

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



Help the ducks find their way home.



Working with a partner



KS2

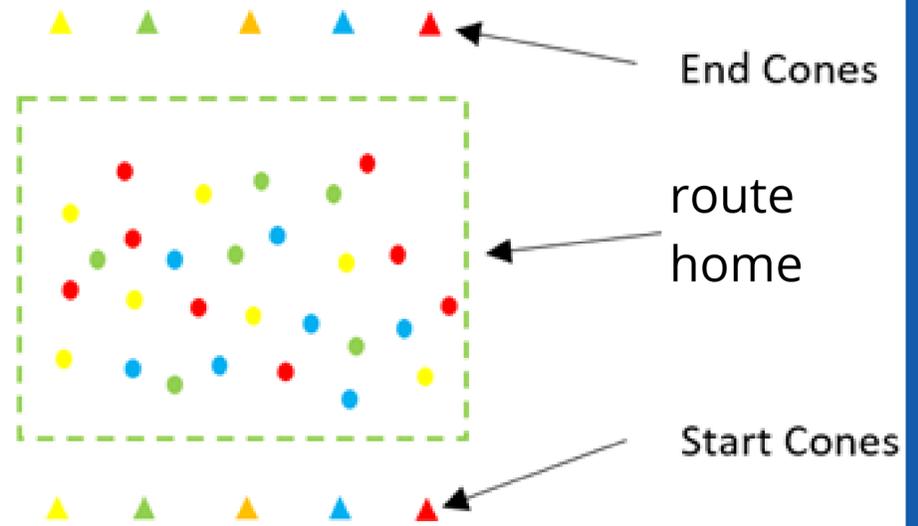
Get Ready

 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

- Helping the ducks to find their way home - walking with arms (wings) o
- Firstly the pair agrees the children agree the "duck instructions" required to navigate the training zone. (eg waddle forward, swim left, swim right, quack for stop, wiggle left/right).
- In pairs (try to colour code each pair) - arms bent for duckling for wings, the other a guide to stay 2m from their partner.
- Each child creates a "route home" that will keep the duck at a safe distance from each other. They give instructions to the duck to help them find their way home from the start cone to their designated stop point.
- Once completed allow time for the pair to swap roles.
- Once completed a couple of times, can they add/remove or change commands. You can specify checkpoints in for the map.
- Muddle the end zones up so children do not travel in a straight route across the course.
- Children can create their own route home with cones, or in an open space.

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 are 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 commads.

HARD

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

Conquering the Canal

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

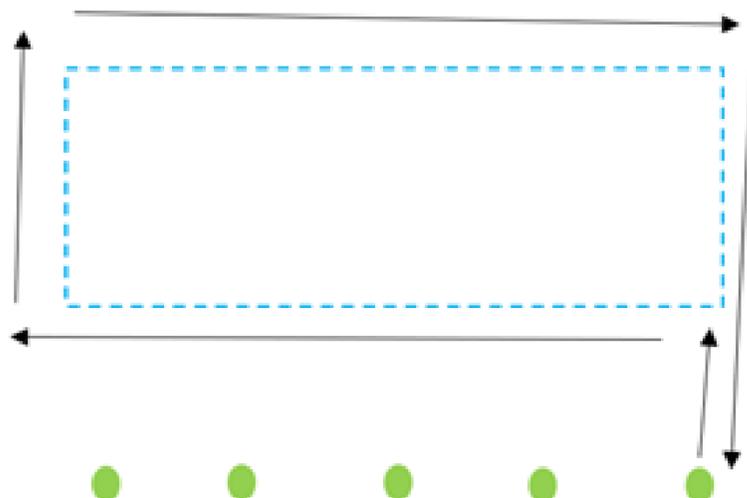


KS1

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

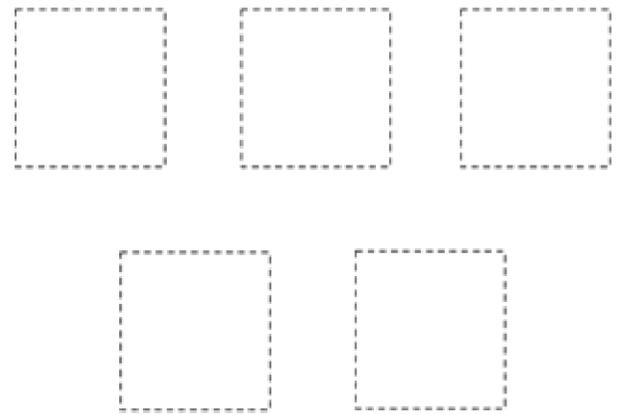
Shout 'Change' and the runner must run in the opposite direction

We are going on a bug hunt.



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 pull out their 'Magnifying goggles' (Using their hands over their eyes) and point out the area they can each move around in. - Explain what a magnifying goggles do.
- Children to sing when instructed: 'We are going on a bug hunt, we are going to catch a big one'.
- Recommend guiding children in the song and choosing an insect 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 effect for each animal to create a dance or use these animals and apply the Simon Says rules.

Check

- Probe children with questions to see what action their insect 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).

EASY

The adult leads by choosing insect and instructing movement

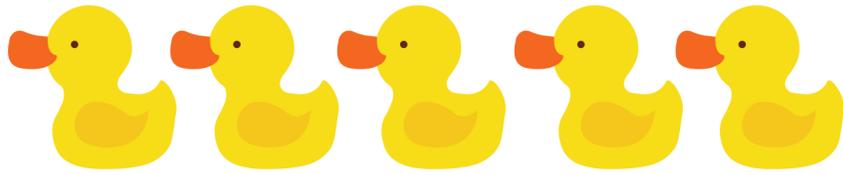
MEDIUM

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

HARD

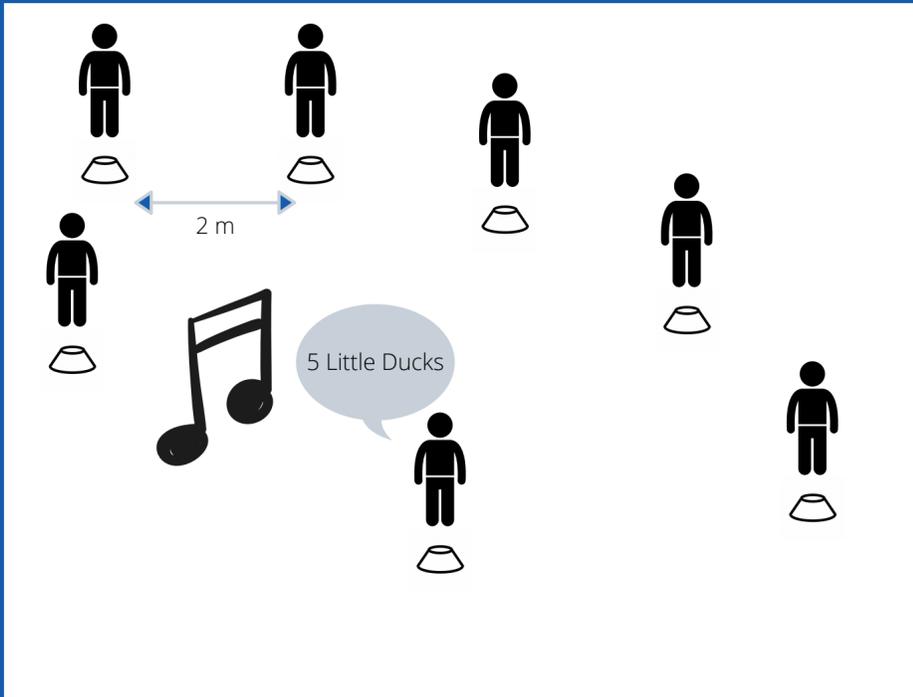
Allow children to choose own insect and get them to guess each others

5 Little Ducks



Get Ready

- Cones/Spots or bean bags to mark a place for each child
- Arrange in a semi circle
- 5+
- 10-15mins.



How to Play

If you are not familiar with this songs and its actions there are plenty of examples on youtube.
Animation words: Number, Duck, over, hill, far away, quack,

5 Five little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only four little ducks came back
One, two, three, four

3 Three little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only two little ducks came back
One, two

4 Four little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only three little ducks came back
One, two, three

2 Two little ducks went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But only one little duck came back, One

1 One little duck went out one day
Over the hill and far away
Mother duck said, "Quack, quack, quack, quack"
But none of the...

Suggested Animation words:
Number = hold up the fingers,
Duck, = bend your arms in to make wings and flap
Over the hill = use you hand to show travelling over a hill
Far away, = hand up to you head looking into the distance
Quack, = use your hand like a beak.

Check

- Do we all know this song?

Top Tips

- You can come up with your own moves if you like!
- Can you count back from 10 ducks?

EASY
The adult leads by singing and demonstrating all of the moves.

MEDIUM
Can you miss out the numbers and let the children do it without you.

HARD
Have the children sing 1 verse each or do the counting on their own.

Mini Beasts

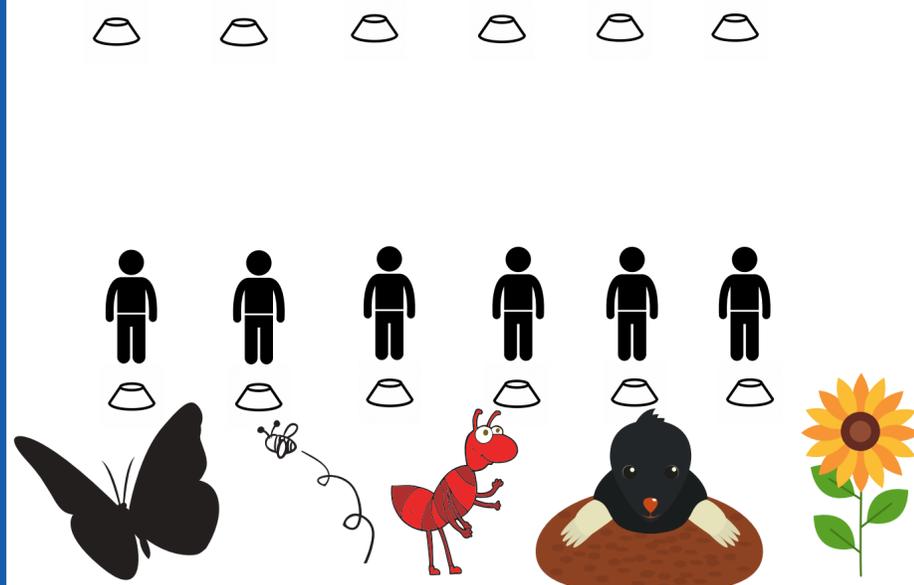


Get Ready

 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 Mini Beast commands and actions. Children simulate the actions related to the commands. e.g. Buzz like a bee, Flutter like a butterfly, March like ant, Dig up the soil like a mole, Grow like a flower.
- **Commands**
- Flutter like a butterfly,
- Dig up the soil like a mole,
- Grow like a flower,
- Buzz like a bee (children run to their cone behind them making a buzzing sound and flapping their bee wings)
- March like an Ant (children march to their cone singing the ants came marching 1 by 1, horaah, horaah!)
- 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

Weather Forecast



Listening and following instructions.



KS1

KS2

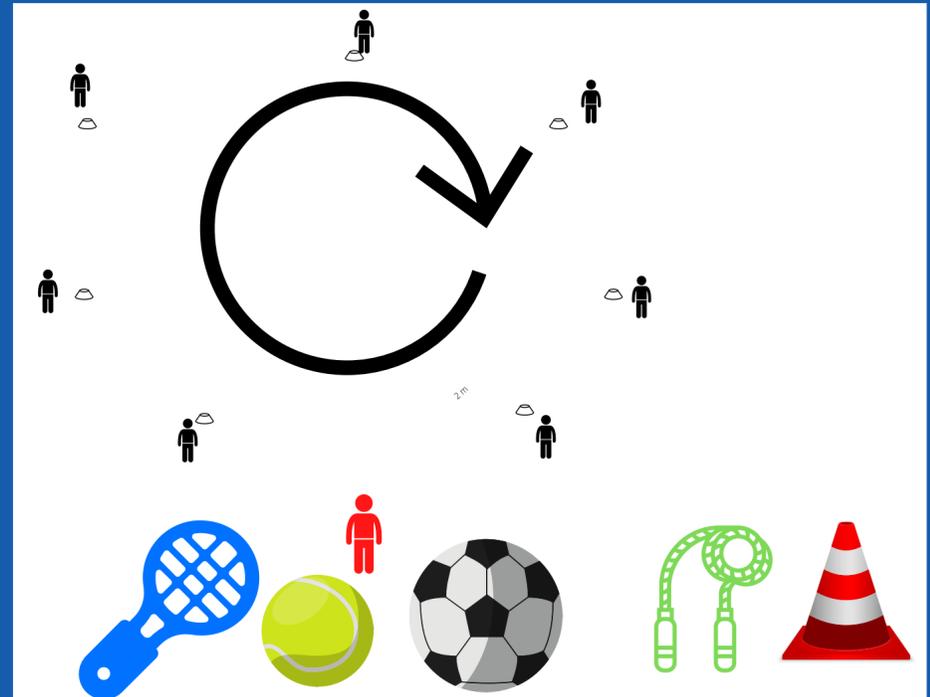
Get Ready

Cones to mark a circle and equipment to match olympic colours.
Blue, Yellow, Black, Green, Red

Players spaced 2m apart.

15

10mins. +



How to Play

- Each child stands behind a cone - start position, it can also help them see that they are not getting too close as they travel around the circle.
- Think of ways to travel to represent weather (rain = fast feet, wind = turning on the spot, sun = reaching out wide and wiggling your fingers like a sunshine, snow = pretend to throw a snow ball)
- The teacher holds up each colour piece of equipment to control the "Traffic"
 - Red = Stop
 - Yellow = Ready Position
 - Green = GO
 - Black = Change Direction
 - Blue = Change the weather



Check

What do the colours mean?
Do we all have ideas about how we can move?



Top Tips

- Have them travel at a steady speed to start with and use the stop cone if they are getting too close.

EASY

Change the traffic lights slowly.

MEDIUM

Have lots of changes of action.

HARD

Change the lights quickly and change the ways of moving.

Natures Fury



Listening and following instructions.



KS1

KS2

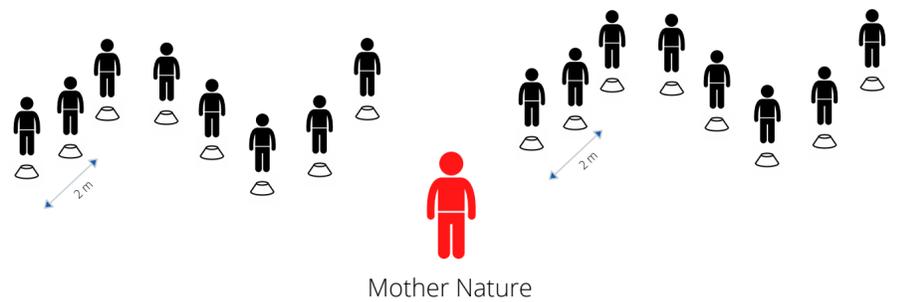
Get Ready

 Cones to mark places. Make long snake shapes.

 Players spaced 2m apart.

 15+ (arranged in 2 teams)

 10mins. +



How to Play

- Each child stands behind a cone - and form a team.
- Teacher (Mother Nature) stands in front of the 2 teams.
- Children practice the following movements: Tornado - spin on the spot, Tsunami - Mexican wave, Volcano - Power Star Jump (touch your toes before jumping high in a star position), Blizzard - wave your arms in front of your head, Lightning strike - Karate chop
- Ask a child to demonstrate each movement before the others practice
- Mother Nature now calls out each shape at random the first child performs that action and then follow down the dragon in sequence as quickly as possible, creating a canon (Week 1 activity).
- Ask each team to try and think of other movements the weather might make.
- We would love to see your dragon dances share them with us @somschoolgames.
- Get Creative.

Check

Can you follow the person in front of you in sequence?

Top Tips

- Try to counting 1, 2, 3, 4, 5 to help children with their timing.
- Race, which team completes the actions the fastest/slowest/best/most accurate.

EASY

Children call out their own number 1 - 5 to time when they move.

MEDIUM

Children complete smoothly and in sequence.

HARD

introduce competition between the teams. See top tips.



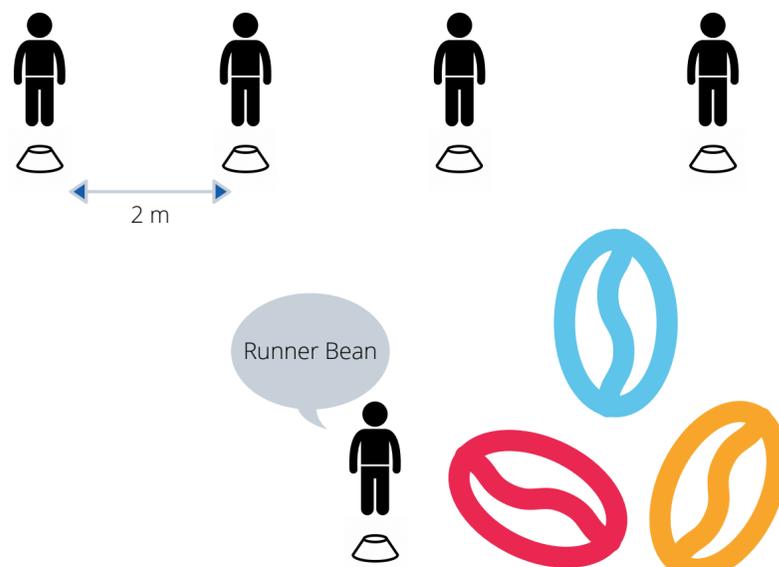
Get Ready

 Cones to mark places.

 Players make a line 2m apart.

 5+

 10mins.



How to Play

- Players line up standing 2 metres away from each other.
- Choose at least 5 types of bean from the poster.
- Agree the moves for each of the beans, it doesn't have to be what is suggested.
- The teacher will call out different types of beans and the children do the actions.

Check

- What do we do for
Bean?

Top Tips

This can be done on the spot or you can let them move around in a space.

EASY

Say the commands slowly

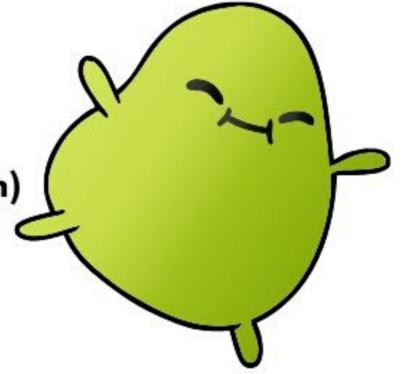
MEDIUM

Increase the speed of the commands

HARD

Add different moves into the game.

Active Beans



JUMPING BEAN Jump around the room

RUNNER BEAN Run around the room (looking out for other people).

OR Running on the spot (more suitable for younger children than running around the room)

BROAD BEAN Stretch your arms and legs out as wide as you can.

Walk around the room taking as large strides as possible

BAKED BEAN Lay on the floor in a star shape until the next command is given.

JELLY BEAN Move around the room slouching and doing silly movements, Wobble like a jelly

CHILLI BEAN Shiver and shake

FROZEN BEAN Children have to stand very still.

MR. BEAN Walk around with a puzzled/vacant expression, muttering under your breath!

BEAN SPROUTS Stand on tiptoes and make yourself as tall and thin as possible.

STRING BEANS Stand on the spot, making yourself as long and thin as a piece of string OR pretend to play an "air guitar"

BAKED BEANS ON TOAST Lie flat on the floor, spreading arms and legs out as far as possible.

FRENCH BEANS Stand in one spot and do the can-can

OR Strike a pose and shout "Bonjour!"

COFFEE BEANS Run around a bit crazy

KIDNEY BEANS Stand still with arms and upper body bent forwards at waist.

BUTTER BEANS Slide around on bottom (indoors)

OR Make a cuboid shape

SANTA'S BEEN Walk about wobbling your tummy saying "Ho, Ho, Ho".

FULL OF BEANS Dance around really energetically!

BEAN THERE, DONE THAT! Children walk haughtily with noses in air, waving one hand

JELLY BELLY BEAN Students lay on floor on their bellies and wiggle.

NOT A BEAN Wandering around the room looking sad

OLD BEAN Walk round slowly like an old person.

TINNED BEANS Children get into small groups

BEANSTALK Children could start crouched on the floor and grow up slowly until they are straight and tall like the beanstalk in 'Jack and the Beanstalk'.

OR children run up the bean stalk when you shout **GIANT** they climb back down and chop the beanstalk down.

MAGIC BEAN Children either wave their magic wand or waggle their fingers as if casting a spell.

OR children return to the exact spot they started the game in (useful to get them to find identifying features of their starting point).

OR children skip around room waving a wand.

GREEN BEANS Children stretch themselves very tall in a space.

MICROWAVE BEANS Children run around, touching the floor, and jump up (with a PING!) into a star shape.

MEAN BEAN Stomp around the floor looking mean and moody.

SPRING BEAN Children start in crouching position and then spring up suddenly towards the sky!

COWBOY BEAN Children hold hand in air as if they are lassoing a cow. The children call "ye how"!!!!



Animal Moves

FOCUS Active Listening



KS1

KS2

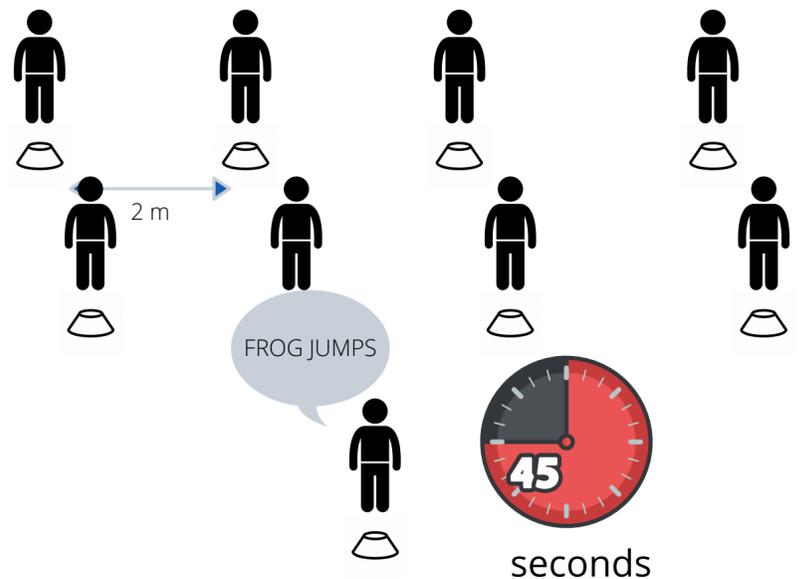
Get Ready

 Cones to mark places. Stopwatch or something to time the activity.

 Players make a line 2m apart.

 5+

 10mins.



How to Play

- Players line up standing 2 metres away from each other.
- Go through each of the following animal moves on the spot or move around a space you have identified.
- 45 seconds of work - 15 seconds of rest.



FROG JUMPS

Hop, hop, hop! Up and down like a frog.



GORILLA SHUFFLE

Bend your knees to do a low squat, now move around the space using your hands for balance.



BEAR CRAWLS

With your hands and feet on the floor, walk with your hips up high.



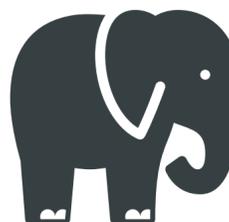
CRAB WALK

Sit with your hands behind you and feet on the floor, now lift up your hips and walk on all fours.



CHEETAH RUNS

Run on the spot as fast as you can.



ELEPHANT STOMP

March on the spot as hard as you can.



STAR FISH

Jump up and down with your feet spread out and then in like a jumping jack.



Check

- Where are we moving?



Top Tips

This can be done on the spot or you can let them move around in a space.

EASY

Adapt the moves to make it easier.

MEDIUM

Put more energy into the moves.

HARD

Go twice through.