 1 foot on each of the blue spots. Pupils then swing their arms forwards and upwards to rebound from the blue spots to the red spots landing on 2 feet.

Key teaching points:

- Ensure that pupils are using the correct arm movement (circling before take off and straight when landing).
- Pupils should show a good quality and strong shape during the jump as well as take off and landing.

Pudding: Performance

Pupils to create a sequence using the actions they have learnt so far, these should include spinning, rolling, jumping.

Shapes/balances/stepping/travelling/leaping can also be used.

Evaluating and Improving:

- Did they circle their arms?
- Did they have bent/straight legs at the right times?
- Did they point their toes?
- Did they maintain balance on landing?

Assessment:

All - Able to perform a jumping sequence consisting of the correct jumping and landing technique in different directions.

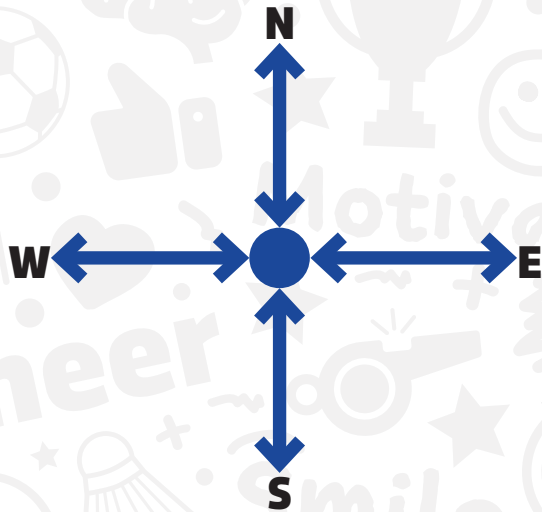
Most - Able to perform a sequence of jumping patterns whilst maintaining balance.

Some - Able to use jumping to create an effective performance.

Stations

Station 1:

Compass Jump



Station 2:

Hop Scotch



Station 4:

Springboard Foot



Key Stage 2

Lesson Topic: Handstands

Lesson Objectives

Head: Understand the individual steps to perform a handstand.

Heart: Give effective feedback to help others improve their performance.

Hands: Perform the steps progressing towards a handstand.

Starter: Simon Says

Pupils are setup on their own mat or within a coned area. Coach/ Teacher must call out a shape or action 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/action correctly do not get a point.

Shapes: Tuck/Straddle/Star/Pike/Stretch tall/Dish/Arch/Stork balance/arabesque/Spin/Jumps

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: Handstand

Pupils should only move onto the next section if they are able to complete the last instructions.

1. Stand with arms raised above their head.
2. Raise one leg in the air.
3. Step forward into a lunge position with their front leg bent and their back leg straight.
4. Pupils place their hands on the floor and raise their back leg to create a needle stand.

Part Two:

From the position at the end of Activity 1 pupils complete the next 2 steps.

5. Lower their raised leg to rejoin their support leg.
6. Raise their initial support leg to perform a needle stand on the other leg.

Part Three:

From the position at the end of Activity 2 pupils practice kicking/swinging in the air through the next steps to show the motion performed at the beginning of the handstand, however they must not perform a handstand at this time;

7. Push up from the bent leg to swing upwards whilst changing legs to create a needle stand on the other leg – there will be a short moment of time where the body weight is supported on the hands as the legs switch over.

Key Points:

- Pupils should take their time and try to not use too much power.
- Strong arms and legs.
- Pointed hands and toes.
- Good body tension.

Pudding: Performance

Pupils to compete against each other with who has the most controlled and longest held handstand. This could be done as a knockout style tournament.

Evaluating and Improving:

- Did they understand the different steps?
- Did they perform a handstand assisted?
- Did they have bent/straight legs at the right time?
- Did they point their toes?

Assessment:

All - Able to perform the entry steps for a handstand to create a needle stand.

Most - Able to perform a handstand with the assistance of others.

Some - Able to perform a handstand using the correct steps unassisted.

Key Stage 2

Lesson Topic: Creating Sequences

Lesson Objectives

Head: Identify what makes a good sequence.

Heart: Learn to communicate positively with others.

Hands: Perform a sequence with a partner to include a jump, a balance and a roll.

Starter: Simon Says

Pupils are setup on their own mat or within a coned area. Coach/ Teacher must call out a shape or action 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/action correctly do not get a point.

Shapes: Tuck/Straddle/Star/Pike/Stretch tall/Dish/Arch/Stork balance/arabesque/Spin/Jumps

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: Building a Sequence

Pupils should work with their neighbour to create the sequence below.

**Travel - Balance – Travel – Roll –
Travel – Balance – Travel**

The pupils should try to use the mat for consecutive skills eg balance – travel – roll, pupils should travel away from the mat after the balance before then returning to the mat for the roll.

Key Points:

- Think about the quality of movement and smooth transition.
- Pupils must be able to comfortably perform the skills chosen – team-work.

Part Two:

After the pupils have practised and learnt their 5 or 7 skill sequence they can add and to use the 3 different movement concepts within their sequence:

- **Unison** – Working together at the same time.
- **Mirrored** – Working opposite each other as if the pupils are looking in a mirror.
- **Canon** – One pupil performs the sequence 2 or 3 actions ahead of their partner.

Key questions to ask/think about:

- Each pair sits next to another pair and watch each other's sequence and give feedback.
- Were they in time?
- Did they circle their arms?
- Did they have bent/straight legs at the right times?
- Did they point their toes?

Pudding: Performance

In their pairs the pupils show their performance to another pair; pupils will receive and give feedback on what was good about the sequence and what could be improved.

Evaluating and Improving:

- Each pair watches each other's sequence and give feedback.
- Were they in time?
- Did they circle their arms?
- Did they have bent/straight legs at the right times?
- Did they point their toes?

Assessment:

All - Creating a 5 or 7 skill sequence based on the skills that they "can do" or "can do well".

Most - Correctly travelling "towards" and "away" from a skill in a 5 or 7 skill sequence.

Some - Effectively using unison/mirror or canon with a 5 or 7 skill sequence.

Key Stage Two Core Gymnastic Skill Assessment



Rolling

Log Roll
Egg Roll
Side Roll
Forward Roll
Backward Roll
Teddy Bear Roll



Balance

Dish
Arch/Hollow
Shoulder Balance
Stork Stand
Needle Stand
Arabesque
Headstand
Handstand



Jumps, leaps, spin & Turns

One - One
One - Two
Two - Two
Two - One
One to the other

2 to 1 Leap
Cat Leap
Change Leg
Stag Leap

1/2 Turn
Full Turn

1/2 Spin
Full Spin

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Spin with travel



Stepping

Forward
Backward
Sideways
Straight Leg
Bent Leg
Cartwheel



Shapes

Straight
Tuck
Pike
Star
Straddle



Not Comfortable
Working towards
Can do
Can do well