

FIFTH AND SIXTH CLASS



1. Non-Wet Get-Up, Get-Down

Description

Invite pupils to fill a plastic cup to $\frac{3}{4}$ capacity with water. Invite pupils to lie on their backs and hold the cup with water perpendicular to the ground with their hand. Challenge pupils to get off the ground to standing and raise their arm over their head without spilling any water.

Finally, invite pupils to switch the cup to their other hand and lower themselves back to the ground, flat on their back without spilling any water.

Equipment

- Plastic cup – 1 per pupil
- Water

Variations

- If pupils are struggling, invite them to start from a modified position – e.g. on their knees.
- Invite pupils to carry out the task with less water in the cup – $\frac{1}{4}$ full making the task less difficult.
- Invite pupils to attempt the task with a cup in each hand.



2. Tennis Ball Bear Crawl

Description

Arrange pupils in 5 groups behind a start line of 5 spot markers or cones stretched across a basketball court, PE hall or yard. Invite pupils to assume a bear-crawl position (hands below shoulders, knees off the ground under hips, balls of feet and toes on the ground) behind the spot marker with the tennis ball balanced at the small of their back.

Invite the pupils to bear crawl around a marker opposite their marker and home while maintaining the tennis ball balanced in the small of their back. If the ball drops to the ground, the pupil must return to the starting position.

Equipment

- 1 tennis ball per pupil.
- Cones or spot markers

Variations

- Decrease the distance the pupils have to travel and/or switch the object to one with less movement, such as, a beanbag
- Increase the distance the pupils must travel and/or switch the object to a bigger sphere – football or basketball.
- Invite pupils to vary the direction they are travelling to sideways and backwards.



3. No-Hands Limbo

Description

Arrange the equipment with 2 chairs facing each other, 1m apart and the broomstick laid across the chairs creating a Limbo stand.

Invite pupils to use dynamic balance to travel under the broomstick without their hands touching the ground. Invite them to do this in any way they wish.



Equipment

- 2 classroom chairs.
- Brush or broomstick.

Variations

- Invite the pupils to raise the height of the broomstick from the chair using books or lunchboxes.
- Invite the pupils to limit the body parts permitted to touch the ground, e.g. 2 body parts only.

4. Call the Ball

Description

Set out a starting line and a finishing line in the playing area using cones. Arrange pupils in 4 groups behind the starting line with a ball each. On a signal, invite the first pupil in each group to sprint towards the finishing line. On another signal, pupils must come to a complete stop as quickly as possible and complete the challenge that is called out, e.g. when they hear 'head on the ball', they must come to a complete stop, put their ball on the ground, touch their head to it and freeze. Pupils perform this balance until invited to continue running.

Suggestions for challenges:

- sit on ball and balance
- one foot on the ball and balance
- one hand on the ball and balance
- one elbow on the ball and balance
- one knee on the ball and balance
- move the ball on the floor between your ankles
- move the ball around your waist
- spin the ball on your finger
- balance the ball on your tummy, back or between your knees.

Equipment

- A tennis ball, cones or spot markers.

Variations

- Vary the locomotor skill used to travel across the playing area.
- Invite pupils to move while balancing the ball on a particular body part.
- Invite pupils to complete a progression balance – passing the balance from 1 body part to another, e.g. progress from balancing the ball from shoulder to knee without use of hands.



5. Colour Triangle React

Description

Arrange pupils in pairs with 6 cones (2 red, 2 yellow, 2 blue) and 2 spot markers per pair. Invite each pair to make two triangles with a different coloured cone at each apex, facing each other. Both triangle must be a mirror of the other. Invite pupils to stand on their spot marker in the centre of each triangle. A gap of two metres should be left between both triangles.

The aim of the activity is for one pupil to mirror the movements of their partner pupil. The first pupil is invited to touch any cone and their partner attempts to mirror this action. Invite pupils to progress to touching two cones, then three cones, in succession.

Equipment

- Each pair needs:
 - 2 red cones
 - 2 yellow cones
 - 2 blue cones
 - 2 spot markers



Variations

- Invite pupils to add a deceptive element to the activity by adding faints and dummies to move their partner off their centre spot.
- Invite both pupils to balance a beanbag on their head.
- The leader must return to the middle of their triangle each time before touching a different cone.

6. Lives

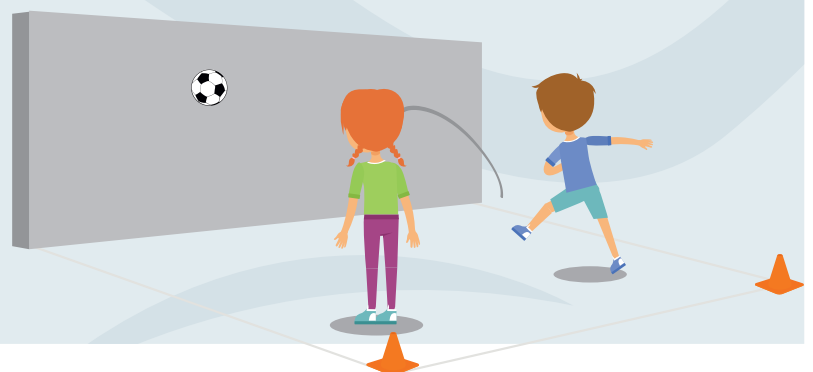
Description

Arrange pupils in groups of three (A, B, C) with one ball for every two groups. Two groups position themselves at a section of wall five metres wide which is set out using cones. Groups play in the order of A, then B, then C.

Pupil A from the first group kicks the ball against the wall inside the boundary and pupil A from the opposite group must respond. This process continues through all group members. If a pupil strikes the ball inside the boundary, their group gains a point. This process continues until a group reaches a score of ten points.

Equipment

- Football
- Cones
- A wall



Variations

- Allow pupils to trap the ball with their foot prior to kicking.
- Introduce a rule that pupils kick the ball with their non-dominant foot only.
- Invite pupils to create a cooperative task where they see how long they can maintain a rally without making a mistake.

7. Hoop Bounce

Description

Arrange pupils in pairs, with one basketball or bouncy ball and one hoop per pair. Pupils place the hoop on the ground between them, with one pupil acting as the server and the other as the defender. To begin, the server bounces the basketball into the hoop. The aim for the other pupil is to return the ball by bouncing it back into the hoop again before it touches the ground. To do this they attempt to control the ball by striking it using their hand only (no catching).



The defender can only touch the ball once and the attacker scores a point if the ball is not successfully returned to the hoop. Invite the pupils to play the game as per tennis-rules and scoring system. Pupils will need to move around the hoop and react to a variety of bounces.

Equipment

- Hoop
- Basketball or bouncy ball

Variations

- Introduce catching or allow two or more touches per defender.
- Invite pupils to work together to maintain a rally for as long as possible.
- Introduce a Trampette if available instead of a hula-hoop for added bounce.

8. Shoot to Score - 21

Description

Arrange pupils in pairs with a ball per pair. Stick targets at various heights on a wall. Points should be placed in the centre of each target from one to five.

Invite pupils to kick the ball at the targets on the wall to achieve that score. Allow 5 – 10m between the kicking spot marker and the targets.

Invite pupils to play the activity until one pupil reaches a total score



Equipment

- A football
- Sheets of A4 paper
- Bluetac
- Markers
- Spot Marker

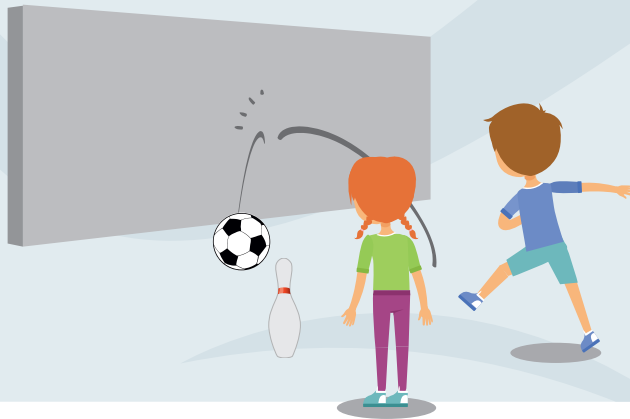
Variations

- Increase the distance between the kicking spot and the target.
- Restrict pupils to an allowance of odd numbers only or striking with non-dominant foot only.
- Decrease the space between the kicking spot and the target and/or make the task co-operative where the pair must work together to achieve a score of 21.

9. Rebound Ball

Description

Arrange pupils in pairs with one bottle/skittle and one football each. Invite the first pupil to place their skittle three to five metres from the wall within their designated playing area. This pupil then places their ball next to the skittle and kicks it, aiming to hit the skittle on the rebound. If the skittle is hit, the skittle is then moved one metre further away from the wall. A goal line can be set ten metres from the rebound wall. A goal is scored when a pupil has successfully progressed the skittle, metre by metre, back across the goal line.



Equipment

- Each pair needs:
A football
Wall space
A skittle or empty water bottle

Variations

- Kick from left or right of the skittle, the wider the distance, the more difficult the challenge.
- If space allows, arrange pupils in pairs, taking every second turn, making the task co-operative.

10. Corn Hole

Description

Arrange pupils in pairs (A & B) with 3 beanbags and a box each. Invite pupils to position themselves 5m apart, facing each other with the box at their feet and the beanbags in their hands. Invite pupil A to underarm throw a beanbag attempting to get it in to pupil B's box. Pupil B then repeats this action. This continues until all beanbags have been thrown. The pupil who achieves the most successful throws wins the round. Invite pupils to play to 10 rounds and then switch positions.

Equipment

- Each pair needs:
6 Beanbags,
2 boxes/baskets

Variations

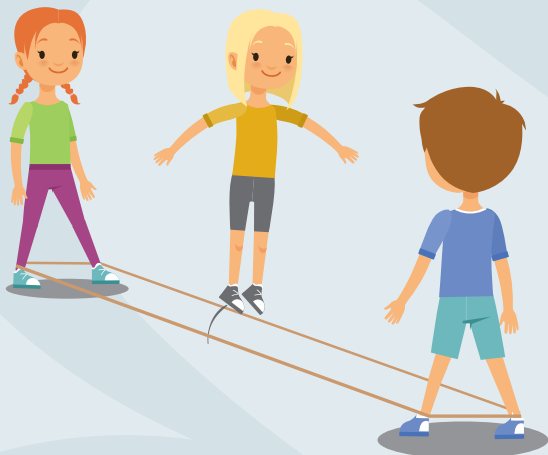
- Invite pupils to throw the beanbags with their non-dominant hands and/or increase distance between the pupil who is throwing and the target box.
- Replace the box with a hula hoop to increase the size of the target and/or decrease the throwing distance.



11. England, Ireland, Scotland, Wales

Description

Arrange pupils in groups of 3. Invite the pupils to tie 40 to 50 elastic bands together to make a long chain. Invite the 2 pupils on the outside to hook the elastic band chain around the outside of their legs at ankle level and to set their feet shoulder-width apart. Invite pupils to stand 3m apart, facing each other with the band stretched at their legs. The 3rd pupil stands in the centre.



All pupils chant "England, Ireland, Scotland, Wales. Inside, outside, on the rails". The pupil in the centre jumps their feet in and out of the elastic bands to the beat of the rhyme and attempts to land their feet directly on the elastics at the end.

If pupil A is successful, invite the 2 pupils on the outside to elevate the band to knee height, then to hip height. When a pupil is unsuccessful in trapping the bands under their feet, they switch positions with a pupil from the outside.

Equipment

- Box of elastic bands

Variations

- Invite pupils to increase the speed at which they say the rhyme. The pupil in the centre must match their pace.
- Invite pupils on the outside to lower the height of the band to the ground and/or recite the rhyme in slow motion.

12. Beat on the Street

Description

Arrange spot markers 2 metres apart within the playing area. Invite pupils to stand on their own spot marker and practise marching on the spot for a count of eight. Change the locomotor skill for each count, or turn to face another direction.

When the pupils are comfortable moving to the count of eight, invite them to perform the following sequence:

- Hop forward on the right leg, clap on the eighth beat.
- Hop back on the left leg, clap on the eighth beat.
- Hop on either leg but rotate 90° (quarter turn) every second beat.
- Hop forward for four beats, hop backwards for four beats.

Repeat from the beginning.

Once pupils are comfortable with the sequence, introduce music and dance to the beat. Invite them to add their own movements.

Equipment

- An open play area/Spot markers/Music
- Choose from the following appropriate song list:**
- 1-Safe and Sound - Capital Cities
 - 2- Uptown Funk - Mark Ronson / Bruno Mars
 - 3 - Castles – Freya Ridings

Variations

- Invite pupils to develop a dance sequence incorporating a number of different parameters, such as, balance on 3 body parts, movements on different levels, free style for the chorus.



13. Around the Clock

Description

Arrange pupils in groups of 4 (2 pairs). Place the spot markers at 6 equal distances along the key.

Invite each pair to begin in opposing positions at opposite end lines. Pupils in pairs take turns shooting at the basket.

If a pupil is successful in getting the ball in to the basket, the pair move on to the next spot. The first pair to make their way around the 6 spots and back to their original position are the winners.

Equipment

- Basketball
- Basketball hoop / court
- Spot markers

Variations

- Each pupil in the pair must score in order to move to the next spot.
- The task could be made in to a cooperative activity. If a pupil scores both pairs move forward. The aim is to get both pairs back to their base spot.



14. Zone Ball

Description

Arrange pupils in groups of 7. Create a kicking area and a landing zone for each group. Invite 1 pupil from each group to stand in the landing zone. The remaining pupils are in their kicking area.

Invite the kickers to kick the ball from their hands above head height to land in their zone. The pupil standing in this zone attempts to catch the ball. If the kicker is successful, they switch positions with the pupil in the landing zone.

Equipment

- A Football,
- Spot markers or cones

Variations

- Invite the catchers in the zones to catch using 1 hand / arm only.
- Amend the equipment. Use a sponge ball instead of a plastic or leather football.



15. Over/Under Swoop

Description

Arrange pupils in groups of seven and confine each group to a yard space 20m x 20m. Invite 2 pupils to be "on" and give them the pool noodles. Invite the other pupils to pick a locomotor skill and move around the space.

When they meet or face the pupil who is on, they will shout "Under" or "Over". Based on this the pupil who is on will hold the pool noodle at knee level or at torso level to the caller. The caller ducks under or jumps over the noodle, changes their locomotor skill and continues. Change roles intermittently.

Equipment

- 2 Pool Noodles per group

Variations

- Invite the pupils who are 'on' to raise the jumping height and lower the ducking height to increase the range of motion.
- Invite pupils to use the same locomotor skill throughout.



16. Bear Saw Balance

Description

Arrange pupils in pairs and invite them to assume a bear position (hands under shoulders, knees under hips 10cm off the ground and balls of the feet on the ground) facing each other with their heads 2 metres apart.

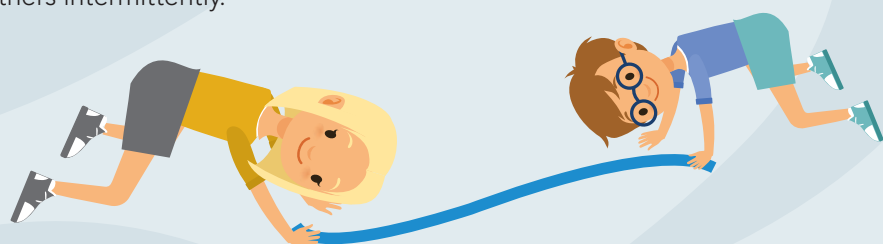
Invite each pair to hold the pool noodle or broom stick on the same side of their bodies with one hand. Using a push/pull action each pupil must try to knock the other pupil out of the bear position while maintaining their own balance. Remind the pupils of the external cue of a table and the top of the table is their back. They maintain the table position by tightening their stomach muscles. Switch partners intermittently.

Equipment

- Broom sticks or Pool noodles

Variations

- Make the activity cooperative where the pupils create a see-saw motion with the broom stick while maintaining their bear position.
- Invite pupils to elevate their opposite foot 10cm off the ground so that they are balancing on two body parts only.



17. Sheet Surfing

Description

Arrange pupils in pairs (A and B) with one sheet per pair. Invite the pupils to lay the sheet flat on the floor. Pupil A stands on the back edge of the sheet and pupil B goes to the front and holds the edge of the sheet in their hands. On a signal from the teacher pupil B drags the sheet smoothly around the floor space.

The pupil at the front of the sheet should be reminded to move the sheet smoothly and avoid jerking it or pulling suddenly. Pupil A maintains their balance, surfing the sheet as it moves under them around the floor space. Maintain the activity for 1 minute before switching roles.

Equipment

- Old bed sheets,
- PE hall with smooth floor

Variations

- Invite the pupil balancing on the sheet to take a lower position or stance and/or assume table-top (all 4) position on the sheet.
- Encourage the pupil balancing on the sheet to balance on 1 body part (large or small). Invite the pupil moving the sheet to move faster but still smoothly.



18. Course

Description

Invite the pupils to create their own obstacle course based on given restrictions or parameters, e.g. the obstacle course may/must include the following:

- A strong starting shape
- A strong finishing shape
- At least 3 different methods of travel
- 3 rolls
- 3 dynamic balances
- 2 different levels of movement

Equipment

- Cones
- Broom sticks
- Chairs
- Skipping ropes
- Any equipment from the PE Cupboard

Variations

- Invite pupils to work in pairs and limit the restrictions.
- Time pupils completing the obstacle course.



19. Tennis Ball Challenge

Description

Arrange pupils in pairs and give them 1 tennis ball per pair. Invite pupil A to throw the ball against the wall and catch it as many times as they can within 1 minute. Pupil B records the score.

For safety reasons, encourage pupils to remain 3m apart. Pupils then switch roles and repeat the task as many times as necessary.

Equipment

- Tennis balls
- Wall

Variations

- Decrease the distance between the thrower and the wall space.
- Increase the distance between the thrower and the wall space and / or invite the thrower to throw the ball using their non-dominant hand.



20. Tag Noodle

Description

Set up the playing area with a set of red spot markers across the baseline, a set of blue spot markers across the 5 metre mark and a set of cones across the halfway line. Arrange the pupils in pairs. Invite one of the pupils to take a pool noodle and stand on the baseline. Invite the second pupil to stand on the halfway line. The aim is for pupil 1 to tag pupil 2 with the pool noodle.

On teacher's 1st whistle, invite pupil 1 to sprint towards the halfway line. On the second whistle (as the sprinting pupils pass the blue cones), pupil 2 sprints and attempts to reach the far baseline without getting tagged. Pupils then switch roles and repeat the task as many times as necessary.

Equipment

- Pool Noodles
- Cones or spot markers
- A basketball court or large play area

Variations

- Invite both pupils to sprint on the same whistle.
- Move the 5m mark closer to the halfway line in order to delay the 2nd whistle.



