

# SUPER SCHOOLS



**Active** Bubbles

**Athletics**

# 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.

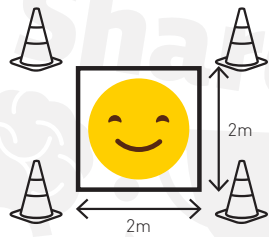
## People:

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.

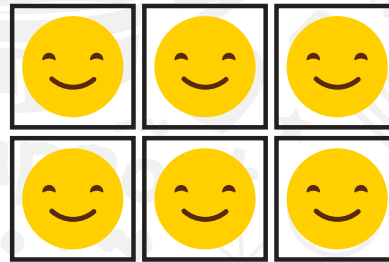


# How do I set up the areas for the pupils to safely work in?

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.



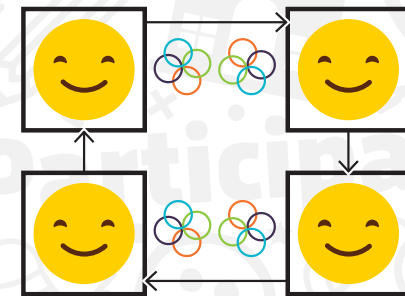
Pupils can work with another pupil in the square next to them whilst sharing equipment that's been cleaned, if this isn't allowed then pupils can still work with others e.g. using a hockey stick to pass a ball to a partner.



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.

# Active Bubbles

## PE Athletics: Sprinting

### Learning Objective:

Improve basic skills for acceleration

### Head:

Understand how to perform a good sprinting technique

### Heart:

Be able to evaluate own technique

### Hands:

Demonstrate a good running technique for speed

### Step Adaptations:

Space, Task, Equipment and People

- Perform movements backwards and sideways
- Teacher to shout out which cone to move to
- Vary speed of movements
- Pupils shout out movements

### Equipment List:

4 Cones per pupil (4 different colours, pupil keeps own cones)

### Warm Up:

Each student marks out square with cones (2m away from other students). Inside their square perform the following fundamental movements:

- Running
- Hopping
- Sidesteps
- Skipping
- Jumping

Pupils to perform on command of teacher, approx. 30 seconds for each movement.



## Main Activity:

Place 3 cones 5m apart, start standing on one cone, on command of teacher sprint to middle cone and back. Get a partner to count how long it takes.



**Start**



**5m**



**10m**



**15m**

## Teaching Points:

**Ready Position:** Strongest foot forward, head down, lean forward.

**Sprint start:** Start on one knee, weak foot forward, hands near front foot, leaning forward.

**Sprint:** Head rises, big strides, swing arms, arms bent at elbow, (hips to lips). Run straight.

**Finish:** Lean forward at finish.

## Step Adaptations:

### Space, Task, Equipment and People

- Increase/decrease distance
- Change cone to run to
- Change starting position, (lie on front, lie on back, cross legs)
- Turn into Relay Race
- Student collects item at finish line. (e.g. cones/bean bags)

## Cool Down:

Pupils ask themselves the following questions:

- How would you improve your starting position?
- What do you do with your arms during the race?
- How do you finish a race?

Students to collect in own equipment, ready for cleaning.





# Active Bubbles

## Throwing For Distance

### Learning Objective:

Improve throwing technique to increase distance

### Head:

To understand the different steps of an overarm throw

### Heart:

To be able to give feedback to other students how to improve their throwing technique

### Hands:

Be able to perform an overarm throw over distance

### Step Adaptations:

Space, Task, Equipment and People

- Throw with weaker hand
- Throw and catch with weaker hand
- Decrease area to catch in
- Use different equipment
- Catch on one leg
- Start sitting, catch the ball standing

### Equipment List:

- 4 Cones per pupil (4 different colours, pupil keeps own cones)
- Tennis ball/bean bag/large ball (students use same ball for whole lesson)

### Warm Up:

Mark out area with cones, 2m away from other pupils. With a ball, throw and catch whilst performing the following actions:

- Clap
- Bounce the ball and clap
- Catch the ball with both feet off the floor
- Catch above head height
- Catch as low to the floor as possible



## Main Activity:

Each student places 3 cones 5m apart to mark out distance of throw, start standing on one cone, with 2m on either side from other students. Experiment throwing different objects to see how far each travels. (each student should use their own equipment)



**Start**



**5m**



**10m**



**15m**

## Teaching Points:

Stand side on in direction of throw, with one foot in front of the other, Eyes forwards, hold the ball by your ear. Other arm pointing at 45 degree angle above target. Step forward on throw.

## Step Adaptations:

### Space, Task, Equipment and People

- Increase/decrease target distance
- Change throwing hand
- Use different equipment (e.g. students need to use their own equipment)
- Add a run up into throw, or change starting position (cross leg/kneeling/sat down)
- Add points scoring system

## Cool Down:

In pairs, watch each others throwing technique. And ask the following questions:

- How do you stand for your starting position?
- What would you do with your non-throwing hand?
- Where do you hold the ball at a start of a throw?

Students to collect in own equipment, ready for cleaning.



# Active Bubbles

## Throwing For Accuracy

### Learning Objective:

Improve throwing technique to improve accuracy

### Head:

To understand the different steps of a push throw

### Heart:

To be able to show resilience during activity

### Hands:

Be able to perform an accurate push throw with good technique

### Step Adaptations:

Space, Task, Equipment and People

- Throw with weaker hand
- Increase distance between hoops
- Use different equipment
- Throw from different starting positions
- Change hoop size

### Equipment List:

- 4 Hoops per pupil (pupils use own equipment)
- Tennis ball/bean bag/large ball

### Warm Up:

Pupils space hoops apart in a square, start in the middle moving around the area using fundamental movements with a bean bag/ball.

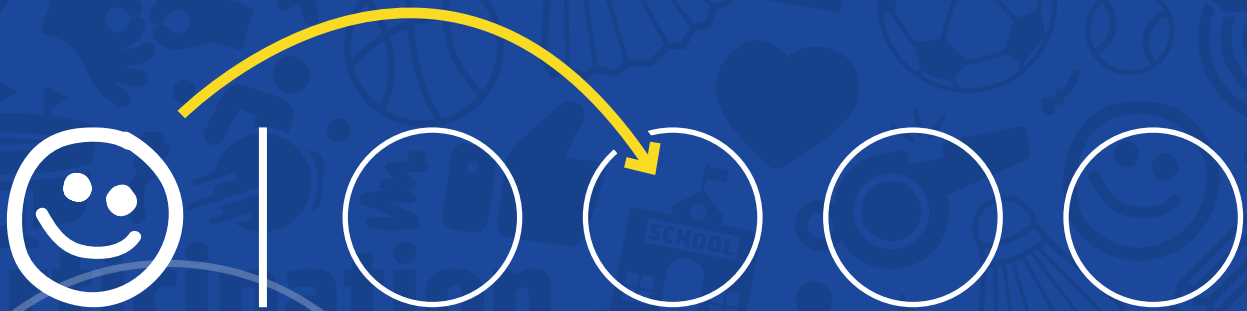
Teacher shouts out two numbers, first number is hoop is the must run to and stand in, and second number is the hoop they must throw the bean bag/ball in to.





## Main Activity:

Each student places 4 hoops 2m apart to mark out distance of throw, start standing on one cone, with 2m on either side from other students. Use a push throw to try and hit the target. (Use own equipment)



## Teaching Points:

Stand side on in direction of throw, with one foot in front of the other, cushion the ball against your neck under your ear, bend back knee, and look at your toe. To throw, twist at the waist, extend the arm fast and straight on release at a 45 degree angle.

## Step Adaptations:

### Space, Task, Equipment and People

- Increase/decrease target distance
- Change throwing hand
- Pick a different target (e.g. bucket/stumps)
- Add a run up into throw, or change starting position (cross leg/kneeling/sat down)
- Add Points scoring system

## Cool Down:

In pairs, watch each others throwing technique. And ask the following questions:

- What are the key points of a push throw?
- How did you improve your accuracy?
- What would do differently next time to improve?

Students to collect in own equipment, ready for cleaning.



# Active Bubbles

## PE Athletics: Jumping for Distance

### Learning Objective:

Improve ability to jump over a long distance

### Head:

Be able to describe good jumping technique

### Heart:

Be able to evaluate own jumping technique

### Hands:

Improve ability to jump over a long distance

### Step Adaptations:

Space, Task, Equipment and People

- Add more numbers/movements
- Children call out numbers
- Change direction of movement (e.g. backwards/sideways)
- Increase/decrease area size
- Call out more numbers

### Equipment List:

4 Cones per pupil (pupils use own equipment)

### Warm Up:

Each pupil marks out their own square, 2m away from other pupils. Teacher calls out different numbers, each number represents a different action.

1. Running
2. Side Stepping
3. Hopping
4. Skipping
5. High Knees
6. Jumping on the spot
7. Frog Jumps



## Main Activity:

Stand behind a line, perform a standing long jump, use a cone to mark your best jump. Try and beat your best score. Now try a running long jump, and see what the difference is, did you beat your previous score? Make sure all students have 2m between each starting position.



## Teaching Points:

**Standing Long jump:** Start feet shoulder width apart, bend knees slightly and swing arms back. Swing arms forward at take-off. Land on two feet and bend knees.

**Running Long Jump:** Start 5m behind line, run towards line, take off on one foot, land with two feet bending knees.

## Step Adaptations:

### Space, Task, Equipment and People

- Experiment with different shapes in air. (e.g. Star/tuck)
- Increase/decrease run up
- Add hurdles/object to jump over
- Add points scoring system for jumps
- Perform a single leg standing long jump

## Cool Down:

Pupils ask themselves the following questions:

- What do you do with your arms and knees during, before and after a jump?
- What did you do differently when performing a standing and a running long jump?

Students to collect in own equipment, ready for cleaning.



# Active Bubbles

## PE Athletics: Triple Jump

### Learning Objective:

Be able to combine multiple movements to jump over a long distance.

### Head:

Be able to describe good combination jumping technique.

### Heart:

To be able to give feedback to other students how to improve their combination technique.

### Hands:

Improve ability to combine movements together to jump over a long distance.

### Step Adaptations:

Space, Task, Equipment and People

- Teacher to add in more commands
- Increase/decrease speed
- Change direction of movement (forwards/backwards)

### Equipment List:

4 cones to mark out area for warm up.

### Warm Up:

Bean Game. Students to mark out area for warm up. Teacher shouts out different commands for students to follow.

- Broad Bean - Walk around as wide as possible
- String Bean - Walk around as tall as possible
- Runner Bean - Run around area
- Baked Bean - Curl up in a ball
- Jumping Bean - Jump around area





## Main Activity:

Stand on your strong leg behind a line, hop on to the same foot, skip on the opposite foot, finish by jumping and landing with two feet. Use a cone to mark your best jump. Try and beat your best score. Now try a running Triple jump, and see what the difference is. Did you beat your previous score? Make sure all students have 2m between each starting position on either side.



**Start**

**Hop**

**Skip**

**Jump**

## Teaching Points:

**Triple jump:** Start standing on one foot, bend knees slightly and swing arms back. Swing arms forward at take-off, land on same foot, then skip landing on opposite foot, then jump, land on two feet and bend knees.

**Running Triple Jump:** Start 5m behind line, run towards line, perform triple jump technique, landing with two feet and bent knees.

## Step Adaptations:

Experiment with different shapes in air.  
(e.g. Star/tuck).

- Increase/decrease run up
- Add hoops to land each jump in, to help visualise coaching points
- Add points scoring system for jumps
- Start on weaker leg

## Cool Down:

In pairs, watch each others Triple Jump technique and ask the following questions:

- What is the starting position for triple jump?
- How do you land safely?
- How would you improve your triple jump?

Students to collect in own equipment, ready for cleaning.



# Active Bubbles

## Olympic Relay

### Learning Objective:

Be able to combine running, throwing and jumping skills

### Head:

Be able to understand different, running, jumping and throwing techniques

### Heart:

To be able to show resilience during a competition

### Hands:

Be able to select and apply correct technique

### Step Adaptations:

Space, Task, Equipment and People

- Change direction of movement (forwards, backwards and sideways)
- Pupils perform jumps over the cones before returning to the middle
- Place bean bags on cones, pupils throw and catch the ball before returning to the middle
- Increase/decrease distance between cones

### Equipment List:

- 4 cones to mark out area for warm up (4 colours)
- Tennis ball/bean bag
- One Hoop per student

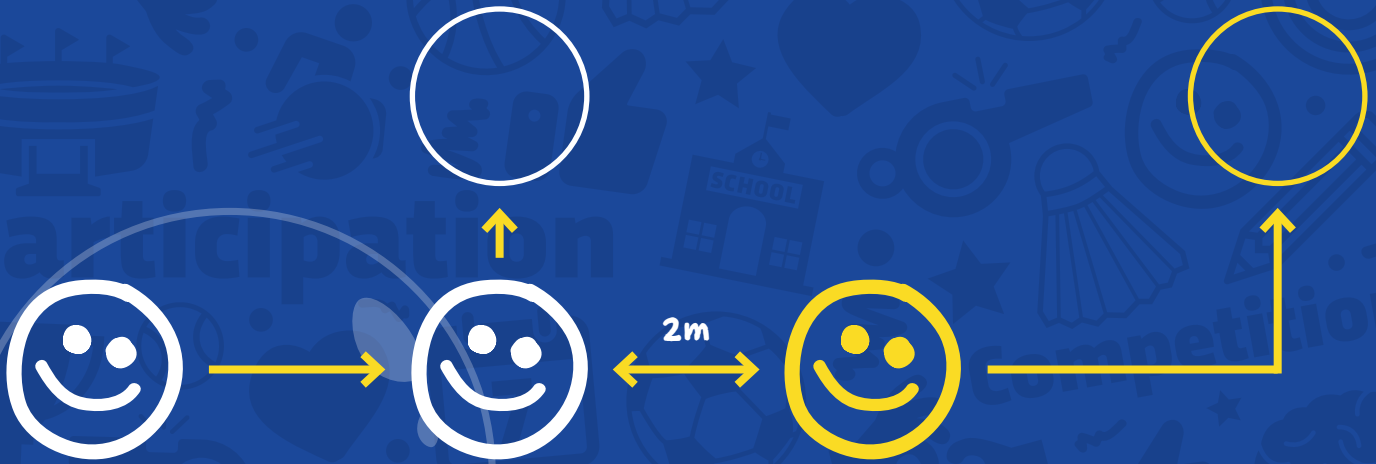
### Warm Up: Reaction Game

Pupils set out 4 cones in a square, with 4 different colours. Start by travelling around area using fundamental movements. Teacher will call out a coloured cone and pupils sprint to the cone and back to the middle of the square as quickly as possible.



## Main Activity:

Students work in pairs; one student will run carrying their bean bag. At the end of their run they throw the bean bag into a hoop and then jump into the hoop. Partners starting position is a minimum of 2m from other partners finish line. Then their partner can run their leg of the relay.



## Teaching Points:

Recap on previous teaching points for sprinting, throwing and jumping.

## Step Adaptations:

### Space, Task, Equipment and People

- Increase/decrease of running, throwing and jumping distances
- Use different equipment to throw
- Have competition with other pairs to complete relay in fastest time, and record scores
- Start on/use weaker leg/hand
- Rotate partners
- Allow children to create own relay races
- Pupils complete relay on their own

## Cool Down:

Pupils to ask themselves the following questions:

- Which skills are you most confident with?
- How would you improve your least confident skill?
- Compare your score with your partner, what did they do differently?

Students to collect in own equipment, ready for cleaning.

