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# Milton Keynes Schools Sport Partnership



@MKSSP\_Hub

## PE Teaching & Outdoor Learning in Schools after half term

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# What has the Covid-19 crisis taught us with regard to teaching PE?



Physical Education is so much more than just physical activity. Joe Wicks and many other fitness coaches (and PE teachers) are doing a great job at getting our students active in this time of crisis, but participation in exercise (**the 'Physical' in PE**) is only a small part of what we actually teach in PE lessons.

This crisis provides us with a good opportunity to sit down (or stand up and walk around!) and think about what the **'Education' in PE** truly represents. What do we want our students to learn? How does our school PE programme reflect this? How can we play a vital role in society post Covid-19?

The lack of direct interaction during the Covid-19 crisis has significantly emphasised how valuable this connection is. Getting to know each and every child, making them feel safe, valued and achieving success at their own level is an extremely powerful learning tool.

As PE teachers (and class teachers) we have an amazing opportunity and responsibility to create the new generation of superheroes, providing them with their toolkit of weapons ('useful transferable skills') that can be utilised across a range of situations.

Article by PE teacher Alan Dunstan

Can you answer yes to the following three questions?

- Does your teaching activity meet the guidelines set down by Government?
- Does what you are proposing to teach meet the requirements of any whole school/employer expectations which you may have developed in response to the national guidance?
- Have you reviewed your risk assessments before re-commencing PESSPA?

## 1. PESSPA learning

- Agree learning: identify curriculum priorities
- agree revised expectations and required adjustments in practical lessons
- any approaches to 'catch up' support
- the relationship between face-to-face and remote education
- ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach
- Non contact - apply and reinforce message

## 2. Protective measures and hygiene

- Decide the physical and organisational structures needed to limit risks and limit movement around the building(s)
  - classroom layouts
  - entry and exit points
  - staggered starts and break times
  - class sizes, lunch queues, use of communal staff areas
  - Agree how safety measures and messages will be implemented and displayed around school.

## 3. Changing areas

- Limit the use of changing areas
- If used, there is an expectation that there is a cleaning regime in place
- Focus on hygiene procedures embedded - hand washing before and after activity, not touching face, fingers in mouths/eyes etc. Looking at possible transmission opportunities and putting in mitigating factors
- In terms of cleaning facilities - you can only look at wiping down surfaces with the appropriate product
- Marking out areas which cannot be used will help you to manage the area effectively

## 4. Teaching areas

- Indoor teaching areas - what type of cleaning regime?
- Students should work in their own zone which may be marked out
- Teaching PE outside is preferable to indoor PE

## 5. PE Clothing - SLT support

- The school needs to make a decision on clothing expectations
  - Can students attend school in their PE kit for the whole day when they have a timetabled physical education lesson?
  - Negotiate with your SLT
  - If the policy is agreed you may wish to consider back up clothing for when there is inclement weather

## 6. Group sizes

- Class sizes should be reduced to a level where social distancing rules can be applied
  - See Government advice
- Can you focus on teacher led activities to ensure social distancing?
- Focus on a clear plan on curriculum activities which present the lowest risk

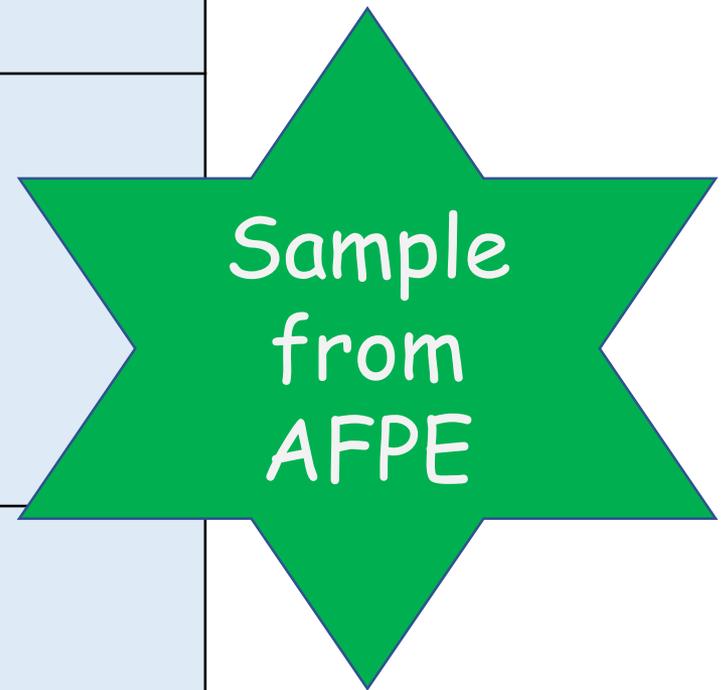
## 7. Social distancing within lessons

- You should ensure that all lesson activity adheres to the social distancing rules in place at the time of delivery
- Team games involving contact are currently not possible
  - One solution is for each student to have their own zone which they can work in
  - Manage entrance and exit to areas where PESSPA will be carried out

## 8. PESSPA equipment

- Equipment - if used, will be part of your cleaning regime
- You will need to make a decision on which equipment can/cannot be used in lessons
  - Each student should use their own piece of equipment only during a lesson. Team play which results in sharing of equipment should be avoided
  - Plan for less sharing

AREAS TO CONSIDER	SUGGESTED PRACTICE	IMPLICATIONS FOR THE SCHOOL / DEPARTMENT
Learning	<ul style="list-style-type: none"> <li>Activities taking place in PE lessons and Physical activity sessions should be strictly non-contact and these conditions shared with the pupils.</li> </ul> <p>Agree what learning is appropriate (including the relationship between face-to-face and remote education), for example, identify curriculum priorities, agree revised expectations and required adjustments in practical lessons, and any approaches to 'catch up' support.</p> <p>Ensure you have considered the impact on staff and pupils with protected characteristics, including race and disability, in developing your approach</p>	
Protective Measures and Hygiene	<ul style="list-style-type: none"> <li>Decide the physical and organisational structures needed to limit risks and limit movement around the building(s) (for example, classroom layouts, entry and exit points, staggered starts and break times, class sizes, lunch queues, use of communal staff areas).</li> </ul> <p>Agree how safety measures and messages will be implemented and displayed around school.</p> <p>Ensure there is sufficient tissues available for ensuring good respiratory hygiene – i.e. 'catch it, bag it, bin it' approach.</p>	
Changing areas	<ul style="list-style-type: none"> <li>If used, these should be cleaned after every lesson – Wiping of surfaces is a reasonable approach.</li> </ul> <p>Attending school with PE kit on will limit the need to use changing rooms.</p> <p>Ensure sufficient standard cleaning equipment is available in all changing areas.</p> <p>Social distancing measures still apply and marking out areas which cannot be used will help you to manage the area effectively.</p>	





## What have the children missed whilst isolating at home?

- Interaction with friends – games
- Instant feedback on performance from teacher
- Targets set by the teacher to meet
- Working with different people
- Working in different environments: field, hall, pool
- Teamwork and connection with friends
- Physical and skill development



# Primary Physical Education Response to COVID-19

Helping children recover from the consequences of lockdown and COVID-19 delivery ideas

Lockdown restrictions might cause pupils' to return to school with:	Suggested activities linking to the primary Physical Education National Curriculum*	Intent (In response to Covid-19)
Loss of functional capacity	<ul style="list-style-type: none"> <li>• Athletics (KS1 and KS2 running, throwing and jumping)</li> <li>• Fitness Circuits (KS2 Health Related Exercise)</li> <li>• Fundamental Movements Skills (KS1 locomotion)</li> </ul>	<ul style="list-style-type: none"> <li>• To build stamina, strength &amp; flexibility</li> </ul>
Lacking movement competence	<ul style="list-style-type: none"> <li>• Skills based activities (KS2 games and KS1 ball skills)</li> <li>• Movement and agility activities (KS1 locomotion)</li> <li>• Create movement patterns (KS1 and KS2 dance)</li> </ul>	<ul style="list-style-type: none"> <li>• Increase in basic movements (agility and coordination) stability (balance) and object control</li> </ul>
Suffering loneliness, social isolation and lack of belonging	<ul style="list-style-type: none"> <li>• Activities which focus on communication and collective performance (Outdoor Adventurous Activities including, team building* and problem solving)</li> </ul>	<ul style="list-style-type: none"> <li>• Social interaction, connection, collaboration, and teamwork</li> </ul>
Anxiety, bereavement, trauma or stress	<ul style="list-style-type: none"> <li>• Play (maximise Physical Activity opportunities)</li> <li>• Walking including the daily mile</li> <li>• Yoga, Tai Chi or Dance</li> </ul>	<ul style="list-style-type: none"> <li>• Controlling breathing, controlling emotions and mindfulness</li> <li>• Self expression, how they are feeling</li> </ul>
Inactivity (too much time indoors)	<ul style="list-style-type: none"> <li>• Outdoor adventurous challenges (Scavenger hunts)</li> <li>• Athletics (KS1 and KS2 Running, Throwing and Jumping)</li> <li>• Personal Challenges</li> </ul>	<ul style="list-style-type: none"> <li>• Connection with the environment and regaining perspective</li> </ul>
Lack of motivation and confidence	<ul style="list-style-type: none"> <li>• Personal Challenges to achieve their personal best (KS1 and KS2 athletics, KS1 locomotion and KS2 games)</li> </ul>	<ul style="list-style-type: none"> <li>• Engaged, confident and showing a willingness to try new things</li> </ul>



NB: All activities should follow Government Guidance in response to COVID-19 and afPE safe practise guidelines.



YOUTH  
SPORT  
TRUST

# Ensure activities develop these areas

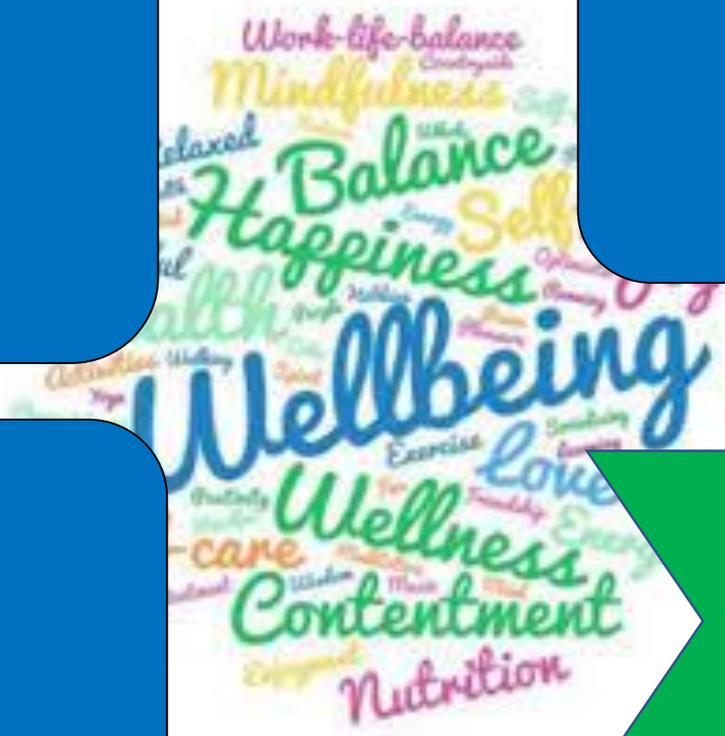
Physical



Social



Mental



# Ensure activities develop these areas

## Physical

Animal Fitness  
Alphabet Fitness  
Athletics - jumping  
Gym - shapes/balances  
Dance - Numbers



## Social

Copy partner  
Evaluate  
Communicate



## Mental

Reduce anxiety  
Motivate  
Increase confidence



## Cross Curricular learning

Maths - number recognition  
1 more/less than  
addition & shapes  
English - spelling & letters  
Science - know your body  
MFL - Saying hello

# Animal Fun Fitness



Focus: Developing fitness/FUNS movement  
Reduce stress and increase motivation



**Organisation:** Chn to work in own spaces marked out by 2 cones. Ideally 5m apart or as space dictates. A and B can work at same time or watch each other. If less space they can just work at spot/cone and move around/at it.

Ensure next line of cones is 3m away.



**Warm up:** Teacher calls out animal and chn move in that way.

Cheetah - jog on spot

Giraffe - stretch up tall on toes & walk

Tortoise - lunges    Bunny - hop

Monkey- on 4's monkey walk    Rhino - sumo side steps  
Kangaroo - jumps 2 foot

Hedgehog-Tuck and roll    "Feeding time" - freeze

**Activities:** Teacher explains each fitness activity in turn and chn do it non stop for 30 secs/45 secs.

Chn can work in pairs - 1 does activity while their partner watches from 2m away and counts/encourages. Swap over.

1. Cheetah - run fast between cones (shuttle runs)
2. Giraffe - jump low to high by cone
3. Hedgehog - roll on back - curl / uncurl (Abs)
4. Bunny - hop from cone to cone
5. Tortoise - on all 4's walk from cone to cone
6. Kangaroo - jump 2 foot side to side of cone
7. Rhino - press up hold and tap shoulders
8. Monkey -mountain climbers

**Challenge:** Can you beat your score?

**Cool down:** Dynamic stretches in area

# Animal Fun Fitness



## Focus: Maths

Number recognition, 1 more than/less than



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**Organisation:** Chn to work in own spaces marked out by 2 cones. Ideally 5m apart or as space dictates. A and B can work at same time or watch each other. If less space they can just work at spot/cone and move around/at it.

Ensure next line of cones is 2m away.



**Starter:** Teacher calls out animal and chn move in that way.

Cheetah - jog on spot

Giraffe - stretch up tall on toes & walk

Tortoise - lunges Bunny - hop

Monkey- on 4's monkey walk Rhino - sumo side steps Kangaroo - jumps 2 foot

Hedgehog-Tuck and roll "Feeding time" - freeze

## Animal moves: Number recognition

Teacher rolls dice /holds up numbers from 1 to 10 and holds up picture of animal. For example: If 5 is rolled and cheetah picked then they need to run as fast as they can up an down the line of cones 5 times.

## Challenge: more than/less than

Can you move 1 / 2 / 3 more than or less than the amount rolled/ number held up? Give the chn time to work out the sum. They could discuss with partner (from 2m).

**Challenge:** Chn to pick their 3 favourite animals and thir age and o that many of the activities. Can they remember and repeat this pattern?

## 5. Suit up



**Organisation: Wet/ classroom activity**

**Chn work at their desk spaces**

**If outside then use spots placed 3m apart.**

**Need a pack of playing cards.**

### **Warm up: Marching madness**

Chn to march on the spot. When teacher calls out a number they have to jog that many times.

NB: if call out Jack=11, Queen=12, King= 13 and Ace=15. Repeat by just showing cards and not calling out numbers to see if chn can remember them.

Focus: Developing fitness & FUN movements



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**Game 1:** Using cards from number 6 upwards. Teacher turns a card over from the pack and the chn complete that exercise for that number. E.g. 6  = 6 Kriss Kross jumps. Play for 3 mins/10 cards etc.



Kriss Kross  
Fast Feet  
seated twist



Running man  
Side-side jumps  
lift feet offfloor



Stand up sit down  
star jumps  
arm circles



R hops  
L hops  
Press up (desk)

### **Game 2: Higher or lower?**

In between cards chn have to decide whether next card will be higher ( jumping) or lower (squating). If incorrect they have to do 10 fast feet before next activity.

### **Game 3: Copy Cat**

Teacher picks 2 or 3 cards to show. Chn practice the activities a couple of times then have to remember them.

**Change moves each round if you want!**

## 3a. Shape shifter- gym



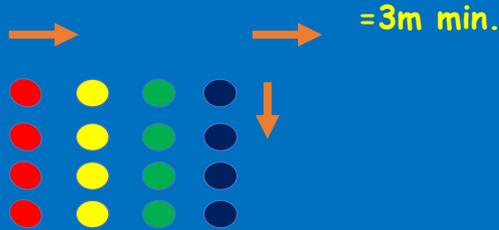
**Focus:** Developing shapes & balances using body control and strength

Develop communication and cooperation



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**Organisation:**



Chn to have 1 floor spot each minimum 3m apart  
They will be facing their partner

**Warm up: Game: Rock, paper, scissors**

Chn play the game in pairs (3m apart) but use shapes instead of their hands for the game.

Rock = tuck                      Paper= straight  
Scissors= star

First person to 3 points.

Tips: Encourage chn to maintain tension for strong shapes

**Task: Super shapes** (Ideally to music)

-Chn to move on/around/across spot with jog/high knees/skips/hop etc whilst music/tambour playing

When music stops - chn move into the shape the teacher calls/shows. Hold

-Chn to pick 3 shapes and link them. Partner watches and calls out the names of the shapes. Swap.

-Can you choose 3 shapes to perform in time with partner?

**Task: Body balance**

-Chn to copy the balances on the sheet/teacher demo.

Stork - on one foot    Tuck - on bottom

Superman---Arch hold - tummy

Shoulder stand - on back    Sidescale - on one foot

Chn to link 3 (to 5) shapes/balances. Partner copies. Swap over. Perform together.

## 3a. Shape shifter- gym



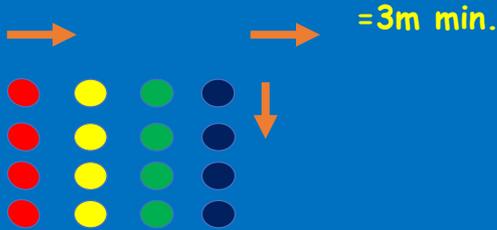
Focus: Developing shapes & balances using body control and strength

Developing spellings of digraphs



© MKNSSP

Organisation:



Chn to have 1 floor spot each minimum 3m apart  
They will be facing their partner

**Warm up: Game: Rock, paper, scissors**

Chn play the game in pairs (3m apart) but use shapes instead of their hands for the game.

Rock = tuck                      Paper= straight  
Scissors= star

First person to 3 points.

Tips: Encourage chn to maintain tension for strong shapes

**Task: Shape spells**

A has shape/balance card to look at.

B has spellings from "sh", "th", "ch" & "wh" sounds.

(or other appropriate to age/development/theme)

-A performs each shape in turn whilst spelling a word from list. E.g. tuck shape and spell "wish". Repeat until all shapes completed or all "sh" words completed.

-Can take it in turns with partner or wait until completed set. Use any resource card for display not to touch/share.

Extend:

-Chn change shape/balance for each letter of the word

-Chn think of own words/ balances

- Chn spell and hold shape/balance at same time as partner to develop control & cooperation.

- How quickly can they spell 5 words?

- How many words with that sound can they spell?



# Shapes      Shape shifter      Balances



## 2a. Number challenge- dance



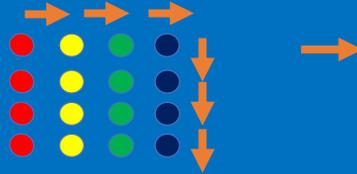
Focus: Developing fitness and coordination  
Improving social and leadership skills



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### Organisation:

=3m min.



Chn to have 1 floor spot each minimum 3m apart  
They will be facing their partner

### Warm up: Go through numbers 0-9

Teacher to say 1 jump, 2 - hops, 3 jogs, 4 high knees etc through to 10. Can repeat.

Task: Ask children to think about the numbers (show them some). Pick 1.

- Ask them to use their arms to represent the number.
- Try other numbers.
- Repeat activity using their legs.

### Activities: Create a dance

1. Pick their top 3 numbers to practise.

Work in pairs: show your partner your 3 moves and ask them to guess the numbers. Swap over. Ensure 2m away.

Extend: Teach your partner your 3 moves.

**To finish:** Pick your best 3 numbers between you and try to perform them in a short motif (sequence) in time with each other.

2: As activity 1 but this time the children need to perform a moving action to represent their numbers.

e.g. they could do 2 footed jumps forward in straight line for a number 1 OR spin on their bottoms to represent a 0.

- Try to move in the shape of your number in different ways.  
Pick your best one
- Repeat for 2 other numbers
- Show your partner to see if they can guess number. Swap over
- Create a sequence to combine your best 3 numbers. Practice

**To finish:** Link the sequence from activity 1 to activity 2.

Practice it many times. **Perform:** to the rest of group/another pair.

## 2b. Know your... shapes, letters

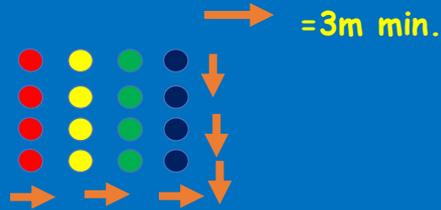


Focus: Maths and English challenges



© MKNSSP

### Organisation:



=3m min.

Chn to have 1 floor spot each minimum 3m apart  
They will be facing their partner

### Warm up: Go through numbers 0-9

Teacher to say 1 jump, 2 - hops, 3 jogs, 4 high knees etc through to 10. Can repeat.

Task: Ask children to think about the numbers (show them some). Pick 1.

-Ask them to use their arms/ legs to represent the number.

-Try other numbers.

-Repeat activity but moving to show numbers e.g. 2 foot jumps in oval = 0

### Maths Challenge: Shapes

▲ Triangle. Ask chn to make this shape using their arms /legs/other body parts.

How many different ways can they make it?

How many sides does it have? Can you \*jump that many times?

\*replace with any movement activity

Repeat for    Extend:



Patterns: Can you link your 3 triangles/ 4 squares?

Can you copy your partner's pattern

Can you remember and repeat your pattern?

### English Challenge: Letters

You can repeat the dance using letters instead of numbers

You can spell words by moving body parts/ moving indifferent ways to "write" each letter/word.

# Ensure activities develop these areas

## Physical

Animal Fitness  
Alphabet Fitness  
Athletics - jumping  
Gym - shapes/balances  
Dance - Numbers



## Social

Copy partner  
Evaluate  
Communicate



## Mental

Reduce anxiety  
Motivate  
Increase confidence



## Cross Curricular learning

Maths - number recognition  
1 more/less than  
addition & shapes  
English - spelling & letters  
Science - know your body  
MFL - Saying hello



# Physical Literacy CPD



Any questions then please  
contact me at  
[p.murrell@radcliffeschool.org.uk](mailto:p.murrell@radcliffeschool.org.uk)

Or to purchase any of our  
planning resources please  
contact Nicky  
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