

Physical Education (PE)

Keeping Children Physically Active

Response to COVID-19

September 2020



Article 6: Children have the right to be healthy.

Article 31: Children have the right to rest and play.

Strong evidence proves that regular physical activity is associated with numerous health and education benefits for children. The UK Chief Medical Officers recommend that all children and young people should engage in physical activity of moderate to vigorous intensity for at least **60 minutes** every day.

What can we do to support this?

Many schools already offer an average of two hours of PE or other physical activities per week. However, we need to do more to encourage children to be active every day. It is suggested that at least **30 minutes of physical activity**

should be delivered in school every day through active breaktimes, extra-curricular clubs, active lessons or other sport and physical activity events. The remaining 30 minutes supported by parents and carers outside of school time.

(HM Government, Childhood Obesity Strategy 2016)

Following the closure of schools in March 2020, there will have been a significant decrease in the time spent taking part in physical activity, for some children.

Why is Physical Activity important?

Physical Activity can contribute to the physical, social and emotional wellbeing of all children, young people and staff within the school and its community. The link between health, Physical Activity and wellbeing is well established. The physical health benefits are frequently celebrated, but other ‘hidden’ benefits of daily engagement in moderate intensity activity can include:

- a sense of wellbeing
- improved social and moral development
 - enhanced self-esteem
- improved cognitive functioning and academic achievement in school.
 - reduction in anxiety and stress
 - opportunities for social interaction

Lockdown restrictions might cause pupils’ to return to school with:	Suggested lesson focus:	Intent (In response to Covid-19)
Loss of functional capacity	<ul style="list-style-type: none"> • Fundamental movements • Fitness Sequences/Circuits 	<ul style="list-style-type: none"> • Build stamina, strength and flexibility
Lacking movement competence	<ul style="list-style-type: none"> • Skills based activities (with equipment) • Movement and agility activities 	<ul style="list-style-type: none"> • Increase in basic movements (agility and coordination) stability (balance) and object control
Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> • Activities which focus on communication and collective performance (team building and problem solving) 	<ul style="list-style-type: none"> • Social interaction, connection, collaboration and teamwork
Anxiety, bereavement, trauma and stress	<ul style="list-style-type: none"> • Nature walk (around school grounds) • Daily Running Challenge • Yoga • Dance 	<ul style="list-style-type: none"> • Controlling breathing, controlling emotions and mindfulness • Self expression – how they are feeling
Inactivity	<ul style="list-style-type: none"> • Personal Challenges • Outdoor scavenger hunts 	<ul style="list-style-type: none"> • Connection with the environment and regaining perspective
Lack of motivation and confidence	<ul style="list-style-type: none"> • Personal Challenges 	<ul style="list-style-type: none"> • Engaged, confident and showing willingness to try new things

Daily Running Challenge

Children at St Wilfrid’s will run continually for a set number of minutes (depending on their year group). This is more manageable and due to the higher intensity workout; it will have a better impact on the children’s cardiovascular fitness and health.

The aim of this initiative is to:

- Improve the physical, emotional and social health and wellbeing of our children
- Allow the children to set and achieve **personal targets**
- Improve children’s cardiovascular fitness

- Allow **all children** to take part; all children will **succeed!**

Each year group will be given their start time and their maximum time. If the start time is easy for the children to manage then each week **increase** by 10 – 20 seconds (again depending on year group).

Important: You may think that I have given short times, Year 5 should be on 5 minutes. Pat Callaghan introduced to my class **3 minutes** and around 40% of the children were walking after 2 minutes therefore we are starting low and increasing.

For example:

- Nursery and Reception – 1 minute (Maximum time 2 minutes)
- Year 1 and Year 2 – 1 minute 30 seconds (Maximum time 3 minutes)
- Year 3 and Year 4 – 2 minutes 30 seconds (Maximum of 4 minutes 30 seconds)
 - Year 5 – 3 minutes 30 seconds (Maximum of 6 minutes)
 - Year 6 – 4 Minutes (Maximum of 8 minutes)

Introducing the initiative:

To introduce the initiative the children need to be aware of the **4 speeds**.

- Speed 1 – Walk
- Speed 2 – Light jog (Feet flat on floor)
- Speed 3 – Run – On the balls of your feet/toes
- Speed 4 – Sprint

Below is an example of how Year 5 will complete the exercise (splitting the timings):

Year 5 have just completed 3 minutes 30 seconds.

Children will all start on **speed 2**.

At 2 minutes, I will allow children to move to **speed 3**.

At 3 minutes, children will be allowed to move to **speed 4** for the Sprint finish.

Please note: Not all children will be able to move speeds, you can set individual targets such as, Jamie – you can move to speed 3 now (at 1 minute).

When can this be done?

Please use the additional slots of ‘Active Time’ added to your timetables to carry out the running challenge. It is important the children are **active** following the absence of school due to Covid-19.

Health and Safety

- Children are **not** required to get changed for this however, if you feel the children are not in suitable footwear you may ask them to put on their PE trainers/pumps.
- This must be done on the playground although in the summer months (when the grass is dry) you may wish to do this on the field.

Below are a range of activities that can all be set-up within the school environment, to help children achieve 30 minutes of physical activity per day. Within this list there are 3 different types of activities:

- **Movement Breaks**
- **Active Outdoors**
- **Active Learning**

Activity	Time	Description	Resource
Just Dance	5 mins	Access through Web browser, Smart TV, Tablet, - dance tutorial – range of songs and Movements for children to copy	http://www.youtube.com/channel/UChIjW4BWKLqpojTrS_tX0mg
10 Minute Shake Up	10 mins	A range of fun Shake Up games inspired by Disney and Pixar movies	http://www.nhs.uk/10-minute-shake-up/shake-ups

Go Noodle	5 mins	Move with purpose – hundreds of videos that activate kids bodies and brains for short bursts	http://www.gonoodle.com/
Cosmic Yoga	10 mins +	Online tutored stories with simple Yoga based movements.	http://www.app.cosmickids.com/
Premier League Primary Stars	30 mins +	Curriculum-linked activities for ages 5-11 cover English and Maths, Health & Wellbeing and Physical Activity, and feature Premier League stars and mascots that will engage them	http://www.plprimarystars.com/
Joe Wicks	5-8 mins	A range of fitness challenges: 40 seconds work and 20 seconds rest. (5 – 8 different exercises)	https://www.youtube.com/watch?v=d3LPrhI0v-w
Fitter Future	10 mins	A series of online workouts designed by children for children taking the time and effort away from teachers. Introduce classes to a FUN way of getting active both in the classroom and at home	http://www.fitterfuture.com/
Active Phonics	15 mins	Active Phonics is a highly engaging multisensory fusion of phonics and Physical Education.	http://www.activephonics.co.uk/
I-Moves	15 mins	A range of ideas and resources to engage children in physical activity, including Quick Blasts, Active Blasts with supporting activities for Maths and Literacy & Mental Wellbeing resources to support anxiety, mood and emotions.	http://themovement.com/
Active Story/Song Time	15 mins	Ideas and resources to ensure Songs and Stories are made physically active for children.	http://www.actionforhealthykids.org/
Supermovers	10 mins	Fun curriculum linked resources to get your class moving while they learn	https://www.bbc.co.uk/teach/super-movers
BBC Boogie Biebies	5 mins	A range of video clips available online to get kids moving and active between lessons.	http://www.bbc.co.uk/programmes/b006mvsc
Dough Disco	15 mins	Moulding dough in time to music to strengthen fine motor skills helping with pencil grip and writing	http://www.youtube.com/watch?v=i-lfzeG1aC4
Jack Hartman Counting Exercises	15 mins	Online resources teaching children to count whilst exercising	http://www.youtube.com/watch?v=OTgLf3PMOc



Playground Games

What Time Is It Mr Wolf?

One person is the **Wolf**.
He / she stands a few steps in front of the other players, who stand side-by-side in a line.



Copy Cat

One player is **Detective Dog**.
All the other players stand or sit in a circle.
Detective Dog waits outside the circle with eyes closed.



Everyone walks slowly forward. The players say 'What time is it Mr. **Wolf**? The **Wolf** turns and says a time. Everyone goes on walking forward until the **Wolf** says 'Dinner Time!'
The **Wolf** then chases everyone back to the starting line. The last one back becomes the new wolf.
The Wolf will not touch anyone; it will be the **last person** to the line.

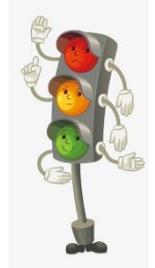
The rest of you silently choose the **Copy Cat**. He/she silently starts everyone doing an action. When they are doing it, the **Detective Dog** comes into the circle. The **Copy Cat** has to change the actions people are doing, without the **Detective Dog** guessing who he / she is. When the **Detective Dog** guesses correctly, the **Copy Cat** becomes the new **Detective Dog**.

DVD Player:



- Play = walk;
- Rewind = walk back;
- Fast Forward = run forwards;
- Pause = running on spot;
- Eject = jump high;
- Stop = freeze;

Traffic Lights



- Green = go;
- Red = stop;
- Amber = run on spot;
- Reverse = run backwards;
- Bridge = make bridge shape;
- Roundabout = spin with arms out by side;
- Traffic jam = sit on floor;
- Speed bump = jump in air.

Mr Men



- Mr Big
- Mr Small
- Mr Slow
- Mr Fast
- Mr Muddle (go backwards)
- Mr Freeze (stop still)
- Mr Lazy (lie down)
- Mr Wobble (wobble like jelly)

Pass The Clap



Group

Stand in a circle.

One person starts a clapping pattern.

He/she shows it to the next person who has to copy it and pass it to the next person. Keep clapping when you have passed it on. When everyone is clapping, the second person to go, starts a new clap and passes it round the circle.

St Wilfrid's CE
Primary School 

Belonging, Believing, Becoming



Playground Games

Mirror, Mirror

Pairs

Stand facing each other.

Imagine you are both looking into a mirror.



Please Mr Crocodile

One person is 'Mr Crocodile' and the other people say: "Please Mr Crocodile can we cross your Golden River?" 'Mr Crocodile' replies with something like "Only if you are wearing something blue". If you are wearing that colour you can move on one step.



You have to move in the same way so that is just like each of you looking at your reflection.

When you reach the other side, you are then the next 'Mr Crocodile'.

Captain's Aboard

You will need to play in the Netball Court for corners.



Rules:

One end of the rectangular area is called Port, the other is called Starboard. Shout these two areas and the children run to each end. In between these, the leader will shout the following things and children will perform the actions.

- Captain's Cat: Children pretend to be cats (with sound)
- Climb the rigging: Children pretend to climb up a ladder
- Captain is coming: Children say, "Aye, Aye Captain" (Salute)
- Scrub the deck: Children pretend to scrub the floor
- Man overboard: Children pretend to swim
- Rats on board: Tiny fast steps on tip toes
- Man the lifeboats: Children crouch and pretend to row.

Town Centre

You will need to play in the Netball Court for corners.



Rules:

Each corner (marked with a cone) is a shop which the children have chosen. The centre of the coned area is the 'Town Centre'. Items are called out that can be bought from the shops (on the corners). For example: **Tesco**, you might shout '**Lemons**'. Transport might be shouted; the children would run to the Town Centre (centre of the coned area). You might change the shop names throughout the game. Children can run to more than one shop depending on the item.

St Wilfrid's CE
Primary School 

Belonging, Believing, Becoming



Playground Games

Follow the LEADER

One child is chosen as **THE LEADER**.

The
starts an
an



Leader
action or
exercise.

Bean Game

One person to shout the different beans. Children perform different actions for the beans!

Jumping Bean – Jump up and down

Runner Bean – Run in the space

Broad Bean – Stretch as wide as you can



<p>The other children copy. The Leader changes the action or exercise. The Leader has 5 turns and then somebody else is chosen as The Leader.</p>	<p>Jelly Bean – Wobble like jelly French Bean – Say ‘Ooo la la’ in a French accent Frozen Bean – Freeze like a statue Kidney Bean – Ben and touch toes Baked Bean – Lie on ground</p>
<p><u>Splat Game</u></p> <p>Children make a circle 2 metres apart with 1 person in the middle. The player in the middle of the circle is the splatter.</p> <p>The splatter randomly points to someone and shouts “SPLAT!” The player pointed to must duck down; then the two players on either side of the ducker must “splat” each other by pointing to the other and saying “SPLAT!”</p>	<p><u>Fitness Challenge</u></p> <p>Time for 30 seconds doing each of these exercises. How many reps can the children get?</p> <ol style="list-style-type: none"> 1. Squats 2. Star Jumps 3. High Knees 4. Lunges 5. Mountain Climbers <p>Then, repeat the circuit 2 more times. The aim is to beat their personal score each time.</p>
<p><u>Action Dice</u></p> <p><u>Equipment Needed:</u></p> <p>· Large or Small Dice or even the teacher/adult can choose a number randomly.</p> <p><u>Rules:</u></p> <p>Stand in a circle. Take it in turns to roll the dice. Each number on the dice has an action that you must all do until the dice is rolled again:</p> <ol style="list-style-type: none"> 1 - Jumping 2 - Running on the spot 3 - Hopping 4 - Star jumps 5 - Clapping 6 - Shaking hands with each other <p>You can think of your own actions for each number.</p>	

