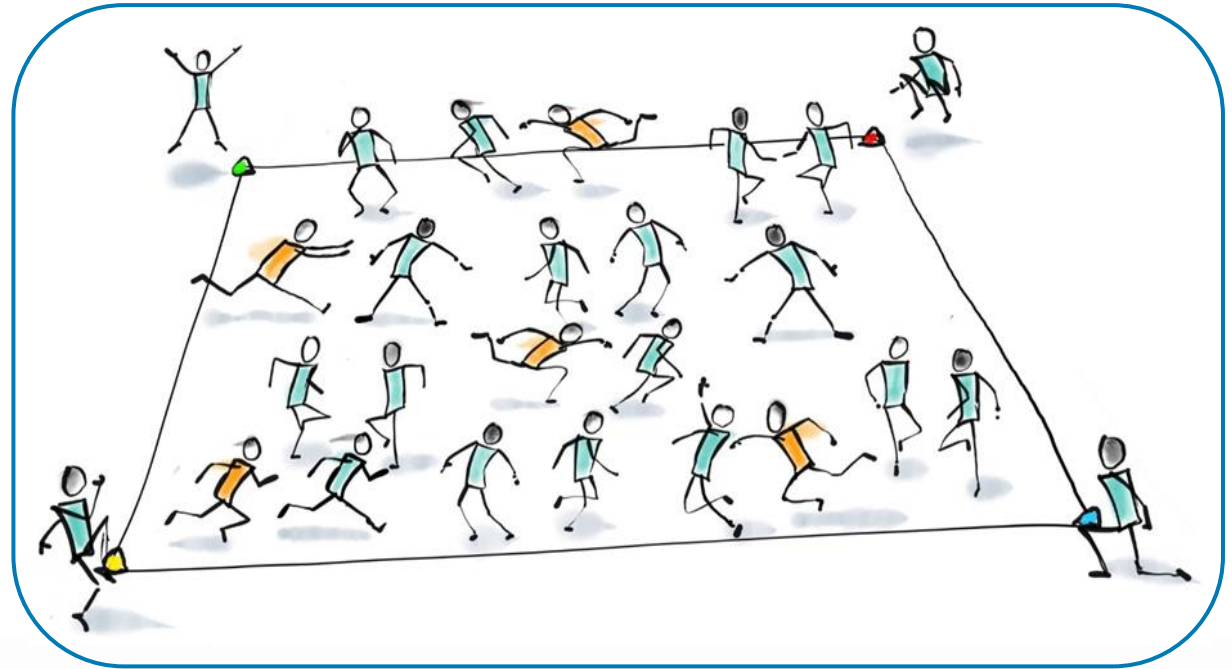


### how to set up:

- Place four different coloured cones in the corners of a large playing area.
- Each cone should represent a different exercise (e.g. Star Jumps, Burpees, Lunges, High Knees).

### equipment:

- Cones
- Bibs



### how to play:

- Choose 3 or 4 pupils to be taggers, they must wear a bib (to be easily identified).
- All other pupils should move around the area trying not to get caught by the taggers.
- Begin with a slow-paced movement, and gradually increase the speed of movement as the warm up progresses.
- If a player is tagged, they must go to the nearest corner and complete 10 reps of the exercise (e.g. 10 Star Jumps).
- Once they have completed the exercise, they can join back in with the game.
- Change the 'taggers' every 2 minutes or so.

**Progression:** Select 4 pupils to be 'personal trainers'. These pupils must supervise the exercise corners and ensure players are performing the exercises correctly.

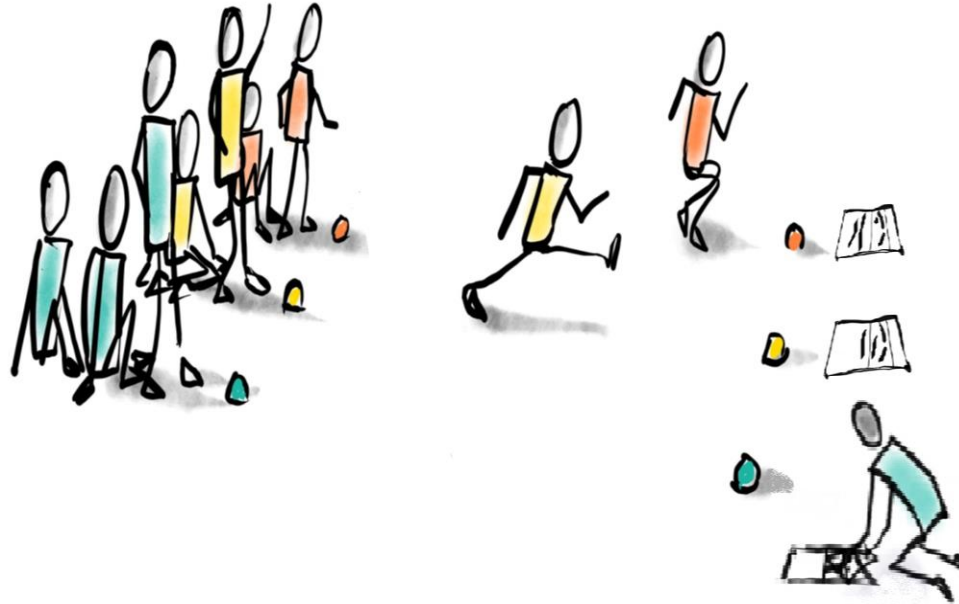
**Progression:** Select 4 children to suggest 4 new exercises for the corner forfeits.

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 class into small groups of 4/5.
- Each group needs a cone to start behind and a whiteboard and pen, next to a cone, at the opposite side of the area.

**equipment:**

- Cones
- Small whiteboards & pens

**discussion:**

- Choose 1 PE expectation from each group's whiteboard.
- Write the chosen expectations onto your whiteboard.

**how to play:**

- Pupils use teamwork skills to run, one at a time, to their whiteboard and pen; write down a PE expectation and then return to their team in a relay style format.
- Pupils can discuss in their teams which PE expectations they would like to write down.
- Encourage pupils to support and show good sportsmanship skills.
- Teams score points for each expectation they write down. The first team to write down one PE expectation per player scores a bonus point.
- Collect all the whiteboards in. Then discuss some of the expectations they have written down, plus any additional ones important in PE.

**Progression** – Play the game again, but this time with pupils writing down what they want/expect to get out of PE (such as learn a new skill).

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### how to set up:

- Split the class into groups of 4/5.
- Ensure each group has enough space to work in.

### equipment:

- Stopwatch
- Cones
- Benches
- Hoops
- Hurdles
- Balls
- Beanbags
- Hockey sticks
- Ladders
- Box
- Skipping ropes



### how to play:

- Pupils use teamwork skills in their groups to create a section of an obstacle course.
- Teams can choose from a variety of safe equipment.
- Pupils should attempt to make their section of the obstacle course challenging.
- Ask teams to think about moving in different ways and at varying speeds and heights.
- Once the obstacle course is complete, teams make their way through it, one team at a time.
- Time how long it takes each team and share their time. Can they beat their previous time?

**Progression:** Set a new course, splitting the class into new teams.

**Progression:** Pupils must balance a cone on their head whilst moving along their obstacle course. Time penalties can be given for cones being dropped.

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

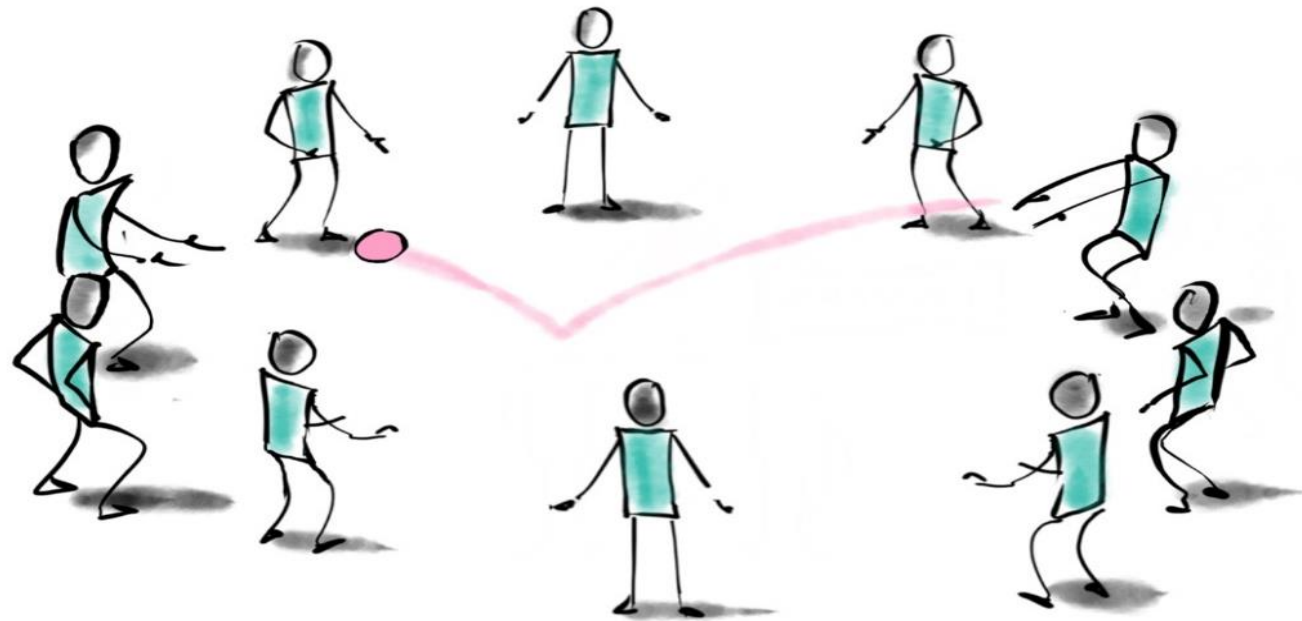
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**how to set up:**

- Pupils can stay in the same groups from the previous activity.
- Ask each group to stand in a circle.
- Each group requires one ball.

**equipment:**

- Soft Balls (1 per group)

**how to play:**

- The pupil with the ball starts by giving a statement about PE, or an expectation that has been discussed in today's lesson.
- They then bounce their ball to someone else in the circle.
- The person who catches the ball can either make a follow-on comment regarding the statement, give another statement/expectation, or demonstrate a stretch that all players in the circle must hold for 10 seconds (each side if applicable).

**Examples:**

- *Statement* – “PE helps you develop your movement skills to make you faster and stronger in games like football”.
- *Expectation* – “We must respect PE equipment”.
- *Follow on comment* – “Because if we don't respect equipment, it could get lost or damaged and our PE experience would suffer”.
- *Stretch* – *Thigh/Quadricip Stretch* (standing on one leg, bend the opposite leg - holding the ankle, so the foot is behind the body – swap legs).

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