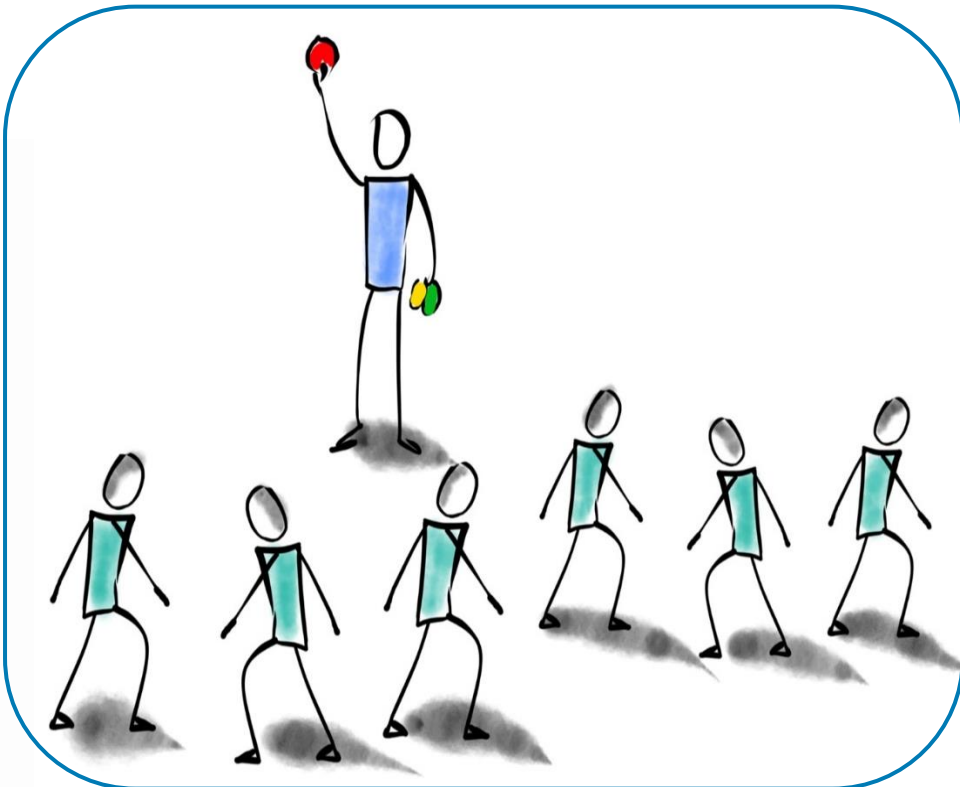


**equipment:**

- Cones – Red yellow and green.
- Your PE expectations & rules.

**how to set up:**

- Children stand in a space on their own inside a large, safe area.

**how to play:**

- Explain to the children the following visual and sound commands that they must react to...
  - **Red cone** – Freeze.
  - **Yellow cone** – Jog on the spot.
  - **Green cone** – move around in a good space.
  - **Whistle blown once** – stop, stand still, ready to listen.
  - **Whistle blown twice** – sit down.
  - **Shout “partners”** – Children must find a partner and discuss a rule that they think is important in PE – encourage children to think about different rules each time, and discuss why it is an important rule.
- The children should move around the area listening and looking to follow the commands.
- Choose different types of movement and change the movement regularly – gradually increasing the speed of movement.
- After a couple of minutes discuss with the class the rules they have thought about and their importance in PE.
- Play the game again, challenging the children to think about different PE rules and expectations.
- The rules and expectations should be relevant to your school and your children. Some examples might include:
  - We respect PE equipment.
  - We listen when others are speaking.
  - We follow the rules of the PE games.

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

**equipment:**

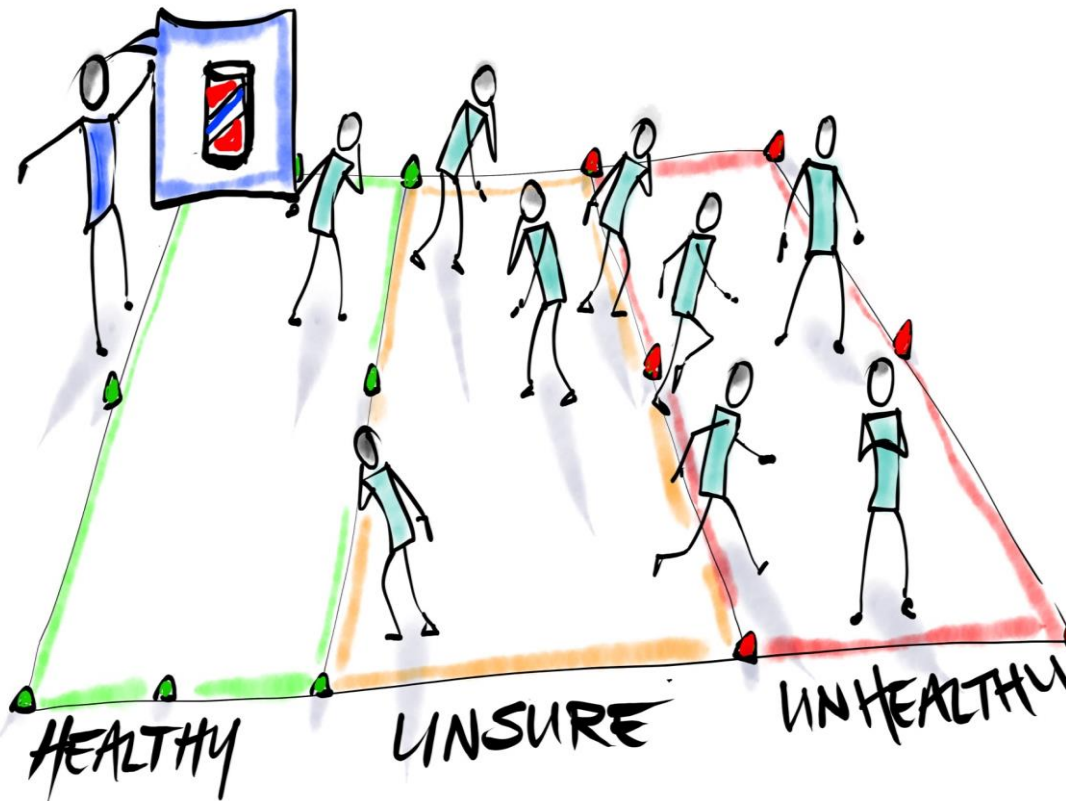
- Cones

**how to set up:**

- Divide the playing area into 3 equal zones.

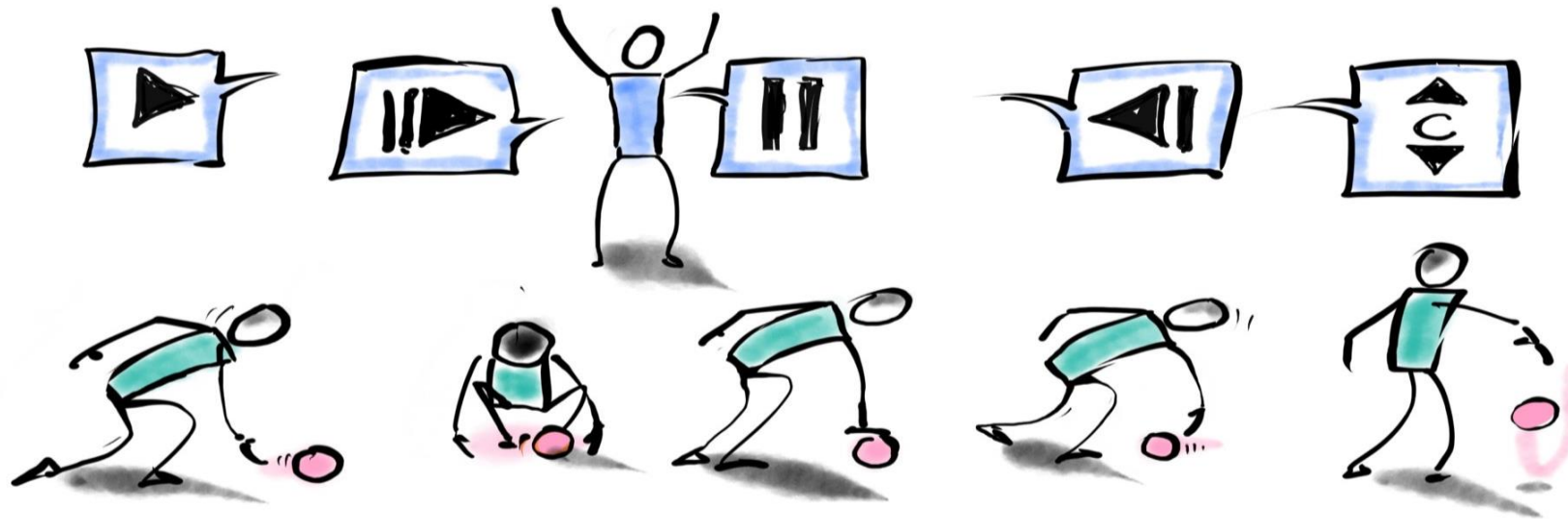
**how to play:**

- Talk to the children about food groups and healthy eating.
- Explain that one 'end zone' is for healthy foods, the opposite 'end zone' is for unhealthy foods, and the 'middle zone' is for if the children are unsure or think it is somewhere between healthy and unhealthy.
- Ask the children to move around the area. Start by jogging, but introduce different ways to move, such as skipping, hopping, etc.
- Call out a food. Give the children 5 seconds to decide if it is healthy or unhealthy and move to the relevant zone. If children are unsure, they should stand in the middle zone.
- Discuss the correct answer before asking the children to move around again and calling out the next food.



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

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### equipment:

- Cones
- One ball per pupil

### how to play:

- The children should be instructed to roll their ball around the area using their fingertips/palms.
- Explain that they are 'on TV' and the teacher has the remote control.
- Different buttons on the remote mean different things...
  - **Play** - move around as directed.
  - **Pause** - freeze, keeping the ball still.
  - **Rewind** - move backwards as directed.
  - **Fast Forward** - pat the ball side to side in a fast motion.
  - **Change Channel** - perform a spin with the ball and change direction.

**Progression:** Add further commands such as "**channel 2**" - pupils must pick up their ball, find a partner and swap balls with them, and "**Powercut**" - children lay flat on their backs, balancing their ball on their bellies.

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**how to set up:**

- Ask the children to stand ready in a space within the area.

**how to play:**

- The children should move around the hall in different ways – jogging, galloping, side stepping.
- On the whistle, the children freeze, and the teacher calls out a number, eg. “FOUR”.
- The children must get into a group of that number.
- Once in their group they must discuss a rule from the expectations activity (covered earlier in this lesson).
- The teacher chooses a group to explain which rule/expectation they have discussed and the importance of it.
- Repeat this activity asking children to find a different group each time and discuss a different expectation.

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