

Social Distanced Physical Activities



Introduction

We hope you find these resources useful. But don't forget, you can always make changes to these ideas to help cater for the different needs and abilities of your groups. Here are some suggestions:

- You could sit down to do the activity, rather than standing.
- Instead of asking the group to 'run' on the spot, why not ask them to move in any way they can. Those less mobile could lift their feet up and down or in and out as quick as they can, circle their arms, nod their head or shake their hands.
- To adapt exercises like star jumps, alternatively take one arm and or leg out to the side to replicate the movement.
- Move targets closer or further away or make them bigger or smaller. Encourage children to roll or throw in any way they can.
- Change the surface you are playing on (if possible). For instance, some activities may be easier on the playground than on the playing field.
- Set personal challenges as well as group challenges. For example, children could count how many times they can do something in a set amount of time and then try to beat it. If you can't do more than you did the first time, see if you can do the same number but in less time.
- Where you have use of equipment, using bigger balls or softer / lighter equipment may be easier for some children
- Try different coordination activities. Tap your head and chest, clap your hands then wiggle a finger.

Suggestions for use of equipment

Some of these games will include the use of equipment, you must always follow your own Schools guidance with regards to the use of equipment.

Where equipment is used, our suggestions are as follows:

- Make sure everyone has washed their hands.
- Use plastic equipment or equipment easy to clean.
- Lay out equipment and where possible avoid sharing equipment.
- After equipment is used make sure all hands are wash thoroughly.
- Ensure all equipment is cleaned in accordance with you own risk assessment.



Check

This box gives you questions to check for understanding.



Top Tips

This box gives you ways quick wins with ideas we know work.

EASY

MEDIUM

HARD

This box gives you ideas for adaptations and things to consider.

Scavenger Hunt



Get Ready

 Create an area that the children are allowed to move around in use cones to mark the corners.

 Cones, pencil for everyone and a A-Z worksheet, clipboard or something to lean on.

 10+

 15 mins



Create an area that the children are allowed to move around in use cones to mark the corners.

How to Play

- Give every child a worksheet either A-Z or Colour, something to lean on if you have it and a pencil.
- Today we are explorers and we have to search our field to see what we can find.
- Explain the children need to explore the area you set out and find things to put in the boxes. They can write or draw pictures of the things that they find.
- Set a time for how long they have to search.
- When you say "Explorers return" they come back, sit in their 2m spaced cones and share their finds with everyone. Can we fill every letter team?
- You may wish to send them out to look for specific letters or send them out again to find the missing treasure (the letters or colours that have not been found).
- They could also use different movement patterns to move around.

Check

What do you do when you hear "Explorers Return".

Where can you go to?

Top Tips

Get creative if you are struggling to find items!

Have every child say an item they have found even if someone else said it too.

EASY

Use the colours worksheet. and have them draw pictures.

MEDIUM

Use the letters worksheet pictures or words.

HARD

Use the letters worksheet and words, bonus points for alliteration.

Scavenger Hunt



Alphabet Scavenger Hunt

A	N
B	O
C	P
D	Q
E	R
F	S
G	T
H	U
I	V
J	W
K	X
L	Y
M	Z

Scavenger Hunt



KS1



Forest Relay



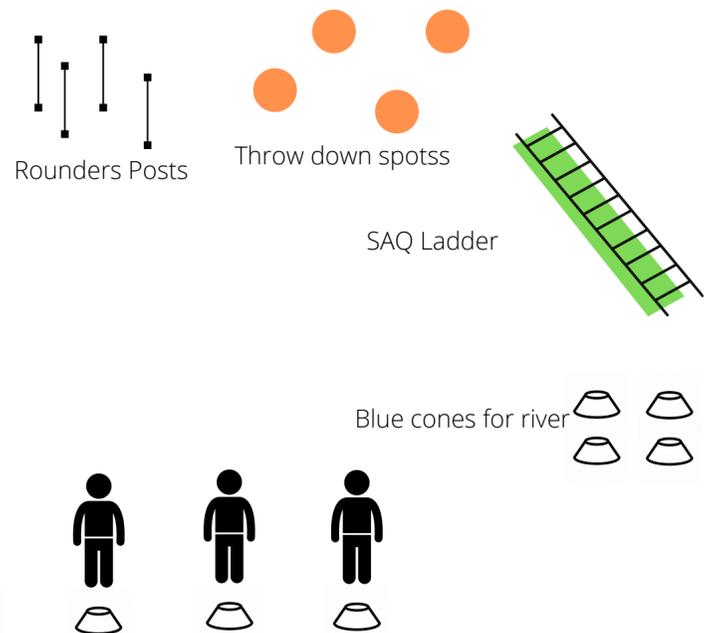
Get Ready

 Equipment to mark a course. Cones to mark waiting places.

 Arrange an obstacle course. Players make a line 2m apart.

 5+ Per course

 10mins.



How to Play

- Layout an obstacle course with any items. Suggested Rounders Posts as tree slalom, throw down spots for stepping stones, SAQ ladder for stick obstacles, blue cones for a river to jump over. Ask the children for their ideas.
- Players line up standing 2 metres away from each other. 2 teams if you choose
- The children have to navigate the obstacles either running or jogging.
- The rest of the team encourage the players.
- How fast can the team complete the course?
- You can use blind folds and have a classmate give verbal instructions to guide them through the course, but they must keep their distance.

Check

- What to we do at each obstacle?

Top Tips

- Space the obstacles out and make a really long course.
- Have more than 1 player on the course at 1 time, but only 1 per obstacle.

EASY

Complete the course 1 at a time.

MEDIUM

Have a continuous relay, more than one on the course, but 1 per obstacle.

HARD

Race or time the teams to see which is fastest.

The Somerset Tour



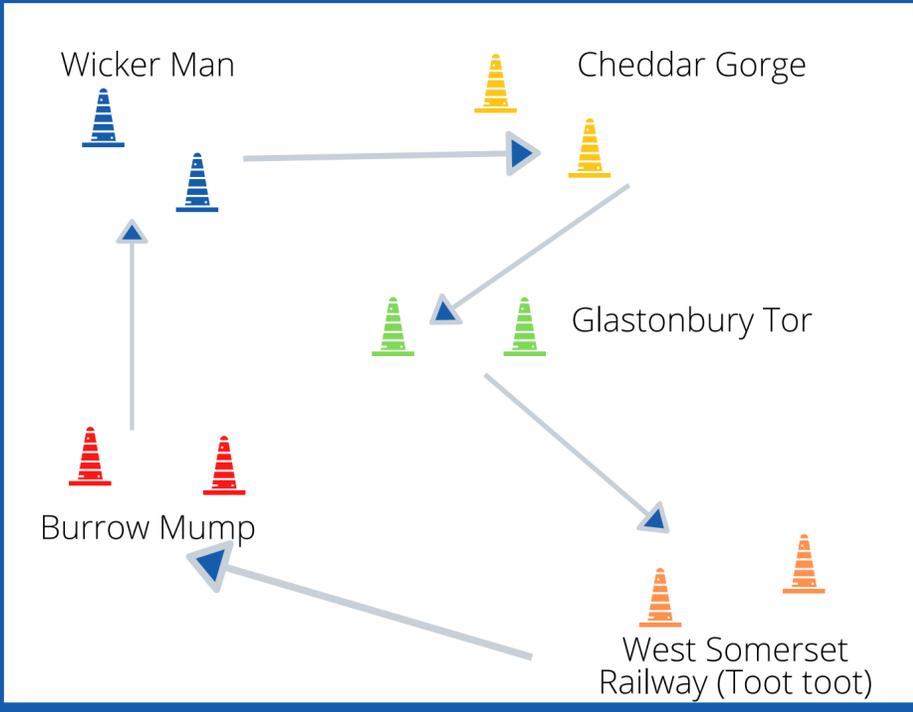
Get Ready

 Create spaced out "landmarks" with cones, give every child a ball.

 Cones (as gates), various medium size balls enough for all children. (potentially bats)

 10+

 15 mins



How to Play

- Players need to visit as many "Somerset Landmarks" (sets of cones) as possible by dribbling the ball with their feet, small nudges rather than big kicks!
- Players can visit the "landmarks" in any order, or create a circuit so they all move in the same direction. They could also start at different places on the circuit.
- They can all move at the same time, but make sure they follow the leader on the route. (Not getting too close)
- With more space, include more Landmarks. Suggested Landmarks of Somerset, Cheddar Gorge, Glastonbury Tor, Wicker Man, Burrow Mump, Brent Knoll, West Somerset Railway.
- The whole group repeat and you can change the course to make it easier and harder or add differentiation.

Check

You play follow the leader first without equipment so that they understand the route. (you can use different movement patterns as a warm up, hopping, skipping, walking fast, running, walking backwards, side stepping).

Top Tips

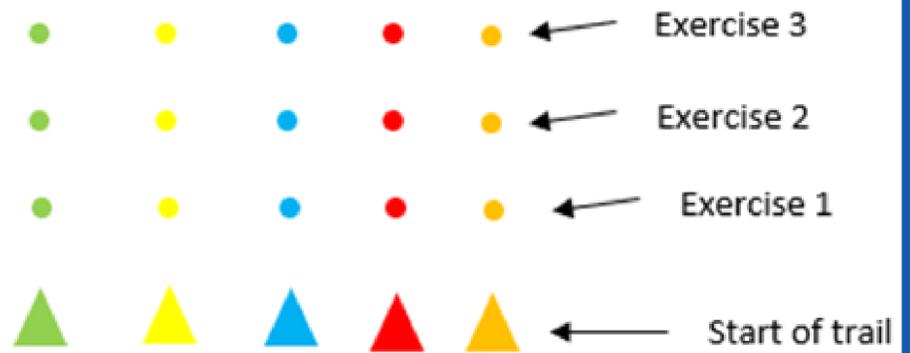
Match the colour cones on the gates so that they can remember the sequence of colours. Call the colours out to help the leader.

- EASY**
Use large ball - Decrease the size of the course and /or increase the size of the gate.
- MEDIUM**
Different speeds of moving between each gate; complete a skill at each gate.
- HARD**
Children can choose their own route whilst making sure they keep away from each other.



Get Ready

-  Cones/Spots or bean bags to mark out. Printed resource page or whiteboard marker.
-  5 separate trails with exercises in place (can be printed or using whiteboard pen to write on cone)
-  5+ Per course
-  10mins.



How to Play

- Children to work in pairs or small groups and assigned a trail to work on each. After the completion of each trail give children a rest and move them along (it's ok to leave some trails free).
- They complete the exercises in a Pyramid relay
 - Player A goes to exercise 1 then returns to base.
 - Player B will then complete exercise 1 & 2 before returning to base.
 - Player A will then go to exercises 1,2 & 3 then return to base.
 - Player B then goes to exercises 3 & 2 and then return to base.
 - Player A to complete exercise 2 & 1 and return to base.
 - Player B will complete exercise 1 and return to the base. They have completed the trail!
- Move groups so they can complete each trail - name them however you like (Cheddar gorge, Glastonbury Tor, Wicker man etc) They could be local landmarks that your school is based in.

Check

- Demonstrate activities children may not have come across before.
- Suggested exercises are on the next sheet or feel free to make up your own!

Top Tips

- Set it out so you can clearly see the separate trails.
- If any uneven number have the course spread so that two people can complete each exercise with enough room.

EASY

Do not build up exercises - do each exercise once each before moving to the next one.

MEDIUM

Do exercises 1, 1-2, 1-2-3, 3-2, 2-1, 1 for each person.

HARD

Increase repetitions on activities.

To the Landmark



5 Star Jumps



10 High Knees



3 Squat Jumps



12 Speed Bounces



10 Squats



10 Burpees



12 Mountain Climbers



Plank for 20 seconds



10 Jump Squats



10 Star Jumps



Stand on one leg for 20 seconds



Sprint on the spot for 30 seconds



Two footed jumps around the square



20 Hops (swap legs after 10)



Keep hands and feet off the floor for 20 seconds

Crossing the swamp



Working with a partner



KS2

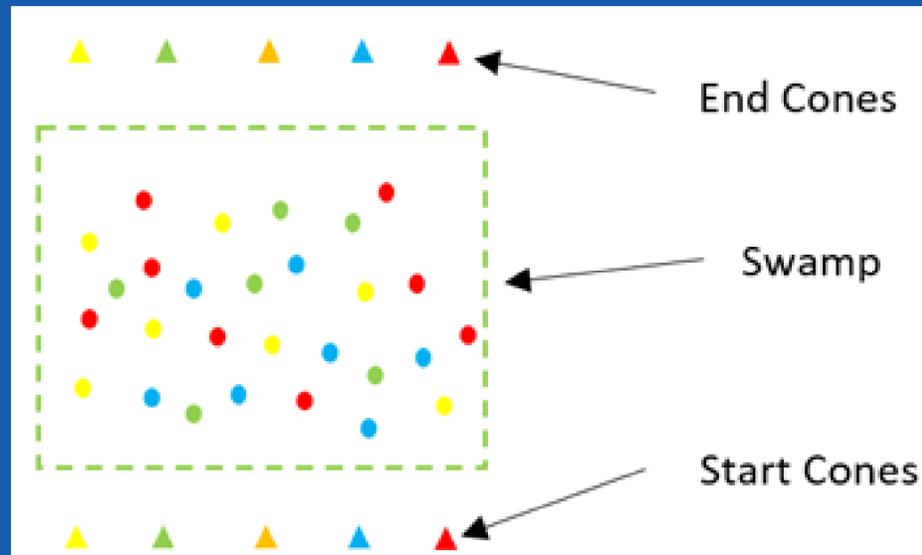
Get Ready

 Cones/Spots or bean bags to mark out swamp and start/end area. Blindfold/Jumper.

 Start and end cone and other cones/beanbags scattered for the swamp.

 2 Per a start/end point

 15-20mins.



How to Play

- In pairs (try to colour code each pair) - one child blindfolded (using their jumper/material) the other a guide to stay 2m from their partner and children can only walk, no running!
- Give instructions for partner to cross the swamp from the start cone to their designated stop point - if they touch one of the cones they must do a short forfeit (5 star jumps - but feel free for children to make up their own)
- Once completed allow time for the pair to swap roles but with their own blindfold!
- Once completed a couple of times, add checkpoints in for each pair (correspond to the start and end cone colour) that they must go around before reaching the end - this will make the course longer using the same space.
- Muddle the end zones up so children do not travel in a straight route across the course.

Check

- Demonstrate using specific clear instructions children will need to give their partner.
- Clarify the start and end cones for each pair.

Top Tips

- Set-up a big swamp to have more than one pair completing at a time.
- Allow children to practice commands before attempting the course.

EASY

Instead of avoiding cones set 4-5 they must travel around to complete.

MEDIUM

Add more equipment to avoid in the swamp.

HARD

Add challenges (Hurdle to step over, race against others etc) amongst the swamp.

Conquering the Canal

FOCUS Moving at speed but in control & achieving my personal best

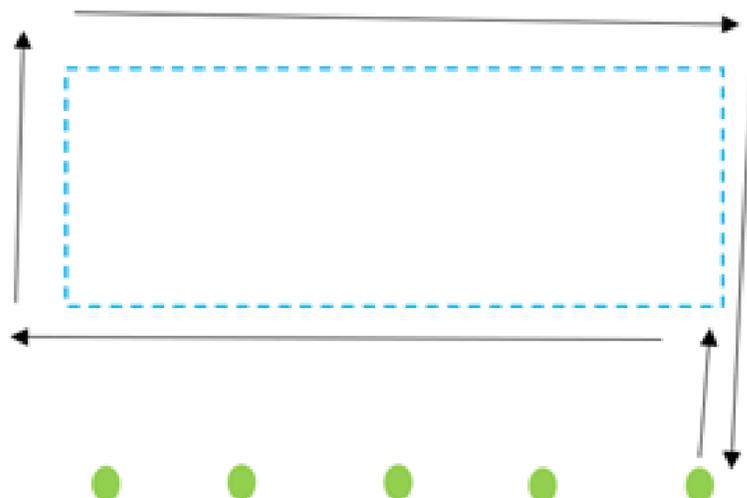


KS1

KS2

Get Ready

-  Cones/Spots or bean bags to mark out canal and start points for each player
-  Starting marker for each player and try to use blue markers to show the canal
-  5+
-  15-20mins.



How to Play

- Children to be assigned a number and start point on one side of the canal - making each start point at least 2m away from each other.
- Agree on a personal challenge that children can compete for each round of the game. This could be: stand on one leg, speed bounce, skip, bounce ball, keep ups, throw-clap-catch) be sure to change this regularly to keep engagement of the children, better yet get the children to choose a personal challenge.
- Allow children to begin by attempting the personal challenge and then shout one of the numbers. Once your number is called you must run around the canal (feel free to add obstacles along the way) and back to your start point as fast as you can. Continue calling numbers so everyone has had a go.
- As one number runs around the canal the rest of the children complete the personal challenge set for that round. A round finishes once all children's numbers have been called.

Check

- Demonstrate each of the personal challenges for the children.
- Clarify (best through a demonstration) the route around the canal.

Top Tips

- Time how long it takes to get around the canal individually to see if children get faster.
- Add all the times together to see how fast they conquered the canal as a team.

EASY

Make the canal smaller or change the way of travelling around the canal (Skip, Jump, Side step)

MEDIUM

Add lily pads (flat markers/hoops) children can use to jump across and cut the corners

HARD

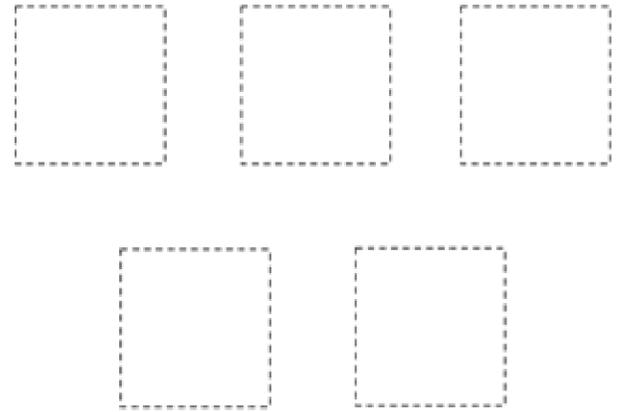
Shout 'Change' and the runner must run in the opposite direction

Exploring the Somerset Forests



Get Ready

-  Cones/Spots or bean bags to mark out zones for each player
-  Mark each player a 4m X 4m zone if you have enough room (smaller is fine)
-  5+
-  10-15mins.



How to Play

- Children to put on there 'Forest Goggles' (Using there hands over there eyes) and point out the area they can each move around in.
- Children to sing when instructed: 'I put my Forest goggles on and look high in the sky, down to the floor, to the left and the right and I see (name of animal)'. Get children to move their head up, down left and right as they sing.
- Recommend guiding children in the song and choosing an animal for the first couple of goes. Once children are used to the game pick a different child each time to choose an animal for everyone to move like. Allow children two goes at choosing an animal for the group
- As a group agree on a movement for five different animals. You could apply a mexican wave type affect for each animal to create a dance or use these animlas and apply the Simon Says rules.

Check

- Probe children with questions to see what action their animal is doing whilst they move.
- Your encouragement will spark the imagination, so encourage lots!

Top Tips

- Let children be as creative as they like (this includes making the noises too).
- It doesn't matter if we have a lion in the forest.

EASY

The adult leads by choosing animal and instructing movemnt

MEDIUM

Get children to move like each animal in more than one way

HARD

Allow children to choose own animal and get them to guess eachothers

Farmer Joe



Listening and
reaction



KS1

KS2

Get Ready

 Cones - 1 cone for each child placed 2 metres apart. A 2nd cone for each child placed 10 metres behind each of them.

 15+ Per course

 10mins.



How to Play

- Lay out the cones as above.
- Teach children the Farmer Joe commands and actions. Children simulate the actions related to the commands. e.g. feed the chickens - they can pretend to throw feed out with outstretched arms calling here chickies, here chickies.
- **Commands**
- Feed the chickens - Climb the gate
- Dig up the soil - Stack the hay
- Drive the tractor (children run to their cone behind them driving their tractor)
- Scare the crows (children run to their cone scaring the birds from the crops.
- Teacher calls out the commands for the children to follow.

Check

- Stay at your cones and only run to your coloured cone.

Top Tips

- Allocate a particular coloured cone to each child, e.g run red to red, yellow to yellow.

EASY

Children try to do the actions as quickly as they can.

MEDIUM

Children decide the actions and commands

HARD

The best or quickest actions choose a forfeit for the others, e.g. 5 tuck jumps