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:**

**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 on **accuracy of throwing/ rolling** and can also include **tactics and teamwork**.

The aim is to create a course/ circuit and then set rules as to how to get a ball or equivalent round it.

**Can you tweet what you do….?**

cstafford@stpaulscc.co.uk
@cstaffordsport
@midsussexactive
Ideas for this week: Create a course/circuit and throw/roll an object round it:

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Too easy? Too hard?</th>
<th>Top tips</th>
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</table>
| On your own                            | • Stand further away from the target/stand closer       | Shorter throws will require an underarm throw:  
| Set up some targets, can you land a ball/beanbag/rolled up pair of socks on the target? | • Make the target bigger/smaller  
| You can throw or roll the object       | • Place the target on the floor/on a chair/at height   | • Stand forward with the opposite foot to the hand the object is in  
|                                         | • Put an obstacle between you and the target           | • Swing your arm forward and release the ball  
|                                         | • Target doesn’t have to be flat, it could be tall and narrow | • Think about the accuracy of your throw, how you stand and how you swing your arm will affect this  
|                                         | • The throw/roll doesn’t have to be straight, can you rebound it off a surface? | Distance throws will require an overarm throw:  
|                                         |                                                         | • Step forward with the opposite foot to the hand the object is in  
| Create a course/circuit               | • How many throws/rolls does it take to get round the circuit? | • Swing your arm forward and release the ball  
|                                         | • What tactics do you need to complete this?            | • Think about the accuracy of your throw, how you stand and how you swing your arm will affect this  
|                                         | • Do you need to set some rules?                        | • Have a practice to see how the speed of release of the ball impacts on the distance of the throw  
<p>|                                         | • Just use rolling or throwing/mix up and use both, e.g the object needs to go over a door to reach the target then along the ground to go through chair legs. | |</p>
<table>
<thead>
<tr>
<th>In pairs/groups</th>
<th>Can you set a course to complete with a partner?</th>
<th>How would this change the course?</th>
<th>Can you challenge yourself or your partner in relation to the distance and/or size of the target you are aiming for?</th>
<th>Work together so you will need to agree a plan before you start</th>
</tr>
</thead>
<tbody>
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<td>Can you set this course for a sibling/ adult?</td>
<td>• If you keep the course the same, who can get the best score?</td>
<td>• Would you need to make the course easier or harder?</td>
<td>• Can you challenge yourself or your partner in relation to the distance and/or size of the target you are aiming for?</td>
<td>• Work together so you will need to agree a plan before you start</td>
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This is equally easy to do outside in the garden.