

# STROUD DISTRICT SCHOOL GAMES

## HOME EDUCATION ACTIVITY PACK

Physical education and activity is at the forefront of my work and attitude towards life, creating positive outcomes for every child, with this in mind I hope we can continue to create these approaches with the schools in a closure period.

### Ambitions

- Create an enjoyable atmosphere for physical activity
- Emphasise the positive outcomes
- Challenge yourself and children to keep improving and competing with themselves
- Link to other subjects to create cross curricular activities
- Try to active for 30-60mins a day
- Where possible record your activity– smart phone health apps, strava, simple timing how long you walked for and how many paces taken, this can be used for other subjects

### Start the day the active way

- Between the children getting ready and starting studies think:
  - what's our route to school normally– do we walk/scoot/ride/ drive
  - can you create a 15 minute activity to replicate your approach to school
    - walk to a shop, complete a circuit of an area to finish at home, explore a different area you wouldn't experience on your routine school commute
  - Treat this as though you're going to school, wrap up if cold/wet, similar duration and distance or more if required

### Your school day

- Create a timetable– factor in breaks and lunchtime active times– speak to your children about their usual play time routines and attempt to replicate intensity
- 15 Mins morning break and 30 min break lunchtime
  - Morning break– 15 mins
    - walk/jog/ride/scoot a different circuit to the pre-lesson session
    - make use of green areas/parks/ playgrounds for climbing, ball games– can you link to an lesson post break– rather than 15 mins break and return home, can you remain outside for studying of:

Geography– physical elements of your environment– water sources, hills, plants, trees

Art– draw, photograph, press, stencil

Forest School– den making, environment creation, tool making

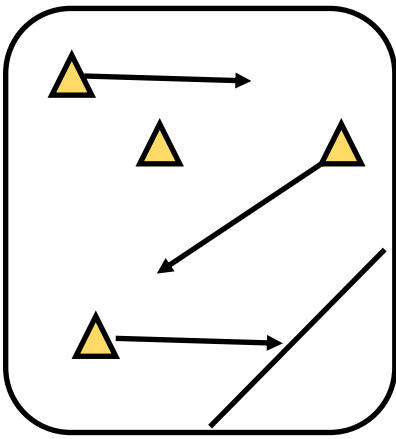
History– can you map an journey through historical elements of your community

- 30 minute lunch break
  - Think increased activity and intensity
  - usual playground games of tag are of high intensity– this intensity needs to be replicated where possible
  - utilise nearby green areas but with activities– trees, playgrounds, woodland, skate parks, tow paths, bike tracks (review Gov guidelines as to accessible areas and adjust appropriately)
  - timed circuits– can you hide items for children to find and time them when they're finding them
    - Can you make landmarks in an area and encourage them to reach all landmarks as quick as possible
    - Utilise equipment– balls, kites, scooters, bikes, hoops

### PE Lessons

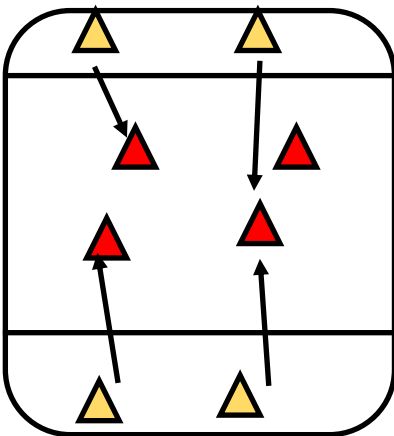
- Think easily achievable
- Athletics– walk, jog, run, throw, jump
  - can you make personal challenges to revisit weekly, Monday– athletics, keep the distances and times, these can be used for targets weekly and used for other subjects such as maths etc
- Ball games– whether with a sibling/parent you can– bounce single or both hands, throw and catch, movement with ball, ball to target, little 1 v 1's, can you create personal challenges, how many bounces before you lose control, how many catches before dropping, how many passes, how many goals, hoops shot
- Gymnastics/movement– youtube is a great resource for yoga and gym movements, these will keep your child strong and promote functional growth
- Fundamental skills– check attached activities, these can be completed in the house with house hold items, socks, balls, recycling,
- Debating– not active but can you set a question to debate– what is the best sport and why, who is the best athlete and why, cover specific sports, best role models,
- Orienteering– can you map out a route through your community, pinpoint certain locations and either using your smart phone/tablet or simply paper and pen record when you arrive at these locations, keep data and compare in the future (is there a pit stop for those well needed snack stops the kids love)
- Coordination– simple throwing and catching indoors and varying items , do you have mini air hockey, table football, do you active WII games
- Gardening– Spring is in the air– gardening is great activity without the recognition of exertion

## Activities for the home



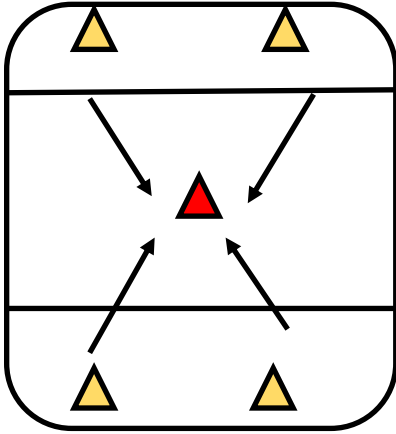
### Tails– opposed ball dribbling (Y Reception to Y6)

- Each child has a ball and a bib as a tail, each pupil puts the bib down the back of their shorts like a tail
- Pupils bounce around the area and aim to take tails at the same time whilst bouncing
- Pupils can go to safe area to tuck tails in
- Player with most tails at the end wins
- No holding onto tails to stop others taking tails
- Players can take more than one tail at a time
- Key Factors
  - keep a straight back
  - push the ball into the ground
  - Keep your head up (to see fellow players/space to move into)
- Can be played without balls, use any clothing item, can play in the garden



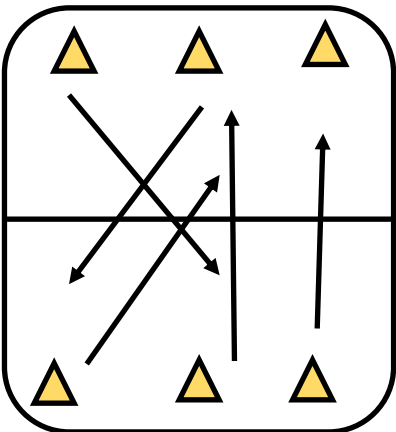
### Cone Strike– Static Target Striking (Y Reception to Y6)

- Two teams each positioned opposite each other behind a line of cones with a larger middle area
- Each player has a ball
- Pupils aim to hit the tall cones towards the opposing team's line
- If cones fall, pupils continue to hit them towards the line
- Pupils must stay behind line of cones when shooting, they can enter middle to gather ball and return to shoot
- Team with fewest cones nearest their line at the end of the game wins
- If a team strikes a cones over the opposing team's line it must stay there
- Progression
  - Reduce number of cones
- Key Factors
  - point feet and body towards the target
  - keep eyes fixed on the target
  - aim low at the base of the cones
- Can be played with plastic bottle, using rolled up sock to aim at the bottles, can be played inside or in the garden



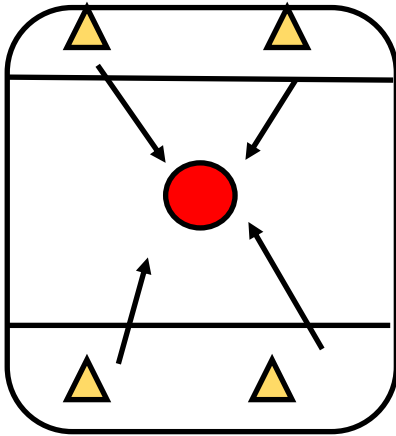
#### Stump Game– Static Target Striking (Y Reception to Y6)

- Two teams stand behind a line of flat cones, plastic cricket stumps in the middle of the centre area between both teams
  - Each pupil shoots simultaneously to hit the stumps over, stumps must fully topple for game to end, team that lands the defining hit wins
  - Pupils can enter middle area to gather ball but must return to their area to throw
  - Progression
    - remove a stump
    - gradually work to one stump remaining
  - Key factors
    - point feet and body towards the target
    - keep eyes fixed on the target
    - ensure you are in correct position before throwing/rolling ball
- can be played using socks and a bottle to knock down, inside or outside



#### Clean your Room– Mixed technique ball distribution (Y Reception to Y6)

- Two teams, area split into two
  - Each pupil has a ball
  - Pupils have to roll/throw ball across to other team's room
  - When command stop has been made, teams must stop and let the balls roll
  - Team with the fewest balls at the end of the allotted time wins
  - Progression
    - fewer balls available to distribute
    - limit the technique of pass to a certain technique
  - Key factors
    - point feet and body towards the target
    - keep eyes fixed on the target
    - ensure you are in correct position before throwing/rolling ball
    - look to pass the ball behind into space
    - always watch ball into hands to collect
    - keep tracking ball movement/ keep head up
- can be played inside or out– using socks or similar items to put into other area



#### Pinball– Moving target Striking (Y1/2– Y6)

- Two teams placed behind two lines of cones (blue circles)
- Each pupil has a ball
- Pinball is a different coloured ball in the middle of the area
- Pupils shoot at the pinball with the objective of hitting the ball towards the opposing team's line
- Game ends with the ball passing completely over opposing team's line
- Pupils can only use a ball to defend and must release their ball when striking the pinball
- If a pupil defends by using any body part to stop the ball from nearing their line their team loses
- Pupils can enter middle area to gather ball but must return to their side to throw
- Progression
  - making the pinball a smaller ball
- Key factors
  - point feet and body towards the target
  - keep eyes fixed on the target
  - ensure you are in correct position before throwing/rolling ball
  - look to pass the ball behind into space
  - always watch ball into hands to collect
  - keep tracking ball movement/ keep head up
  - keep feet moving to adjust position
- inside or outside– socks and a rolling target

## Cross Curricular Work– What can you link to physical activity to make lessons easier?

- Art-** create targets for activities shown on the Stroud District School Games Twitter and Instagram accounts Twitter– @SGOstroud Instagram– school\_games\_stroud  
Combine with a walk, take photographs, draw, wax crayon different surfaces
- Maths-** keep timings, distances, calories burnt and other stats from your physical activities to create an account of your activity, can you make work out of this....division, multiplication, adding, fractions, charts
- English-** can you write sports related stories, write sporting reports, watch a event from your chosen sport and write a newspaper report
- Geography-** create a route using map-o-meter website, exercise the route and record the stats, features along the way, physical and nature features
- History-** Research historic sporting events and describe their effect on the world. Create historical routes in your community and exercise these routes to create an account of the features of your community
- Science-** what muscles do you use for sports, what are the effects on the body, what dietary features can you involve, what does the environment do to your physical being
- Languages-** are there sport related topics you can use to entice the learning of languages, can you use foreign athletes to help explore languages and learn the main languages in the world
- PSHE-** Physical and mental wellbeing through exercise, confidence, self-esteem
- Computing—** create spreadsheets and databases for your physical activity records, create posters and scoring charts for your indoor activities, write reports for sports, write stories. Filming your activities and playing back to show techniques, manipulate films and edit photos.

