

Social Distancing PE Activities

A selection of activities that can be delivered in school following guidelines from the government.

All activities have been modified where appropriate to adhere to social distancing rules and limiting the use of equipment with each 'bubble'.



@KJamesPE



The activities are explained with layers as a way to progressively build the steps for differentiation.

Adaptations are also noted where appropriate.

Equipment is listed for each activity.



IMPORTANT



- Activities trying to keep equipment to a minimum.
- Ensure all equipment used is sanitised before and after using.
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- Most of all, ENJOY, HAVE FUN AND KEEP SMILING!

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Athletics (1/3)

- Jumping
- Running
- Throwing
- Measuring
- Comparison
- Technique



Standing Long Jump

Children always jump from the starting cone. Each child to have 2 other colour cones to use as markers. Children to have laminated record sheet and drywipe pen to record scores. Tape measure running along the side of the working area to show distance. Use multiple tapes for easier reading.

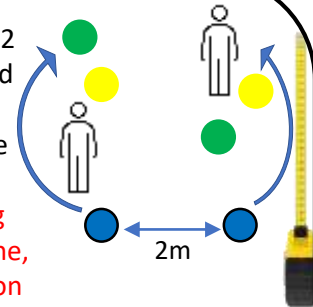
Layer 1 – With limited teaching points, children practise jumping from a standing position. Mark their best score with a colour cone, mark their next best score with a different colour cone. Record on sheet.

Layer 2 – Repeat task 1, but this time the children have to hold the landing of the jump for 3 seconds before recording their score.

Landing Safely Teaching Points. (Bend knees, soft landing, two feet, chin up)

Layer 3 – Repeat the task after introducing the teaching points for taking off. *Taking off teaching points. (Crouch down, springy legs, swing arms back and forth, slight rock of the body)* Can children beat their record from the first couple of tasks to now? Compare on record sheet.

Layer 4 – Children to lie down and place a cone at their head and a cone at their feet to mark the distance they have to try and beat. Can you jump further than your height?



Running Long Jump

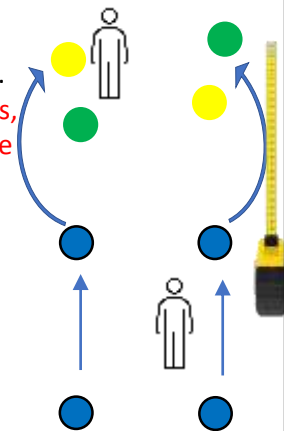
Children to work in the same area as the standing long jump. Each child to have 2 different coloured cones to use as markers and a laminated record sheet with drywipe pen. Measuring tape needed.

Layer 1 – After practising the standing long jump and its techniques, introduce a run and jump to land with limited teaching points. Have a practise, marking your score as you go and then rest (*What does this do to your score? Why do you think that?*)

Layer 2 – Discuss the word 'strides' and why it is important to time your strides well. Emphasise the 'foul' line at the cone if you overstep the cone (usually a line). Have a practise and record your score.

Layer 3 – Discuss the body shape when travelling through the air **and** pushing your body through the air. Show how your body must not fall backwards because the nearest point will be scored. Have a few practise goes and record your score.

Layer 4 – Children try and jump their height like in standing long jump. Can they double their height when they jump?





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Athletics (2/3)

- Jumping
- Running
- Throwing
- Measuring
- Comparison
- Technique

Standing Triple Jump (Hop, Step, Jump)

Children to work in the same area as the standing long jump and long jump. Each child to have 2 different coloured cones to use as markers and a laminated record sheet with drywipe pen. Measuring tape needed for distance. This jump has three parts, a hop, a step and a jump. Work on each step in layers.

Layer 1 – Working on the hop part, with limited teaching points, children practise hopping from one foot to same foot. Decide which leg is your strongest to take off. Practise the hop.

Layer 2 – Working on the step part and combining with the hop. This is where you change legs mid air. E.g. Hop with right foot > Step with left foot. Practise the hop and step.

Layer 3 – Now putting it all together. Hop > Step > Jump. E.g. Hop with right foot > Step with left foot > Jump with left foot. Land on two feet. Record score with markers and on laminated record sheet.

Running Triple Jump (Run, Hop, Step, Jump)

Same idea as the standing triple jump, except this time there is a run before the hop. Discuss what advantages this run gives to your score. Children may need to walk through this first to grasp the concept. Record scores on laminated record sheet.

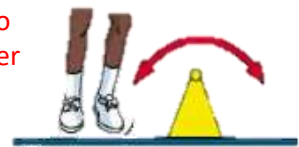


Speed Bounce

Children to work in pairs. One person bouncing, one person recording the score. Children will need two cones placed side by side to create a barrier to jump over. Stopwatches needed for timings,

Layer 1 – Children to jump forwards and backwards over the two cones in an allotted time. Keep both feet together. This can either be teacher controlled or partner controlled with a stopwatch. Record the score and swap over for a rest.

Layer 2 – Same principle, this time jumping side to side over the cones. Record the score on the laminated record sheet.



Sprinting

Children in pairs, practise the techniques for sprinting from A to B.

Layer 1 – Children take it in turns to practise a sprinting experiment. Sprinting in different ways: Arms by your side not moving; Head looking from left to right; Making the noisiest steps possible.

Layer 2 – How were these experiments difficult? What should sprinting look like? *Sprinting teaching points (pumping arms, head still looking ahead, heel-toe action light on your feet, knees up).* Practise technique from A to B. NOT A RACE. Sprint start position.

Layer 3 – Shuttle runs in pairs. Run to 1st cone and back, 2nd and back... Peer feedback. Use stopwatches to record time.





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Athletics (3/3)

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- Running
- Throwing
- Measuring
- Comparison
- Technique

Endurance Runs (KS2 Suited)

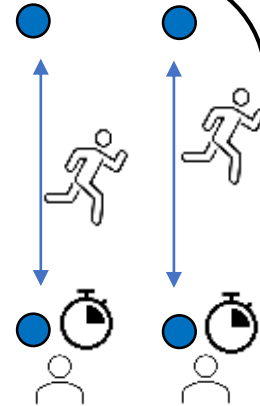
Children to run from A to B and cross the finishing line as close to a set time as possible. This activity will require stopwatches.

Layer 1 – Children in pairs or threes. In turns, record each other's times when running over a set distance. E.g. There and back twice.

Layer 2 – Ask children how long they think it'll take to run the same distance at half the pace (50%)? Have a go in turns and record the time.

Layer 3 – Practise the same activity but this time at 25% pace. Do your times match your predictions?

Layer 4 – Children to set their partner a time to cross the finish line and see how close to that time they can get. E.g. "Can you cross the finish line in 1 minute time?"



Hurdles

Children in pairs, to take it in turns to run from A to B over the hurdles on the track. (If hurdles are not available, use cones in a line but emphasise the need to show the same technique of jumping).

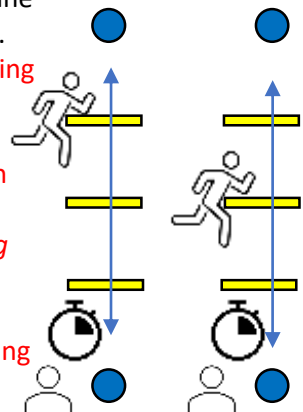
Layer 1 – Children practise getting their knees up high while running on the spot. (5 little steps > high knee). Decide which is their favoured leg to lift high and over the hurdle.

Layer 2 – Children to have 1 hurdle in front of them and approach slowly, then they practice the jumping action over the hurdle.

Discuss teaching points (high knee, leading leg followed by trailing leg, chin up)

Layer 3 – Children to practise their strides between each hurdle. Emphasise the importance of maintaining the rhythm when running to make it easier to clear the hurdle. Practise at a slow pace the jumping and stride over the hurdle.

Layer 4 – Putting it all together. Now practise at full speed and record your time on your laminated record sheet. Take it in turns.



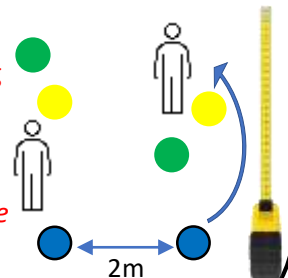
Shot Put Throw

Children to throw in the same direction. Measuring tape along the side to measure distance. 2 different coloured cones for markers. Use any ball that can be cleaned after use (cricket ball).

Layer 1 – Starting basic, Children practise a chest push while facing forwards. Getting used to the pushing action. *Teaching points for pushing the ball (Bend at the elbow and extend outwards, thumb pointing down, high elbow, wave bye to the ball)*

Layer 2 – Introduce side on throw (*Chin, knee & toe in line, hold the shot close to neck with high elbow, rotate hips and push the shot upwards, wave bye to the shot.*)

Layer 3 – Measure and record your efforts using the measuring tape.





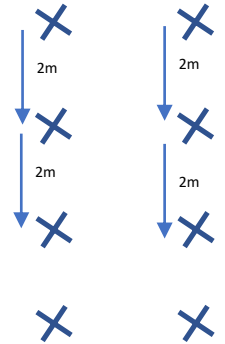
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Get in Order

Usually done on a bench, but children may line up on a rubber spot or chalked X 2m apart and order themselves in different orders. E.g. age, alphabetical, number of pets, house number, number of siblings.



- Communication
- Listening
- Questioning
- Understanding

Layer 1 – Practise organising a few categories, allowing communication.

Layer 2 – Now not allowed to talk when ordering, think of a different way to communicate.

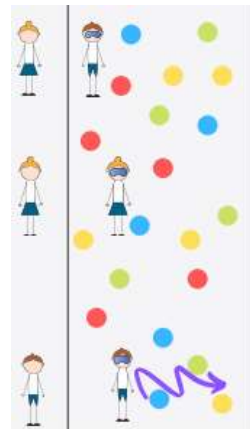
Adaptation – Questions can only be answered with yes and no.

Equipment – rubber spots or chalk.

ENSURE SPOTS ARE 2m APART AND CHILDREN PASS EACH OTHER WITH THIS DISTANCE IN MIND.

Minefield

Children in pairs with one blindfold between the two. Place a selection of coloured spots and/or cones in the playing area. One person is the guide, other person is the walker.



- Communication
- Listening
- Trust skills
- Strategies

Layer 1 – Children without the blindfold must guide their partner through the coloured spots using verbal instructions, helping them reach the other side. If a spot is touched, children must go back to the start. Swap roles.

Layer 2 – Children must not use the words forwards, backwards, left and right to communicate. (could use alternative words, noises and sounds, animal noises, claps).

Equipment – Blindfolds, cones.

PRIOR TO THE ACTIVITY, ENSURE EACH CHILD HAS THEIR OWN BLINDFOLD TO WEAR. DURING THE ACTIVITY, ENSURE WALKERS AND GUIDERS ARE 2m APART. CHILDREN DO NOT NEED TO TOUCH THE CONES.



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Mirror Reactions

Children in pairs, stood facing each other. A line of coloured cones set out in between the children. Teacher calls a colour out and children must react to touch the ground level with the cone (not touching the cone).

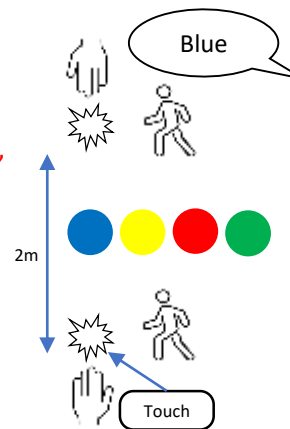
Layer 1 – Start with 3 coloured cones. Start with 1 instruction. E.g., 'Yellow!' – first one to touch the yellow area.

Layer 2 – Introduce more than one instruction. E.g. 'Yellow, Blue, Yellow' – first one to touch the area in that order.

Layer 3 – Add more colours. Use different body parts. E.g. 'Hand yellow, foot green, knee blue'.

Adaptation – Children could be in 3's to self manage the game, 1 person the caller, 2 people reacting. Swap after 3 points.

Equipment – Cones.



ENSURE PAIRS ARE STOOD 2m APART WITH CONES IN THE MIDDLE OF THEM. EMPHASISE NOT TO TOUCH THE CONE, INSTEAD, TOUCH THE GROUND OPPOSITE TO THE CONE.

Marble Run

Children in groups or as a full class. Children have to transport a marble/ball from the start line to the finish line or finishing tub using pipes/tubes.

Layer 1 – Children have a long pipe each and a marble/ball. Cannot use their hands to control the ball.

Layer 2 – Introduce obstacles that children must navigate around (cones) or over (bench).

Layer 3 – Children have a time limit to complete the challenge in.

Equipment – PVC pipes/ mailing tubes/ cardboard protective edges, marbles/ball.



ALTHOUGH THIS IS USUALLY DONE WITHIN CLOSE PROXIMITY, THIS CAN ALSO BE DONE WITH LONGER PIPES. ONE PERSON PER PIPE.

- Reactions
- Listening
- Processing
- Memory
- Patterns

- Communication
- Listening
- Concentration
- Judgement



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Calculator Order

- Reactions
- Listening
- Counting
- Memory
- Strategies

Split the class into 2 halves, or as a whole class. Mark out a rectangular area (calculator) big enough to space numbered spots on the floor (1-20). One team working at a time. All players must start behind a start line. Children must touch the numbers inside the calculator in order. Only 1 person is allowed in the calculator at a time. Teams are timed and a penalty is given if more than 1 person enters the area at one time.

Layer 1 – Number spots scattered in the calculator area. Children start on the start line and run into the calculator to touch and shout the number. E.g. Run in, '5!', Run out. When the final number is touched, the timer stops when all children are past the finish line. Teacher to time how long it takes from crossing the start line to crossing the finish line.

Layer 2 – Discuss how the team can make their attempts quicker next time round. Suggest strategies such as clarity of communication, the whole team standing around the calculator or each player being responsible for set numbers.

Adaptation – If you have two sets of spots, both halves of the class can be working at the same time against each other. Can make spots using pen and paper.

Equipment – Cones (or tape) to mark out a calculator and a start/finish line. Numbered floor spots.



CHILDREN TO MAINTAIN 2m WHEN STOOD AROUND THE OUTSIDE OF THE CALCULATOR. COULD HAVE CONES TO MARK 2m DISTANCE WHEN NOT IN THE AREA. TOUCH SPOTS WITH FEET INSTEAD OF HANDS.



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Mastermind

- Trial and error
- Memory
- Strategy
- Patterns

Children in groups of 3. Each group to have 2 sets of different coloured cones. Within the group, one person is the Mastermind, the rest are Codebreakers. The Mastermind creates a pattern with their coloured cones behind some sort of barrier so that the rest of the team can't see. The Codebreakers race 1 by 1 to place their cones in a line to try and match the Mastermind's pattern. Mastermind reveals a correctly placed cone by revealing that cone to the Codebreakers. Keep going until the code is broken then change Mastermind.

Layer 1 – Begin with less cones depending on age group to allow children to get used to the game.

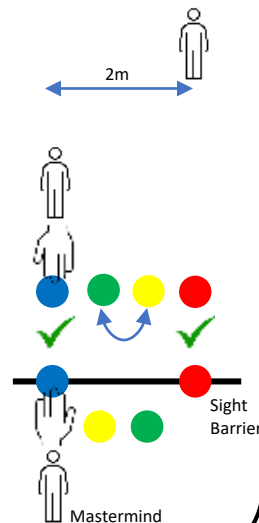
Layer 2 – Increase the number of coloured cones being used.

Layer 3 – Rather than revealing the coloured cone that is correctly placed, the Mastermind reveals a neutral colour on how many they have in the correct position. E.g. If a green and red cone are in the correct order, Mastermind reveals 2 neutral cones in any order. If the green gets removed from that order and red remains, 1 neutral cone is removed as only 1 cone is in the correct order, etc.

Adaptation – Mastermind could hold their code on a piece of paper if a barrier cannot be made.

Equipment – Cones (different colours), some kind of sight barrier.

CONES WILL BE HANDLED BY CHILDREN IN THIS ACTIVITY, SO PLEASE ENSURE THEY ARE WIPED BETWEEN ACTIVITIES AND CHILDREN SANITIZE BEFORE A NEW GAME.





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Toxic Waste Removal

- Collaboration
- Strategy
- Communication
- Reciprocity

Children in groups of 6. Each group has 2 buckets, 3 ropes and some scrunched up paper inside one bucket. Place the buckets apart from each other, with a ring of cones circling each bucket, this is the no go area! Teams must work together by using the ropes to transport the bucket of paper to the empty bucket, without spilling the paper.



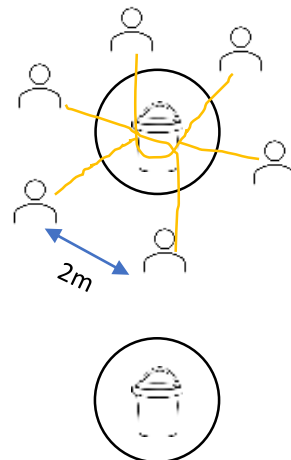
Layer 1 – Children to transport the bucket of paper and place on top of an upside down bucket to get used to the moving action with the ropes.

Layer 2 – Children must complete the paper transfer by tipping the bucket carefully using the ropes.

Adaptation – Set the scene of a toxic waste area with radiation zones and waste removal!

Equipment – Buckets, ropes, cones, scrap paper.

ROPES HANDLED BY THAT ONE PERSON THROUGHOUT THE ACTIVITY, CHILDREN TO REMEMBER WHICH ROPE THEY HELD. CAN BE DONE STOOD 2m APART WHEN CARRYING THE BUCKET AND ADDS AN EXTRA CHALLENGE TO REMAIN APART. PAPER CAN GO IN THE BIN WHEN SESSION HAS FINISHED.



“Say What do What”

- Listening
- Thinking
- Processing
- Reacting

Children in a circle, stood apart, facing inwards. Announce to the group to ‘Say what I say, and do what I say’.

Layer 1 – Practise the four commands, ‘Jump in, Jump out, Jump left, Jump right’.

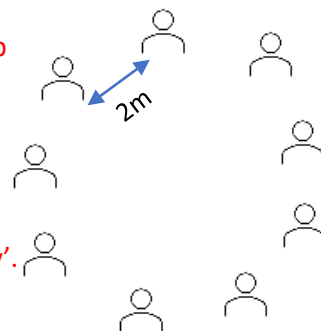
Layer 2 – Now instruct the group to, ‘Say the opposite of what I say and do the opposite of what I say’.

Layer 3 – Now, ‘Say what I say, and do the opposite of what I say’.

Layer 4 – Now, ‘Say the opposite of what I say and do what I say’.

Equipment – None.

CHILDREN TO STAND 2m APART. ENSURE THIS DISTANCE IS KEPT THROUGHOUT.





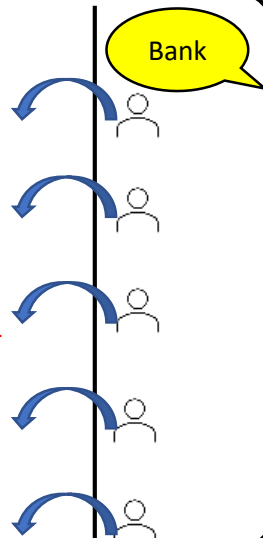
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River Bank

Children line up along a line, spaced apart. Two instructions to follow, 'River' and 'Bank'. On river, jump over the line into the river. On bank, jump behind the line onto the bank.



- Listening
- Thinking
- Processing
- Reacting

Layer 1 – Practise the game of river bank with easy to follow instructions.

Layer 2 – Speed up the instructions with a few repetitions to try and catch people out.

Layer 3 – If you make a mistake now, you must make your way to the end of the line. Aiming to work your way up the line to the other side. Winners at the other side of the line

Equipment – None.

CHILDREN TO STAND 2m APART. ENSURE THIS DISTANCE IS KEPT THROUGHOUT WHEN PASSING EACH OTHER IN THE LINE

Splat!

Children in a circle, spaced apart. 'Splatter' stands in the middle. Children make a splat gun with their hands together. Splatter will 'Splat' a person by pointing and shouting 'Splat!' at them. That person must duck while the two people either side turn to splat each other. You are out if:

- the person doesn't duck
- you are last to splat your neighbour

Equipment – None.



CHILDREN TO STAND 2m APART. ENSURE THIS DISTANCE IS KEPT THROUGHOUT.

Zip-Zap-Boing!

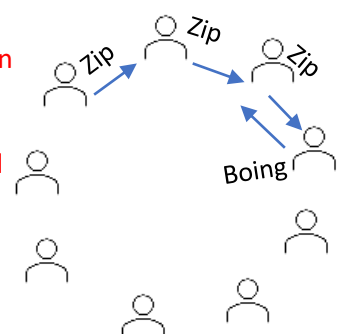
Children in a circle, spaced apart. 3 words needed, 'Zip, Zap, Boing'.

Layer 1 – Pass the Zip. Starter turns and points to the person on their left and says 'Zip', the next player continues to 'Zip' that way.

Layer 2 – BOING. Now a player can 'Boing' the 'Zip' to rebound where the zip just came from, the 'Zip' now becomes a 'Zap', which gets passed in the other direction.

Layer 3 – The 'Boing' can go to anybody else in the circle.

Equipment – None.



- Listening
- Thinking
- Processing
- Reacting

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Hula Hoop Noughts and Crosses

Children in two teams. Set up a Noughts and Crosses grid using Hoops (3x3). Teams to start at the top and must attempt to place three coloured cones in a row to win the game.



Layer 1 – Team A has 9 cones of the same colour, Team B has 9 cones of a different colour. Players run out one by one to place their cone in a hoop to claim that hoop as theirs. If a team gets 3 in a row diagonally, vertically or horizontally, they win.

Layer 2 – Now each team only has 3 markers to place down. If a winner is not found, the next player must run out and move one marker to an empty hoop until a winner is found. Can only move one marker at a time.

Adaptation – Perform different movements to the grid instead of running (side stepping, skipping, spin three times and run, jumping).

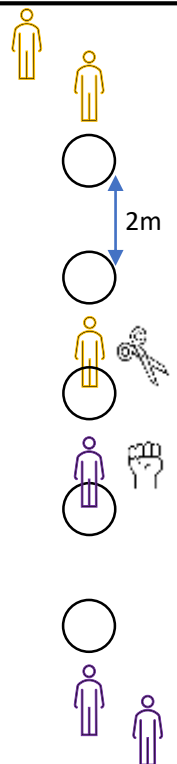
Equipment – Hoops, cones (2 different colours).

ENSURE TEAMS ARE STOOD 2m APART AND PLAYERS WAITING ARE 2m APART.

- Thinking
- Processing
- Movement
- Tactics

Hula Hoop Rock Paper Scissors

Children in two teams. Lining up at either end of a line of hoops. Children hop in the hoops and play rock paper scissors when they meet each other along the line.



Layer 1 – The first person in both lines must jump in the hoops and stop when they meet each other with no more hoops in between them. Player A and Player B have a Rock, Paper, Scissors duel. The winner (Player A) continues the hopping, the loser (Player B) exits the line. This is the cue for the next player (Player C) in Player B's team to come out and jump in the hoops until they meet player A for another duel. Win a point for your team if you make it to the other end of the line.

Layer 2 – Make interchanging lines of hoops so that the children must choose a pathway to go down. Ensure there are children at either end of the hoop.

Adaptation – Use cones if hoops are not available. Use cones as points at the end of each line.

Equipment – Hoops, cones.

ENSURE HOOPS ARE SPACED 2m APART WITH TEAMS ALSO SPACED 2m.

- Reactions
- Movement
- Tactics
- Alertness



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Arcade Dance Mat

Children to have their own set of 4 different coloured cones, set with one cone in front, one behind and two either side of their body. Ensure all children have the same colour cone formation. Each colour represents a step, like the arcade classic Dance Mat. Children will either copy a dance routine from YouTube 'Dance, Dance, Revolution', copy a teacher led dance routine or make up their own routine with a partner.



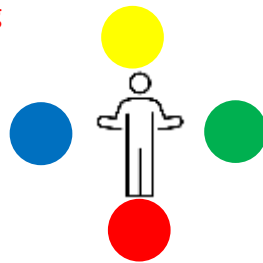
- Timing
- Repetition
- Rhythm
- Movement
- Coordination

Layer 1 – As all the YouTube videos are with 4 steps, begin practicing a simple routine with 3 coloured cones to familiarise positioning of cones.

Layer 2 – Add a fourth cone to include to the routine.

Adaptation – Use paper with arrows drawn on in different coloured if coloured cones are not available.

Equipment – Different coloured cones.



ENSURE CHILDREN ARE WITHIN THEIR OWN 2m SPACE.

Brain Spark 123

Children to stand facing a partner, 2m apart. The objective of the game is simple, count to 3 cooperatively, alternating who says what number.

- Processing
- Concentration
- Coordination
- Turn taking

Layer 1 – 'A' says 1. 'B' says 2. 'A' says 3. Then back to 1, 'B' says 1...

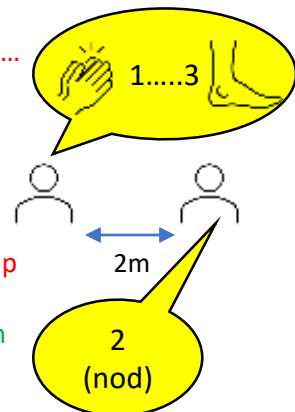
Layer 2 – Cooperatively count to 3, but this time whoever says 1 must clap at the same time.

Layer 3 – Cooperatively count to 3, but this time whoever says 1 must clap at the same time, and whoever says 2 must nod their head.

Layer 4 – Same as before, but this time whoever says 3 must stamp their foot at the same time.

Adaptation – Change the actions to add more challenges. Children can be in groups of 3, counting to 4.

Equipment – None.



ENSURE CHILDREN ARE WITHIN THEIR OWN 2m SPACE.



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Code Master

- Trial and error
- Sequences
- Memory
- Communication

Children to be in teams of 3 or 4. Within the team, there are 10 numbered spots (1-10). There will be 1 designated Code Master holding a number code displaying a random sequence of numbers 1-10. The other members of the team must one by one come out and try and solve the sequence.

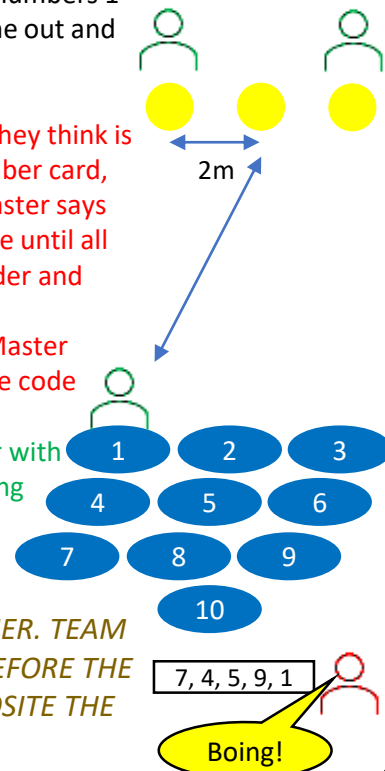
Layer 1 – 1st player comes out and stands next to a cone they think is first in the sequence. If it matches the Code Master's number card, they attempt the next number. If it is wrong, the Code Master says 'Boing' to bounce that person back to their team. Continue until all team members can stand next to all of the numbers in order and return to their cone. Swap Code Master.

Layer 2 – Teacher sets each group the same code (Code Master writes it down) and race to see which group completes the code first.

Adaptation – If number spots are not available, use paper with numbers on, or chalk the floor. Create codes with repeating numbers to increase difficulty.

Equipment – Number spots, Laminated number codes.

ENSURE TEAMS ARE SPACED APART FROM EACH OTHER. TEAM MEMBERS MUST RETURN TO THE STARTING CONE BEFORE THE NEXT PERSON GOES. CODE MASTER STANDING OPPOSITE THE NUMBERS.





IMPORTANT



- Activities trying to keep equipment to a minimum.
- Ensure all equipment used is sanitised before and after using.
- All children must wash their hands before and after the session.
- While the activities are planned with the intended 2m distancing, ensure frequent reminders are given throughout.
- Most of all, ENJOY, HAVE FUN AND KEEP SMILING!

Agility zone

Children in pairs, with four different coloured cones set up in a square shape (2m x 2m). One person calls commands (i.e. a colour cone), the other responds by moving to that cone.

- Reactions
- Listening
- Memory
- Agility
- Balance
- Coordination

Layer 1 – Person A starts outside the square, Person B starts in the centre of the square. Person A calls a colour within the 4 of the square. Person B runs and touches the cone and returns to the centre.

Layer 2 – After a few goes and change arounds, increase the challenge by the starting on your stomach, on your back, sitting down on your hands and repeat the exercise.

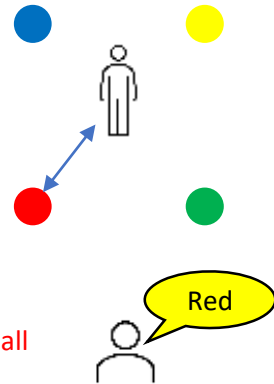
Layer 3 – Change the movement. Can only move facing forwards. Must start facing the other way. Can only hop to the cone etc.

Layer 4 – Introduce more colours to the square.

Layer 5 – Bring a ball into play and the responder must catch the ball after touching the cone.

Adaptation – Could all copy the teachers commands as a whole class activity.

Equipment – Different coloured cones, ball.



ENSURE SQUARES ARE SPACED APART AND THE CALLER IS 2m FROM THE RESPONDER.

Beat the ball

Children in a circle, spaced apart. The aim of the game is for one person to run around the circle and back to your space before the ball reaches your vacant space by being passed around the circle.

- Throwing
- Catching
- Running

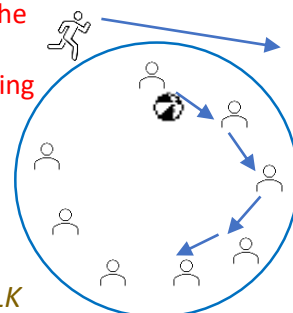
Layer 1 – Children to practise throwing the ball around the circle. Introduce a instructions like 'Change direction' and 'Skip a person'.

Layer 2 – Teacher nominates a runner. The runner starts with the ball and must throw to the person next to them, the ball follows this pattern. Meanwhile, the runner must run around the outside of the circle to get back to their space before the ball gets there.

Layer 3 – Introduce two balls, can you beat both balls before getting back to your space?

Adaptation – Use larger ball if the group are struggling to catch. Increase running distance for faster runners.

Equipment – Ball.



ENSURE THE CIRCLE IS 2m SPACED THROUGHOUT. USE CHALK OR CONES TO MARK OUTER CIRCLE FOR RUNNERS AWAY FROM INNER CIRCLE.