

Communication and Language

New language: football, rugby, golf, tennis, basketball, sailing, Olympics, racquet, bat, exercise

- Make an **'I can do'** book of physical activities that each child can physically do. Take photographs or cut pictures from magazines, adding words as appropriate. Hopping, skipping, jumping, sliding
- Play **'Simon Says'** with different sports skills
- Complete an **obstacle course** following instructions
- Ask the children to think about an obstacle course. What will they start with and how will it end? Give them an outline map of the area they can use and help them to draw a plan of how it will look. Try it out. Is there enough room for all the activities? Perhaps limit the equipment they might use. Does that make the job easier?
- Talk about the **differences between different games** played. Is a bat or racquet used for rugby, tennis or hockey? Collect a selection of balls to compare with each other - which belongs to which sport?

Maths

Physical activities are an ideal starting point for **counting and adding on, estimating and measuring**, as well as comparing:

- Are my five jumps longer or shorter than...?
 - **How many** tries of kicking the ball to score a goal?
 - While we count to 10, where will you cycle to?
- Set up some **skittles**, made with sand-weighted plastic bottles.
- Roll a ball - how many have you knocked down?
 - How many skittles need to be knocked down to leave only three?
 - **Guess** how many rolls of the ball it will take to knock down all the skittles.
- Races are an excellent way for children to learn ordinal numbering (1st, 2nd, 3rd) Who was first/second/3rd/last
- **Measure** how far you can run/jump/throw, etc. using standard or non-standard measurements

Personal Social Emotional Development

- **Turn-taking** and teamwork during 'sports' activities allow children to learn the value of friendship and partnership, and help develop good relationships.
- **Follow the leader** is a prime example of working in a group or team, taking charge or towing the line
- With a partner (mum/dad/sibling), make up a **pattern** of movement like a **triple jumper** has to eg. hop, clapx3, jump. Mirror each other.
- Play musical statues but when the music stops, hold on to a partner and see if you can **balance** on one leg without wobbling!

Literacy

- Make a little **'My Sports Book'** where you can draw or write about all the sports you know or have researched.
- The Frog Olympics by Brian Moses
- Topsy and Tim Go For Gold by Jean Adamson
- Maisy's Sports Day by Lucy Cousins
- Peppa Pig: Sports Day by Ladybird

SPORTS and MINI OLYMPICS

All ball games help to develop hand-eye coordination, dexterity, balance and control, allowing children to move with confidence in a large space aware of others around them. They also give children the opportunity to improve their skills, especially for developing a sense of direction when throwing, aiming and catching.

- **Cricket** - draw stumps with chalk on a wall or fence, and place a marker on the ground a few feet away. Roll, rather than throw, the ball at the cricketer with the bat.
- **Football** - no need for a team; use two upturned buckets set apart as the goal posts preferably near to a blank wall or fence (to save lots of running after stray balls), a large ball, a goalkeeper, a footballer or two and away you go!
- **Netball or basketball** can be played with a hoop held by an adult. Practise throwing and aiming over the hoop so the ball lands through the gap.

Expressive Arts and Design

- Make **bunting** to decorate the house/garden with pictures of different sports on. Use the bunting on a lockdown sports day where all the family can join in
- **Make a** microphone from plastic tubing or cardboard rolls for the race commentator to excite the crowds on the 'lockdown sports day.'

Physical Development

- Do some simple **warm-up activities** like wiggling fingers, making a fist, shaking hands and feet; wobble arms and legs, rotate shoulders, stretch high and crouch low, then clap your hands and ask children to use their bodies to make the shape of a letter or number.
- **Balance a beanbag** on your head while scooting round the park or garden
- Complete an **obstacle course** following instructions. eg. Carry a beanbag on your head for a distance; pick a hoop and climb through it; jump over a plank of wood or length of string; step along a chalk line; pedal a tricycle round to the next hurdle to jump over; through a tunnel to finish by rolling a ball into a box!
- **Discuss** how their bodies feel after running and/or exercise. Take their **pulse** before and after exercise and talk about why it is different

Understanding the World

- Talk about the Summer/Winter Olympics and the different sports in each. Use the pictures on tab below called **'Olympic Pictures'** to sort out which sport would go in which Olympics. Think about the similarities and differences.



ZT-T-27959-Summer
-and-Winter-Events-