

### how to set up:

- In a large, safe area, scatter several red, yellow and green cones. Each in their own space.

### equipment:

- Cones – Red, yellow and green
- PE expectations & rules



### how to play:

- Ask the children to move around the area. Choose different movements and change the movement regularly, gradually increasing the speed.
- Read out one of your PE expectations, or say a false one. For example – “we can push classmates during a team game”
- Children choose a colour cone to stand next to – depending on what they think about the statement you read out:
  - Red Cone – the statement is incorrect
  - Yellow cone – pupil is unsure
  - Green cone – the statement is correct
- Discuss the statement and encourage the children to say why they think it is important in PE. Ensure any children at a yellow cone, or the wrong colour cone, now understand the statement.
- These expectations should be relevant to your school and your children. Some examples include:
  - We respect PE equipment and should only use it as we have been shown
  - We don't have to listen when others are speaking
  - We must follow the rules of PE games

**Progression:** Ask the children to think of their own PE expectations, play the game and discuss these.

Please consider individual pupil requirements and carry out a risk assessment of facilities and equipment before your lesson.

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**how to set up:**

- Set out various pieces of sports equipment. Each in a safe, sufficient space.
- Split the children into small groups of 3 or 4.

**equipment:**

- Various pieces of sporting equipment such as:
  - Skipping ropes
  - Balls
  - Beanbags
  - Hoops
  - Cricket stumps
  - Hockey sticks

**how to play:**

- Each group should sit next to a piece of sporting equipment. Ask the groups to discuss the equipment between themselves – what they think it is used for, if/where they have seen it before, safety points needed when using the equipment.
- After a minute, rotate the groups to a different piece of equipment to begin a new discussion.
- Interact with groups as they discuss and give some input about yourself, your sporting background, likes, etc. and encourage the children to do the same.
- After children have had an opportunity to discuss a variety of equipment, begin a class discuss about the things they have talked about. Get to know the children a little better, favourite sports, teams, sporting knowledge, what they are excited about in PE etc, and let the children get to know you a little more too. Encourage the children to be confident to speak in front of others, and comment on similarities / celebrate differences.

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**how to set up:**

- Place different pieces of equipment at one side of the area.
- Split the class into groups of 5. One child in the group must stand at the opposite side of the area with arms out as a scarecrow.

**equipment:**

- Beanbags
- Cones
- Soft balls
- Tennis rackets
- Tennis balls
- Quoits
- Bibs

**how to play:**

- Each group starts in a relay format (teammates sat one behind the other).
- On the whistle, one child must run to their 'scarecrow' and choose a piece of equipment to balance on the scarecrow's body.
- Once balanced they must run back and let the next player go. The scarecrow must not move and must not replace any dropped equipment.
- The team continues to balance items on their scarecrows for 2 minutes.
- The team which manages to balance the most items on their scarecrow in the time limit wins.
- Play again with a new 'scarecrow'.

**Progression:** increase the time limit; introduce more equipment which might be more difficult to balance.

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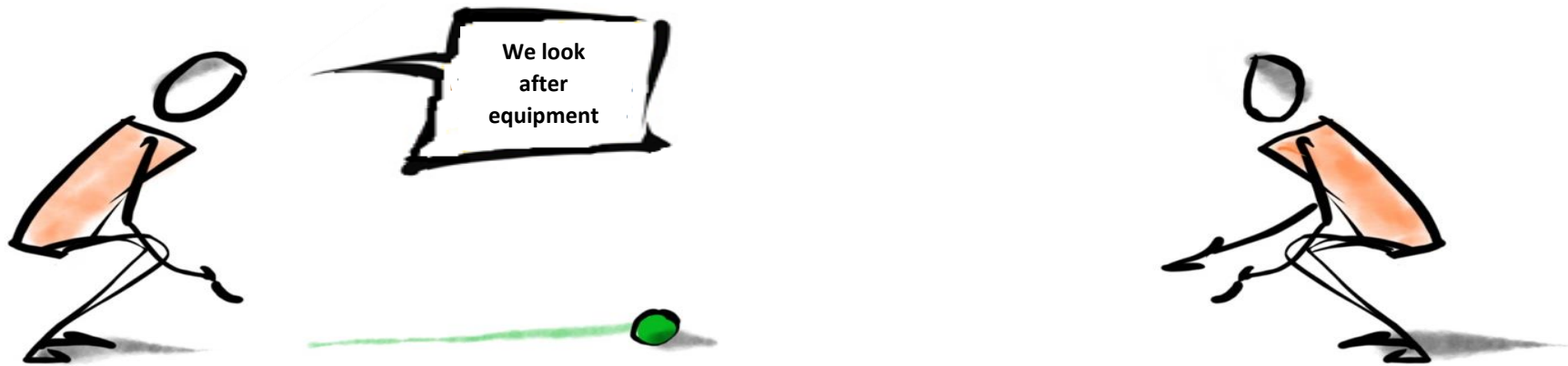
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**how to set up:**

- Split the class into pairs.
- Each pair stands 3 metres apart facing each other in a space.

**equipment:**

- Soft balls

**how to play:**

- On the whistle, pairs start rolling the ball to and from each other.
- When one partner receives the ball, they must either say something they have discussed today, or ask a question regarding today's lesson, such as a PE expectation.
- They roll the ball to their partner who must answer the question, and/or give another statement/topic of discussion.
- Ask the children to think of different statements/questions each time they receive the ball.

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