**VIRTUAL SPORTS DAY RULES AND SCORING SYSTEM**

**BURPEES – Mr Keast**

***Safety:*** Use either a gym/yoga mat, rug or any surface which is soft. Wear sports clothing

***Rules***: The aim is to complete as many burpees as you can in 1 minute. The children will have three attempts. A second person is required to manage the clock and count the reps. The burpee activity will improve agility and stamina.

***Coaching Points: Below are some hints on how to complete a Burpee***

1. ***Begin in a standing position***
2. ***Kick your feet back so that are in a push up position***
3. ***Lower your chest to do a push up***
4. ***Kick your feet back to the original position***
5. ***Repeat***

***Equipment:***  Gym/Yoga mat or something soft – Stopwatch, pen or pencil and score sheet

***Differentiation:*** **Below is the adaptions/modifications for the different ages:**

**EYFS** - Start stood up, quickly drop to hands and knees in plank position and jump up.

**KS1** - Start stood up, quickly drop to hands and knees holding plank position before jumping up and reaching for the sky.

**KS2** - Start stood up and quickly drop to hands and knees holding plank position before doing a press up and finishing with a tuck jump.

***Scoring system:*** **Below is the scoring system for the Burpees**

1. 1 to 4 reps is 1 point
2. 5 to 8 reps in 2 points
3. 9 to 12 reps is 3 points
4. 13 to 16 reps is 4 points
5. More than 16 is 5 points

***REFLECTIVE TASK*** – What does Agility and stamina mean? ? If I had to complete the activity again what would I do differently?

**STEP UPS – Mr Ellis**

***Safety:*** Wear sturdy footwear that fits, watch out for tripping up on the step as you step up and Look where you are stepping down to each time

***Rules*:** You must step up with one foot, follow with the second foot so that both feet are up on the step, then step back down with one foot and then the other so that you are standing on the floor again. Both feet must go up and then down to count as one step. You must step one foot after the other. No jumping with both feet.

***Coaching Points: Below are some hints on how to complete the perfect step up:***

1. Stand in front of step with your feet shoulder width apart
2. Arm down by your sides
3. Step up with one leg with control
4. Pause momentarily with both feet on step
5. Step down with your opposite foot and then follow with the other
6. Keep head still for balance

***Equipment*:** A step of any kind. This could be a free-standing step, a bench, a sturdy box or one of your stairs! Pen and pencil and score sheet

***Differentiation:*** EYFS – An adult should count the steps. The step should be quite low (a maximum of 10 cm if possible). If using the stairs or a taller step, adjust the scoring for this age group to:

1 point – 5 steps  
2 points – 10 steps  
3 points – 15 steps  
4 points – 20 steps  
5 points – 30 or more steps

KS1 – An adult should count the steps. The step should be up to 15cm maximum if possible.

KS2 – Pupils will be in pairs and count each other’s steps. Use a taller bench where possible to add a height challenge. 30cm height.

***Scoring System: Based on 1 minute of Activity***

0 points – no steps completed

1 point – 10 steps completed

2 points – 20 steps completed

3 points – 30 steps completed

4 points – 50 steps completed

5 points – 70 or more steps completed

***REFLECTIVE TASK –*** What part of the foot was contacting the step each time? If I had to complete the activity again what would I do differently? What Muscle were been using when completing the activity?

**SPRINTS – Mr Gillard**

***Safety:*** Use a surface which is dry, flat and does not have any potholes. Wear trainers or running spikes and sports clothing

***Rules:*** You will need someone to time the sprint. The distance will be marked with the use of cones and the measuring device that you use. When the timer shouts “Go” you will need to run as fast as you can to end of the track. You will have three attempts. Please swings your arms, head slightly learning forwards and take short strides when you are sprinting.

***Coaching Points: Below are some hints on how to sprint:***

1. Swing arms forwards and backwards
2. Keep head still
3. Slightly lean forwards
4. Run on the ball of foot
5. Drive knees so they are in line with hips
6. Take long strides

***Equipment:*** Cones to mark out the distance a stopwatch (smart device) and a measuring tool to mark out the different distances. Pen or pencil and score sheet

***Differentiation:*** Below is the distance (Meters) that each group of children will run:

1. EYFS -30 meters
2. KS1 – 40 meters
3. Key Stage 2 – 80 Meters

***Scoring System:*** Below is the scoring system which is calculated based on the time:

Under 15 seconds: 5 points

Under 20 seconds: 4 points

Under 25 seconds: 3 points

Under 30 seconds: 2 points

Under 35 seconds: 1 point

***REFLECTIVE TASK –*** What do I need to do with my arms when sprinting? What part of the foot should I run on? Who is the fastest sprinter in the world? What would I do differently next time?

**LONG JUMP – Miss Sloman**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies anywhere. Wear sports clothing and have suitable footwear such as trainers or AstroTurf.

***Rules:*** You will need someone to help you score the distance the distance that you jump and the aim is to jump as far as you can ensure that your weight is going forwards. The score is taken where the child lands and not where they finish. The child will take a run up, take off near the rope and land in a zone. The score is given depending on the zone that they land in. The children MUST jump behind the rope otherwise it is a foul. The scorer will need to stand by the rope (Take off zone) checking to make sure the child has taken off behind the rope. Children can have three attempts. Children need to be taught the run up, take off and landing phases.

***Coaching Points: Below are some hints on how to complete the Long Jump:***

1. ***Head leans forwards***
2. ***Swing arms forwards for momentum***
3. ***Bend knees***
4. ***Spring off the balls of foot***
5. ***Body weight must be forwards***

***Equipment:*** Cones/markers and rope. Pen and pencil and sore sheet

***Differentiation:*** Below is the adaptions/modifications for the different ages

**EYFS**: jump from standing start with two feet and land with two feet   
**KS1** - short run up (1 metre) taking off of one foot landing with two feet  
**KS2** – Long run up (2-5metres) with cone marker spread further apart

***Scoring System –*** Whichever zone the children land in is the score they are given – See below:

***Zone 1 –*** 1 Point ***Zone 2 –*** 2 Points ***Zone 3 –*** 3 Points ***Zone 4 –*** 4 Points ***Zone 5 –*** 5 Points

***REFLECTIVE TASK –*** Which Male GB Athlete won Gold in Long Jump at the 2012 Olympics? What body parts did you use when you were jumping? What are the three parts to the long jump? What did I do well and what would I do differently next time?

**ELBOW PLANK – Mr Troman**

***Safety:*** Use either a gym/yoga mat, rug or any surface which is soft. Wear sports clothing

***Rules:*** The Elbow plank focuses on core muscle strength and stability and engages lots of muscles around the core area whilst completing the exercise. You will need a partner or family member to operate the stopwatch. The aim is to hold for as long as you can. Once your abs/tummy touches the floor the stopwatch will need to stop. You will have three attempts at this exercise

***Coaching Points: Below are some hints on how to complete the perfect Elbow Plank:***

1. Start face down on the floor resting your forearms and knees
2. Push off the floor, raising up off your toes and resting on your elbows
3. Squeeze your abs to keep yourself up and prevent your bottom from sticking up
4. Keep your back flat and do not let it drop
5. Hold for as long as you can – The longer you can hold the bigger the score

***Equipment:*** Gym/Yoga Mat, stopwatch, pen or pencil and score chart

***Differentiation:* Below are examples of how to make the exercise less challenging or more challenging– You choose which version of the activity you would like to do*!***

**Less Challenging*–*** Complete the exercise on your knees whilst still resting on your elbows

**More challenging –** instead of resting on your elbows you will rest on the palm of your hands. Try to touch the opposite shoulder whilst maintaining stability. Avoid as much torso moment as possible.

***Scoring System:* Below is the scoring system for the elbow plank**

1. Hold for up to 10 seconds is 1 point
2. Hold for up to 20 seconds is 2 points
3. Hold for up to 30 seconds is 3 points
4. Hold for up to 40 seconds is 40 points
5. Hold for more than 40 seconds is 5 points

***REFLECTIVE TASK –*** What happened to your abs when you were holding the plank – Explain?

What were the coaching points for the perfect elbow plank? How many seconds did I hold my plank for (All three attempts)

**MOUNTAIN CLIMBERS – Miss Cox**

***Safety:*** Use either a gym/yoga mat, rug or any surface which is soft. Wear sports clothing. Make sure that your arms and hands are positioned straight down from your shoulders. Make sure that the back is straight and not curved to prevent injuries.

***Rules:*** The mountain climber is a dynamic exercise that increases core strength and stability through repeated lower body motion while the upper body works to stabilise the rest of the body. The movement may also be used for improving cardiovascular endurance. You will need someone to count your reps and watch the time. The activity is for 1 minute and children can have three attempts. The more reps you complete the higher the score.

***Coaching Points: Below are some hints on how to complete the perfect climb:***

1. Start by placing yourself in a plank position making sure to distribute your weight evenlybetween your hands and toes
2. Check your position – Your hands should be shoulder width apart, back flat, abs nice and tight and head in line
3. Pull your right knee into your chest as far as you can
4. Switch legs, pulling one knee out and pulling the other one in
5. Keep your hips down, run your knees in and out as far and as fast as you can. Alternative breathing in and out with each leg change

***Equipment:*** Yoga/Gym Mat and stopwatch, pen and pencil and the score sheet

***Differentiation:* Below are examples of how to make the exercise less challenging or more challenging– You choose which version of the activity you would like to do*!***

***Less Challenging –*** Pull one knee slowly towards your chest and then repeat – Complete at a walking pace

***More Challenging –*** Increase the leg speed and you can jump forwards and backwards with your legs

***Scoring System:* Below is the scoring system for the Mountain Climbers**

1. 10 Reps is 1 point
2. 20 Reps is 2 points
3. 30 Reps is 3 points
4. 40 Reps is 4 points
5. More than 40 reps is 5 points

***REFLECTIVE TASK –*** Which muscles was I using in my legs when attempting the Mountain Climb?

What did I find hard doing the activity? What would I do differently next time?

**HOPPING – Mr Ashworth**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing

***Rules:*** The aim is to hop as many times as you can for 30 seconds and the more hops you complete the more points you earn. You will need to create a box and you must hop within the box. Any hops outside the box and if the cones are touched by the foot will not be counted. You will need someone to count your hops and watch the time. You will have three attempts.

***Coaching Points: Below are some hints on our how to complete the perfect hop:***

1. Take off and land on the same foot by pushing of the ball of the foot
2. The support leg swings in line with the hoping leg
3. Head and trunk should be stable and head facing forwards
4. Swing arms upwards when trying to hoop to get high as possible
5. Land on the ball of the foot and support leg needs to bend

***Equipment:*** Cones/Markets or tape to make a square, Pen/pencil and the score sheet

***Differentiation:*** **Below are the challenges for the different aged children:**

* EYFS – Alternate legs and have a large square
* KS1 – Strong leg hop and have a large square
* KS2 – Weak leg hop and have a small square – Plus add in cones which children cannot touch

***Scoring System:* Below is the scoring system for the Hopping**

1. Participating is 1 point
2. 15 hops – 2 points
3. 20 hops – 3 points
4. 30 hops – 4 points
5. Any more than 30 is 5 points

***REFLECTIVE TASK –*** Why would hopping be beneficial in sport? What did I do well?

What would I do differently next time? How many hops did you complete in your 3 attempts?

**JUMPING JACKS – Mr Hooper**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing

***Rules:*** The aim is to complete as many jumping jacks as you can within 1 minute. The activity focuses on the quadriceps primarily but also effects the glutes, calves, and hamstrings. Its also a great activity for our cardiovascular system as it raises our heart rate. If a child finds the jumping jack difficult refer to a star jump. You will need a second person to count your reps and manage the time. You will have three attempts.

***Coaching Points: Below are some hints on how to complete the perfect jumping jack:***

1. Starting Position – Stand straight with your feet together, arms fully extended by your sides
2. Slightly bend your knees and push through the balls of your feet and then straighten and push your knees to jump up by spreading your legs and hips wide apart
3. While performing this raise your hands up and out smoothly until your hands meet above your head
4. Final Position – While returning to the ground, bring your feet together and your hands again to your sides.

***Equipment:*** Stopwatch, pen/pencil, and the score sheet

***Differentiation:* Below are the variations to make it less and more challenging**

**Less challenging -** if unable to do jumping jacks or star jumps attempt arms and legs separately. I.e. arms above head without legs moving or legs in and out without arms moving.

**More challenging** – Increase the speed and make sure fingertips touch the floor and spring upwards.

**You choose which version of the activity you would like to do*!***

***Scoring System:* Below is the scoring system for the Jumping Jacks – EYFS and KS1 will need to add 10 to your total score**

1. 20 Jumps – 1 point
2. 30 Jumps – 2 points
3. 40 Jumps – 3 points
4. 50 jumps – 4 points
5. Anymore than 50 is 5 points

***REFLECTIVE TASK –*** What happened to my heart whilst I was completing this exercise? How many Jumping jacks did I complete? What would I do differently next time?

**PUSH UPS – Mr Murrin**

***Safety:*** Use either a gym/yoga mat, rug or any surface which is soft. Wear sports clothing

***Rules:*** The push up focuses on upper body strength, stability, and core strength. The muscles you will mostly be using are your triceps, pectorals, deltoids, and your core. You will need a second person to count your reps and manage the time. The aim is to complete as many push ups within 1 minute. You will have three attempts

***Coaching Points: Below are some hints on how to complete the perfect Push up:***

1. Get on the floor on all fours, positioning your hands slightly wider than your shoulder
2. Extend your legs back so that they you are balanced on your hands and toes
3. Keep your body straight and do not arch your back
4. Position your feet close together to help balance and remain stable
5. Squeeze your core tight
6. Bend your elbows and lower yourself to the floor trying to create a 90-degree angle
7. Push back up through your hands and make sure you do not lock your elbows.
8. Repeat as many times as you can.

***Equipment:*** Gym/Yoga Mat, stopwatch, pen or pencil and score chart

***Differentiation:* Below are examples of how to make the exercise less challenging or more challenging– You choose which version of the activity you would like to do*!***

**Less Challenging –** Perform the activity on your knees but use the coaching points above

**More Challenging -** To make it more challenging you can elevate your legs resulting in more pressure going through just your upper body. You can also perform the exercise by having your hands closer together or clapping your hands between each rep.

***Scoring System***: **Below is the scoring system for the Push ups (1 minute)**

1. 10 Push ups – 1 point
2. 20 Push ups – 2 points
3. 30 Push ups – 3 points
4. 40 Push ups – 4 points
5. Anymore than 40 is 5 points

***REFLECTIVE TASK –*** Which parts of my body were working when completing a push up? – Explain

What were the coaching points to complete the perfect Push up?

**WALL TOUCHES/REBOUNDS – Mr Bryan**

***Safety:*** Use a flat surface for the ball to rebound and make sure there are no trip hazards around. Please wear sports clothing and suitable footwear

***Rules:*** The aim is to complete as many pushes or catches as you can in 1 minute. You will have three attempts on the activity. This activity is focusing on hand eye coordination and reaction time and those skills can be transferred into Tennis, Cricket, Rounders and many more sports

To start with you will need to find a wall or a surface where the ball will rebound off. You will need a second person to count the catches/pushes and a manage the stopwatch.

***Coaching Points:* Below are some hints on how to complete the perfect push or catch:**

1. Start will ball in hand and pass/push off the ball
2. Create a target with your hands, ensure that knees are bent, weight on the balls of your feet and head slightly leaning forwards
3. Hands need to move relaxed and slowly towards the ball (Do not snatch at the ball)
4. Catching – Try to cushion the ball in your hands
5. Pushing – Make a solid contact with the ball and make sure it travels towards the wall

***Equipment:*** Tennis Ball and a larger ball (Football, Dodgeball, softball), Cones/markers, stopwatch, pen or pencil and score chart.

***Differentiation:* Below are challenges for the different aged children:**

**EYFS –** Take 8 steps away from the wall and choose a ball of your choice to make a catch or push. Try to complete as many as you can – Can get closer to the ball and change ball if its challenging.

**KS1 –** Take 6 steps away from the wall and catches will be completed with a ball of the child’s choice. If a child finds it a challenge refer to pushes rather than catching.

**KS2 –** Take 6 steps away from the wall and will catch a tennis ball. If a child finds it a challenge use a larger ball that travel through the air slower.

**PYRAMID CHALLENGE –** Have 3 points which are 6, 8 and 10 steps away. Start on Step 6 once a catch has been completed move to Step 8 and then to 10. Repeat from step 10 to step 6. Focusing on changing the distance which will increase/reduce reaction time.

***Scoring System:* Below is the scoring system for the Wall Touches/rebounds (1 minute)**

1. 5 catches/pushes – 1 point
2. 10 catches/pushes – 2 points
3. 15 catches/pushes – 3 points
4. 20 catches/pushes – 4 points
5. Any more than 20 is 5 points

***REFLECTIVE TASK –*** What was I successful at and what was more of a challenge – Explain

Give three scenarios in any sport where you would need to react to catch or push a ball?

What are the coaching points for completing a catch or push?

**STANDING LONG JUMP – Miss Nichols**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing.

***Rules:*** The aim is to jump as far as possible. Start behind the “Jump” line and jump forwards. You will have three attempts on this activity. The score is taken by the closest part of the body towards the jump line. Whichever zone you land is your score. The Standing long jump focuses on co-ordination and leg power through the quadriceps and calves.

***Coaching Points:* Below are some hints on how to complete the perfect Standing long jump:**

1. Keep your head up
2. Swing your arms
3. Bend knees when landing
4. Start on and finish on the ball of the foot
5. Jump with two feet (Do not leap)

***Equipment:*** Rope for the start line, cones to mark the zones, pen or pencil and score chart

***Differentiation:* Below are challenges for the different aged children:**

**EYFS –** The zones will need to be a step/foot size apart

**KS1 –** The zones will need to be a step/foot size apart

**KS2 –** The Zones will need to be two steps apart plus you can include a hurdle for the children to jump over on the “Jump line”

***Scoring System:* Below is the scoring system for the Standing Long Jump:**

1. Zone 1 – 1 point
2. Zone 2 – 2 points
3. Zone 3 – 3 points
4. Zone 4 – 4 points
5. Zone 5 or further – 5 points

***REFLECTIVE TASK –*** If I watched Long jump on TV what would they land in? How did I use my body to jump forwards? What are the coaching points for Standing long jump?

***TOE TOUCHES/TAPS ON A BALL – Mr Evans***

***Safety:*** Dry flat surface, attempt in an open space to avoid falling/banging against anything. Sports footwear and clothing must be worn

***Rules:*** The aim is to try and touch the ball with your toes as many times as you can in 30 seconds. Each child will have three attempts. The more touches completed the higher the score. Children must place toe/foot on top on the ball each time. You will need a second person to count the touches and a manage the stopwatch. The activity will improve technique, control, improve touch and overall feel for the ball.

***Coaching Points:* Below are some hints on how to complete the perfect Toe touch on a ball:**

1. Keep head still
2. Be on the balls of your feet
3. Soft touches on the ball
4. Keep upper body balanced

***Equipment:*** Football, Tennis ball or any sized ball, Stopwatch, pen or pencil and score sheet

***Differentiation:* Below are challenges for the different aged children:**

***EYFS –*** Children can use a tennis ball or a ball smaller than a football or complete shadow taps (Completing the technique but not touching a ball

**KS1 -** Children can use a tennis ball or a ball smaller than a football

***KS2 –*** Children must alternate between each foot for each rep and can try to use the hopping technique as demonstrated in the video with Mr Evans

***Scoring System:* Below is the scoring system for the Toe Touches/Taps:**

1. *1* point for taking part
2. 2 points for 10 touches
3. 3 points for 20 touches
4. 4 points for 30 touches
5. 5 point for any more than 30 touches

***REFLECTIVE TASK –*** What part of the foot was touching the balls? Why would this activity be beneficially in Football? – What would I do better next time?

**POINTS OF BALANCE – Miss Benedetto**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing. Head and neck should not touch the floor

***Rules:*** The aim is to balance on different parts of the body that are in contact with the floor and to hold them for as long as possible. The longer each balance is held the higher the score. Children will have three attempts. You will need a second person to manage the stopwatch. The activity will improve core stability and posture. ***Children can either complete a 1,2, 3, 4- or 5-point balance.***

***Coaching Points:* Below are some hints on how to complete the perfect Balance**

1. ***Control Centre of Gravity by spreading body weight evenly and through the centre of your body***
2. ***Avoid head movement (Head heaviest part of our body)***

***Equipment:*** Stopwatch, pen or pencil and score sheet

***Differentiation:* Below are challenges for the different aged children:**

**EYFS –** To complete a 1 point or 2-point balance

**KS1 –** To complete either a 2 point or 3-point balance (Avoid standing on both feet)

KS2 – To complete a balance which has more than 3 points of contact

**CHILDREN CHOOSE THEIR CHALLENGE (How many points of contact)**

***Scoring System****:* **Below is the scoring system for the Points of Balance exercise based on how long the child can hold their balance:**

1. 1 point for up to 10 seconds
2. 2 points for up to 20 seconds
3. 3 points for up to 30 seconds
4. 4 points for up to 35 seconds
5. 5 points for any more than 30 seconds.

***REFLECTIVE TASK –*** How did I make sure that I remained balanced? What did you do well and what could be improved? What are the key coaching points to remain balanced?

**SPEED BOUNCE – Miss Sloman**

***Safety:*** Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing.

***Rules:*** The aim is to jump/bounce from side to side over an wedge in the middle as many times as you can. EYFS and KS1 will have 20 seconds to do as many as they can and KS2 will have 30 seconds. Each child can have three attempts. The jump must be two footed and children must take off and land with two feet. It does not matter if a child makes contact the wedge in the middle. The speed bounce activity focusing on agility and changing direction quickly, challenges children to control their speed and stamina and builds strength and in legs and ankles. You will need a second person to manage the watch and count the bounces. Children score a point every time they go back to the starting position.

***Coaching Points:* Below are some hints on how to complete the perfect Speed Bounce**

1. Both Feet must touch each side of the floor for each bounce to count
2. If the Wedge is touched but both feet still cross to the other side, then the bounce is counted
3. Do not go top fast too soon!
4. Try to keep head upright and still
5. Swinging arm sides to gain momentum
6. Start and complete jump on ball of feet

***Equipment:*** Open space, clock or watch, object as a wedge (Sock, shoe or cone) pen or pencil and score sheet.

***Differentiation:* Below are challenges for the different aged children:**

***EYFS –*** 15 seconds if the activity is too long and child can step over to gain points

***KS1 –*** 20 seconds and child can bounce over one wedge

***KS2 –*** 30 seconds and child can bounce over two wedges

***Scoring System:* Below is the scoring system for Speed Bounce**

**EYFS** 1-5 Jumps – 1 point 5-10 Jumps – 2 points 10 or more is 5 points

**KS1** 5-10 Jumps – 1 point 10-15 Jumps – 2 points 15 or more is 5 points

**KS2** 15-20 jumps – 1 point 20-25 Jumps – 2 points 25 or more is 5 points

***REFLECTIVE TASK –*** Can you think of a sporting scenario where you would need to change direction quickly? Name 3 scenarios.

What parts of my body did I use to help jump? What did you do well and what could be improved?

**THROWING AN OBJECT INTO A TARGET – Mr Mugford**

***Safety:*** Avoid throwing any hard objects and have safety line to throw from.Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing.

***Rules:*** The aim is to get as many objects into the washing basket/hoop as possible in 60 seconds. If you run out of objects you will need to pause the time and collect all objects and start again. You will need a second person to manage the watch and count the objects that have been successful. If an object hangs off the basket that will still count. The activity focuses on accuracy and co-ordination. 1 point scored for every object thrown into the basket

***Coaching Points:* Below are some hints on how to be successful in throwing an object into a target:**

1. Use the non-throwing arm as a guide to the target
2. Keep head still when throwing
3. Stand sideways
4. Trajectory of the object should be high and then drop down

***Equipment:*** Washing basket or make an area of a similar size Balls/socks/ bean bags, tennis balls (as many as you can find), Stopwatch, pen or pencil and score sheet.

***Differentiation:* Below are challenges for the different aged children:**

**EYFS –** 4ft away from the target

**KS1 –** 6ft away from the target

**KS2 –** 8 to 10ft away from the target

***Scoring System:* Below is the scoring system for Throwing and object into a target:**

1. 1 to 5 objects in target – 1 point
2. 6 to 10 objects in target – 2 points
3. 11 to 15 objects in target – 3 points
4. 16-20 objects in target – 4 points
5. More than 20 objects in target – 5 points

***REFLECTIVE TASK*** *–* What sports/activities could throw an object/ball into a target – Give 3 examples

How did the object travel to the basket? Did it go high and then drop or did it go flat? What did you do well and what could be improved?

**5M SHUTTLE RUN – Mr Vile**

***Safety***: Use a surface which is dry, flat and does not have any potholes or foreign bodies. Wear trainers and sports clothing

***Rules:*** The aim is to complete as many shuttle runs in 30 seconds as possible. Set out 2 cones 5 metres apart either horizontally or vertically. Children must touch the cone for it to count as a point. You will need a second person to manage the watch and count how many shuttles you have completed. Each child will have three attempts. The activity focuses on leg power, speed (Acceleration) and agility. Each cone that is touched counts as a point.

***Coaching Points:* Below are some hints on how to complete the perfect shuttle:**

1. Plant and pivot your foot as you come to each cone
2. As you approach the line drop your hips and touch cone with your hands
3. Spring off from the ball of your foot and take short quick steps. Strides
4. Lean forwards when running

***Equipment:*** 4 cones or markers (socks or any household item), stopwatch, pen or pencil and score sheet

***Differentiation:* Below are challenges for the different aged children:**

**EYFS –** Reduce the space between the cones if child if finding the activity hard

**KS1 –** Add in three cones in between the two markers and children can run in and out (Slalom)

**KS2 –** Second person can shout turn and the child will need to change direction – Increase time to 45 seconds.

***Scoring System:* Below is the scoring system for the 5M Shuttle run:**

1. 1 point for taking part
2. 2 points for scoring 4-8 shuttles
3. 3 points for 9-13 shuttles
4. 4 points for scoring 14-18
5. 5 points for scoring more than 18

***REFLECTIVE TASK*** – Did I change direction at any points – Explain how?

Did I build speed (Accelerate) – How did I achieve this?

Can you work out how many metres you ran in total during the 30, 40 or 45 seconds?

What would you do differently next time?

***QUESTIONS RELATED TO SPORTS DAY***

***WARM UP***

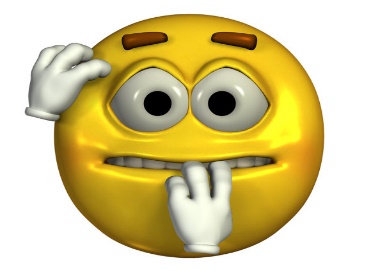
***Why do we need to warm up prior to starting our Sports? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………***

***Can you name any muscles that you have stretched during the Warm up? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………***

***HOW DO YOU FEEL?***

***How are you feeling before starting the Virtual Sports day? Refer to emotions ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..***

***MOOD CHART – Circle which Emoji you feel like?***

***SPORTING VALUES***

**What do each of these values mean?**

**EXCELLENCE – ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**RESPECT ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**DETERMINATION** ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………

**PERSERVANCE ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**INSPIRATION ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Can you provide an example on how you used one of these values in Sports Day? ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

**COOL DOWN**

**Why do you need to complete a cool down and what would happen to your body if you didn’t? ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………….**

**REFLECTION**

**Which activities did I enjoy doing – Explain why? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

**Which activities did I not enjoy? Explain why? ………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………**

***HOW DO YOU FEEL?***

***How are you feeling after you have completed Sports day? Refer to emotions ……………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………………..***

**MOOD CHART – Circle which emoji you feel like?**

