

**FOR PRIMARY SCHOOL PE  
GAMES & MOVEMENT SKILLS**

**4**

**THINGS**

**DUNLOP  
A PLAYER  
1**

**Mark Carter**

**A Year of Primary PE**



## **A Year of Primary PE**

**The ultimate book for teaching primary PE, with 110 inclusive and engaging games for all abilities.**

Including a wealth of age-appropriate, easy-to-follow activities for teaching physical education at Key Stages 1 and 2, this book is perfect for teachers looking for inspiration and advice on delivering the very best PE lessons. Structured around a full school year, there is a mixture of indoor and outdoor ideas to suit a range of spaces and equipment, all tried and tested by teachers with mixed-ability classes. From 'Working together' in September to 'Competing as an individual' in July, each chapter addresses a different month and theme to structure your practice and make each lesson meaningful.

*A Year of Primary PE* features 110 lesson plans, with clear instructions for setting up and carrying out the activities, full-

colour photographs of the games in action, and advice to develop teachers' skills and pedagogy. Fully aligned to the National Curriculum, this is the ideal resource to deliver outstanding sports lessons centred around inclusivity, engagement and holistic learning.

### **Mark Carter**

My passion is play, and in particular the joy and connection that happen when people come together to play and move.

My hope is for all children to grow up with an understanding of what movement means to them, so that movement enriches their experience of living.

I am a teacher and teacher-trainer who works with schools to deliver inclusive and engaging PE. I have previously worked for the Football Association's PE team, as leader of the Future Zone PE Network and as part of the All-Party Parliamentary Group for a Fit and Healthy Childhood.

### **Keep in touch for more free resources**

A Year of Primary PE will be published in June 2022. Use the links below to access the website for the book, [PEKitchen.org](https://PEKitchen.org), where you can pre-order, subscribe to our newsletter, and access lots more free PE resources like this one.

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# Section 1

# How to teach

# 4 outcomes of brilliant PE

## People skills

At young ages, PE can teach children important social skills like how to find a partner, how to take it turns to talk and listen, and how to encourage each other.

At older ages, children can explore how to work together, how to share ideas and how to compete and still be friends.

These skills are every bit as important as the physical and technical outcomes of brilliant PE.

## Thinking skills

Problem-solving should be a core element of brilliant PE. We should aim to develop children who are confident to tackle new challenges.

PE lessons should be challenging for all children, and everyone should have the chance to succeed and fail multiple times in every activity.

A brilliant PE teacher might lead the children to explore and discuss their own levels of confidence and find strategies for trying new things even when they are difficult.

Reflective teacher-led dialogue in PE can usefully focus on how children felt, what they thought would happen, and what they might do differently next time.

## Movement skills

In order to develop movement skills, young children need lots of repetitions of throwing, catching, running, jumping, balancing etc. Each activity should be designed to allow maximum physical participation, in order to give children enough time to improve.

A child who gains movement skills will develop more confidence in their physical ability and are more likely to continue being involved in physical activity in the future.

## Sport skills

A game is any activity with rules, competition, and a method for scoring or winning.

Children playing games in PE can start to develop an understanding and ability of the sports-skills needed to play, compete and perform at later ages.

E.g. children who regularly engage in playing invasion games will develop an understanding of space and movement; attacking and defending; and working with others as part of a team.

Game confidence and understanding will hopefully help children to enjoy playing into their teenage years and adult life.

# 4 ways to structure a lesson

## Technical first, then into a game

The traditional approach to PE is to teach the techniques first, and then have a game to see how, when and why we use them.

So, for example, you may practice unopposed throwing and catching with lots of repetitions, then have a game of netball.

This approach is easily understood by the children, and lessons are straightforward to plan and deliver.

Critics of this approach may question the relevance of learning to throw and catch in isolation of the 'when and why' decision-making of the game (as well as the potential lack of relevance, joy and meaning!)

## A carousel approach

In a carousel lesson, the class is split into small groups, and each group moves round a set of stations.

These stations would typically be individual or pair movement skill work, but they could also be 1v1 games, tag games or small-sided games.

This approach allows you to include lots of variety, as well as provide continual, regular revision of previous learning by including some similar stations each lesson.

It might be tricky to deliver an effective and consistent learning intention in a carousel lesson, and some teachers spend too long organising and showing the stations.

## Whole – Part - Whole

### Whole

You start with a game, for example 3v3 basketball. You might modify or constrain the game to bring out certain outcomes, depending on what you learning intention is.

### Part

You then spend time, usually in smaller groups, focusing on one specific aspect of the game. This could be individual defending, for example.

### Whole

You then take the learning from the Part back into the Whole.

The success of the lesson often depends on the quality of the transfer from the Part back into the Whole.

## A game

Children love games!

Some of the best PE lessons don't include lots of different activities, just one well-devised game, with lots of individual choice and challenge.

It's important to remember that a game doesn't need to be the full adult version of the game, like 15 aside rugby. Games need to be adapted and modified to fit the needs of the children who are playing.

For a game to be a game, it only needs two things:

- Rules or structure
- A way of scoring, competing or winning.

# 4 ways to adjust the challenge or adapt the activity

## Space

Changing the space, size or shape of an area can have a big impact on the activity.

When playing tag games or invasion game, if you make an area bigger, you make it easier for those who are attacking or who are trying to avoid getting tagged. When you make the area smaller, it is easier for those defending or those trying to tag others.

You can also think about adding in safe zones in order to add support for those who need it.

## Task

Children don't have to all be doing the same thing!

You can make a task easier or more difficult, and you can do this for the whole group or for individuals within the group.

It may be a good idea for children to choose from a variety of tasks, of varying levels of difficulty. Usually, they will choose the task which best fits their level of confidence. You can encourage them to choose the more difficult tasks by assigning them more points.

## Equipment

Using different equipment is motivating for children. Try to allow them choice in what they use, and in how they use it – as long as it's safe!

For example, a child who comes to life when they have a ball at their feet, might be allowed a ball at their feet in a tag game. Or a child who struggles to bat with a cricket bat may be able to choose a tennis racket instead.

## People

Adjusting the people in an activity is a good way of mixing things up.

Children need to work with lots of different people, so make sure you switch partners regularly when doing pair work.

Numbers of people on teams and in challenges don't always have to be equal. So, if a 4-aside game is very one-sided, then just play 3 against 5 instead.

# 4 ways to give choice & ownership

## Rules and scoring

It's the children's game, so giving them choice and ownership of it will build motivation and help make it relevant for them.

The most obvious thing to hand them ownership of is the rules and scoring.

In any game, ask the children how many points they think they should receive for scoring a particular way. Ask them how they might double their points. Ask them whether there is anything they think they might change about the game to make it better, fairer or more fun.

## Partners and teams

One of the problems with teachers picking pairs and teams is that it can take ages!

Children can usually find their own team or friend to play with. The teacher may need to step in to help the last few children who are struggling but try not to micro-manage who works with whom.

However, you may need to step in later to mix some partners and teams around to make things fairer and create challenge for everyone.

## Use and care of equipment

Even very young are capable of selecting and looking after their own equipment.

Giving children choice will often mean that they select something which is appropriate to their level of confidence and ability.

For example, in a striking and fielding game, a confident child may choose a rounders bat while one who isn't so sure may choose a wider tennis racket.

Allow children to choose how they travel with a ball during invasion games.

## Compete or collaborate?

Not all children like to compete, and some really struggle to work together. When doing pair tasks, try asking them how they'd prefer to work – to compete against each other or to work together to achieve something?

This allows everyone to start at a point which makes sense to them. Later you can encourage them to switch if appropriate.

Allowing children to invent their own game and their own reason for playing will increase the interest and timespan of the activity.

# 4 ways of increasing physical learning time

## Teach individuals

We know that all children are different, and they therefore need different input from a teacher.

In PE, the teacher should aim to work with individuals or small groups in the same way they do in a numeracy class.

Try to resist the challenge of stopping the whole group often, especially if what you plan to say is only relevant to a some of the children.

## Shorter interventions

Children won't listen for long, so make your interventions short and to the point.

Before you intervene, plan what you going to say or do. Sometimes a quick demonstration is better than two minutes of talking.

Consider if you really need to bring all the children in from their activity, or if you can freeze them quickly where they are, pose them a quick challenge, and then back to the activity.

## No queues!

Children waiting to in lines are often bored and risk misbehaving because of this.

Children need lots of repetitions in order to learn, and they need lots of engagement in order to behave well and enjoy their lesson.

Lessons with no queues may seem impossible, especially in small spaces. However, give it a try! Everyone can dribble a basketball at once. Your lessons may look messier, but enjoyment, engagement and progress may be much better.

Where you do need to use queues, like in some gymnastics lessons, aim to increase the number of stations so the groups and queues are smaller.

## You can never be "out"

Games like dodgeball often have a rule that children are "out" – for example when they are hit with a ball. Because of this, some children spend most of these activities sitting watching rather than playing, moving and learning.

If you use a game when children are "out", then find a way of getting them back in again quickly. For example, go and throw two bean bags into a hoop and you can re-



# Section 2

# **Essential equipment**

# 4 good things to do with tennis balls

## Ball drop

In this reaction game for pairs of children, one person stands in a T shape, with their arms out, and a tennis ball in each hand.

They drop one of the tennis balls, and their partner must catch the ball as soon as they can. The challenge might be: Can they catch it before it hits the floor, or before it bounces a second time?

This could be progressed to both balls dropping, either at the same time, or one after the other.

## Four square

Also known as 'Champ' this game is played by four children, each operating within a square area in a 2x2 grid.

The squares are numbered, 1 to 4, with 1 being the Champ square. (You can name the squares what you want, as long as you identify an order of rank).

The ball is patted using the hands from one square to another and is allowed to bounce once in the square is hit to.

When you lose a point, you drop down a rank and move square accordingly. If you drop from the lowest ranked square, then you are replaced by someone else waiting to play.

## Wall Ball

This is a game for pairs of children, using the hands to pat a ball against a wall.

The official rules of Wall Ball allow for the ball to hit the wall at any height and to bounce once before being returned. However, for children you may need to adjust these settings to provide appropriate levels of challenge and engagement.

## Tennis!

Of course...! But we need to make the game appropriate to the age and stage of the children, and relevant for the amount of space we have available.

Tennis for young children may look a bit different from the adult version. The court may be smaller, the net lower. You could even play over a line on the floor, without having a real net at all.

And perhaps you start by working together to get a record rally, rather than trying to compete against each other straight away.

# 4 good things to do with hula hoops

## As timers

Try spinning a hula hoop on the floor and you'll find that it can stay spinning for quite a while before it drops to the floor.

This could act as a timer for another movement, such as cartwheels or star jumps or toe taps onto a football or pairs throwing and catching a bean bag. How many can you do before the hula hoop stops spinning?

Can you then beat your score?

## Noughts and crosses relay

Set-up a grid of nine hula hoops in a 3\*3 grid, like a noughts and crosses board.

Two teams of three players play a relay race and take turns to run to the grid. Let's say you have a Blue team and a Red team. The Blue team have three Blue bibs and the Red team have three Red bibs.

Each person carries a coloured bib with them and drops it into one of the hoops on the grid. Once you have used all your bibs you can move one of yours to a new hoop instead.

They are aiming to make three in a row, and the first team to do this wins.

## Belts

This tag game works with large hoops and small children.

Children are in pairs. Some pairs are the taggers and some pairs must escape from the taggers.

However, each pair must travel around together inside a hoop, with the hoop about waist height (like a belt).

This makes moving around difficult and tests their ability to work together.

## Make zombies!

In some games – like tag games for example – the fastest children always win. And sometimes you need to find ways to slow them down to even things up.

You can easily turn people into zombies by restricting them to moving with one foot dragging a hoop along the floor.

Or maybe just hula hooping?

# 4 good things to do with bean bags

## Catch them

Bean bags are easier to catch than a ball. This is because they can be grabbed more easily, and this may make them a vital ingredient in your PE kitchen.

When thinking about managing difference, bean bags should be vital part of your recipes, as they can make throwing and catching games accessible to those who struggle to catch a tennis ball.

## Hide them

Bean bags can be hidden under tall cones. This makes them interesting hidden treasure to find.

Perhaps you could include them in Capture the Flag for example, where the targets are tall cones at each end of the pitch. Playing in two teams of five players, each player needs to get to the opposition's cones without being tagged on the way. Some cones have bean bags underneath and some don't. When you score you can lift just one cone and have a look, and if there is treasure then you can steal it and hide it back at your end again.

## Balance them on the head

The most common use for bean bags is to balance them on the head during races.

You can also include them in a similar way in this tag game: Everyone (both taggers and those being chased) has a bean bag on their heads. If you are tagged or if your bean bag falls, then you are frozen. You can be unfrozen by a teammate if they can return the bean bag from the floor back onto your head without dropping their own bean bag.

## Slide them

Bean bags slide along the floor on an indoor hall.

This could make for an interesting tag game where the bags are slid across the floor, aiming at people's feet.

Or you could play bowling where pairs or small teams compete to see who can slide a bean bag so it stops nearest a marker.

# 4 good things to do with noodles

## Noodle tag

Each pair faces each other with a noodle on the floor between them. They play Rock Paper Scissors. Immediately, the winner of the game runs to try and escape. The loser picks up the noodle to chase them with the aim of tagging them with the noodle before they reach the end of the playing area.

You can progress this game to challenge the winner to escape and then double their points by turning back, getting past their team-mate with the noodle and safely to their opponent's end of the playing area.

## As sticks or bats

Noodles are softer and safer for young children to use.

So, you can use noodles as hockey sticks in almost any invasion game.

You can use noodles as bats to hit balls in modified rounders or cricket games. To help the children further, try starting the ball balanced on a tee, like a tall cone (rather than have the ball served with a throw). This will provide the children with an appropriate entry-level to the game.

## Sword fighting

Pairs sword fight with a noodle each instead of a sword.

To score a point, you must touch your opponent's feet with your noodle.

A similar and useful activity is for one of the pair to have a sword and the other not. The child without the sword is on all fours on the floor (on feet and hands, not knees and hands). The child with the sword moves the sword slowly along the floor under their partner. Their partner must move their limbs over the sword and try not to get touched. This is good for core strength development.

## Kangaroo tag

Each child has a noodle between their ankles, and they must keep their noodle there by squeezing their ankles together. So, the only way they can move is to jump like kangaroos.

Choose one colour of noodles to be the taggers. They must chase the others and tag them by touching them with their noodle.

# 4 good things to do with bibs

## A tail for tag

Tuck a bib into the waistband in order to make a tail.

In tag games, the tagger must pull the tail out in order to catch.

This changes the kinds of movement you get as the child with the tail can use their body to protect or hide their tail.

## For throwing and catching

One of a pair guard two cones about 3m apart. Their partner stands another 3m away and can score by throwing a bib onto one of the cones.

If you tie the bib into a knot, you have something which moves through the air faster. This may add speed to the game.

Bibs are easier to catch than balls. So, you can use them – tied into a knot or not - to help children who struggle to catch a ball. Even in a team game of handball, this might add a different challenge than using a ball.

## Special missions

In invasion games, each team has to choose their star player, who gets a special challenge.

For example, can the star player set-up each of their team mates to score a goal. Or the star player is the only one allowed to talk during the game.

The star player wears a different coloured bib, and this can be changed between players whenever they like.

## As targets

Bibs can be tied onto goals, posts, fences etc, and used as targets in invasion games or throwing activities.

Think about having different points scored for hitting different coloured bibs in a game.

Or different conditions for scoring a point:

**Yellow:** Everyone on the team needs to touch the ball before you score.

**Red:** You must play silently without any verbal communication.

**Green:** You need to celebrate creatively as a team in order to score a point.

**Blue:** You must all play with one hand or one foot only.