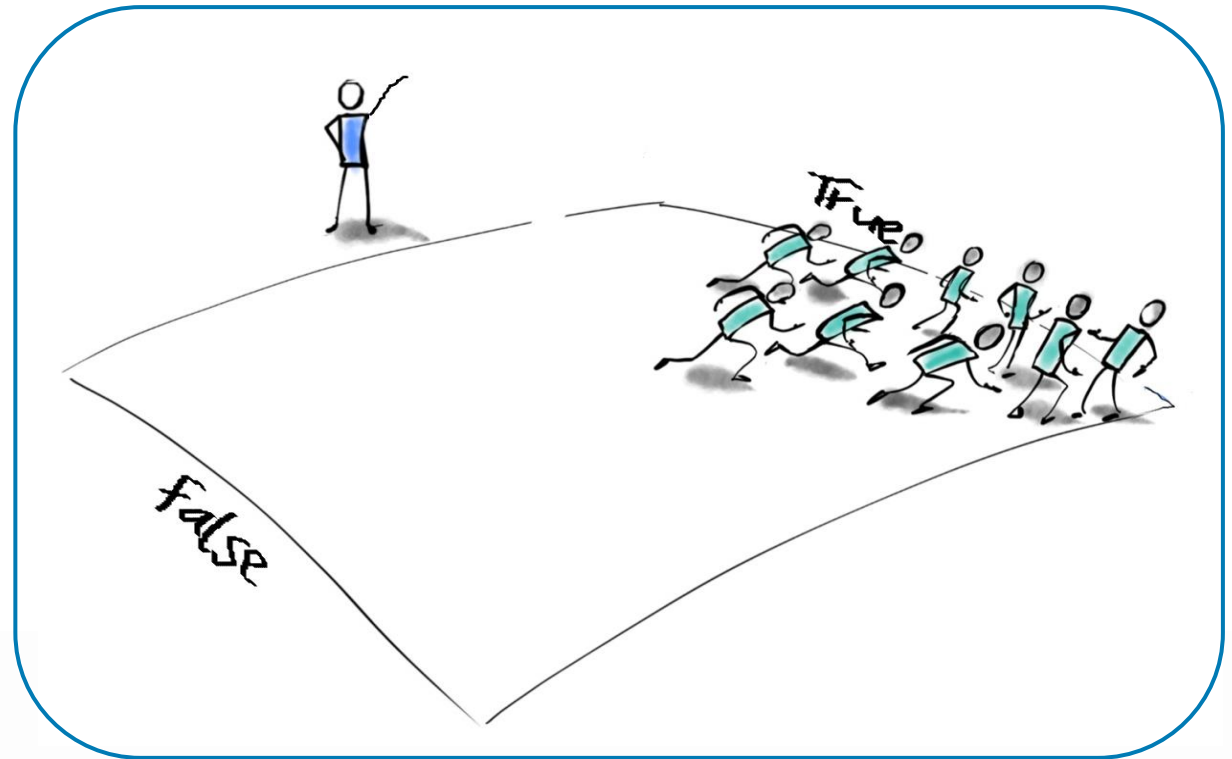


equipment:

- True and false cards printed out (see appendix).
- Tall cones
- Your PE rules and expectations (for progression)

how to set up:

- Place the true & false cards at opposite ends of a large, coned area (see appendix).
- Ensure the coned space is big enough for all pupils to move around in safely.

**how to play:**

- The children move around inside the coned area, moving in different ways.
- The teacher calls out a variety of statements about themselves.
- Pupils need to react quickly and move to either 'true' or 'false'.
- This is an opportunity for the children to learn a little more about their new teacher.
- Example statements could include: pets you have, places you visited over summer, hobbies and favourite sports.

Progression: Select pupils to take the lead and say statements about themselves for the class to guess whether they are true or false statements.

Progression: Play the game again using PE rules and expectation statements.

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

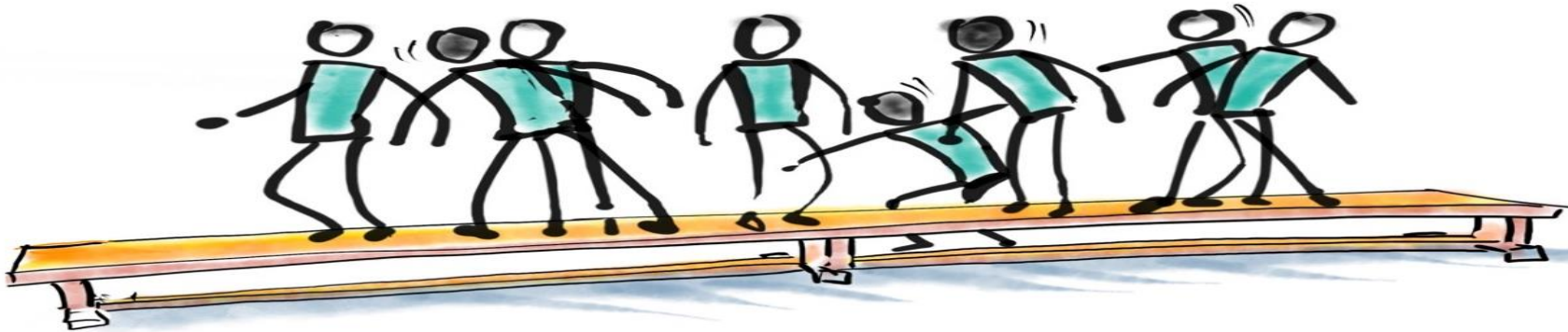
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how to set up:

- Split the children into 4 separate teams.
- Provide a bench for each team. If benches are not available, use mats or hoops.
- The children sit on their bench and are each given a number in their teams. This will be their numerical order.

equipment:

- Benches
- Hoops or mats if benches are unavailable



how to play:

- Ask the children to stand, and set them an order challenge: Alphabetical order, height, age, month of birthday, house number, etc.
- Before they begin, tell the groups which way they will be getting in line (left to right).
- All children must try to remain on the bench during the task.
- If any child touches the floor, they must start again from their numerical order.

Progression: Ask children to work in silence. If teams talk, they must start again from their numerical order.

how to score:

- Teams score one point for each player in the correct order.
- Bonus points given to the team who finishes first.

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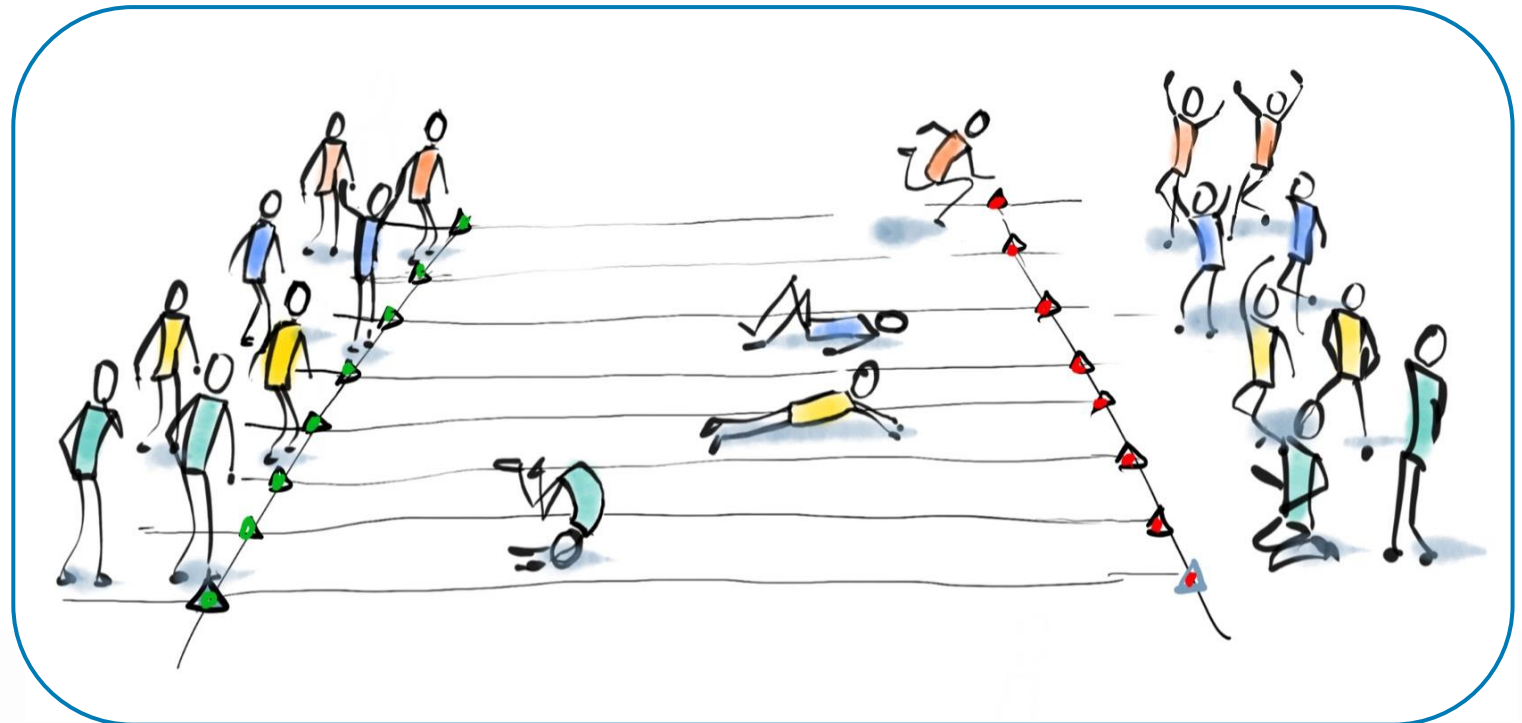
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equipment:

- Cones
- Hurdles (for progression)

how to set up:

- Pupils should be split into equal teams.
- Set up a start line and an end line for the pupils to cross and lanes for each team to work in.

**how to play:**

- Nominate a captain for each team. This can change as the activity goes on. The captain will choose the order in which pupils will go.
- Pupils from each group must get from one side to the other (within their lane), however each player must travel in a different manner to their teammates. If a team member runs to the end, the next player must choose a different way (eg. skipping) to get to the other side.
- The first team to get everyone across (having all travelled in a different way) are the winners.
- Extra points can be awarded to the team/player who uses the most creative travelling technique.

Progression: Play again using different challenges such as hands must be on the floor, bellies must be on the floor.

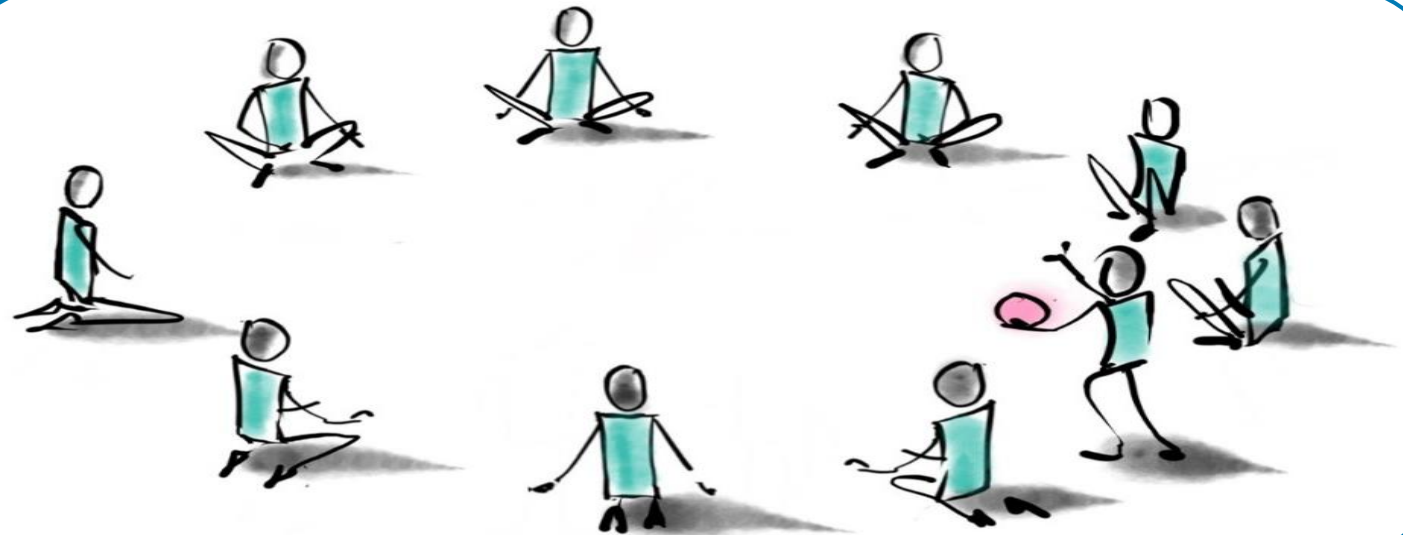
Progression – place hurdles in each lane for pupils to negotiate around.

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how to set up:

- Children work in their groups from above.
- Each group sits in a circle.
- Each group requires one ball.



how to play:

- The pupil with the ball starts by sharing an important PE skill or sporting fact.
- They then roll their ball to anyone in the circle.
- The pupil receiving the ball stands up, and shares a different PE skill or sporting fact.
- If the pupil who catches the ball cannot think of something, they must run around the circle carrying the ball, before rolling it to another pupil.

Examples...

- "I can perform 10 keep-ups with a football".
- "In tennis scoring 'love' means zero".

Progression: Repeat the game asking pupils to name important rules in PE, skills they would like to learn in PE this year, and examples of teamwork/sportsmanship within sport.

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Appendix



TRUE

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FALSE

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