

# THIRD AND FOURTH CLASS



## 1. Beanbag Run

### Description

Scatter the numbered bean bags or numbered cones around a large playing area. Invite pupils to find a space within the area.

On a signal the pupils run around the area. As they pass the beanbags or cones the pupil adds together the numbers on the beanbags or cones.

The pupils run for a certain time and the teacher blows the whistle to conclude the game. Pupils record their score in their PE journal.

### Equipment

- Numbered bean bags or Numbered cones

### Variations

- Use a variety of travel methods like skip, side step or hop.
- Make all cones or beanbags worth 2, 5 or 10 to make it easier to add.
- Challenge pupils by making some beanbags or cones worth negative numbers.
- Create multiple playing spaces to ensure pupils remain socially distant from each other.



## 2. Finger Count

### Description

Arrange pupils in pairs. Invite each pupil to face each other from two metres apart and to side step around the playing area mirroring each other's movement as they go.

After traveling around the playing area for a certain distance the teacher blows the whistle or gives a command. Both pupils put their hand behind their back, holding up a certain number of fingers. Both pupils bring forward their hand at the same time. The aim is to count the number of fingers on both hands and call out the total number. The pupil who calls out the correct number first wins.

### Equipment

- None

### Variations

- Use a variety of travel methods like skip, side step or hop.
- Increase the difficulty level by using two hands and/or by using subtraction.
- Invite pupils to multiply the two numbers.
- Switch partners after a few rounds.



### 3. Line Run

#### Description

Arrange pupils on individual spot markers in two lines on each side of the playing area. The first pupil in each line is number 1 and the second pupil in each line is number 2 and so on until each pupil has a number. The teacher then calls out a number. Those pupils with the corresponding number run to the end of the playing area and around a cone. The first pupil back to their spot wins a point for their team.

#### Equipment

- Spot Markers
- Cones



#### Variations

- Have shorter or longer distances.
- Match pupils based on ability.
- Challenge pupils by placing strong runners further away from the cone.

### 4. 1, 2, 3 Action

#### Description

Arrange pupils in pairs with a spot marker per pupil. Invite the pupils to stand on a spot marker facing their partner. Give each pupil a letter A or B. Invite 'A' to start by saying number 1. 'B' follows by saying number 2, and 'A' says number 3. Continue until the pupils are familiar with the pattern 1,2,3, 1,2,3.



Now invite the pupils to replace the number 1 with an action like a jump so instead of saying number 1 the pupils do the action. The numbers 2 and 3 are spoken as before. Once the pupils are comfortable with this, invite them to replace number 2 with an action of their choice. So the pattern is now action, action, 3. Continue by replacing number 3 with an action. Allow the activity to continue for a set amount of time.

#### Equipment

- None

#### Variations

- Increase or decrease the numbers to make the activity easier or harder.
- Both pupils can do the actions at the same time if they are struggling with the activity.

## 5. Get In Order

### Description

Arrange the pupils in groups of 5 with a spot marker per pupil. Invite the each group to stand on their individual spot markers a few metres apart. Invite each group, on a signal, to arrange themselves in different orders like alphabetical order using both first name and surname, months they were born in, number of siblings etc.

### Equipment

- Spot Markers
- Chalk

### Variations

- Increase or decrease the number of pupils in the lines.
- Allow non-verbal communication.



## 6. Mirror Reactions

### Description

Arrange pupils in pairs. Invite each pair to stand a few metres apart facing each other. Place a line of coloured spots, cones or beanbags between each pair of pupils. Teacher calls out a colour and pupils must react by running to tap the cone with their foot and then running back to their starting point. Invite pupils to work in threes where one person calls out the commands and then switch rolls.

### Equipment

- Spot Markers
- Cones
- Beanbags

### Variations

- Introduce a series of instructions like touch blue, yellow and red.
- Use different body parts like elbow yellow, knee red, foot green.



## 7. Memory Mats

### Description

Arrange pupils in groups of four (A, B, C, D). Place nine spot markers in 3x3 rows in a grid for each group. Pupil A begins by listing a sequence of colours onto which pupil B must jump. Jumps can be performed forwards, backwards or sideways. Once pupil B has finished the sequence, pupil B then lists a sequence for pupil C and so on.



### Equipment

- Spot Markers

### Variations

- Perform a variety of jumps e.g., one foot to two, two feet to one, etc.
- Increase or decrease the number of colours in the sequence.
- Limit the number of jumps in the sequence.

## 8. Card Suits

### Description

Invite the pupils to stand on their own spot marker and to begin walking on the spot. Using an oversized deck of cards, assign an action to each suit in the deck, such as:

- **Diamonds** - lunges
- **Hearts** - Jump as high as possible
- **Spades** - Squats
- **Clubs** - Star jumps.

The teacher begins by turning over the cards one by one. The suit on the card indicates the action the pupils must perform, while the number indicates the repetitions e.g., 10 of diamonds means 10 lunges. Picture cards can represent 10 also. Jokers can represent a jog around the playing area.

### Equipment

- Deck of cards
- Spot markers

### Variations

- Only use two suits until pupils become familiar with the actions.
- Picture cards can represent a new activity to make it more difficult.
- Invite pupils to identify new actions for each suit, including new actions for picture cards and the joker.



## 9. Star Challenge

### Description

Arrange pupils in groups of 4. Mark out a star or square with four or five spot markers. Space each marker a few metres apart. Invite pupils to take it in turns to run from one of the markers to the different points of the shape in an allocated time. Pupils try to get to as many points as they can in the time. Invite remaining pupils to be counters or timers while one pupil is running.

### Equipment

- Spot Markers



### Variations

- Use a variety of travel methods, such as, hop, run, side step, etc.
- Increase or decrease the time.
- Introduce the out and back approach where each pupil begins at a spot marker and runs out to each point of the shape and returning to the starting spot, before moving on to the next point.

## 10. Move with Me

### Description

Invite pupils to stand on a spot marker in a large circle. Invite a pupil to move to the centre of the circle to perform any movement or action of their choice. All pupils join in the movements for 8 repetitions. Then the pupil in the middle moves back to their spot in the circle and another pupil takes their space in the centre. This activity continues until all pupils have been leaders. Once everyone has had a turn leading the pupils try to add the actions together to create a sequence of movements.

### Equipment

- Spot Markers



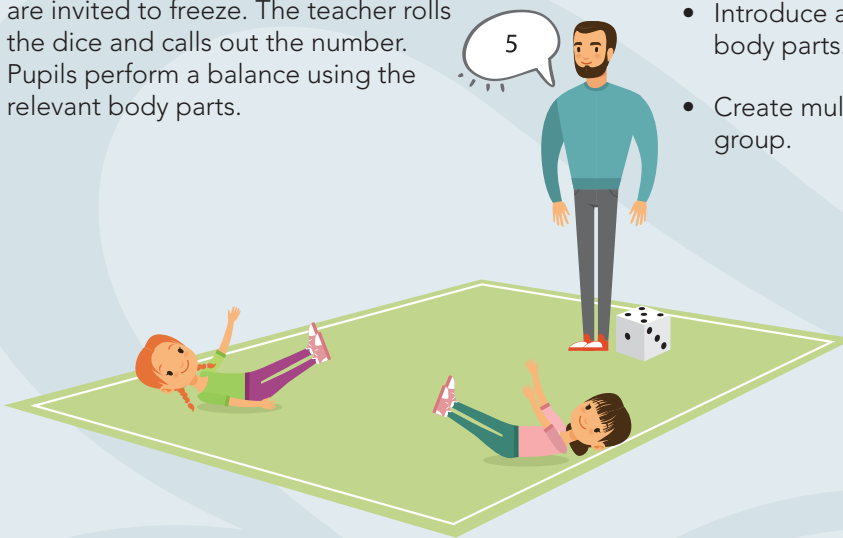
### Variations

- Perform the actions to music.
- Create multiple playing circles.

## 11. Stuck On You

### Description

Invite the pupils to find a space in the playing area. Introduce a dice and invite the pupils to allocate a body part to each number. Suggested body parts may be right/left foot, bottom, tummy, back, etc. Pupils travel around the playing area keeping a safe distance apart. On a signal pupils are invited to freeze. The teacher rolls the dice and calls out the number. Pupils perform a balance using the relevant body parts.



### Equipment

- Dice

### Variations

- Change the method of travel each time the pupils move around.
- Introduce a second dice and allocate further body parts.
- Create multiple playing groups with a dice per group.

## 12. First to 50!

### Description

Invite the pupils to stand on their own spot. Arrange pupils in groups of 4 to 8 and give each group a dice, and a pen and paper. Invite each group to assign an exercise to each number on the dice, such as, 1= 1 burpee, 2= 2 press ups, 3= 3 sit ups, 4= 4 lunges, 5= 5 squats and 6= 6 star jumps. Pupils may need to write down what each number represents to remind themselves. Invite a pupil in each group to roll the dice.



The remaining pupils in the group complete the relevant exercise. Then roll the dice again and add the number to your previous roll so that you keep a running total. Continue until your group reaches 50.

### Equipment

- A Dice per group
- Pen and Paper per group

### Variations

- Increase or decrease the target number to make it easier/harder.
- Make it harder by subtracting 5 when you roll a 5.
- Make it easier by doubling 6 when you roll a 6.

### 13. Along the Line

**Description**

Arrange pupils in groups of 4. Set out 4 spot markers in a straight line at 5 metre intervals. Invite each pupil to stand on a spot marker. The ball begins with the pupil at the first marker and is kicked to the pupil at the second marker, who in turn kicks it to the third marker. When the ball reaches the fourth marker that pupil must dribble the ball back to the first cone and repeat the process. Whilst the ball is being dribbled back each pupil moves forward to the next marker.

**Equipment**

- Spot Markers
- Footballs

**Variations**

- Vary the distances between markers.
- Vary the kicking foot each time.
- Groups can compete against the clock or other groups



### 14. Beat the Ball

**Description**

Arrange pupils in groups of 5. Arrange the spot markers into two squares, one inner square and one outer square. 4 pupils stand at a spot marker in the inner square, keeping a safe distance apart, while one pupil stands at a spot marker on the outer square. The pupils in the inner square pass the ball around the square. The pupil on the outer square runs around to the different points of the square and tries to get back to their starting point before the ball is passed around the inner square. Swap the pupils around after each turn.

**Equipment**

- Spot Markers
- One ball per group of 5

**Variations**

- Increase or decrease the number of pupils in the inner shape.
- Increase the number of laps the outer runner has to run.





## 15. Dab relays

### Description

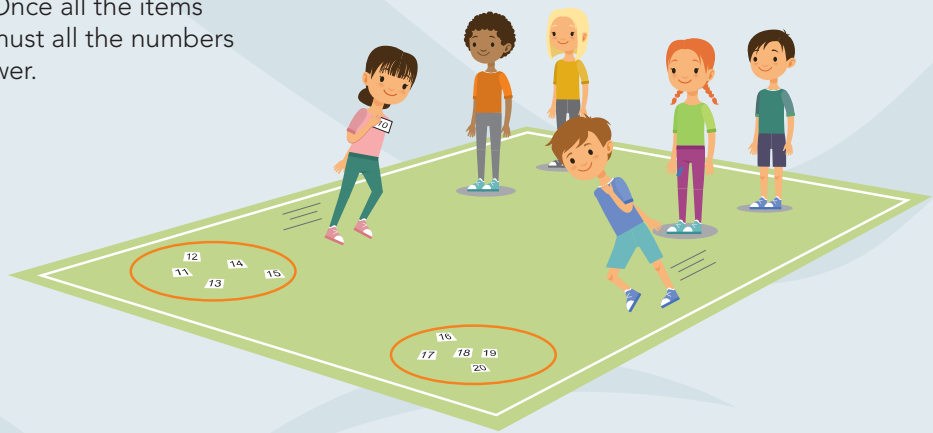
Arrange the pupils into groups of 5 or 6 giving each pupil a spot marker. Pupils in their groups place their spot markers in straight lines keeping a safe distance apart. Place numbers at the other end of the yard in a hula hoop per group. The first pupil in the line runs and collects one number. Whilst that pupil is running the other pupils in the line move forward to the next spot. When the first pupil returns he/she dabs for the next pupil to go. The first runner places the letter/number/jigsaw piece at the start of the line. Once all the items are collected the last runner must all the numbers together and call out the answer.

### Equipment

- Spot Markers
- Numbers (printed, laminated and cut)
- One hula hoop per group

### Variations

- Increase or decrease the distance of the run.
- Use a variety of methods of travel, i.e., hop, skip, jump, side step.
- Invite pupils to multiply all the numbers together.
- Invite all pupils to balance on their spot marker until the other pupil returns back to the group.



## 16. Twist and Shout

### Description

Invite pupils to find a space in the playing area while the music is playing. When the song says 'Twist' pupils must jump and rotate in the air, land safely and continue moving around. When the song says 'Shout' all pupils must jump up as high as they can and shout as loud as they can.

### Equipment

- Music 'Twist and Shout'

### Variations

- Invite pupils to alter the type of jump.
- Jump for distance rather than height.
- Vary the locomotor skill used like hop, skip etc.



## 17. Calculator

### Description

Arrange the class in two groups. Mark out a rectangular area (calculator) for each group big enough for 9 numbered spots or cones (1-9). Arrange the spot markers in a grid of 3 x 3 spots. Invite all pupils to stand behind a starting line. The first pupil from the group runs in and taps number 1 with their foot and runs back to the starting line and dabs for the next pupil to run in. This pupil runs in and taps number 1 with their foot. Once all pupils in the group have tapped number 1 the starting pupil runs in and taps 2 and so on. The game finishes when all pupils in the group have touched all numbers on the calculator.

### Equipment

- Spot Markers
- Cones

### Variations

- Increase or decrease the numbers on the calculator
- Increase or decrease the distance between markers.
- Invite the first pupil to run to one and the second pupil to run to two and so on to speed up the game.



## 18. 'Rock, Paper, Scissors' Relay

### Description

Arrange the pupils into two. Invite one group to go to one end of the playing area and the other group to the other end keeping a safe distance apart. Place spot markers between the two groups. The first pupil in each line travels (hops, skips, jumps, jogs) along the line. When the first pupil gets to an allocated spot for their team they stop and play a game of 'Rock, Paper, Scissors' with the pupil from the other line. Both pupils stand at their allocated spot for the game so they are a safe distance apart. The pupil who wins the game continues onto the end of the line on the other side. The pupil who loses the game jogs around the perimeter of the playing area. The next pupil then goes until eventually there are only two pupils left. These two then play off to see who wins the game. The pupils who are running around the perimeter must keep a safe distance apart while doing it. If the game is played with four lines the two winners from each line play off against each other to see who the winner is.

### Equipment

- Spot Markers

### Variations

- Vary the method of travel during the game.
- Use whole body 'Rock, Paper, Scissors' movements instead:
  - **Rock** - crouched body position.
  - **Paper** - standing, arms stretched up.
  - **Scissors** - arms outstretched to the side position.



## 19. Body Code

### Description

Arrange pupils into four or five groups. Invite the groups to go to one end of the playing area keeping a safe distance apart. Place 4 hoops or spot markers, spaced out evenly, for each team between each end of the playing area. The teacher demonstrates four different activities to perform in each hoop (star jumps, squats, burpees, vertical jumps). The pupils must remember the order of the activities and how many to do in each hoop (5 star jumps in hoop 1, 3 vertical jumps in hoop 2, etc). Once the pupil has finished all activities they must run to the end of the playing area around a cone and back home. If the pupil gets the order or number of activities wrong they must go back and restart. The first pupil home out of the four teams wins a point for their team.

### Equipment

- Spot Markers
- Hoops
- Cones

### Variations

- Increase or decrease the number of activities or the amount of each activity they have to do.
- Vary the travel instead of running.
- Use visual aids for pupils who need assistance.



## 20. Milkshake Dance

### Description

Invite pupils to move around the playing area in various different ways. The pupils as a class assign different activities to each milkshake (e.g. banana milkshake - lay on backs on the floor with arms outstretched, chocolate milkshake - jog on spot, strawberry milkshake - make a small shape). When the teacher calls out the different milkshakes the pupils are invited to do the allocated action.

### Equipment

- Music

### Variations

- Introduce the idea of doing a movement for 8 counts.
- Invite pupils to work in small groups and create their own movements for different milkshakes.

