



# SPAR LANCASHIRE SCHOOL GAMES PB SPORTS DAY

---



## Contents Page

Page 2 - Contents Page  
Page 3 - Introduction  
Page 4 - Session overview, set up and formats  
Page 5 - Class Scorecard (1)  
Page 6 - Class Scorecard (2)  
Page 7 - Activity Card: Standing Long Jump  
Page 8 - Activity Card: Standing Triple Jump  
Page 9 - Activity Card: Speed Bounce  
Page 10 - Activity Card: Sprint  
Page 11 - Activity Card: Long Distance Run  
Page 12 - Activity Card: Obstacle  
Page 13 - Activity Card: Relay Run  
Page 14 - Activity Card: Egg & Spoon  
Page 15 - Activity Card: Target Throw  
Page 16 - Activity Card: Distance Throw  
Page 17 - Activity Card: Throw, Clap, Catch  
Page 18 - Activity Card: Roll a Ball  
Page 19 - Activity Card: Kick a Ball (Dribbling)  
Page 20 - Activity Card: Bounce a Ball (Dribbling)  
Page 21 - Activity Card: Skipping  
Page 21 - Lancashire School Games PB Sports Day Certificate





## **SPAR LANCASHIRE SCHOOL GAMES** **PERSONAL BEST SPORTS DAY**

Due to Covid 19 and the Spar Lancashire School Games Day no longer taking place on the 30<sup>th</sup> June, the Lancashire School Games Organisers and our partners would instead like to invite your school to take part in the Spar Lancashire School Games Personal Best Sports Day. We have come up with a flexible resource that outlines this programme, considering the current PE climate and the parameters and guidelines we need to adhere to. This is an opportunity for your school to celebrate the delivery of PE and school sport. Children can compete against themselves in a personal best challenge or against each other in a series of different sports activities, which can be adapted to suit an individual schools' space, facilities and equipment. For children that are not in school the Lancashire School Games Stay at Home Programme for week commencing 29<sup>th</sup> June will include simple resources for them take part in their own 'Stay at Home Personal Best Sports Day'.

This resource can be adapted to meet the needs of all pupils in each key stage. It has been designed to celebrate a child's individual success through personal best challenges by trying to beat their best score, if schools wish this could be adapted into a traditional pupil vs pupil format.

Within this resource you will find activity cards for a variety of activities of which schools can select the most appropriate and suitable. The activity cards can be used in isolation as a simple PE task in the build up to your Sports Day, allowing children to practice. Each activity card contains a link to a demonstration video, equipment list, 'how to deliver' section, adaptations and coaching points.

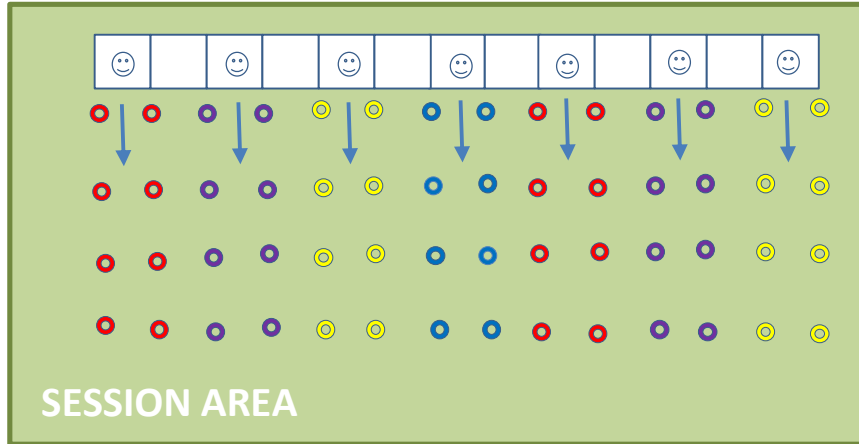
Please share with us photos and videos of your Personal Best Sports Day on social media, tag your local SGO along with the following:

[Twitter- @LancSchoolGames](#)  
[Facebook - @LancSchoolGames](#)  
[Instagram - @lancshireschoolgames](#)  
[#LancsGames20 #PBSportsDay](#)



## Example Facility & Session Set Up and Diagram

Keeping the current social distancing and PE guidance at the forefront of our planning, please see the following overview of how to set up your session area.



### Key Set Up Points:

- Set up your chosen activities to suit your available space, ensuring children have clear designated grids, markers or space that are 2m apart from one another
- If using a grid formation:
- Set up 2 metre areas for pupils to play in, with a 2-metre area in between each pupil.
- If the session is on grass you might want to get boxes cut/painted onto your grass area, as it will grow out in time, to save time and cones. If on tarmac, just use cones.
- Use colour coordinated cones for pupil lanes for them to travel in, depending on the activity. Leave space for these.
- Leave enough space behind the boxes to put any individual pupils' equipment for that session/activity.

### Format & Scoring

There are several ways in which a school can utilise this Sports Day model and base their scoring system on various outcomes. Different variations will require various measuring equipment, and you can always link them together depending on your schools' needs. Possible scoring formations:

#### **Option 1: Compete against yourself - PB Challenge**

Children compete against their own scores. Select your chosen activities and make a note on the scorecard of everyone's first attempt. Players try to beat their original score. Make a note of the children's best go and measure/note down the improvement. The higher the improvement the better they have done. Teachers can also give points for every PB a pupil manages to do and a certificate.

#### **Option 2: Player v Player**

Children compete against the rest of their class. Like above, but after making a note of each pupils PB, the fastest time or longest distance wins. Scale a scoring system for each event.

#### **Option 3: Team v Team**

Class is split into teams. Deliver the sessions and make notes of the pupil's scores. Add together each individuals PB score from each event, to come up with a combined total for each team. For timed events - the lowest accumulative time wins. For distance events - the highest accumulative distance wins. Each event has a scaled points system: 1<sup>st</sup> = 100 points, 2<sup>nd</sup> = 80 points, 3<sup>rd</sup> = 60 points etc.





## ACTIVITY CARD

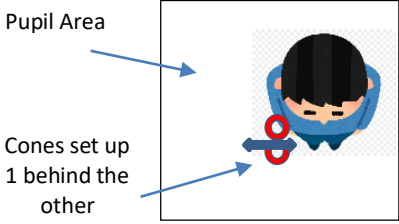

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>STANDING LONG JUMP</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>SIDE VIEW</b></p> </div> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 3x different coloured cones per pupil</li> <li>• Throw down lines or skipping rope as a jumping line.</li> <li>• Tape measure if possible</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Feet are shoulder width apart, with toes just behind the jumping line.</li> <li>2. Swing arms in unison forward and backwards, when arms go back bend your knees. When arms go forward, straighten the legs (don't jump yet).</li> <li>3. Repeat this a couple of times to prepare for your jump and get used to the timing.</li> <li>4. When you are ready to jump, load your knees by bending and arms will be behind you. Time it so that as you explode up and out from your legs as you swing your arms in a forward motion. Jump out as far as you can.</li> <li>5. Take off on two feet and land on two feet being careful not to step/fall backwards. Always measure from heel/furthest body part back.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Place a jumping line down at the front of your box</li> <li>2. Jump as far as possible from two feet to two feet, holding red cone, place cone at the back for heel after landing.</li> <li>3. Have two more attempts, always leave the first cone &amp; add a second (blue) and/or third cone (yellow) for jumps. If you manage to jump past it.</li> <li>4. Leave the original if you don't.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Measure the distance from the jump line to cones in metres with a tape measure, or steps. Whatever the first jump distance is compared to the furthest cone shows the improvement</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the furthest cone in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc (adaptable).</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• There is no need to adapt this activity.</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>STANDING TRIPLE JUMP</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center; margin-top: 20px;"> <p><b>SIDE VIEW</b></p> </div> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 3x different coloured cones per pupil</li> <li>• Throw down lines or skipping rope as a jumping line.</li> <li>• TEACHER - Tape measure if possible</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Triple jump is effectively HOP – STEP – JUMP so with your feet SAME – OTHER – BOTH.</li> <li>2. Select your hopping leg (this will touch the floor first) this goes up to the jumping line. Other foot a step behind.</li> <li>3. When ready to HOP, drive back leg up and forwards and swing arms in running motion. Height and distance, take off and land on the SAME LEG.</li> <li>4. After hop take a big STEP as far as possible landing on OTHER LEG.. Keep body upright.</li> <li>5. Take off on the OTHER LEG and JUMP as far as possible landing on BOTH feet, being careful not to step/fall backwards. Always measure at your heel/furthest body part back.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Place a jumping line down at the front of your box</li> <li>2. Jump as far as possible holding red cone, place cone at the back for heel after landing.</li> <li>3. Have two more attempts, always leave the first cone &amp; add a second (blue) and/or third cone (yellow) for jumps, IF you manage to jump past it.</li> <li>4. Leave the original if you don't beat your score.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Measure the distance from the jump line to the cones in metres with a tape measure, or number of steps. Whatever the first jump distance to the furthest cone shows the improvement, the bigger the distance the better it is.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the furthest cone in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• There is no need to adapt this activity.</li> </ul>



## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>SPEED BOUNCE</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center;"> <p><b>TOP VIEW</b></p>  </div> <div style="text-align: center; margin-top: 20px;"> <p><b>SIDE VIEW</b></p>  </div> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 2x cones per pupil</li> <li>• TEACHER - Stopwatch</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Jump over your cones from left to right as fast as possible.</li> <li>2. Must jump from 2 feet to 2 feet</li> <li>3. Jump sideways, always facing the same way – forwards.</li> <li>4. Try to jump just over the cones as close as possible without touching them.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Place your two cones, one behind the other in the middle of your area and slightly touching.</li> <li>2. Standing adjacent to your cones on two feet.</li> <li>3. Teacher shouts 'go' and times 20 seconds.</li> <li>4. On 'go' the children start to Speed Bounce by jumping sideways over their cones and back repeatedly for the duration, trying to get as many bounces as possible. Count them as you go.</li> <li>5. Only bounces that land two footed count. How many jumps that have been completed is your score.</li> <li>6. Try to beat your score but remember to have a rest between each go.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Count how many bounces they can do in 20 seconds. Allow a rest and repeat. The difference is the improvement.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the most bounces in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can go for 30 seconds</li> <li>• KS1 can go for 20 seconds</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>SPRINT</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center;"> <p><b>SIDE VIEW</b></p> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>TEACHER – Stopwatch with split/lap time capabilities so you can get numerous timings simultaneously. Available on l pads/phones.</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>Accelerate at the beginning and build up speed. Small strides building up to bigger strides at full speed.</li> <li>Lean forward onto the balls of your feet, lift your knees, keep your head still and utilise your arms to help you. As your left foot strides forward, swing your right hand/arm forward and vice versa for right leg. Elbows at 90 degrees.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>Set up your track area by coning lanes. Where possible make them colour co-ordinated, so they are easy to follow. The distance of the lanes will be determined by the space you have available. Approx. 30/40m for KS2 and 20/30m for KS1.</li> <li>The cones depicting the finish line should be a different shape or colour to the lane cones and be 5m short of the end of the lane.</li> <li>Children stand at the start line with the teacher on the finish line.</li> <li>Teacher shouts 'go' and children set off.</li> <li>Children run as fast as they can staying in their lane to the finish line.</li> <li>Teacher presses the split/lap button on stopwatch as and when each child crosses the line. Use a teaching assistant to make a note of the children's initials as they cross the finish line. Children walk back to their area, rest and repeat.</li> <li>Run 3 to 4 children per heat to make timing easier</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>KS2 pupils can run for 30/40m</li> <li>KS1 can run for 20/30m</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>LONG DISTANCE</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>TEACHER – Stopwatch with split/lap time capabilities so you can get numerous timings simultaneously. Available on laptops/phones.</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>Long distance running is about pacing yourself and trying to jog/run the whole way without stopping.</li> <li>Find your comfortable pace, increasing this pace, if you can towards the end.</li> <li>Control breathing - concentrate on trying to breath in through your mouth and out through your nose.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>Set up your track area by coning the lanes, where possible make them colour coordinated so they are easy to follow. The distance of the lanes will be determined by the space you have available. Approx. 30/40m for KS2 and 20/30m for KS1.</li> <li>The cones depicting the finish line and the turnaround should be a different shape or colour to the lane cones with the finish line approx. 5m from the end of the lane.</li> <li>Children stand at the turnaround cone nearest the finish line with the teacher also on the finish line.</li> <li>Teacher shouts go and children set off at a steady pace.</li> <li>Travel up the lane, around the turnaround cone and back down, around that turnaround cone where you started, this equals 1 lap. Complete 6 to 8 laps for KS2 and 4 to 6 laps for KS1.</li> <li>On the final lap, just run straight through the finish line. Teacher takes the split time for each child. Use a teaching assistant to make a note of the children's initials as they cross the finish line.</li> <li>Run 3 to 4 children per heat to make timing easier.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>KS2 pupils can run for up to 400m</li> <li>KS1 can run for 200m</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>OBSTACLE</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 1x bean bag per pupil</li> <li>• 2x cones set up in pupil area for Speed Bounce start</li> <li>• 1x cone or rubber spot at the end of first area to throw from</li> <li>• Skipping rope placed at the last section</li> <li>• TEACHER – Stopwatch with split/lap time capabilities so you can get numerous timings simultaneously. Available on I pads/Phone</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Speed Bounce: quick, low jumps, landing as close to the cone as possible.</li> <li>2. Bean bag balance: quick but steady travelling, try not to bounce.</li> <li>3. Bean bag throw: Underarm throw, think about how much power you need and when to let go of the bean bag.</li> <li>4. 2-foot jumping: quick, big bounces, jumping as far as possible.</li> <li>5. Skipping: Time stepping through the rope as it comes in front of you.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Set up each area as the diagram says in a lane on coned out track. Two cones and a bean bag in the pupil area, One cone at the end of the first area, a hoop at the end of the second area and a skipping rope in the third area.</li> <li>2. Teacher starts the watch and shouts 'go'. Children start with 6 speed bounces, then pick up their bean bag, place it on their head and travel through first area to the cone.</li> <li>3. Take the bean bag off their head and throw into hoop, must get it in before moving on. If miss, collect come back and throw again.</li> <li>4. Jump through to next area, then skip through to the finish line. Teacher stops clock when child passes through the finish.</li> <li>5. Run three to four children per heat to make timing easier.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• KS2 can have longer distances to throw/travel</li> <li>• KS1 have smaller distances to throw/travel.</li> </ul>

# ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>RELAY RUN</b></p> <p><a href="#">Video Demonstration</a></p>	<div data-bbox="280 359 974 1292"> </div> <div data-bbox="996 343 1680 438" style="border: 1px solid red; padding: 5px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>TEACHER – Stopwatch.</li> </ul> </div> <div data-bbox="996 446 1680 734" style="border: 1px solid blue; padding: 5px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>Accelerate at the beginning and build up speed. Small strides building up to bigger strides at full speed.</li> <li>Lean forward onto the balls of your feet, lift your knees, keep your head still and utilise your arms to help you. As your left foot strides forward, swing your right hand/arm forward and vice versa for right leg. Elbows at 90 degrees.</li> <li>Travel around the turn cone as close/tight as possible.</li> </ol> </div> <div data-bbox="996 742 1680 1324" style="border: 1px solid green; padding: 5px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>Set up each pupil's area with their own coned lane. Where possible make them colour co-ordinated, so they are easy to follow. The distance of the lanes will be determined by the space you have available. Approx. 30/40m for KS2 and 20/30m for KS1.</li> <li>The cones depicting the turns should be a different shape or colour to the lane cones and be 2m short of the end of the lane.</li> <li>Children stand at the front of their area, with the teacher on the finish line.</li> <li>Teacher shouts go and first child sets off. <b>Do one team at a time.</b></li> <li>Children run as fast as they can staying in their lane, around their turn cone and back to their area. When they reach their own area the next person goes and completes their lap.</li> <li>The last runner completes their lap AND runs back down their lane to finish line.</li> <li>Teacher takes down team time when final pupil crosses the finish line. Children, rest and repeat, try to beat their original time</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each relay team has two more opportunities to improve their time. Score the team on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>10 points for any child that is part of a team who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Whichever team has the fastest time in the class, either each pupils or Team/House wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>KS2 pupils can run for 30/40m</li> <li>KS1 can run for 20/30m</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>EGG &amp; SPOON</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center;"> <p><b>SIDE VIEW</b></p> </div> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>Spoon and a table tennis ball/egg/tennis ball on a racket per child</li> <li>TEACHER –Stopwatch with split/lap time capabilities so you can get numerous timings simultaneously. Available on lpads/phones.</li> </ul> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>Hold arm &amp; hand steady as possible.</li> <li>Travel as fast as you can, steadily, try not to bounce whilst running.</li> <li>Use other hand for balance by holding it out to your side.</li> <li>Tilt the hand holding the egg &amp; spoon slightly down so the egg is below the handle, as the downforce created with moving slightly holds the eqq in place.</li> </ol> </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>Each child requires an egg and spoon, or equipment that replicates them. Tennis racket and ball for example.</li> <li>Pupils pick up their egg and spoon, get it balanced and place other hand behind your back.</li> <li>Teacher shouts 'go' starts the watch and pupils set off, travelling down their designated lane.</li> <li>Try to balance the egg, if it falls off, just pick it up and place it back on.</li> <li>The egg must be on the spoon when pupils cross the finish line.</li> <li>Teacher takes the split times for each pupil as they finish.</li> <li>Run 3 to 4 children per heat to make timing easier</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>KS2 pupils can run for 20/30m</li> <li>KS1 can run for 10/20m</li> </ul>

## ACTIVITY CARD

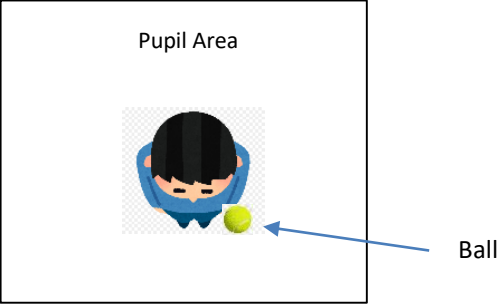



ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>TARGET THROW</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center;"> <p><b>SIDE VIEW</b></p> </div> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• 3x bean bags per pupil</li> <li>• 3x hoops or target area per pupil</li> <li>• Rubber spot or skipping rope to throw from</li> </ul> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Underarm throwing – whole body faces the target, feet shoulder width apart.</li> <li>2. Throwing hand grasps the bean bag and let arm drop by your side.</li> <li>3. Judge the distance of the target, the further away the harder you need to throw, or the faster your throwing hand need to travel before releasing the bean bag.</li> <li>4. Slightly bend throwing arm at the elbow and swing straight back behind you.</li> <li>5. Then swing your arm forward and release the bean bag approx. at tummy button height. Release too late and the bean bag will go too high, too early and it will land at your feet.</li> <li>6. Targets are placed at various distances so you will need to throw harder each time.</li> <li>7. Learn from the throws you do. How hard to throw? When to release? What action gave you the most success?</li> </ol> </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Set up each area and place equipment as shown in diagram.</li> <li>2. Children have three opportunities to throw their bean bags into the three targets. One bean bag per target.</li> <li>3. Pupils try to get all three bean bags in the targets. If they miss any, they try to improve.</li> <li>4. If pupils get the same, try moving their targets further away and have another go.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of how many targets have been hit on the first attempt. Pupils have an additional two opportunities to improve. Score the pupils on how much of an improvement when comparing their first go and their PB. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points on top of their event points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the most success in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can throw 3-15m &amp; can use smaller targets</li> <li>• KS1 can run for 2-8m &amp; can use bigger targets</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>DISTANCE THROW</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center;"> <p><b>SIDE VIEW</b></p> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Measure the distance of the first bean bag from the throw line in metres with a tape measure, or strides. Whatever the first bean bag distance to the furthest bean bag shows the improvement, the bigger the distance the better it is.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the furthest bean bag in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <p>There is no need to adapt this activity.</p>



## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>THROW, CLAP, CATCH</b></p> <p><a href="#">Video Demonstration</a></p>	<p style="text-align: center;"><b>TOP VIEW</b></p> <div style="text-align: center;">  </div> <p style="text-align: center;"><b>SIDE VIEW</b></p> <div style="display: flex; justify-content: space-around;"> <div style="text-align: center;">  <p><b>THROW</b></p> </div> <div style="text-align: center;">  <p><b>CLAP</b></p> </div> <div style="text-align: center;">  <p><b>CATCH</b></p> </div> </div> <div style="border: 2px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>One tennis ball or larger ball for KS1 per pupil</li> </ul> </div> <div style="border: 2px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Throw, clap, catch a ball.</li> <li>2. Place your ball in your throwing hand, with your hand underneath.</li> <li>3. Underarm throw your ball straight above your head, always keep watch of your ball.</li> <li>4. As the ball is in mid-air, clap your hands together as many times as possible, do quick claps, don't separate your hands too far.</li> <li>5. Stop clapping as the ball lands in your hands.</li> <li>6. When catching your ball, palms always face the direction the ball is coming from, in this instance palms up.</li> <li>7. Throw the ball out in front of you and above your head, watch it into your hands. Make sure little fingers are overlapping.</li> <li>8. The higher you throw, the harder it is, but the more claps you can fit in.</li> </ol> </div> <div style="border: 2px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Children pick up their ball and throw it above their head, clap their hands whilst the ball is in the air then stop and catch the ball at the appropriate time.</li> <li>2. If players drop the ball, that go does not count.</li> <li>3. Count how many times you can clap on your first successful go.</li> <li>4. After your first success, you have another two goes trying to beat your score.</li> <li>5. Can make it easier by using a bigger ball.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Count how many claps they have scored. Whatever the number of claps on the first successful go is the baseline score. Allow two more opportunities to beat that score. If they beat the baseline score they have improved, the bigger the number of claps is their PB score.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever achieves the most claps in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• Can be made easier by using a bigger ball. This would mean you throw with two hands and catch with two hands.</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>ROLLING A BALL</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center;"> <p><b>SIDE VIEW</b></p> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can do a more difficult course by adding more cones and using small balls.</li> <li>• KS1 can make it easier by utilising less cones and bigger balls</li> </ul>

**Equipment:**

- One size 3/4/5 ball per pupil
- 3x cones per pupil
- TEACHER – Stopwatch with split/lap time capabilities. Available on l pads/phone

**Coaching points:**

1. Facing your target, hold your ball in your dominant hand, feet together.
2. Whichever hand the ball is in, place the opposite foot in front of the other, e.g. Right-handed roll left foot forward & vice versa.
3. Bend your rolling arm at the elbow and your knees so you get closer to the floor.
4. Swing your rolling arm back to hip height, then forwards and release the ball when your hand is in line with your front knee, sending the ball rolling along the floor towards your target. The faster you move your arm the quicker and further the ball will travel.
5. Judge the pace of your roll so that it doesn't go too far past or too short.

**Method:**

1. Children must roll their ball AROUND the 3 cones in their lane and get over the finish line as quickly as possible.
2. It is up to the teacher what course they must roll around, or if they actually need one, you could race in a straight line, but with a course it practises different skills, more of an emphasis on pace and direction. It just needs to be the same for every child.
3. Teacher shouts 'go' and starts the stopwatch. The pupils roll their ball around their course and when they get to the finish line the teacher takes their split/lap time.
4. Children have another 2 attempts at trying to beat their time.

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>KICKING A BALL (Dribbling)</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="text-align: center;"> <p><b>TOP VIEW</b></p> </div> <div style="border: 1px solid red; padding: 5px; margin-top: 10px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• One size 3/4/5 ball per pupil</li> <li>• 3x cones per pupil</li> <li>• TEACHER – Stopwatch with split/lap time function.</li> </ul> </div> <div style="border: 1px solid blue; padding: 5px; margin-top: 10px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. When dribbling a ball, players should try to tilt your dribbling foot inwards so you can push the back of the ball with your toes.</li> <li>2. We want to keep the ball close so we can change direction at the cones. Don't push the ball too far in front of you. If the ball does get away from you, catch it up and place one foot on top of it to stop it.</li> <li>3. It's good practice to use both feet, so you can easily change direction. Push the centre of the ball to go forward, push the left side of the ball to go right and push the right side of the ball to go left.</li> <li>4. Try to glance at the ball and look up whilst moving, so you can see your route.</li> </ol> </div> <div style="border: 1px solid green; padding: 5px; margin-top: 10px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Children must dribble their ball AROUND the 3 cones in their lane and get over the finish line as quickly as possible.</li> <li>2. It is up to the teacher what course they must dribble around, or if they actually need one, you could race in a straight line, but with a course it practises different skills, more of an emphasis on pace and direction. It just needs to be the same for every pupil.</li> <li>3. Teacher shouts 'go' and starts the stopwatch. The pupils dribble their ball round their course and when they get to the finish line the teacher takes their split/lap time.</li> <li>4. Children have another 2 attempts at trying to beat their time.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b>KEYS STAGE CLASS ADAPTATION</b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can do a more difficult course by adding more cones and using small balls.</li> <li>• KS1 can make it easier by utilising less cones and bigger balls</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>BOUNCING A BALL (Dribbling)</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="display: flex; flex-direction: column; align-items: center;"> <div style="text-align: center; margin-bottom: 20px;"> <p><b>TOP VIEW</b></p> </div> <div style="text-align: center; margin-bottom: 20px;"> <p><b>SIDE VIEW</b></p> </div> </div> <div style="margin-top: 20px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• One size 3/4/5 ball</li> <li>• 3x cones per pupil</li> <li>• TEACHER – Stopwatch with split/lap time function. phones.</li> </ul> </div> <div style="margin-top: 20px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Imagine you have a sock puppet on our hand, and when you make them talk you open and close your thumb and fingers. Bouncing a ball is the same, it's the fingers and thumbs that touch the ball not really the palm of your hand.</li> <li>2. Aim is to bounce the top of the ball, out in front of you being careful not to hit your own feet, utilising a mix of your shoulder, arm, wrist and fingers to get success and control.</li> <li>3. Bounce the ball into the ground with enough force so it bounces back up to belly button height.</li> <li>4. Can be made easier by using both hands at the same time, or by Bounce – Catch – Move. Ideally though, it's one handed and continuous.</li> </ol> </div> <div style="margin-top: 20px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Children must dribble their ball AROUND the 3 cones in their lane and get over the finish line as quickly as possible.</li> <li>2. It is up to the teacher what course they must dribble around, or if they actually need one, you could race in a straight line, but with a course it practises different skills, more of an emphasis on pace and direction. It just needs to be the same for every pupil.</li> <li>3. Teacher shouts 'go' and starts the stopwatch. The pupils dribble their ball round their course and when they get to the finish line the teacher takes their split time.</li> <li>4. Children have another two attempts at trying to beat their time.</li> </ol> </div>	<p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b>KEYS STAGE CLASS ADAPTATION</b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can do a more difficult course by adding more cones and using small balls.</li> <li>• KS1 can make it easier by utilising less cones and having them bounce-catch-move instead of continuous dribbling.</li> </ul>

## ACTIVITY CARD

ACTIVITY/SKILL	OVERVIEW	COMPETITION ADAPTATION
<p><b>SKIPPING</b></p> <p><a href="#">Video Demonstration</a></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <p style="text-align: center;"><b>TOP VIEW</b></p> </div> <div style="width: 45%; border: 1px solid red; padding: 5px;"> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>• Skipping rope</li> <li>• TEACHER – Stopwatch with split/lap time capabilities so you can get numerous timings simultaneously. Available on lpdas/phones.</li> </ul> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%;"> <p style="text-align: center;"><b>SIDE VIEW</b></p> </div> <div style="width: 45%; border: 1px solid blue; padding: 5px;"> <p><b>Coaching points:</b></p> <ol style="list-style-type: none"> <li>1. Grasp each end of the skipping rope and step through so it starts off behind you. Both arms kept straight and working simultaneously by rotating arms at your shoulders, swing the rope over your head from back to front as you start to run forward.</li> <li>2. As the rope passes in front and towards your feet incorporate your running stride with the rope passing under your feet. The rope travels behind and then back over, keep repeating.</li> <li>3. Accelerate at the beginning and build up speed. Small strides building up to bigger strides at full speed.</li> </ol> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 45%; border: 1px solid green; padding: 5px;"> <p><b>Method:</b></p> <ol style="list-style-type: none"> <li>1. Set up your track area by coning lanes. Where possible make them colour co-ordinated, so they are easy to follow. The distance of the lanes will be determined by the space you have available. Approx. 30/40m for KS2 and 20/30m for KS1.</li> <li>2. The cones depicting the finish line should be a different shape or colour to the lane cones and be 5m short of the end of the lane.</li> <li>3. Children stand at the start line with the teacher on the finish line.</li> <li>4. Teacher shouts 'go' and children set off.</li> <li>5. Children skip as fast as they can staying in their lane to the finish line.</li> <li>6. Teacher presses the split/lap button on stopwatch as and when each child crosses the line. Use a teaching assistant to make a note of the children's initials as they cross the finish line. Children walk back to their area, rest and repeat.</li> <li>7. Run 3 to 4 children per heat to make timing easier</li> </ol> </div> <div style="width: 45%; padding: 5px;"> <p>Several ways to deliver this activity:</p> <ol style="list-style-type: none"> <li>1. Make a note of the first time. Allow a rest period before allowing another attempt to see if they can beat their time. Each pupil has two more opportunities to improve their time. Score the pupil on how much of an improvement they have made by comparing the original time and the PB time. The better the improvement the better they have done.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>2. 10 points for any pupil who manages to achieve a PB.</li> </ol> <p style="text-align: center;">AND/OR</p> <ol style="list-style-type: none"> <li>3. Whoever has the fastest time in the class wins, 10 points for first, 8 points for second &amp; 6 points for third etc.</li> </ol> <p style="text-align: center;"><b><u>KEYS STAGE CLASS ADAPTATION</u></b></p> <ul style="list-style-type: none"> <li>• KS2 pupils can run for 30/40m</li> <li>• KS1 can run for 20/30m</li> </ul> </div> </div>	



Lancashire  
School Games



# Congratulations

for participating in the

SPAR Lancashire School Games PB Sports Day 2020

Tuesday 30<sup>th</sup> June 2020

