Create Development: Covid-19 support

Below are some examples of where with little or no adaptation, real PE programme activities can be delivered to engage children working in an individual space with no or limited equipment. It’s not intended to be an exhaustive list but is there to give tutors and client manager a starting point should schools ask for individual support, in line with their school policies and assessments, which we cannot advise on.

The bookmark function on Jasmine also provides a simple way for schools to identify and then access activities quickly during this period.

**real foundations/real play (home)**

* The majority of the 12 themes can be done individually - pirates, jungle, cat, tightrope, train, space, juggle (individually or against a wall), clowns, bikes
* Many of the above have significant elements that can be done with no or minimal equipment, or can have simple adaptations, e.g reach for an imaginary cone/place an imaginary ball on your back - pirates, jungle, cat, tightrope, train, space, juggle (individually or against a wall), clowns, bikes
* Many elements can be done in a small space or with children working in their own space – skills, songs with movements, stories, many of the games.
* Many of the games include virtual equipment to support, e.g. virtual dice

Take Space theme as an example:

1. Adventure – nearly all stages can be done individually, with limited space/equipment or with children in their own space. Requires no or minimal adaptation. Where equipment (alien egg) is introduced, this will clearly depend on position re. equipment, but imaginary equipment could be used.
2. Games – Space Race and Home Planet can be done with limited space/no equipment (virtual dice) or with children in their own space.
3. Skills – can be done with limited space/no equipment or with children in their own space.
4. Active Story – can be done with limited space/no equipment or with children in their own space.
5. Song – can be done with limited space/no equipment or with children in their own space.

Examples of other games:

* Pirates – Reach the Treasure (uses equipment but can work in own space); Pirate Statues (adapt space they move in – supported by virtual dice)
* Jungle – Monkey Mirror, Cheeky Monkey Says (both can be done with no equipment and with children in their own space)
* Cat – Cat Capers (with virtual dice) with minor adaptation to a couple of numbers
* Tightrope – Balancing Act; Tightrope Twins; Tightrope Sequence can all be done with children in their own space
* Train – Puffing Along with minor adaptations; Wobbly Bridge (use imaginary equipment if necessary)
* Seaside – Whacky Watersports (adapt water-ski); Sea Bingo; A Day on the Pier (adapt Carousel, see-saw and min-trains to individual movements, e.g. carousel – pivot); Seaside Sculptures (individual shapes)
* Clowns (if equipment allowed) – Clown Tricks; Add A Clown Move (can be done even if apart); Clowning Around (individual element)
* Bikes – The Instructor Says (adapted to space available); Bike Frenzy (adapted to space available); Off for a Ride (adapted to space available)
* Squirrel – What’s in the Woods (adapt number 3 if necessary)
* Fairytale – Magic Beans (using virtual dice)

**Core real PE**

* As per real Foundations, most of the FUNS stations can be done individually – 1 Leg Balance; Seated Balance; Floorwork Balance; Stance; Dynamic Balance; Jumping and Landing; Sending and Receiving (against a wall); Ball Skills; Footwork.
* Many of the above have significant elements that can be done with no or minimal equipment, or can have simple adaptations, e.g reach for an imaginary cone/place an imaginary ball on your back.
* Thematic warm-ups can be used and adapted to work with a child in a limited space and individually. Thematic dice being added to support this also
* KS2 – Shape Up and Dice Frenzy warm-ups can be delivered with children in their own space
* The relevant Personal Best Challenges from Years 3 and 4 can be used as they include individual challenges.
* Mirroring games work well, e.g. Y2/U1/L5; Y2/U2/L4; Y1/U3/L5; Y3/U1/L5 (Cool Down);
* Many games can be done individually, e.g. Distance Objects (Y1/U6/L6); Develop Combinations (Y2/U2/L2); Develop Combinations (Ball) (Y2/U6/L2); Find & Select Shapes (Y3/U2/L4 cool down). Also see ball and wall games in Y3 and Y4 Unit 4 (if equipment allowed); Reverse Formation (Y3/U5/L4 cool down).

**real gym**

* The first 3 stages of all 5 skills (Shape, Balance, Travel, Flight and Rotation) are all done on the floor and done individually. Each also contains tricky, trickier and trickiest challenges
* Where equipment is allowed, stage 4 for each of the above skills is with hand apparatus and again has tricky, trickier and trickiest levels.
* Stage 6 for each of the skills is partner/group work and many of these can be done at a safe distance as thy utilise things such as mirroring/matching/contrasting.
* With simple adaptations, many of the warm-ups can be delivered so children work in a small area by themselves, e.g. At Home, Jungle, Park Life, Shape Up, Bounce in Time (adapted/with equipment), Skipping (with equipment)
* Many of the games linked to lessons done on the floor can be delivered with children working separately in their own space, for example:
  + Mirror, Mirror and Sarah Says… (FS/U1/L1)
  + Jungle Trip Sequences and Elephant and Mouse (FS/U1/L4)
  + Jumping in Puddles and Jumping Over Rivers (FS/U2/L1)
  + Shape Off (Y1/U1/L1)
  + Tree Hop (Y1/U1/L4)
  + Clapping Game (Y1/U2/L1)
  + Dice Frenzy (Y2/U1/L1)
  + Hula Hula (equipment required) (Y2/U1/L4)
  + Rope Jumps (equipment required) (Y2/U2/L1)
  + Rope Sequences (equipment required) (Y2/U2/L2)
  + Rope Tricks (equipment required) (Y2/U2/L2)
  + Jump, Roll, Balance (Y3/U1/L4)
  + 3 Jump Challenge (Y3/U2/L1)
  + Dice Frenzy Jumps (Y3/U2/L1)
  + Flight Sequences (Y3/U2/L3)
  + Reaching Out (equipment required) (Y4/U1/L2)
  + Ball Tricks (equipment required) Y4/U1/L4
  + Ball Games (equipment required) Y5&6/U1/L1
  + Up the Beat (Y5&6/U2/L2)
  + Chance Choreography (Y5&6/U2/L2)