

#HEALTHYHAPPYHERTS

NATIONAL SCHOOL SPORTS WEEK: #MOTIVATIONMONDAY

RECEPTION/KS1 MULTI-SKILLS IDEAS

Today is Motivation Monday! Choose one or a mixture of the following ideas to inspire the children to be creative and active whilst having fun and developing their physical skills.  
Remember to warm up first, with a fun game to motivate the children that is linked to the activity.

**1. MOVEMENT: IN THE JUNGLE**

Equipment: ladders, hoops, cones, obstacles, space.

Jungle Game: move around a clear space in the manner of different jungle animals, going from high to low, fast and slow and moving like jungle creatures.



Use all the spaces to stretch, hop, jump, curl, slither, wriggle, crawl, run, walk.  
Suggest a few animals to begin with and then encourage the children to think of their own animals.

Why not add some appropriate music to move to?

Spread out the cones, obstacles, ladders, hoops etc (use what you have in school). Can the children think of new ways to go through/over/under the obstacles? How would the jungle animals move across the space now?  
The 'animals' need to move safely and carefully to keep themselves and the other animals safe!

Jumping/Hopping: vary the skills – 2 footed jumping, hopping on 1 foot then change to the other foot.  
Choose animals that jump/hop and motivate the children to move like those animals to develop the skills.

What else can they think of that jumps/hops? This activity could include some dancing.

Try a different theme linked to something you are currently working on in school e.g. Transport/Vehicles, The Circus, Creepy crawlies, The Olympics, Favourite sports etc



## 2. BEAN BAGS



Equipment: bean bags (1 each) ladders, hoops, buckets/containers, space.

Everyone in a space holding a bean bag squeezed tight in their hands whilst listening to the instructions.

Pass the bean bag around the tummy from hand to hand – slowly and then faster. Change direction of the bean bag. Can they pass the bean bag around the body without looking at it? What other parts of the body can they pass it around (head, knees, ankles etc)?

Ensuring everyone is in a space,

Keeping eyes on the bean bag can the children throw it up in the air in front of them? Can they catch it with two hands?

How high above their head can they throw the bean bag and catch it again?

Can they catch the bean bag with one hand and then the other?

Can they throw with the right hand and catch with the left and then throw with the left and catch in the right?

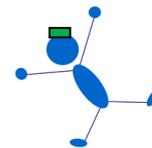
Moving around the spaces and without touching anyone else, can they balance the bean bag on their head?

Are there any new ways to balance it on their body and can they be inventive? Can they balance the bean bag on their back and move around?

Lay down and balance the bean bag on parts of the body: feet, knees, back etc. Can they lift the bean bag up in the air while balancing it on their feet?

Stand still in a space with bean bag balanced on head. Heads up, looking forwards and try to keep the bean bag on the head while doing the actions to:

**‘Can you stretch up very tall? Can you come down very small?  
Can you stretch out very wide? Can you rock from side to side?’**



Why not try some target throwing with the bean bag?

Set up some targets to throw the bean bags into – hoops, ladders, buckets/containers and anything you have in school.

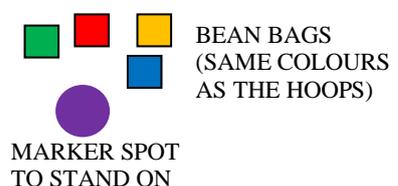
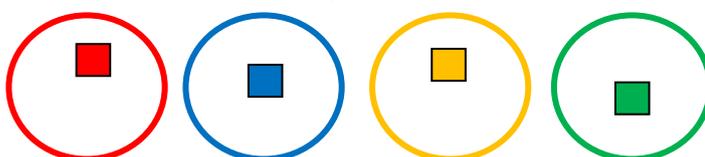
Start close to the target, swinging the arm back using an underarm throw (with one foot in front of the other).

Collect bean bag and try again, taking turns and helping each other. One person at a time to collect bean bag after each throw. Try colour matching with corresponding bean bag and hoops colours.

Increase/decrease the throwing distances to make it harder/easier as appropriate.

While waiting for each turn, practice moving the bean bag around the body, balancing the bean bag on parts of the body or carefully throwing the bean bag up and catching until it is their turn again to target throw again, or set up multiple stations so the children can participate at the same time.

COLOURED HOOPS (COULD ALSO USE SPOTS)



### 3. SMALL BALLS



Equipment: small balls (1 each), hoops, cones, spots, small bats, space.

Traffic lights – Use coloured balls or cones to define the instructions: Red = Stop, Yellow (Amber) = Walk, Green = Jog. Can add extra colours if you wish (eg Blue = Hop, White = Skip etc)  
Encourage the children to firstly listen to the instructions, then use the balls/cones visually without the verbal instructions by holding up the coloured balls/cones for them to see.

#### Small ball each.

Pass the ball around the body – slowly and then faster. Change direction. Is it easier with the ball or in the previous session with a bean bag?

Throw ball up in the air – can they catch it? One and two handed. Let it bounce before catching if this is easier.

Can they bounce the ball and catch it?

Can they dribble the ball with their hands and then feet? Moving around the space and progress to weaving around some scattered cones. No kicking the ball but keeping it close to the feet.

Can they balance ball on their hands, palms and the back of hands? Could progress to balancing the ball on a small bat and maybe tapping the ball up in the air or down to the floor using the bat.

Rolling/bowling a ball in a straight line to a partner, either from sitting or standing. Use lines on floor to encourage a good aim and direction.

Language - balance, throw, catch, bounce, roll, colour, etc.



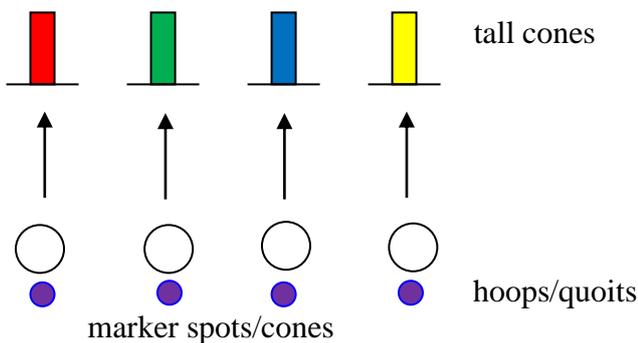
#### 4. THROWING STATIONS (5 stations but you could add more as needed).



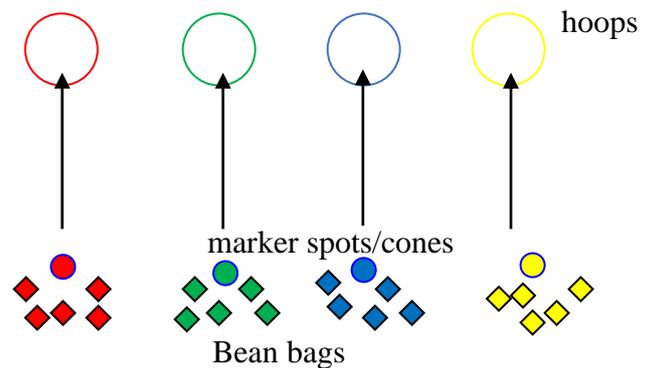
Equipment: tall cones, hoops/quoits, marker spots/cones, 20 bean bags (5 of each colour), small hoops (match the bean bag colours if possible), 3 large hoops, bucket/container, cones, animal or fruit bean bags, small gym stool, large balls, pom pom balls/small balls, space.

On the Spot warm up if limited space – Walking, Star jumps, Jogging, Jumping, Running, Stretching.

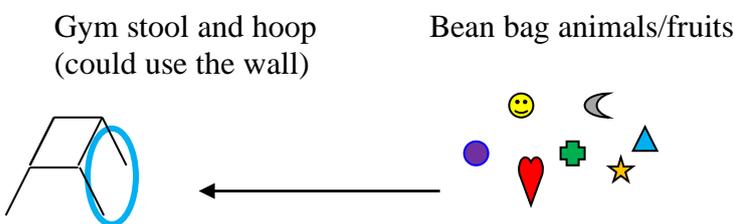
Spread out the children equally to each station. Explain each throwing activity (adapting where necessary to suit your group) and work for 5 minutes at each station before rotating. Use extra equipment if available. Explain the different throwing changes to suit each activity – over arm, under arm, 1 hand, 2 hands, bounce pass, spin (frisbee) making reference to accuracy, judging distance and strength of throw. Colours, counting, teamwork, safety etc. Encourage the children to tidy the equipment ready for the next group each time.



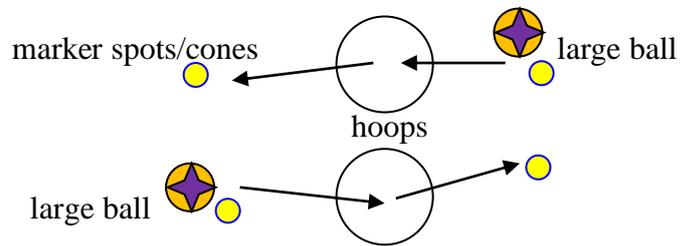
**1. Stand on the markers and Hoopla throw the hoop/quoit over the tall cones (frisbee action). How many times did you hoopla the tall cones?**



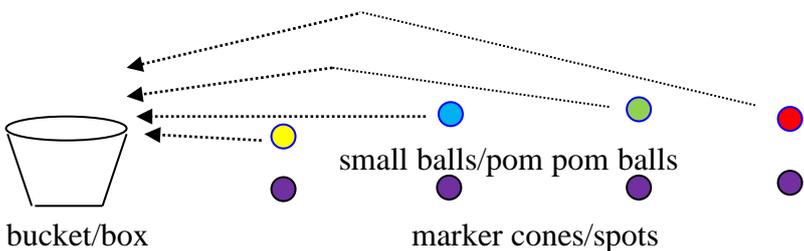
**2. Stand on the markers and throw the bean bags (underarm) into the hoops. You could add more hoops and mix the bean bags for colour recognition. How many did you score?**



**3. Stand on the marker and throw the Bean bags one at a time through the hoop (under or overarm depending on distance). You can use alternative soft objects. Count how many go through.**



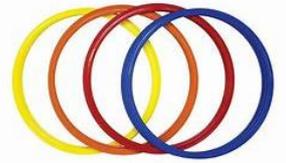
**4. In pairs each standing on a spot, bounce pass the large ball into the hoop to your partner so that they can catch it with both hands. 'W' on the ball with your hands and push the ball down, stepping forward with one foot. How many passes can you make?**



**6. Start at the closest marker and throw the ball into the bucket, if it misses try again or move onto the next one. Step to each marker and try from further away each time. How many balls did you get into the bucket? How did you throw the ball from further away to make it easier? Try again and see if you can get more in the bucket.**

## 5. HOOPS

Equipment: hoops (1 each), space.



Spread hoops out on the floor with space between to move around.

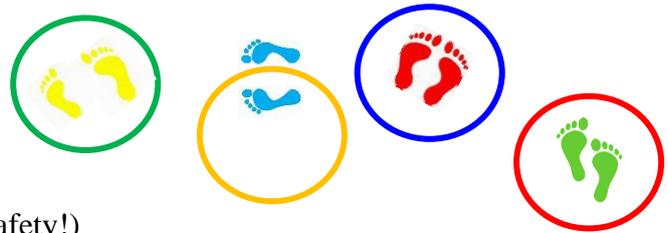
The children start by jogging, jumping, hopping etc in and out of the spaces between the hoops, not touching the hoops or the other children. Eyes looking forward, spatially aware and following the instructions.

Stop safely and immediately in a space on the instruction from the teacher (verbally or visually with colours).

Stop and balance on one leg.

Stop and balance on 1 leg and 1 hand.

Stop and balance on their bottom only.



Stop inside the hoop.

Stop and balance **inside a hoop** on 1 leg etc.

2 people in a hoop, 3 people in a hoop etc. (Think safety!)

Stop with 1 foot in and 1 foot out of hoop etc.

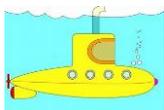
Use a variety of different movements when active around the space; walk, run, skip, hop, jump, wriggle on tummies, sideways, backwards etc.

All of the children use 1 hoop each and the hoops are now submarines! The children stand in their hoop and Jump out of front of the hoop and go for a swim in the sea. They won't be able to talk under the water! 😊

When they see a 'Shark', 'Octopus', 'Whale' etc (Teacher to call out) they need to swim fast back to the safety of the submarine without screaming or they'll swallow the water!

Vary how they Jump out of the hoop: front, back and sides.

On the last swim out of the hoop, they see Nemo and are safe at last.



Ask the children to pick up their hoop. Talk about the shape and colour of the hoop.

Can they spin their hoop on the spot?

Can they roll their hoop? This will need some organising and will depend on the space you have to roll safely.

Perhaps limit the amount of hoops being rolled at once from one side of the space to the other, one at a time?

Safe collection of hoops after rolling is very important.

Lay the hoops in a line on the floor (or multiple lines depending on space).

Practice jumping - 2 feet through the line of hoops. Progress onto hopping through the hoops.

Rearrange the hoops into a hopscotch formation and attempt to hopscotch through them.

Think about 1 hoop = 1 foot, 2 hoops = 2 feet.

Can they think of any new ways of using their hoop?



## **6. LARGE BALLS**



Equipment: hoops (1 between 2 children), large ball per hoop, space.

Set up the hoops in a large circle with enough space for movement (could just use the middle of the area).

Working in pairs, the children start at the 'hoop station' and must return to their hoop when asked, taking care to avoid crashes (always look where they are going!).

The children number each other 1 and 2 and alternate who goes 1<sup>st</sup> for each activity.

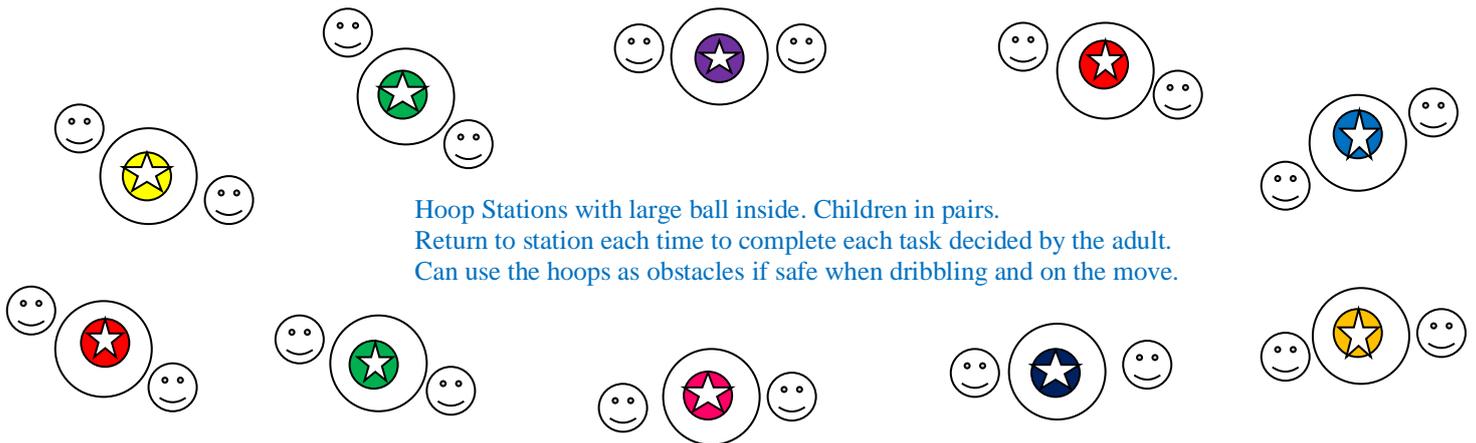
The children move around the hoop stations in different ways decided by the adult, using the spaces and no contact with the hoops, balls or other children, eg. walk forwards, walk backwards, jog, skip, jump, hop, star jumps, wriggle, tip toes, stretch etc.

The adult calls 'Back to your station!' and the children get back as safely and quickly as possible to work in turn with their partner.

The adult calls out each new task (adapt the tasks for ease or difficulty depending on skill level).

These could include: bounce the ball 10 times each, throw the ball up and catch 5 times each, pass the ball around the body 5 times in both directions, throw and catch to their partner, bounce pass the ball into hoop for their partner to catch on the other side.

Keep skills/passes controlled and accurate. How many times can they do it successfully?



Can they move the ball around the space with their partner using only their feet? No kicking the ball hard in the limited space (save this for outside) but encourage them to safely tap the ball and keep it under control close to their feet. Use the space between the hoops to dribble through, making sure they are aware of the obstacles and other children working.

Each child could have their own ball at this point or if it works better, continue working as a pair and sharing the ball they have (follow the Leader).

They could also use their hands to dribble the ball, ensuring they don't slap the ball hard but instead push the ball with the fingertips as many times as they can. This will require space and concentration.

Encourage them to stop and listen to new instructions with the ball stopped safely under their foot/squeezed tightly in their hands.

## 7. BALLOONS/BEACH BALLS

Equipment: balloons (check for anyone with latex allergies)/beach balls, space.  
TIP: the 'Punch balloons' are sturdier than a party balloon and usually come in a multi pack. Just remove the elastic band before the activity. If preferred, you could also use beach balls.



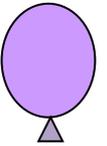
One balloon between 2 children, making sure they are evenly spaced in the area to avoid any collisions!

Working in pairs, try to bat the balloon to each other using both hands and keeping eyes focused.

Can they rally more than 2 passes?

How many times can they bat the balloon to each other without it touching the floor?

Can they use their left and their right hand to bat the balloon?



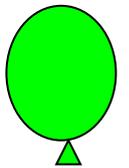
Can they use a different part of the body to bat the balloon to each other? Try the elbow, head, knee etc.

Can they gently kick the balloon to each other, keeping the balloon low? Take care to be safe and accurate.

One person uses their hand to bat the balloon while their partner tries to catch it, then switch.

How many catches can they count without the balloon touching the floor?

Does the balloon bounce on the floor? Can they bounce it for their partner to catch?



Try a small game of seated Volleyball!

Join 2 or 3 pairs together in each group with 1 balloon and cone out a space or use lines to separate groups. A proper net can be used but is not essential as you can use a line on the floor as the net.

Organise the children into 2 teams facing each other and seated on the floor.

The children must stay sitting and in contact with the floor at all times whilst batting the balloon over the net.

Each team can bat the balloon to their own team up to 3 times before it must go over the net.

Players are permitted to shuffle on their bottoms to move around the area.

If the balloon touches the floor or goes out of play a point is scored.

Don't worry too much about keeping scores until the children have learnt how to play.

Encourage Team work and of course having Fun!

