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EXPLORE

We all live in communities and animals do too.

Choose an animal and think about where it lives. You might choose a polar bear at the North Pole or a tree frog in the Rainforest!

Find a space to move about in and think about how your animal moves. Is it a fast or slow animal? Does it take big or small steps?

How many different body parts does it move on? Does it move low to the ground, or maybe it moves around and over things? Move about in your space like your animal.

Choose a different animal and have another go. How many different animals could you explore moving like? Could you choose different types of animals?



SEND ADAPTATIONS

- Choose just one or two animals to move like.
- Look at some pictures or video clips of animals moving to give you some ideas.



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PRACTICE

Find something that you can use as a piece of equipment – a soft toy, some rolled up socks or a ball if you have one.

Travel and move about like your animal, balancing your equipment on different parts of your body. Now use different parts of your body to make your equipment move as you travel and move about. Be creative – could you use your nose, or ear or even your knee to make it move?

SEND ADAPTATIONS

- Balance your equipment on larger parts of your body.
- Use your hands to steady your equipment.

KEY THEME: COMMUNITY

Understanding The World – People and Communities.

We belong to lots of different communities.

Our family is a type of community.

Some of our family community live with us and some don't. We might not see some of our family very often at the moment but they are still important to us.

Draw a picture of some of the people in your family.

Talk about the people in your family that you have drawn.

Who are they?

What sorts of things do they like to do?

What sorts of things do you like to do together with them?

Why are they special?

DEVELOP

Find 8 small soft objects to use and put them together in a pile on one side of your space.

Practise collecting one object at a time and moving it to the other side of your space. Try not to use your hands. Use your ideas from the practice section.

Keep going until you have moved every piece of equipment across.

Our family is one of our closest communities. Playing games together with our families is a fun thing to do.

Invent a game where you have to move pieces of equipment from one space to another, travelling in different ways and using different parts of your body to move your objects.

You might want to add some obstacles in to make it trickier.

- What will the rules be?
- What will your game be called?
- Explain how to play your game to someone and ask them to write it down – you could draw some pictures on to help.

Tell someone else in your family how to play the game.

SEND ADAPTATIONS

- Have fewer pieces of equipment to move.
- Make the distance you have to move shorter.
 - Play the game without obstacles.
 - Have just one or two rules to follow.

Did you know?

Former soldier, Captain, Sir Tom Moore raised over £32 million by walking around his garden to donate to the NHS and help people in his community. He is now 100 years old!



EYFS – INVASION GAMES



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EXPLORE

Footwork and turning are two really important skills which are needed in all invasion games.

Find a space to move about in and think about the different ways you can use your feet to move around.

Can you move with fast feet? Slow feet? Sideways feet? Two feet at a time? One foot then the other? Can you jump onto two feet and then turn around by pivoting on just one of them?

Set up two 'end zones' in the biggest space you can find, you could use string, jumpers or markers! Practise your footwork by moving from one end zone to the other as quickly and efficiently as possible.

SEND ADAPTATIONS

- Chose just one or two ways of moving your feet.
- Ask a family member if they can do it and you copy them.



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PRACTICE

Find something that you can use as a piece of equipment – a soft toy, some rolled up socks or a ball if you have one.

Focus on jumping in the air and landing on two feet. Keep trying this until you can do it without taking any extra steps when you land.

As soon as you have got used to landing, practise picking one foot up off the floor and pivoting (turning around) on the other, add in a run up.

Run – jump – land - pivot

SEND ADAPTATIONS

- Start slowly by jumping from two feet and landing on two feet in the same spot.

DEVELOP

Players with good footwork and the ability to change direction quickly are most effective in invasion games.

Use the skills that you have explored and practised to design a game that involves footwork and turning skills

- Use a small ball if you have one or your equipment from the Practice section.
 - Can you use your end zones to play with a family member?
- When catching your ball you must land and pivot or throw the ball before moving your feet.
 - What will your other rules be?
 - What will your game be called?

Can you draw 4 boxes and put pictures in them with labels to show someone how to play your game?

Community Challenge

Share your game with a relative, friend, class mate or someone in your community who you think would enjoy playing it. If you have your parent's permission, could you send them a video and get them to send you one in return to share your games?

SEND ADAPTATIONS

- Ask a family member to help you design a game.
- Start by standing still and throwing your ball to the end zone, only start jumping and moving when you are confident.

KEY THEME: COMMUNITY

English Task

Community has become incredibly important over the past few months.

Whilst our family and friends are the closest members of our community we can now include doctors, teachers, NHS workers, delivery drivers, shop keepers, police men and women and so many other people as very special people in our community.

An acronym is a word where the letters are the first letters of other words(For example:- WALT – We Are Learning To). Can you make an acronym for the word COMMUNITY, using words which describe the special people that are part of it?

- C = Caring
- O =
- M =
- M =
- U =
- N =
- I =
- T =
- Y =



Did you know?

England and Manchester United footballer Marcus Rashford worked in his community to make sure that all children were able to receive free school meals, even during the school holidays.

KS1 – INVASION GAMES



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PRACTICE

Put the 6 pieces of paper on the floor.

Practise moving lightly on the balls of your feet in the space between your paper. Move in between and around the paper, keep your knees flexed and head up.

Move sideways, forwards and backwards and try to always stay in control of your body.

Experiment with different ways to dodge about in the space without stepping on the paper.

Could you add in a piece of equipment? How would you control the equipment? Find different ways to do this whilst still dodging and moving.

SEND ADAPTATIONS

- Remove the paper.
- Start moving slowly then build up speed.

DEVELOP

All invasion games need players to have the ability to dodge and move well in order to attack or defend a space.

Use the skills that you have explored and practised to design a game that involves dodging skills. It must:

- Be a game for between 2 and 4 players.
- Involve a piece of equipment – this doesn't need to be a ball. It could be something like a tag – be creative!

Design a resource card for your game and think about:

- What age group is the game for?
 - What are the rules?
- What is your game called?

Community Challenge

Think about the different communities that you belong to; family, school, religious, sports, and clubs such as brownies or cubs etc. Share your game with someone in your community so that they can play it. We are not able to do that in person at the moment so how else could you do this?

SEND ADAPTATIONS

- Discuss your ideas with someone and ask them to help you decide the rules.
- Use pictures or drawings to explain your game.

EXPLORE

Dodging and footwork are essential movement skills in all invasion games.

Find 6 small pieces of paper and place them safely in the space around you. This could be on the floor and on top of things like a chair/sofa if it is safe to do so.

Find something to use as a piece of equipment. It could be a small ball if you have one, a soft toy or some rolled up socks.

Hold your equipment in one hand, and move quickly to touch each piece of paper with your equipment in sequence. Try different variations of this:

Number your pieces of paper and try the activity in order, then reverse order or random order.

Ask someone to call out a number and move quickly to touch it with your equipment.

SEND ADAPTATIONS.

- Use fewer pieces of paper – try just 3.
- Focus on controlled movement and accurate touches rather than speed.



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KEY THEME: COMMUNITY

English Task

We all belong to lots of different communities – family, school, religious, sports, dance, and clubs such as brownies, cubs, guides or scouts.

Make a list of the different communities that you belong to. Choose one community to focus on.

Think about:

- What you do as part of that community and who with.
- What skills you have learnt from being part of that community
- What personal qualities you have developed – confidence for example.
- Why being part of that community is important to you.

Make notes and key points of your thoughts, then develop that into a piece of writing about belonging to a community.

Think about the people who are part of that community – friends, team mates, adults who organise it. What could you do to be a positive member of the community.

Did you know?



During Storm Dennis in 2020, players from Newport Gwent Dragons Rugby Club volunteered in their local community to help grass roots rugby clubs clean up their grounds so games could restart again.

KS2 – INVASION GAMES



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EXPLORE

Netball is played in 72 countries all over the world by more than 20 million people.

For this practice you will be mastering footwork and pivoting. You will need a ball and a wall.

Practice 1 – Jump vertically upwards– how many different ways of landing can you think of?

Practice 2 – This time, throw the ball directly above your head and jump to catch it– how many different ways of landing can you accurately perform? Try rebounding the ball off a wall for a challenge!

This time, try landing with one foot before the other. The first foot you put down is called your *landing foot*.

Practice 3 – repeat these practices again, but this time, once you have landed, try to pivot on your landing foot to change direction.

SEND ADAPTATIONS

- When landing, shout "ONE, TWO" to help you remember which is your landing foot.
- Start without the ball to begin with until you have mastered the basic footwork technique!



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PRACTICE

For this challenge, you will be using your footwork skills.

You will need members of your family to help you complete it. Put down four markers and ask your family members to stand at each markers – one of them has a ball.

- Start on the yellow marker in the middle. Run out to the family member with the ball who passes the ball to you. Catch the ball and land with correct footwork.

Pivot and pass the ball to the next family member and return to the yellow marker. Repeat this practice and see how many full circuits you can complete in one minute – can you challenge your family to beat your score?

SEND ADAPTATIONS

- Reduce the distance between the markers.
- Reduce the number of markers in the circuit.
- Decrease the duration of the challenge.

KEY THEME: COMMUNITY

English Task

We are all part of different communities – at the moment they can be difficult to access.

- Can you write down what the word *community* means to you?

Make a list of all the different communities that you belong to.

- How can you maintain your links with the people in these communities, even in these times when our movements are restricted?

Think about people in your community who may be struggling at this time.

- What can you do to help them feel better?
- What different methods of contact could you use to make contact with the people in these communities?

DEVELOP

The Netball Trust is a UK charity that delivers netball at grassroots level to people in less developed communities all over the world. They have taught children in India, Ghana, Kenya, Pakistan and Uganda to play the game by delivering and sharing netball practices and skills.



Look at the list of netball skills outlined below:
PASSING RECEIVING FOOTWORK DODGING SHOOTING

Can you design a netball skill / drill that could be used by someone to help them develop this skill?

Can you share this skill amongst the people within your community and challenge them to complete it?

Think about the different ways that you could get people in your community involved:



SEND ADAPTATIONS

- Get an adult to help you plan your practice.
- Use methods to circulate your challenge that are appropriate to the young person.

Did you know?

England Netballer Layla Guscoth returned from Australia to work as a doctor in the NHS during the COVID crisis, helping people in Birmingham recover at the Queen Elizabeth Hospital.



KS3 – INVASION GAMES



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EXPLORE

American Football is a sport that is played in over 80 countries in the world.

For this practice you will be catching the ball on the move. You will need a ball and a family member to help you.

Practice 1 – Stand opposite your family member. Ask them to throw the ball to you. How many different ways can you catch the ball?

Practice 2 – Ask your family member to vary the speed and the height of their throw. What is the best way to ensure you catch the ball?

Practice 3 – Now ask your family member to throw the ball to the left and the right of you. Can you move and catch the ball at the same time?

In American Football catching the ball in the end zone is called a touchdown and is worth 6 points.

SEND ADAPTATIONS

- Throw the ball with less speed.
- Encourage catching with two hands.



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PRACTICE

- You will need a family member and a ball to complete this challenge.
- Mark 4 zones in a square and stand in the middle of the zones.

Run to the first zone. Your family member throws the ball to you. You must catch it in the zone to score a touchdown. Throw the ball back and run to another zone.

Repeat this practice and count how many completed touchdowns you can achieve in one minute.

Switch over and challenge your family members to beat your score!

SEND ADAPTATIONS

- Reduce the distance between the zones.
- Vary the speed and direction of the throw.

KEY THEME: COMMUNITY

English Task

There are 380 million people living in the United States of America, belonging to a range of different communities. These communities celebrate their unity with festivals and special days every year. Look at the celebrations below:

HANUKKAH VAISAKHI KWANZAA DIWALI RAMADAN

- Which communities celebrate these festivals?
- Why is it important for people to have festivals and celebrations within their communities?
- What celebrations do people in your communities take part in?
- Can you produce an information leaflet or poster on one of these festivals?

DEVELOP

American Football teams are rooted in their communities. Can you identify the teams below from their badges and the communities that they are based in?



Imagine that you were introducing the sport of American football to people within your own community for the first time.

What skills would you teach them in order for them to play the game?

Think about the following skills:

PASSING CATCHING BLOCKING PUNTS

Can you create a 2 week training programme to cover all the basic skills that they could practise at home? Try and include:

- What the skill is.
- How they practise the skill.
- How long they need to spend on the skill.
- Where this skill is used in the game.
- How will you communicate your training plan to other people?

SEND ADAPTATIONS

- Ask an adult to help you research the skills of the game.
- Try creating a one week training programme to start with.



Did you know?

Seattle Seahawks quarterback, Russell Wilson is a volunteer in his local community and regularly visits the Seattle Children's Hospital. He has raised over \$1 million dollars for patients at the hospital.

KS4 – INVASION GAMES