



Wet Weather and Disrupted PE Solutions

Notts Primary PE, Sport and Physical Activity Conference | 24.11.25

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02:00

Arrival Activity:

The best PE lessons are ones where the heart rate is raised for extended periods of time.

Discuss.

Aims

01

Explore a range of different activities that can be performed in restricted spaces.

02

Consider how activities can provide meaningful learning opportunities across multiple domains of learning.

03

Create holistic learning objectives linked to specific activities and desired outcomes.

Outputs:

01

Prepare a lesson to be delivered in a restricted space in the event of disruption to a PE lesson.

02

Plan to resource some equipment to use in case of wet-weather or other disruption.

Adaptive Teaching

STEP

Black and Stevenson (2011)



S

Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?

T

Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?

E

Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?

P

People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Let's get physical!

Use the STEP model to create an activity that develops your hand-eye coordination.



PE SCHOLAR



Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?



Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?



Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?



People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Let's get physical!

Introduce some competition to increase the level of challenge.

Collaboration (with)
Competition (against)



Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?



Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?



Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?



People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Let's get physical!

Modify the task to enable **ALL** members of your group to be *appropriately* challenged.



Space

Can you change the size of the playing area or space to increase or decrease the level of challenge/support to facilitate success?



Task

Can you vary the activity to increase or decrease the level of challenge/support to facilitate success?



Equipment

Can you change the equipment to increase or decrease the level of challenge/support to facilitate success?



People

Can you change the group to increase or decrease the level of challenge/support to facilitate success?

Bean Bag Activities

Learning objectives:

Improve your balance and coordination through bean bag activities and target setting.

STEP:



Space - Only a small area is needed per group.

Task - A range of activities are set out opposite. Students should have autonomy over which activities they choose.

Equipment - Bean bags or equivalent can be used.

People - Students can work on their own or in small groups. They can compete against themselves (personal best), against a partner, or in a group against another group.

Bean Bag Activities

<ul style="list-style-type: none"> • Balance on your head and walk around/ jump. • Jump side to side over it – how many? 	<ul style="list-style-type: none"> • Pass around your body. • How many in 30 secs? 	<ul style="list-style-type: none"> • Throw and catch • On your own / with a partner. • How many in 30 secs/1 min?
<ul style="list-style-type: none"> • Pass around one leg • Figure of 8 around legs • How many in 30 secs/ 1 min? 	<ul style="list-style-type: none"> • Throw, catch on your back/chest/foot 	<ul style="list-style-type: none"> • Balance on your head and look up/down/to the side - EYFS love this one!
<ul style="list-style-type: none"> • Balance it on your knee / foot, standing on one leg 	<ul style="list-style-type: none"> • Bean bag tennis – with hand or with a racket • Juggle 	<ul style="list-style-type: none"> • Throw, clap and catch • Throw, turn around and catch
<ul style="list-style-type: none"> • Kick ups (keepy-uppys) • Dropkick 	<ul style="list-style-type: none"> • Throw to a target/chair/ through the hole in the chair 	<ul style="list-style-type: none"> • Turn around and throw backward to a target.
<ul style="list-style-type: none"> • Place it between your feet, jump and catch it 	<ul style="list-style-type: none"> • Lie on your back, put it on your feet, and bend your knees towards your bottom. 	<ul style="list-style-type: none"> • Any more ideas? 

Safety first

General expectations of behaviour should be established to ensure all students participate safely.

In the process of
creating and playing
your games:

**What did you learn?
What progress have
you made?**



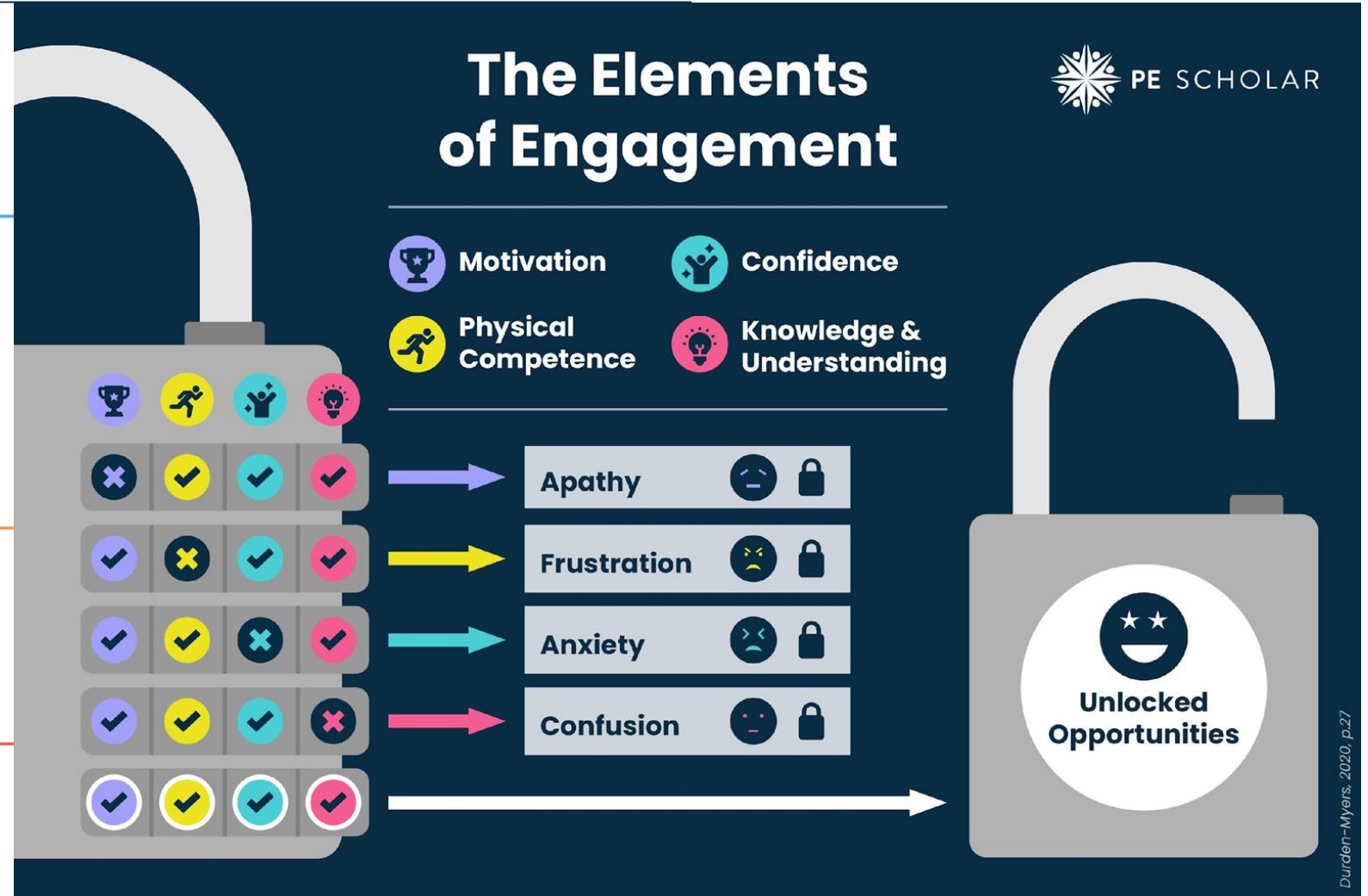
Think beyond the
movement skills.



Building Physical Literacy - in all environments

Our consensus statement

Physical literacy is our **relationship** with **movement** and **physical activity** throughout life.



Holistic learning threads in physical education



Move

- movement competence
- physical fitness
- application of tactics, strategies and compositional ideas
- performance and competition



Think

- knowledge of rules, tactics, strategies and compositional ideas
- knowledge of healthy, active living
- decision making, problem solving and creative thinking
- evaluation, analysis and reflection



Feel





- personal and emotional - independence, self-awareness, resilience and responsibility
- engagement and enjoyment - confidence, motivation and a sense of belonging in sport and physical activity







Connect

- teamwork and leadership - communication, cooperation, trust and emotional intelligence
- cultural and ethical awareness - socially just behaviours, fair play, empathy and trust in others




MOVE, FEEL, THINK and CONNECT			
 <p>Move</p>	<p>Physical skills: EG: “<i>Perform</i> a gymnastic sequence with control, coordination, and fluency.”</p>	 <p>Think</p>	<p>Knowledge: “<i>Apply</i> ideas effectively with creativity and timely decision-making.”</p>
 <p>Feel</p>	<p>Attitudes & feelings: “<i>Engage</i> enthusiastically in physical activity, showing persistence and active engagement.”</p>	 <p>Connect</p>	<p>Social skills: “<i>Work collaboratively</i> in team activities with respect, fairness, and effective communication.”</p>

Or

KNOW, SHOW and GROW		
 <p>Think</p>	 <p>Move</p>	  <p>Feel Connect</p>
<p>Knowledge: Eg: “<i>Apply</i> ideas effectively with creativity and timely decision-making.”</p>	<p>Physical skills: EG: “<i>Perform</i> a gymnastic sequence with control, coordination, and fluency.”</p>	<p>Attitudes, Feeling and Social skills: Eg: “<i>Actively participate</i> in physical activities, demonstrating persistence, teamwork, respect, fairness, and effective communication.”</p>



Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> • <i>Perform</i> • <i>Execute</i> • <i>Demonstrate</i> • <i>Control</i> • <i>Coordinate</i> • <i>Balance</i> • <i>Apply</i> • <i>Combine</i> • <i>Practise</i> • <i>Develop</i> • <i>Refine</i> • <i>Adjust</i> • <i>Improve</i> • <i>Maintain</i> • <i>Sustain</i> • <i>Master</i> • <i>React</i> • <i>Participate</i> 	<ul style="list-style-type: none"> • With control and accuracy • With fluency and consistency • With balance and stability • With speed, agility, and strength • With timing and rhythm • With power or endurance • With correct and safe technique • With coordination and flow • With efficiency and economy of movement • With resilience and effort • With precision under pressure • With progression and challenge • With confidence and control 	<p>“<i>Perform</i> a gymnastic sequence with control, coordination, and fluency.”</p>

Gross Motor Skills

Balance



Fine Motor Skills

Coordination

Core Strength

Creative Cone Competition - Cone Pong

Learning objectives:

Develop your fine motor skills to perform with increasing accuracy and control.

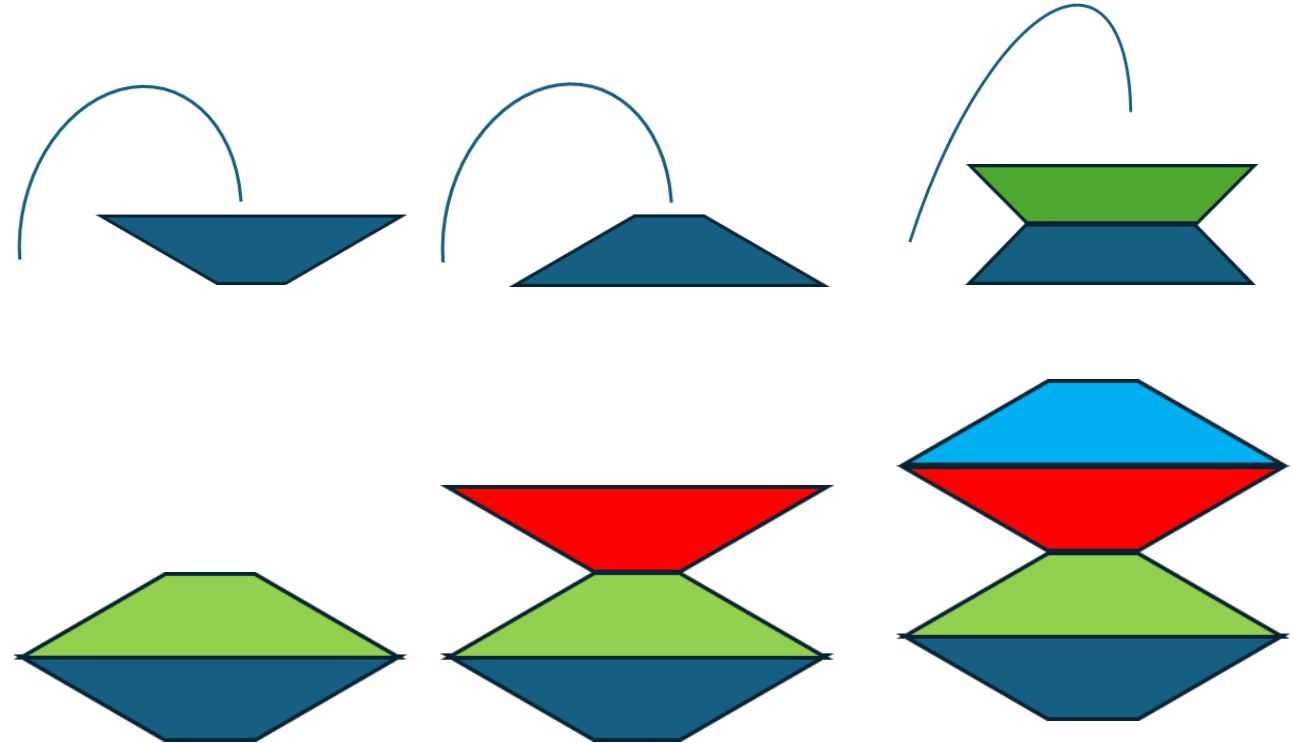
STEP:

Space - Each group can use a table/desk to play on.

Task - Place a cone upside down on the table. Students with a table tennis ball have to bounce their ball once on the table and land it in the cone.

Equipment - Up to 6 disc cones per group. One table tennis ball (or suitable equivalent) per group.

People - Group sizes can be flexible.



Increasing challenge

Once each student in the group has been successful, flip the cone and try to bounce the ball into the hole in the top of the cone. Once successful, place another cone on top of the cone and repeat until all students have been successful. Keep adding cones on top after each level.

The value of fine motor skill development

Areas of divergence:

Dyslexia impacting reading: both decoding and reading comprehension, spelling and writing

Weak numeracy skills

Poor working memory

Low self-esteem, emotionally fragile

Anxiety

Finds it difficult to initiate social interactions is timid in social groups

Following instructions is difficult

Fatigues readily due to demands of learning

Finds it difficult to adjust to change

Processing difficulties, especially auditory

Can experience frozen state. Need times to process.


Sensory and physical:


By the End of Year 10

Long term outcomes:

For **Grace** to develop her overall manual coordination including upper limb coordination which will in turn help improve her fine motor precision skills. This will be evidenced by increased assessment scores and achievement of the short-term goals shown below.

Be able to independently dress, including managing her buttons and tying her own shoelaces.

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> • <i>Apply</i> (<i>tactics/strategies/compositional ideas</i>) • <i>Adapt</i> • <i>Analyse</i> • <i>Anticipate</i> • <i>Articulate</i> • <i>Assess</i> • <i>Create</i> • <i>Decide</i> • <i>Devise</i> • <i>Design</i> • <i>Evaluate</i> • <i>Identify</i> • <i>Implement</i> • <i>Interpret</i> • <i>Judge</i> • <i>Lead</i> • <i>Observe</i> • <i>Organise</i> • <i>Plan</i> • <i>Predict</i> • <i>Problem-solve</i> • <i>Reflect</i> • <i>Respond</i> • <i>Select</i> • <i>Strategise</i> • <i>Think critically</i> 	<p>Knowledge & application of rules, tactics, strategies:</p> <ul style="list-style-type: none"> • With understanding and correct application of rules • With strategic and tactical awareness • With clarity of intent and purposeful movement choices • With spatial awareness and anticipation • With creativity and originality • With adaptability <p>Decision-making, problem-solving, creative thinking:</p> <ul style="list-style-type: none"> • With effective decision-making • With strategic adjustment • With innovation and imagination • With logical reasoning • With initiative and independence • With flexibility and originality <p>Evaluation & reflection:</p> <ul style="list-style-type: none"> • With accurate analysis • With constructive self- and peer-evaluation • With reflective thinking 	<p>“<i>Apply</i> ideas effectively with creativity and timely decision-making.”</p>

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> • <i>Use (rules/knowledge appropriately),</i> • <i>Communicate</i> 	<ul style="list-style-type: none"> • With awareness of performance outcomes • With evidence-based reasoning. <p>Healthy active living:</p> <ul style="list-style-type: none"> • With understanding of fitness components • With awareness of benefits of physical activity • With knowledge of nutrition, hydration, recovery • With commitment to lifelong activity • With self-management and wellbeing 	

Creative Cone Competition - Nearest the Jack

Learning objectives:

Apply tactics effectively with understanding and correct application of the rules

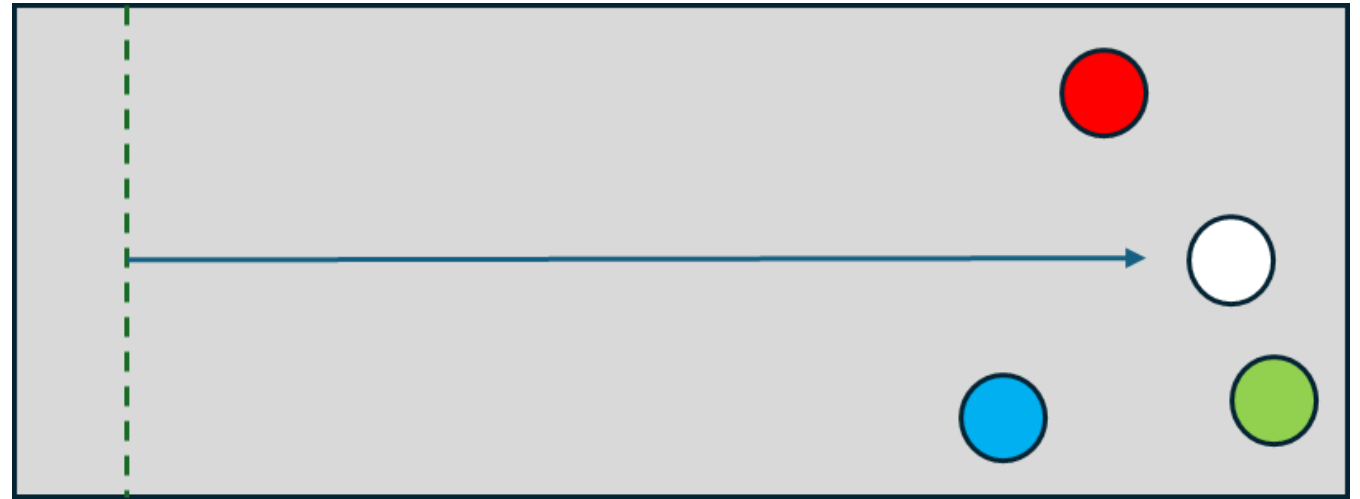
STEP:

Space - Each group can use a table/desk to play on.

Task - Send a white cone (the Jack) down the length of a table. Each player has a different colour cone. One after the other they push their cones down the table. Closest to the Jack wins.

Equipment - Various coloured disc cones.


People - Group sizes can be flexible.




Mix things up

Students can create variations to the scoring system or find ways to increase the level of challenge for those finding the task easy (non-dominant hand, eyes closed etc).

LO - Adapt and communicate rule changes with innovation and imagination

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> • <i>Participate</i> • <i>Engage</i> • <i>Enjoy</i> • <i>Persist</i> • <i>Challenge oneself</i> • <i>Commit</i> • <i>Focus</i> • <i>Reflect</i> • <i>Manage</i> <i>(emotions/behaviour/effort)</i> • <i>Set personal goals</i> • <i>Demonstrate self-confidence</i> • <i>Value personal growth</i> • <i>Celebrate achievement</i> 	<ul style="list-style-type: none"> • With confidence and self-belief • With independence and initiative • With resilience and persistence • With self-control and composure • With honesty and integrity • With awareness of strengths and areas for growth • With motivation and personal drive • With enthusiasm and positive attitude • With enjoyment and appreciation of movement • With willingness to try new activities • With pride and satisfaction in effort and improvement 	<p>“Engage enthusiastically in physical activity, showing persistence and active engagement.”</p>

Domain	Key Action Words (Verbs)	Qualitative Descriptors	Example Learning Objectives
	<ul style="list-style-type: none"> • <i>Cooperate</i> • <i>Collaborate</i> • <i>Motivate</i> • <i>Support</i> • <i>Encourage</i> • <i>Communicate</i> • <i>Collaborate</i> • <i>Include</i> • <i>Lead</i> • <i>Share</i> • <i>Listen</i> • <i>Contribute</i> • <i>Respond</i> • <i>Respect</i> • <i>Demonstrate</i> <i>(sportsmanship/ethical behaviour)</i> • <i>Guide</i> • <i>Celebrate others' success</i> • <i>Advocate fairness/inclusion</i> 	<ul style="list-style-type: none"> • With effective communication and cooperation • With inclusivity and fairness • With teamwork and shared responsibility • With leadership that motivates others • With supportive interactions and constructive feedback • With empathy and understanding of others' perspectives • With respect for diversity differing abilities, and cultures • With sportsmanship and grace in victory or defeat • With ethical awareness and responsibility • With collaboration toward shared goals • With acknowledgement and celebration of team achievements 	<p>“Work <i>collaboratively</i> in team activities with respect, fairness, and effective communication.”</p>

Are you dancing?

- Repeated patterns
- 4 / 8 count
- Use of equipment
- Individual / group
- Cannon / Unison / Mirror
- From a standing position...
- Perform 4 jumps / hops / steps.
- You must finish in a standing position.
- This is your phrase.
- Perform in time to a beat.
- Buddy up - teach your phrase to each other.
- You now have an 8-count!
- Choose some equipment!?

Additional ideas for dance choreography

These actions can be used to develop and enhance dances, providing an opportunity to extend and develop their wider dance skills.

- Walk, run, skip, gallop
- Step patterns
- Directions
- Pathways
- Large and small
- On different body parts e.g. hands and feet

- 5 basic jumps; 2ft to 2ft, 1ft to 2ft, 2ft to 1ft, 1ft to same ft, 1 ft to the other
- Shape in air
- On the spot or travelling
- Directions; forwards, backwards, side, diagonally
- Linking jumps together

Stepping

Jump

Turn

- Quarter, half and full
- On the feet, 1 foot, 2 feet
- On different body parts
- Opening and closing
- Leading the turn with different body parts
- Changing level

The Five Body Actions in Dance and Stillness

- Rocking and rolling
- Spinning
- Sliding
- Continuous changing of body weight

Transference of Weight

Gesture

- Small or large
- With one or more body parts
- Variety of body parts
- Pathways in the air

How can our skills and fitness improve the engagement in the activities below?

Health, fitness & lifestyle	Invasion games	Net/ wall games	Striking & fielding games	Target games	Athletics	Gymnastics	Dance	OAA	Swimming
Circuits	Football	Badminton	Cricket	Golf	Sprints	Floor routines	Contemp	Orienteer-ing	Water safety
HIIT	Rugby	Table tennis	Rounders	Boccia	Middle distance	Partner work	Modern	Team challenges	Front crawl
Cardio	Hockey	Tennis	Softball	New Age Curling	Jumps	Apparatus	Tap	Assault courses	Breast-stroke
Daily Mile	Basketball/ Netball	Volleyball	Baseball	Archery	Throws	Rhythmic	Jazz	Capture the flag	Backstroke
Yoga	Handball	Squash	Danish longball	10 pin bowling	Relay	Acrobatic	Ballet	Rock Climbing	Butterfly
Pilates	Ultimate	Padel tennis	Kickball rounders	Crown bowls	Hurdles	Trampoline	Ballroom	Rambling	Life-saving
Mindful-ness	Tchouck-ball	Fives	Kin ball	Petanque	Cross Country	Parkour	Irish	Rafting	Water polo

Resources

- Disc Cones
- Mini Floor Spots
- Table Tennis Balls
- Bean Bags
- Speaker
- Balloons
- Whiteboards / pens
- ????

What would you add?



Aims - Reflection

01

Explore a range of different activities that can be performed in restricted spaces.

02

Consider how activities can provide meaningful learning opportunities across multiple domains of learning.

03

Create holistic learning objectives linked to specific activities and desired outcomes.

Outputs:

01

Prepare a lesson to be delivered in a restricted space in the event of disruption to a PE lesson.

02

Plan to resource some equipment to use in case of wet-weather or other disruption.

Offering outstanding resources, expert-led courses and insight to bridge the gap between theory and practice. Helping physical education thrive.

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What has been the most valuable bit from this session?



<https://psch.la/PEfeedback>

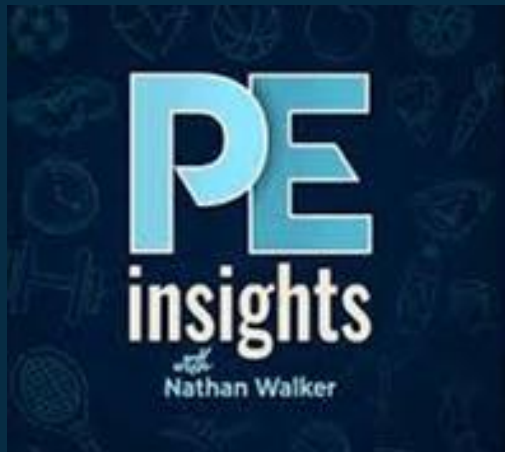
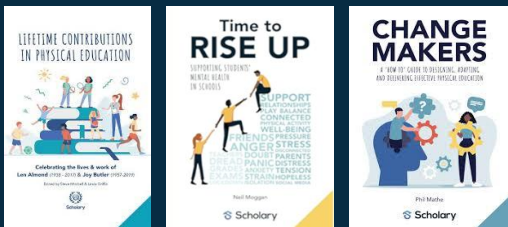
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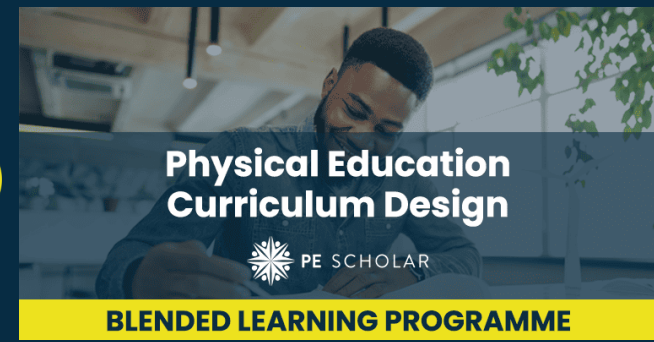


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Wet Weather Resource Pack

A selection of ideas to support engaging and enjoyable physical activity when disruptions such as wet weather, exams in the sports hall or staff absences dictate a need to adapt from your planned curriculum.

Time to ADAPT

Sometimes lessons are affected by unforeseen events and require quick thinking e.g. extreme weather. Other times you will be afforded some pre-planning time e.g. exam season. Either way, your provision will need to be changed. Your lesson may be different, but the quality of education can still be maintained.

It is time to ADAPT

A - Activity levels - whilst we should always aim for students to be as active as possible, raising the heart rate is desirable but not essential.

D - Diverse learning - Learning should still be made explicit, so that students understand that they are in a PE lesson. However, learning does not have to be directly linked to the original lesson.

A - Alternatives - if classes are combined, where possible offer alternative activities for students to opt into. This is particularly important for neurodivergent students that may be overwhelmed with the sensory overload of combined classes in a small space.

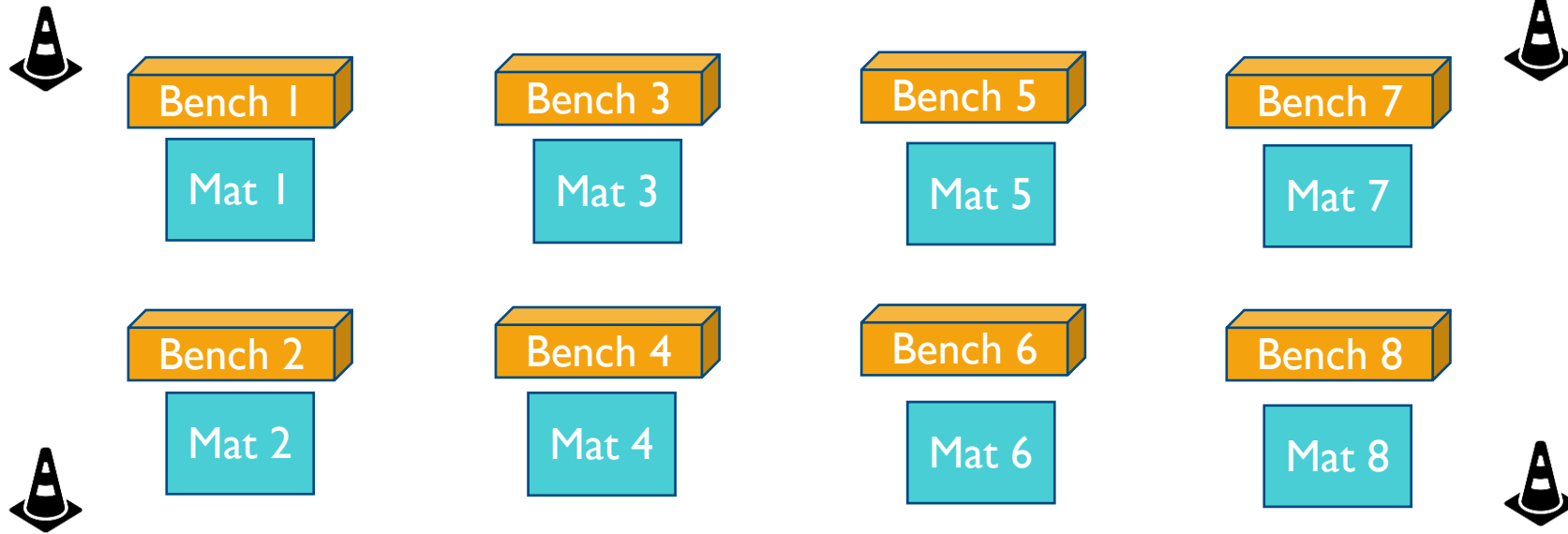
P - Pragmatic solutions - the plan you agree on may not be perfect, but if it is practical and safe, it will be a better alternative than resorting to a theory lesson sitting in a classroom!

T - Time - Managing combined groups can take a surprisingly long time as it includes giving instructions, transitions to teaching areas etc. Be mindful of this throughout the lesson.

Health Related Exercise

The following activities focus on improving student fitness, health and wellbeing. They can be adapted to utilise what equipment is available to use.

Team fitness challenge



Instructions:

1. Establish equal teams of 3-10 people with one bench and one mat per team, leaving enough space to run around the outside of the entire activity area.
2. Place four cones at each corner of the activity area.
3. Nominate a team captain to ensure accurate records are kept using the table.
4. Team members take it in turns to run clockwise laps around the outside cones. Only one member from each team runs at any one time.
5. Other team members complete muscular endurance exercises of their choice on their allocated mat or bench and record on tally chart.
6. Each team is responsible for setting their own SMART Target for laps and exercise reps, deciding their strategy to maximise laps and exercises in the allocated time, and completing accurate (honest) record-keeping.

SMART Target Laps (cv endurance) _____					Total:
SMART Target exercises (muscular endurance) _____					
Exercise 1	Exercise 2	Exercise 3	Exercise 4	Exercise 5	Total:

Playing Card Fitness

STEP:

Space - This activity (or variations of it) can be completed in almost any space.

Task - Group 1 complete step-ups on a line of benches or equivalent. Group 2 complete a series of exercises linked to the card drawn. Allocate an activity to the suit and the number represents the number of reps.

Equipment - Benches (if you have them). Playing cards or an online playing card generator.

People - Split the group into 2.

Example Activities		
Suit	Suggested Activity	Student Choice Activity
Clubs	Burpees	
Spades	Tuck Jumps	
Diamonds	Sit Ups	
Hearts	Press Ups	



Variations

Change the reps value for the Jack, Queen, King and Joker.

Set the activity by time or by the number on the card selected.

Change the activities, including equipment where available and if safe to do so.

Alphabet Exercise Sheet

STEP:

Space - This activity (or variations of it) can be completed in almost any space.

Task - Students have an Alphabet Exercise Sheet per group. They have to spell their name by completing the appropriate exercises for the letters.

Equipment - Exercises that require no equipment can be used for this activity. This can be changed if you want students to skip, use dumbbells etc.

People - Students can work independently or in groups of their choosing.

Example Letters	
A	12 alternate reverse lunges
B	10 seconds running on the spot
C	8 star jumps
D	Hop the shape of a square. Repeat with other leg
E	5 sumo squats
F	Jump 90° clockwise then anti-clockwise. Repeat 5 times.

Variations

Students can think of other words or names of sporting role models to spell out.

Students can spell the words and see if others in the group can guess what word they are spelling.

Aussie Running

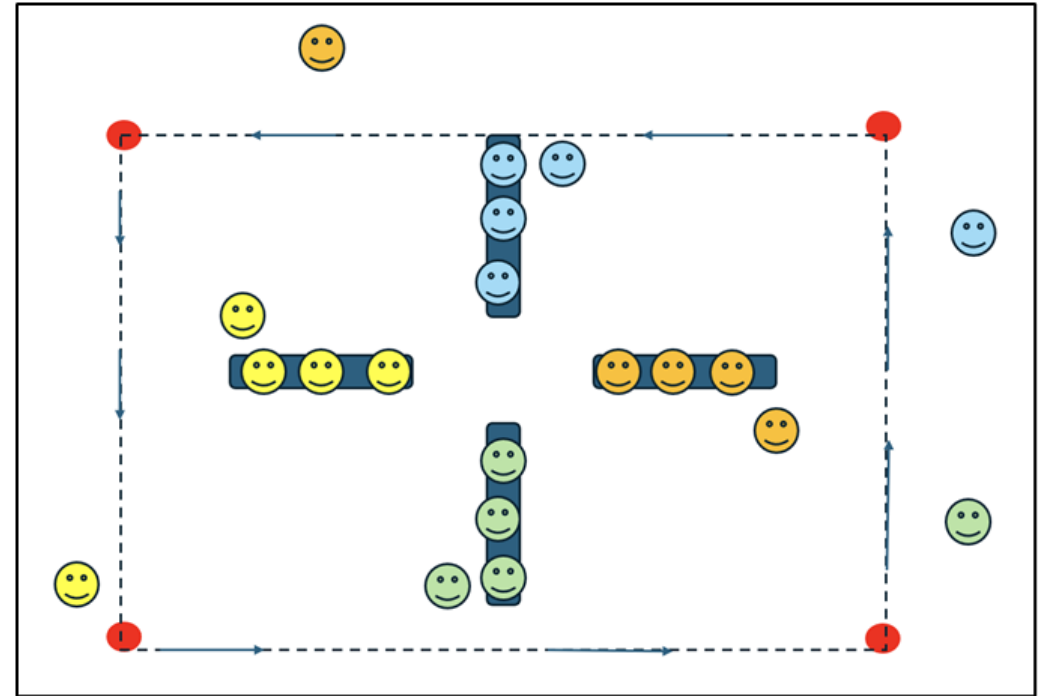
STEP:

Space - This activity is best suited to a large sportshall or outside area. Set up four benches (optional) in a cross with four cones marking out the inside of running track. Ensure there is enough space at corners so students do not run into a wall

Task - The aim is to overtake the team opposite you (e.g. orange/yellow and blue/green are trying to overtake each other). Game ends when this has happened and then swap oppositions.

Equipment - Benches help give structure, but are optional.

People - Four teams in different coloured bibs. Each team has a relay baton. One person will complete one lap at a time and then pass baton to the next person (they will then join the back of the bench).



Variations

Set a time and see how many laps each team can complete.

Allow students to run more than one lap at a time to introduce strategy and tactics.

Add extra teams for big groups. They can start in the corners of the track.

Fenced Fitness

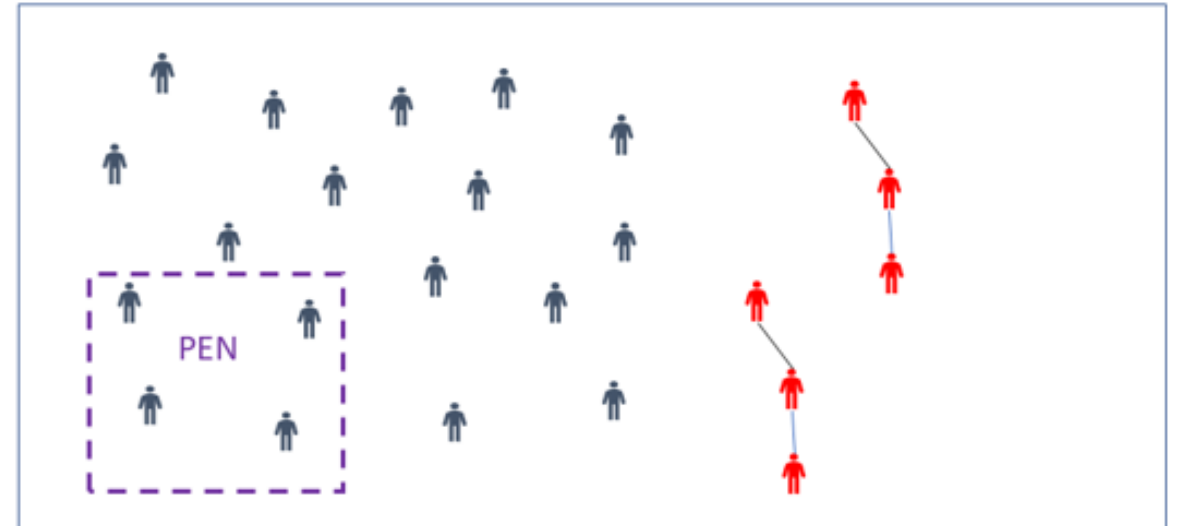
STEP:

Space - This activity can be played in a range of spaces. Change the size of the area to modify difficulty for escapees or warden teams.

Task - Two warden teams of 3 are “tied” together using floor strips or bibs. Wardens work together to round up and usher the escapees back into the pen. Escapees cannot touch any part of the warden team or their ties. They also cannot go over, through or under the ties. When in the pen, escapees complete circuit based exercises as determined by the class.

Equipment - Something that teams can hold to link them together such as floor strips or bibs. Floor spots or cones mark out the pen. List of circuit activities needed.

People - Warden teams of 3 or 4 can be rotated after a set amount of time.



Variations

Modify the number of wardens in a team.

Increase the time or reps of the circuit activities.

Introduce skills based activities if you have equipment such as bean bags, tennis balls etc.

Gladiators Circuit Challenge

Introduction

This format provides a mini-competition between partners completing as many quality reps as possible in a set amount of time.

STEP:

Space - This activity can be played in a range of spaces.

Task - Agree on the head start value for the Contender (the number of exercises the Contender is automatically awarded per station). The head start should be suited to the level of fitness of the Gladiator vs the Contender. The total at each round (station) is worked out by deducting the Gladiator's total from the Contender's total. If the overall total at the bottom of the page is a positive number (+), the Contender is the winner. If it is a negative number (-), the Gladiator is the winner.

Equipment - Dependent on the chosen circuit exercises.

People - Students work in pairs against each other.

	Exercise	Contender (Head start = +___)	Gladiator	Round Total
Station 1				
Station 2				
Station 3				
Station 4				
Station 5				
			Total	

Inclusion

Be vigilant about groupings. There is a risk that students could feel negative about being less fit than their peers if they are continually requiring a head start. Strong friendships and a culture of respect will help to mitigate this from happening. This could also work in small groups to distill the competition for some who may struggle going head to head.

Wellbeing Wander

Introduction

If indoor facilities are in short supply, but you have plenty of outdoor space, consider using the space for students to enjoy a walk, jog or run.

STEP:

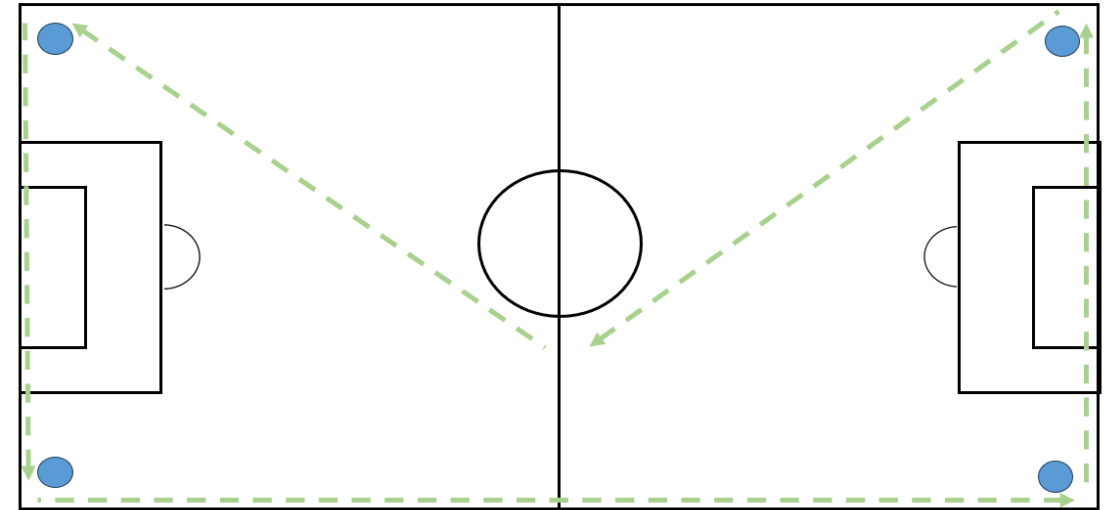
Space - This activity can be completed in any area around the school/fields. Use pitch markings to create a more interesting route to follow.

Task - Set a time for students to “wander” e.g. 30 mins. They can choose to walk, jog, run or a combination of all. Focus on what is right for the individual student. They can wander on their own, in a group, set targets for distance / laps, set consistent lap times, compete against others, or just appreciate being outside!

Equipment - Some cones if needed to mark out a route. A stopwatch.

People - All students using the same route.

Possible alternative route using a football pitch / astro turf



Inclusion

Encourage students to pick the right type of activity for them. Not what you think they should be doing.

Setting consistent lap times is a good way to challenge all students, regardless of their current levels of fitness.

Avoid default praise to the students running the furthest.

Invasion/Evasion games

These activities can be used in a range of spaces, but particularly outside. They can accommodate large numbers of students. With progressions being added, they can engage students for extended periods of time.

Capture the Flag (CTF)

This game can accommodate large numbers (combined groups) and can be played in a range of areas such as a field, astroturf, MUGA, tennis courts etc.

Inclusion Considerations:

There should be something for everyone in Capture the Flag.

For those feeling overwhelmed or struggling with the change of plan, they can help to officiate, coach or even be a disrupter (influencing tactics of teams in a sneaky way!).

Students feeling less confident or those who have low levels of fitness can adopt important strategic roles such as guarding the flag zone and jail or make decisions about team tactics.

Basic Game Play:

- There are many ways to play CTF. If you have established rules that work, stay with them. However, there are many variations that can be played to alter tactics and strategies.

Aim of the Game: To invade your opponent's territory, capture the flag and return it to your territory.

- Any player can enter their opponent's territory at any time.
- When a player is tagged, the tagged player must be taken all the way to jail by the tagger.
- Players can be released from jail by a teammate. Released players get a free pass back to their own territory indicated by a hand in the air, before launching another attack.
- Defenders cannot enter the flag zone or jail.
- If a player is tagged with the flag, the player is taken to jail and the flag is returned to the flag zone.

Capture the Flag (CTF) - Variations

Early playing of the game should focus on understanding its basic principles and concepts and promoting a culture of honesty and self-officiating. Once this has been established, it will enable changes to the game to be introduced.

Try these:

Change the flag to another object (rugby ball, frisbee, football, quoit).

Make it a requirement to pass the object a specific number of times before returning it.

Objects need to be thrown over the line and caught by a teammate to score.

Additional points are given if it is thrown from a specific zone.

Double points are given for scoring within one minute of the start of the game.

Allow teams to choose the location of their Jail and/or Flag Zone.

Allow teams to choose the location of the opponent's Jail and/or Flag Zone.



To keep the competition balanced...

If a team goes 3 points clear, increase the level of challenge for that team.

The team with the most point scorers wins, to encourage a range of people to participate.

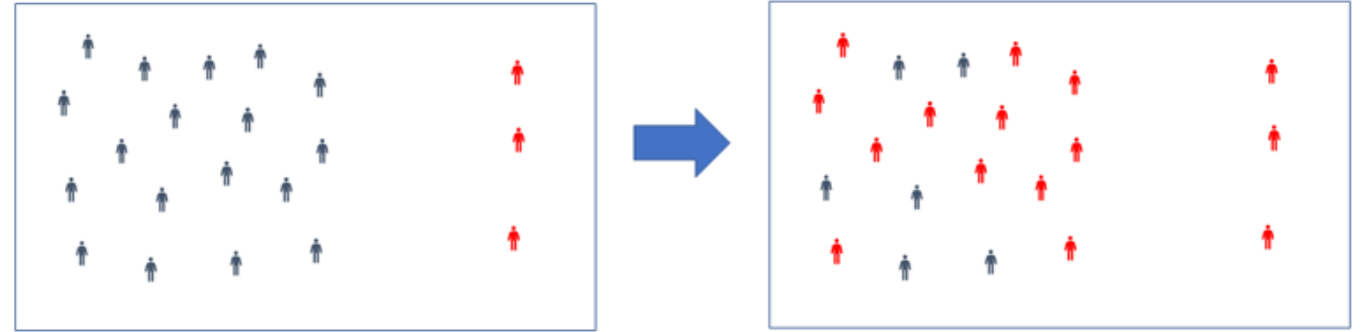
Reverse round - players that attacked in the previous game must stay in their territory. Only players that stayed in their territory are allowed to attack the flag.

Ask students for their variations and encourage them to take the lead on introducing them to their peers.

Exponential Zombie Tag

Overview

This game is dynamic, inclusive and quick to set up.



Zombies - Runners

How to play:

Zombies chase runners and attempt to tag them.

Runners, if tagged, remove bib and become an additional zombie. The zombie team will grow exponentially.

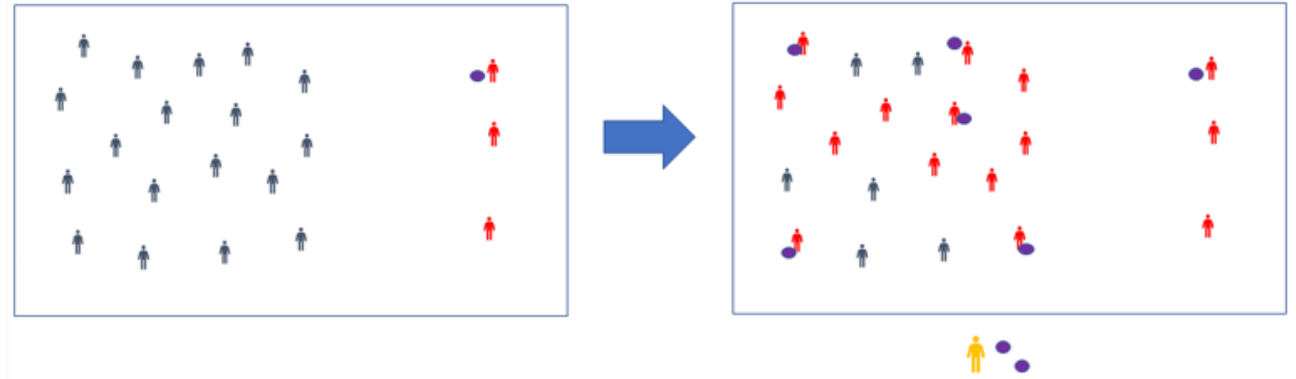
The last runner to survive wins and becomes the first zombie in the next game.

Increased physical activity can be promoted through a zombie transition whereby upon a tag occurring, the runner “transforms” into a zombie through star jumps/squats/press ups etc.

Isotope Tag

Overview

This game is a variation of Exponential Zombie Tag that requires increased communication and strategy.



Zombies - Runners - Teacher - Isotope

How to play:

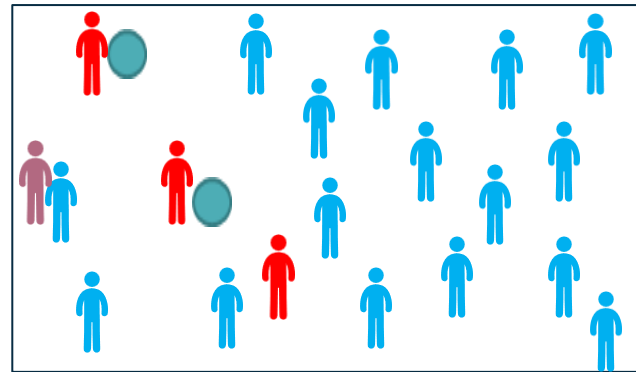
Zombies should have NO bibs and runners should have bibs of any colour.

- Zombies chase runners and attempt to tag them with an isotope (beanbag, ball etc).
- Zombies can pass the isotope to each other.
- Runners, if tagged by an isotope, remove their bib and become an additional zombie.
- The last runner to survive “wins” and becomes the first zombie in the next game.
- Increased physical activity can be promoted through a zombie transition whereby upon a tag occurring, the runner “transforms” into a zombie through star jumps/squats/press ups etc.
- Teacher passes additional isotopes into the game as the team grows.

Compression Tag

Overview

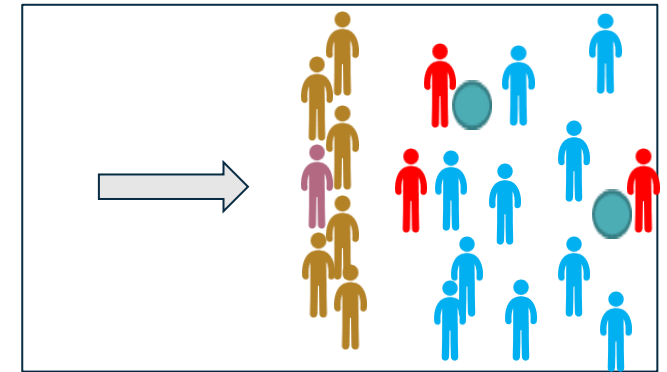
This game is a variation of Exponential Zombie Tag that requires increased communication and strategy.



Teacher



Tagger



Dodger

How to play:

Nominate a team of 2-4 players to be “taggers”.

They have 2 gym balls/kin balls (or equivalent). They have to tag players with the ball.

Decide if it is safe to underarm throw the ball at legs of players. Players wishing to have the ball thrown at them could wear a bib.

Each time a player is tagged, they join the teacher in a wall (line) across the playing the space.

As more players are tagged, the wall moves to reduce the space available to play in.

The final 2-4 players start the next game as taggers.

Fundamental Movement Skills

Many primary school practitioners would use these for younger students. However, these activities can be enjoyed by everyone as they can all be adapted to be challenging enough for a wide range of ages and experience levels.

Bean Bag Activities

Learning objectives:

Improve your balance and coordination through bean bag activities and target setting.

STEP:

Space - Only a small area is needed per group.

Task - A range of activities are set out opposite. Students should have autonomy over which activities they choose.

Equipment - Bean bags or equivalent can be used.

People - Students can work on their own or in small groups. They can compete against themselves (personal best), against a partner, or in a group against another group.

Bean Bag Activities

<ul style="list-style-type: none"> • Balance on your head and walk around/ jump. • Jump side to side over it – how many? 	<ul style="list-style-type: none"> • Pass around your body. • How many in 30 secs? 	<ul style="list-style-type: none"> • Throw and catch • On your own / with a partner. • How many in 30 secs/1 min?
<ul style="list-style-type: none"> • Pass around one leg • Figure of 8 around legs • How many in 30 secs/ 1 min? 	<ul style="list-style-type: none"> • Throw, catch on your back/chest/foot 	<ul style="list-style-type: none"> • Balance on your head and look up/down/to the side - EYFS love this one!
<ul style="list-style-type: none"> • Balance it on your knee / foot, standing on one leg 	<ul style="list-style-type: none"> • Bean bag tennis – with hand or with a racket • Juggle 	<ul style="list-style-type: none"> • Throw, clap and catch • Throw, turn around and catch
<ul style="list-style-type: none"> • Kick ups (keepy-uppys) • Dropkick 	<ul style="list-style-type: none"> • Throw to a target/chair/ through the hole in the chair 	<ul style="list-style-type: none"> • Turn around and throw backward to a target.
<ul style="list-style-type: none"> • Place it between your feet, jump and catch it 	<ul style="list-style-type: none"> • Lie on your back, put it on your feet, and bend your knees towards your bottom. 	<ul style="list-style-type: none"> • Any more ideas? 

Safety first

General expectations of behaviour should be established to ensure all students participate safely.

Balloon Skills

Learning objectives:

Improve your coordination skills through bean bag activities and target setting.

STEP:

Space - These activities can be played in small areas, including classrooms (with caution).

Task - A range of activities and challenges that include throwing/catching/heading/kicking/playing tennis etc. can be safely managed in a small area. Focus can be on setting targets, ways to improve or creating new challenges.

Equipment - Balloons.

People - Students can work on their own or in small groups. They can compete against themselves (personal best), against a partner, or in a group against another group.



Be Balloon Ready!

Blown up balloons will keep for a few months if they're kept in a big bag that's loosely tied up. Alternatively, have a pack or two ready to go when needed.

Dance

If you have access to a loud music system, dance activities can accommodate large numbers in relatively small areas.

Please also consider StudioYou and Just Dance.

Sports Official Dance

Introduction

This activity can be adapted to any sport. Familiar sports can be used or use it as an opportunity to learn about new sports.

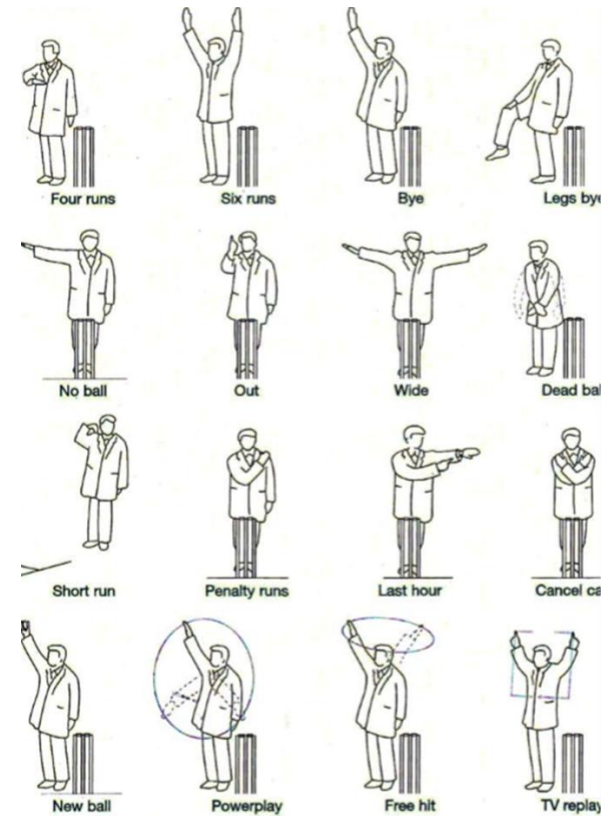
STEP:

Space - This activity can be completed in any indoor area where you are able to play music.

Task - Students devise a dance routine using the signals from sports officials. You can use the classic music (Match of the Day, 'I don't like cricket' etc) or more generic pop music.

Equipment - A music system. Printouts of the official hand gestures from your chosen sport or a screen to display a digital version.

People - Students can work in groups of 2-6.



Developing Dance Skills

Develop the activity by introducing a range of different dances.

Additional ideas for dance choreography

These actions can be used to develop and enhance dances, providing an opportunity to extend and develop their wider dance skills.

- Walk, run, skip, gallop
- Step patterns
- Directions
- Pathways
- Large and small
- On different body parts e.g. hands and feet

- 5 basic jumps; 2ft to 2ft, 1ft to 2ft, 2ft to 1ft, 1ft to same ft, 1 ft to the other
- Shape in air
- On the spot or travelling
- Directions; forwards, backwards, side, diagonally
- Linking jumps together

Stepping

Jump

Turn

- Quarter, half and full
- On the feet, 1 foot, 2 feet
- On different body parts
- Opening and closing
- Leading the turn with different body parts
- Changing level

The Five Body Actions in Dance and Stillness

- Rocking and rolling
- Spinning
- Sliding
- Continuous changing of body weight

Transference of Weight

Gesture

- Small or large
- With one or more body parts
- Variety of body parts
- Pathways in the air

Games

Next are some classic team games that can accommodate large numbers of players. Do you have more ideas or favourites? If so, we would love to hear from you to expand the pack.

Danish Longball

The aim of the game is to 'bat/kick' the ball then run to the safe zone and back to the scoring zone to score a point.

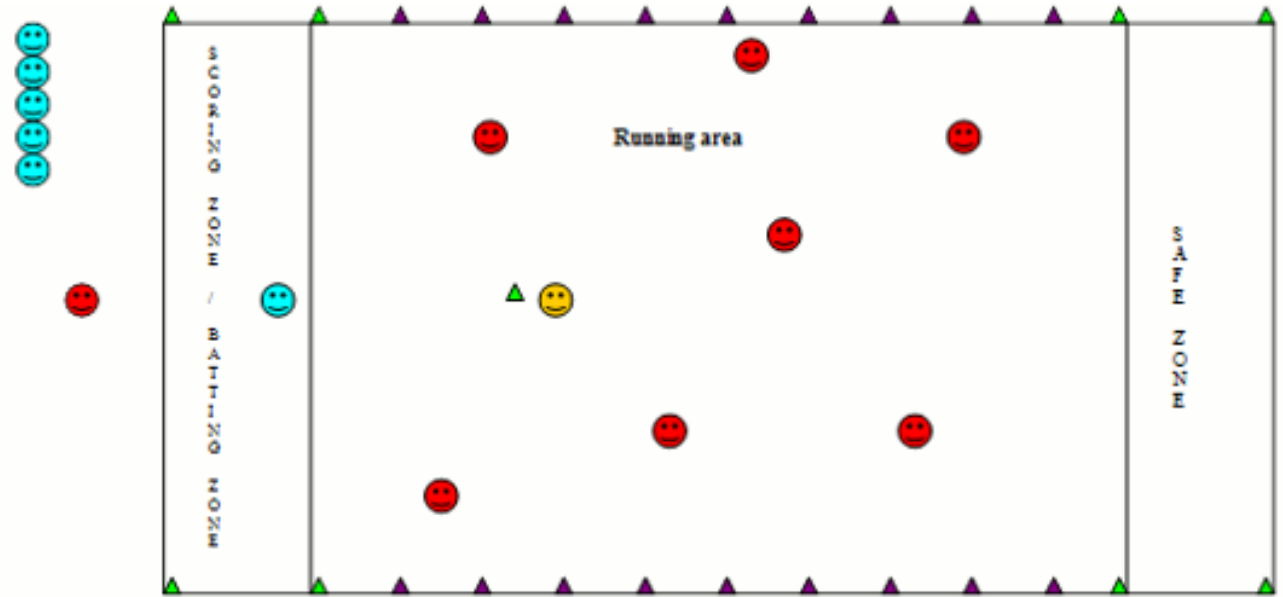
STEP:

Space - Any sports hall, gym or outside area.

Task - Batters have to bat/kick the ball anywhere forward of the batting zone but must run inside the boundary markers. If they make it to the safe zone and back they score points. Variations of scoring and getting out can be applied.

Equipment - Cones/floor spots. Selection of balls. Rackets optional.

People - Two teams or three teams for large numbers. One team bats, the other team/s field.



Scoring changes

Fielding team has to pass and throw to x number of fielders before the batter returns.

If the ball is returned to the bowler, they can shout freeze to stop the runner from scoring.

Fielders can tag the batter with the ball to get them out.

Diamond Cricket

Four teams rotate between batting, bowling, and fielding positions in a diamond-shaped playing area, aiming to score runs by hitting the ball and running between bases.

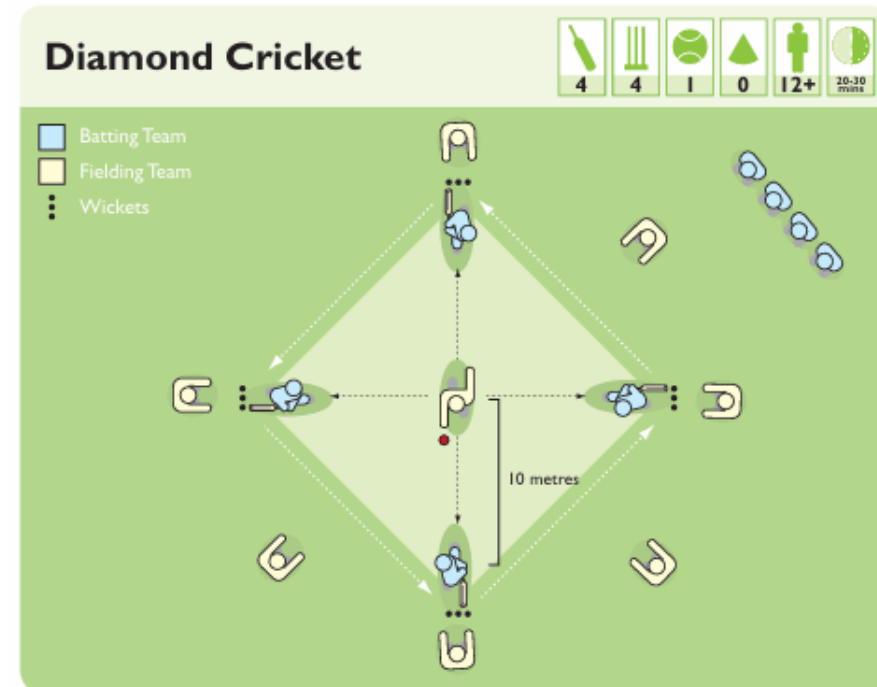
STEP:

Space - Set up four bases/stumps in the shape of a diamond.

Task - Players aim to score runs by hitting the ball and running between bases while fielders attempt to catch or retrieve the ball to prevent runs.

Equipment - Use a soft cricket ball, cricket bats, and four bases (or cones) to form the diamond.

People - four teams rotate roles (batting, bowling, and fielding).



Source: [diamond-cricket-12053ecb2.pdf](https://www.diamond-cricket-12053ecb2.pdf)

Variations

Vary the number of players on each team to suit the group size.

Substitute bats with paddle bats or tennis rackets for easier striking.

Change the scoring system, e.g. awarding extra points for longer hits or catching out a batter on the first bounce.

Benchball

The team to transfer all of their players to the bench in the opponent's territory wins.

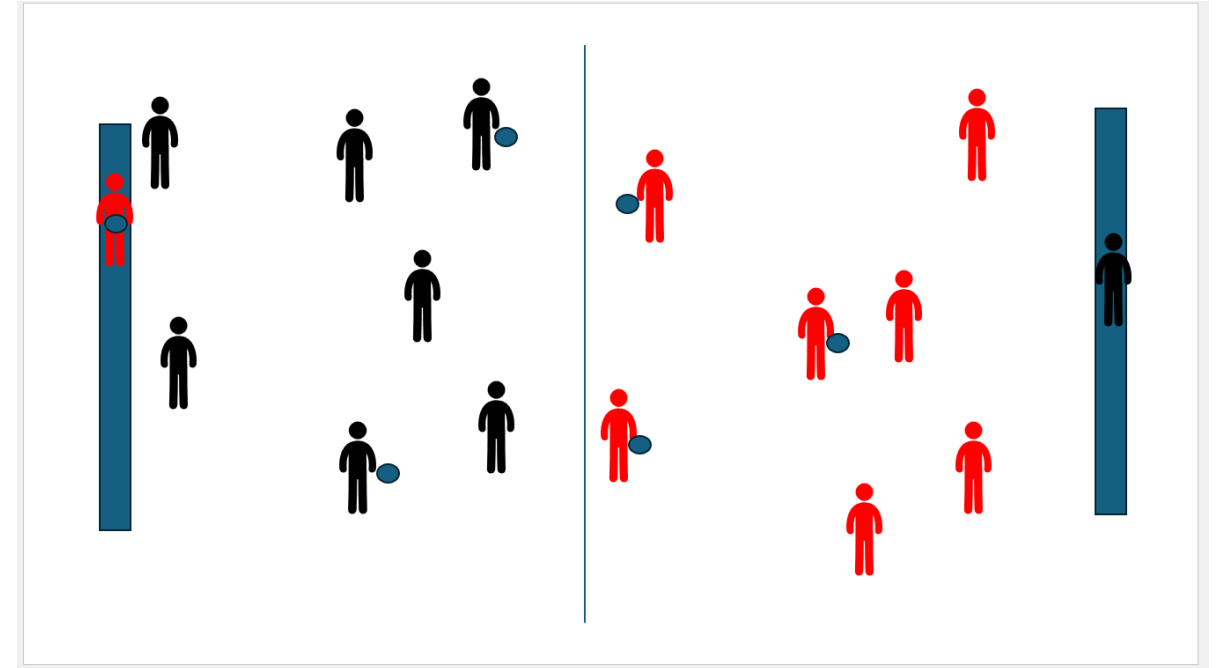
STEP:

Space - Any sports hall, gym or school hall. Use the full space. Benches are at either end.

Task - One player starts on the bench in the opposing team's half. Players stay in their own half and throw the balls to their teammate on the bench. If caught, they join them on the bench. This continues until all players are on the bench.

Equipment - Dodgeballs/volleyballs (or equivalent), benches.

People - Two teams. One is nominated to start on the bench in the opposing half.



Variations

If you have basketball nets near the bench, you can add scoring in the net as a requirement.

Small balls can be easier to throw for students lacking strength/technique.

Create a safe zone in front of the benches to protect the catchers.

Corner Chaos

A high action, high intensity game that can be modified to meet a range of interests and abilities.

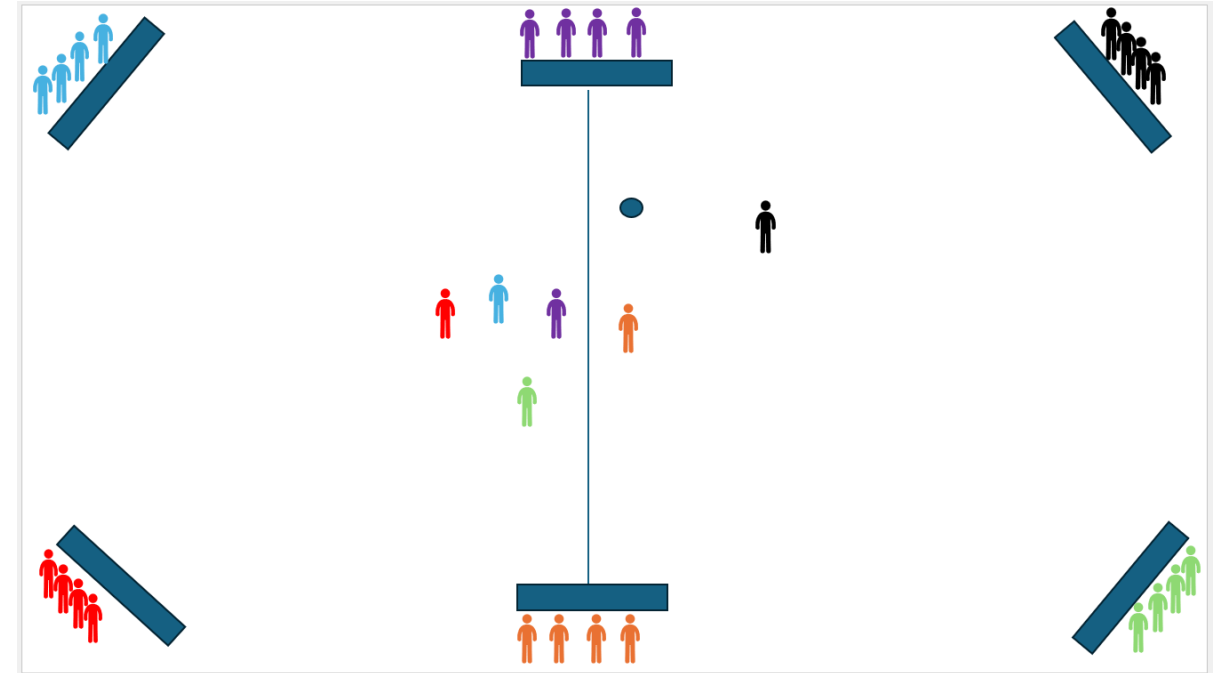
STEP:

Space - Each team is based behind a bench or coned area in each corner (4 teams) at the halfway point (6 teams).

Task - Each child is numbered. When their number is called out, they compete to eliminate the other teams by hitting their bench / scoring in their basket / between their cones.

Equipment - Footballs, handballs, basketballs etc. Benches or cones.

People - Divide the group into 4 or 6 teams.



Variations

Change the ball/sport/activity used each time.

Add more than one ball.

Call out multiple numbers to encourage cooperation/teamwork.

Combine teams to create 2v2v2 or 3v3 games.

Off the Bench Badminton

A format of badminton that can accommodate large numbers and opportunities to play multiple opponents.

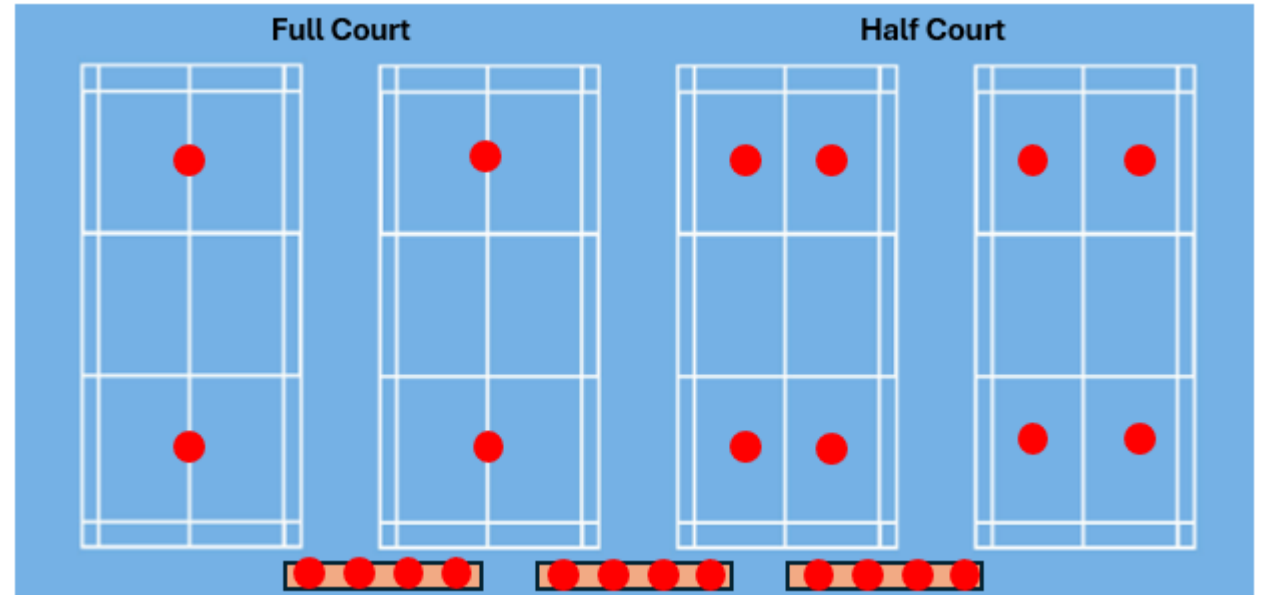
STEP:

Space - Regular badminton courts required.

Task - Players play to low number to keep the games short eg first to 5 points win. The winning player stays on (for a maximum of two games). The losing player join the bench. As soon as a court becomes available the next player on the bench joins the space and plays.

Equipment - Badminton posts, nets, rackets and shuttlecocks.

People - Position players on the courts in singles. All remaining players are in order on the bench waiting to play. Play half-court singles if you need to accommodate larger numbers.



Be patient

The first round can be slightly slow while it gets started but it is a great way to have fast moving games in which students play each other.

Add bingo cards for each student so across their games they also have to think about the way they score points and complete their badminton bingo card.

These are for lessons where there is not the space to safely lead PE lessons in a typical PE setting or outside. Try these activities that develop fine motor skills while also providing opportunities to develop personal, social and creative skills.

Creative Cone Competition - Nearest the Jack

Learning objectives:

Work collaboratively with others to play a game, demonstrating good sporting behaviour.

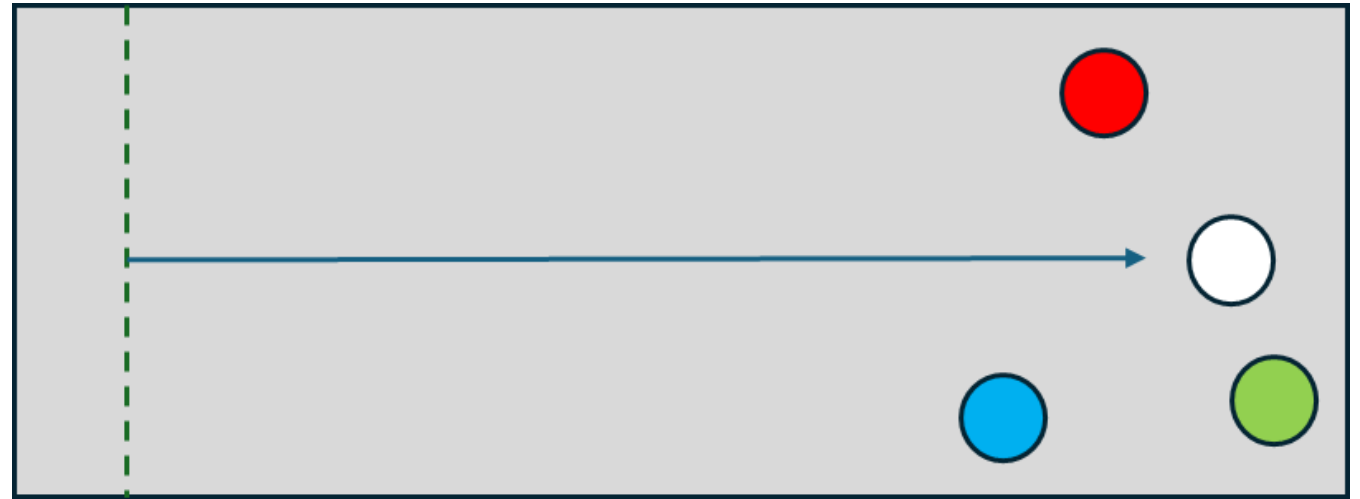
STEP:

Space - Each group can use a table/desk to play on.

Task - Send a white cone (the Jack) down the length of a table. Each player has a different colour cone. One after the other they push their cones down the table. Closest to the Jack wins.

Equipment - Various coloured disc cones.

People - Group sizes can be flexible.



Mix things up

Students can create variations to the scoring system or find ways to increase the level of challenge for those finding the task easy (non-dominant hand, eyes closed etc).

Creative Cone Competition - Cliff Edge Carnage

Learning objectives:

Work collaboratively with others to play game, demonstrating good sporting behaviour.

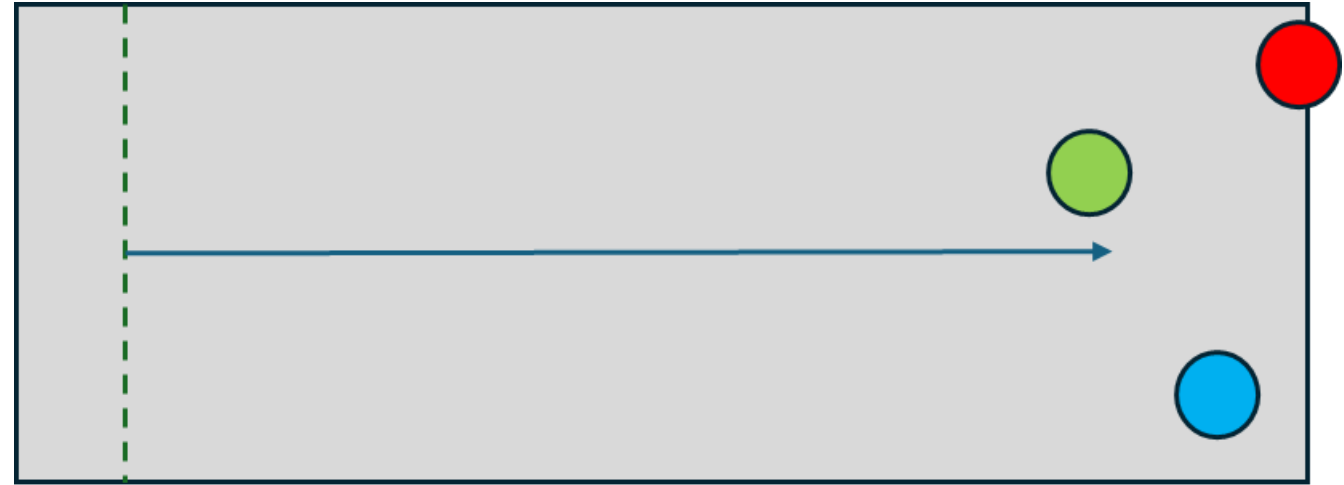
STEP:

Space - Each group can use a table/desk to play on.

Task - Each student has a cone. They send their cone down the table. Closest to the edge of the table wins. If the cone drops off the table, they are disqualified. If two cones overhang the edge, the cone with the most overhang wins.

Equipment - Various coloured disc cones.

People - Group sizes can be flexible.



Sporting Behaviour

Decide upon a set of rules and etiquette on how to play the game respectfully to make everyone feel included. This could involve how to decide who goes first, supportive comments and what happens after a victory.

Creative Cone Competition - Target -Tastic

Learning objectives:

Work collaboratively with others to play game, demonstrating good sporting behaviour.

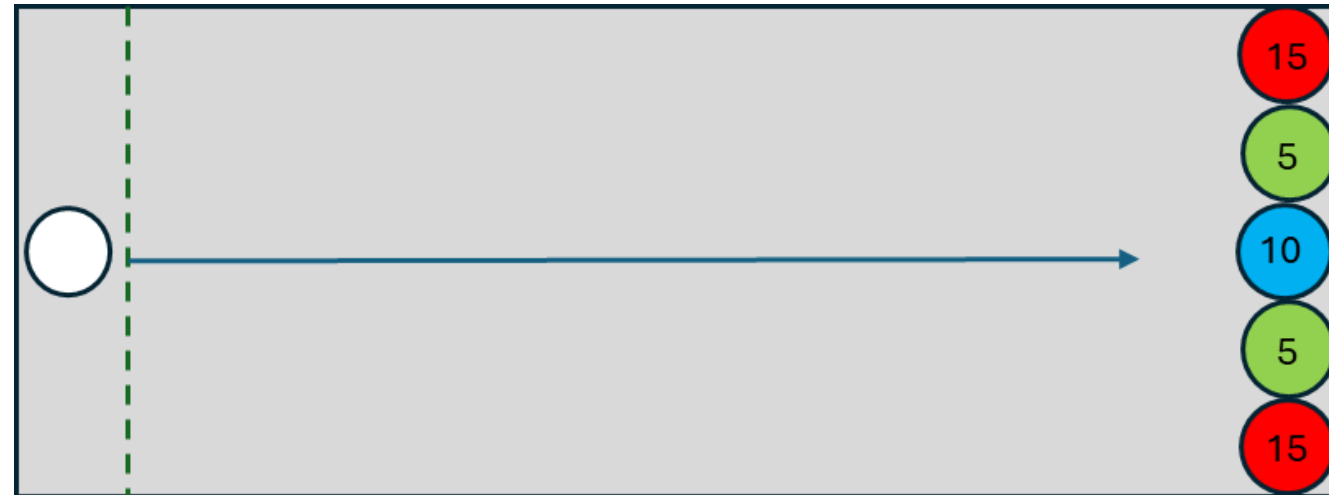
STEP:

Space - Each group can use a table/desk to play on.

Task - Place a set number of cones at the end of the table. Allocate points for each cone. Students have three cones to send down and knock cones off for as many points as possible.

Equipment - Various coloured disc cones.

People - Group sizes can be flexible.



Sporting Behaviour

Encourage students to modify the scoring and introduce an element of jeopardy where points can be lost as well as gained e.g. if you do not hit any cones, you lose 10 points or when one cone remains, the value is doubled, but if they miss, they lose the equivalent number of points.

Creative Cone Competition - Slide the Gauntlet

Learning objectives:

Work collaboratively with others to play game, demonstrating good sporting behaviour.

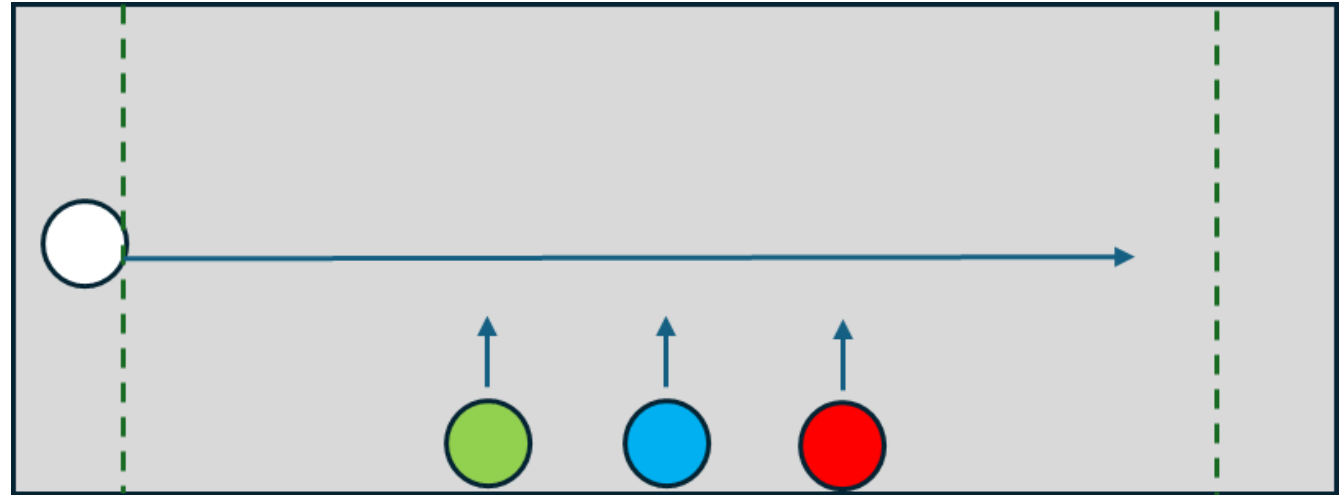
STEP:

Space - Each group can use a table/desk to play on.

Task - One student has to slide their cone from one end of the table to the other. Others in the group can try to intercept the cone by sliding theirs into it. Once a student has let go of the cone, they can't touch it again until the next go.

Equipment - Various coloured disc cones.

People - Group sizes can be flexible.



Change the space

Consider joining tables together for this activity to modify the playing area and vary the challenge for all playing roles.

Creative Cone Competition - Cone Pong

Learning objectives:

Develop your fine motor skills to perform with increasing accuracy and control.

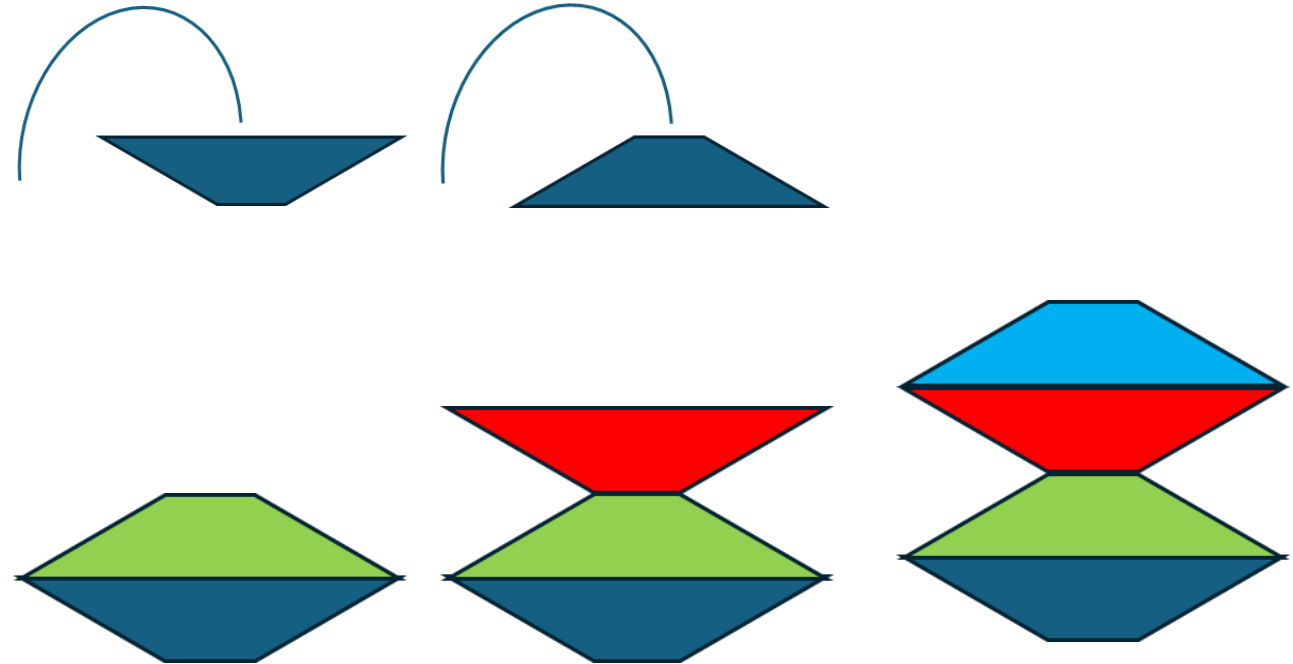
STEP:

Space - Each group can use a table/desk to play on.

Task - Place a cone upside down on the table. Students with a table tennis ball have to bounce their ball once on the table and land it in the cone.

Equipment - Up to 6 disc cones per group. One table tennis ball (or suitable equivalent) per group.

People - Group sizes can be flexible.



Increasing challenge

Once each student in the group has been successful, flip the cone and try to bounce the ball into the hole in the top of the cone. Once successful, place another cone on top of the cone and repeat until all students have been successful. Keep adding cones on top after each level.

Creative Cone Competition - Cone Pong

Learning objectives:

Develop your fine motor skills to perform with increasing accuracy and control.

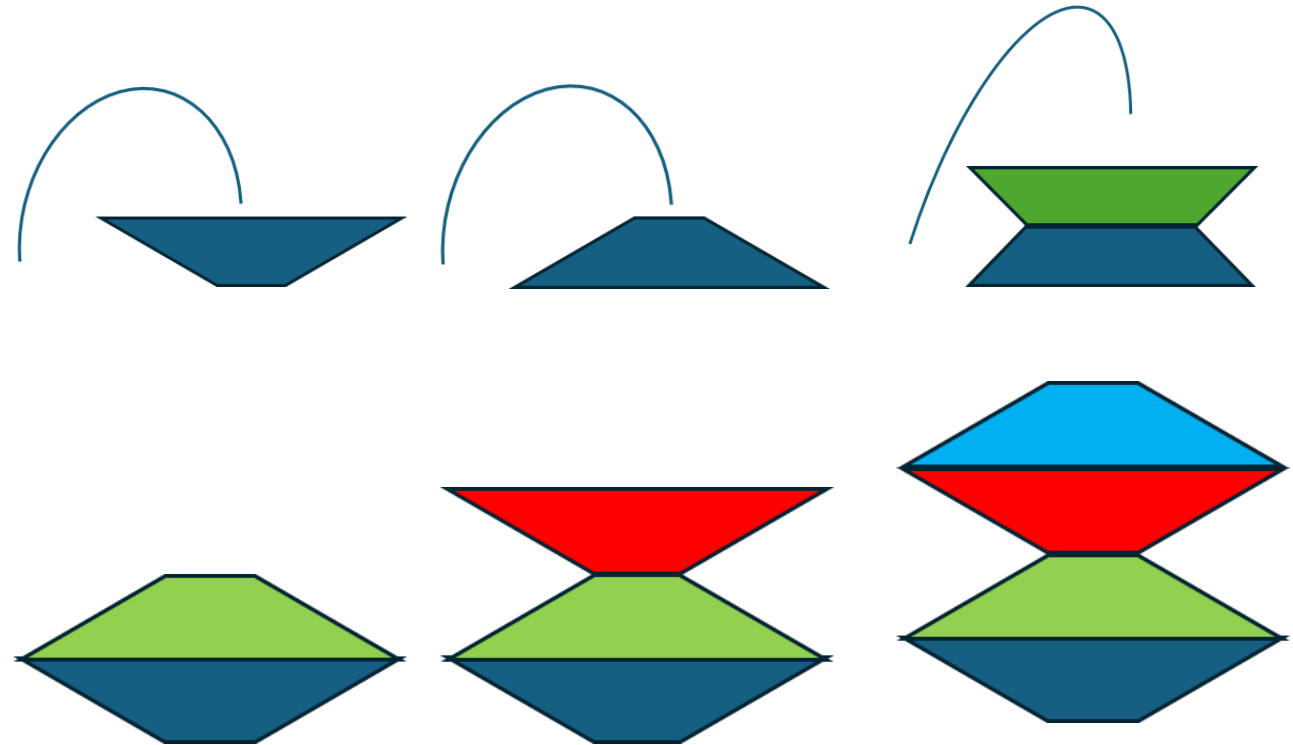
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Climbing High - Stairwell Stamina

Learning objectives:

Learning focus could include target setting, motivating others, pacing, body response to exercise and more.

STEP:

Space - Find a suitable stairwell in the school. Be respectful of other classes.

Task - Calculate how many flights of stairs equate to famous landmarks. Set targets for individuals, groups or the whole class. Aim to reach the height of the landmark in a given time.

Equipment - Whiteboards or paper on clipboards to help tally the number of flights climbed.

People - Students can work on their own or as part of a team.

Landmark	Height	Approximate number of flights of stairs (will vary depending on structure).
Wembley Stadium Arch	134 m	45
The Shard	304 m	101
Empire State Building	453 m	150
Burj Khalifa	828 m	276

Safety First

Whether you go up and down the same stairs or up one stairs and down an adjacent set, engage students with the process of risk assessment and establish expectations to keep everyone safe.

Acknowledgements

Thank you to the members of the PE Scholar team for sharing their ideas to make this resource.

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- Ben Holden - Aminah Hussain - Simon Scarborough -
- Anna Shepard - Will Swaites - Matt Trowbridge -

If you have more ideas to contribute, please get in touch.