Staying active at home (and keep learning…)

Remember it is really important we all stay active during this time.

Children are used to be **physically active** during the school day so keeping some level of activity during the day will ensure their physical and mental health. Also, children enjoy being active!

The official guidance is that children should have at least 60 mins a day of moderate to vigorous activity.
- During moderate intensity activity children should still be able to carry on a conversation
- During vigorous intensity activity, children should find it more difficult to carry on a conversation.

**More online resources:**

**Website created by the Sussex School Games Organisers:**
https://www.activesussex.org/sgoresources/
This is an ever evolving website with resources constantly being added

**Virtual Sussex School Games**
@sussexschoolgames
www.activesussex.org/virtual/

**Active Sussex:**
https://www.activesussex.org/activeathome/

**Youth Sport Trust**
https://www.youthsporttrust.org/free-home-learning-resources-0

**Sport England:**
https://www.sportengland.org/news/how-stay-active-while-youre-home

I am also keen for the children to keep **learning and improving**. So similar to their other subjects please find below some **PE ideas**. I am planning to put together a weekly set of ideas for the children. Please encourage them to have a go at these as part of the schoolwork.

This week the focus is striking and fielding games.

🐦 Can you tweet what you do….?
Ideas for this week

Example objective: I understand and can play a striking and fielding game

The aim going forward is to provide schools with ideas for in-school PE as well as tasks that can be completed at home. With this in mind, the following assumptions have been made: equipment will be minimal and not shared (unless allowed as per school risk assessment); all children will be a minimum of 2m apart.

Please start wherever you feel is appropriate.

This week’s focus is on striking and fielding games. Examples of these are cricket, stoolball and rounders

• These games are made up of 2 teams/ individuals, one is trying to score points whilst the other is trying to stop them
• It involves a striker sending a ball or equiv. into a space and the fielding team fielding the ball and getting it back to an agreed place
• There are a number of skills required to be successful at these games, these include: striking a ball (and sending it accurately), tracking and fielding a ball, throwing a ball with accuracy, catching a ball

Please choose the level of activity dependant on the size of area available and also adapt accordingly based on school risk assessments and policies.

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| Warm up/skill development | The children send and receive a ball:  
- Can they send and receive to themselves? They roll the ball away from them, run round and receive the ball as it comes towards them.  
- Can they send a ball for a partner who has to run and field the ball? The partner can then throw the ball back accurately or roll it again to be fielded  
- Develop this so that the striking partner is challenged in relation to where the ball is going, maybe set up some targets for the striker to try to hit | These practices/ warm ups can be completed with or without a ball.  
If using an imaginary ball, partner needs to read the body position of the sender and anticipate when and how fast the ball is going |
| Game | The children then set up and play the game.  
- Think about how children are grouped, are they mixed ability or differentiated? Why are they grouped this way?  
- If required, individual groups can be stopped and teaching points/ guidance/ questions asked  
- If there is a group who has set up the game well and is playing the game without any issues, it is possible to use them as an example group. Ask the other children what is this group doing well?  
- If there are common questions from all groups, it might be worth stopping all and re-iterating certain points/ rules  
- Can the children develop the game further? | Explain the game and the set up in the classroom as drawing it on the board helps the children visualise what they will be asked to set up. |
Here is an overview of the game. Please adapt/change to suit the needs of the children. Remember the **STEPS** principle is a good place to start when adapting: Size or Shape of Space; Task; Equipment; People; Safety

### Teams and set up:
- Split the children into 4 teams and game is set up twice.
- Do the teams need to be of an equal size?
- The children will take it in turns to be striker; fielder (zone 1); fielder (zone 2); fielder (zone 3); scorer/umpire
- It might be that for EYFS and KS1, zone 3 is not needed
- Set up the area as shown, re: size – this can be adapted depending on the age group of the children & space available
- The children rotate round positions every 3 (or agreed number of strikes)
- The scores can be used for personal challenges, can they beat their previous score? or individual scores. This can vary depending on the needs of each group

### Decisions to be made

**Striker:**
- What size/type of ball?
- Is it going to be thrown or kicked?
- Is it going to be hit off a cone?
- If hit, what is it going to be hit with?
- How do they earn points? Running to a different cone and back/ star jumps etc?

**Fielders:**
- The fielder in the zone the ball lands must collect the ball
- They must pass it to each fielder before it can be placed on the stop cone.
- They cannot move if they are holding the ball
- Once the ball is on the stop cone, the fielding team shout “stop” and the striker stops scoring
- Can the striker be caught? If so, is there a penalty? E.g. they lose points or just stop scoring?

**Scorer/umpire:**
- Counts the number of points each striker scores
- Adjudicates in any dispute with regards to fielding

### Rules:
- The striker sends the ball into the field
- They then keep earning points until the ball is back on the stop cone
- The fielders cannot move with the ball
- Any other rules the children decide on

### Can’t use a ball?
- This game could be played with an imaginary ball.
- The scorer calls the zone the ball lands in based on the body position of the striker and release point of their throwing arm.
- The imaginary ball is then thrown and caught by the fielders back to the stop cone. The thrower must call the name of the fielder it is being passed to.
- The catching fielder must use the cues of how the thrower is standing to anticipate the direction and speed of the ball

### Challenges:
- The fielding team could have a set place they must all start from giving the striker more space to send the ball
- Are there any tactics the fielding team can implement to minimise the points scored by the striker?
- Can the children choose how to send the ball?
- Can more than 1 ball be sent? E.g. the striker has 3 balls and the fielding team cannot move until all 3 have been thrown
- What challenges can the children come up with?