



# Games Booklet



# Contents



3	ABC Basketball	27	Line Tag
4	Amoeba Tag	28	Messy Bedrooms
5	Banana Tag	29	Meteor Ball
6	Basketball Pass Tag	30	Meteor Battle
7	Bean Bag Bucket Tag	31	Octopus
8	Beanbag Boccia	32	Pokemon Tag
9	Bench Ball	33	Prison Ball
10	Tom & Jerry (Cat & Mouse)	34	Protect the Kingdom
11	Cops and Robbers	35	Protect the Pin
12	Crab Football Clearout	36	Rabbit Hole
13	Crossing the River	37	Robin Hood
14	Dance Tag	38	Scavenger Hunt
15	Danish Longball	39	Secret Agent Dodgeball
16	Dead Ants	40	Snowman Target
17	Dragon Tails	41	Strategicki
18	Everybody's It	42	Stuck in the Mud Football
19	Floor Tag	43	Submarine Tag
20	Full House	44	Super hero Tag
21	Giant Battleships	45	The Dragon Nest
22	Hats & Bowls	46	The Gauntlet Run
23	Hoop Colour Coordination	47	Tic-Tac-Toe
24	Island Dodgeball	48	Tower Rush
25	Jedi Dodgeball	49	Zombie Tag
26	King of the Pin		

# ABC Basketball

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Basketball

## Description

Children sit or stand in a large circle and pass the basketball around the circle (like a hot potato) while singing the alphabet.

Whoever has the ball when the group gets to the letter Z must go to the basket and try to make a shot.

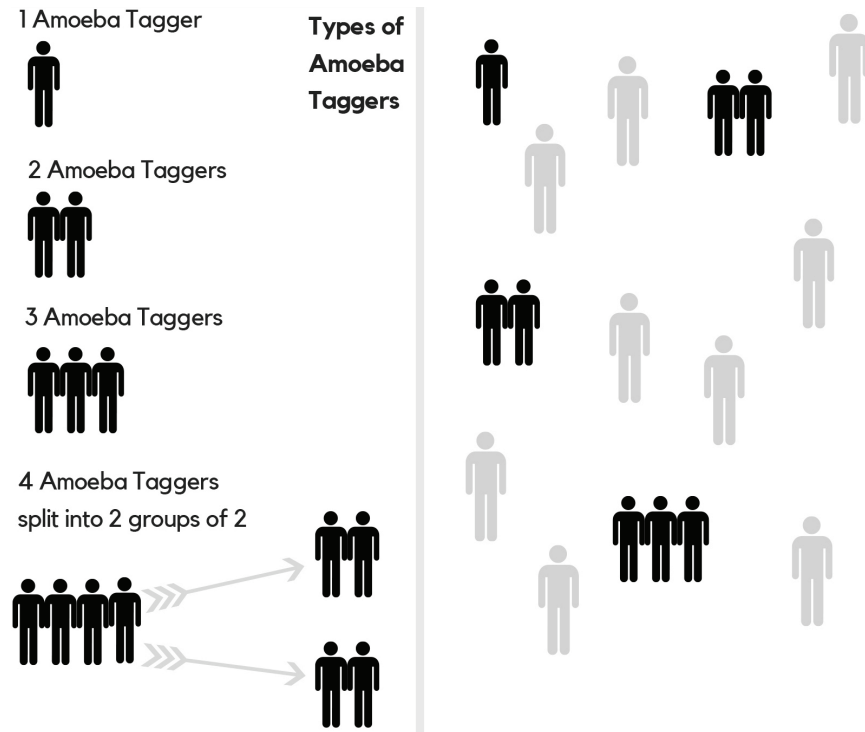
If a player makes the shot, he/she takes their sea in the circle.

If they miss it, they are out of the game.

# Amoeba Tag

**Focus:** To move with others using cooperation and coordination.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Further opportunities

### Make this task easier

Increase the size of the playing area.  
Reduce the number of starting taggers.

### Make this task more challenging

Reduce the size of the playing area.  
Increase the number of starting taggers.

## Equipment

A marked out playing area/square.

## Description

Select 1-2 starting Amoeba Taggers (Black).  
Everyone else is free (Grey).

When an Amoeba Tagger tags someone they must join by holding hands.

When a chain gets to 4 Amoeba Taggers it must split into 2 groups of 2 Amoeba Taggers.

If a chain breaks, they must join back together before tagging. The game finishes when all students are caught.

## Questions to ask

What is cooperation?

Why do you need to cooperate in this game?

How can good cooperation help you to coordinate your movement in this game?

# Banana Tag

**Year groups:** Reception - Year 6 (ages 4 - 11 years)

## Description

Choose one or several people to be It – the ones who run around and try to tag the rest of the players. Let's say June and Bobby are It. They stand still, close their eyes, and count to 10, giving the rest of the players a chance to run and scatter. When Bobby and June are done counting, they open their eyes and spring into action.

Bobby and June run around the playing area, trying to tag (touch with one hand – using soft hands for safety) as many people as possible. Say Bobby tags Raoul. As soon as he does, Raoul has to freeze, standing still in one spot, and put his hands above his head and lean slightly to the side, like in the picture:

See how he's making roughly the shape of a banana?

Then Raoul stands still and waits for someone to unfreeze him.

In banana tag, Raoul is unfrozen by two teammates, not just one, who come up to either side of him, each grab an arm, and pull his arms down – like Raoul is a banana they're peeling, get it? Then Raoul is unfrozen, and he can run around again until he's tagged again.

The game ends when Bobby and June have frozen all the other players. I like banana tag more than regular freeze tag because having to have two players unfreeze a frozen player (or, in this case, peel a banana-ed player) makes the game a little harder for the players (and a little easier for the taggers).

## Equipment

A big, open playing area

## Best for

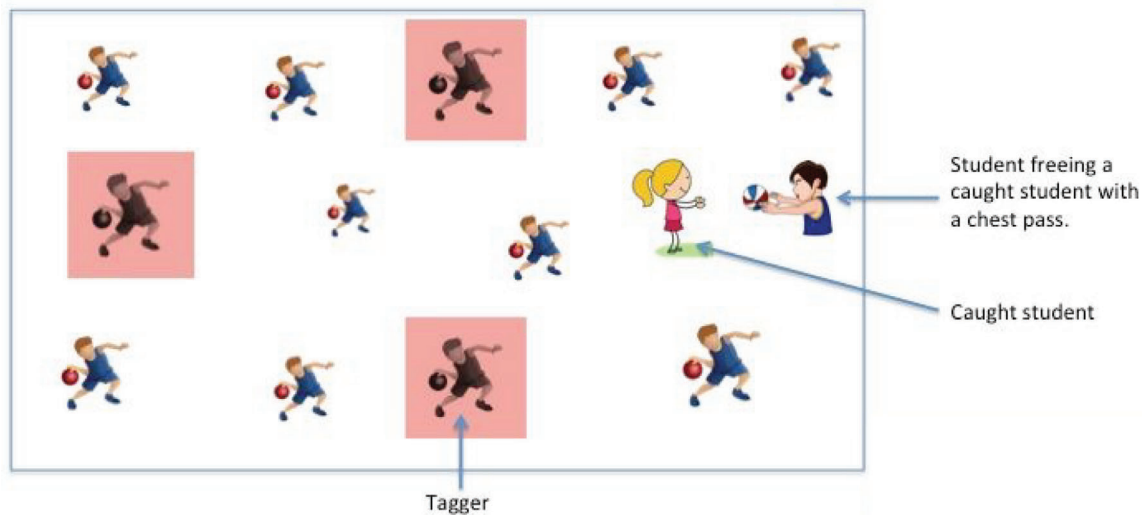
A large group (at least 10 players)



# Basketball Pass Tag

**Focus:** Movement, coordination, catching, passing and teamwork.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Variations

**Specific Passes:** In the freeing process allocate a specific pass (for example only chest passes or bounce passes).

**Team Basketball Pass Tag:**  
Divide the group into 2 teams. Each team selects 1-3 taggers (give the taggers an extra colour band). If a student is tagged by a tagger from the other team then they can only get freed by someone on their own team. The team with the most players left at the end wins.

## Differentiation

**Easier:**  
Increase the size of playing area  
Reduce the number of taggers

**Harder:**  
Reduce the size of the playing area  
Increase the number of taggers  
Increase the distance the basketball must be thrown.  
Allow guarding

## Equipment

Basketballs - Bibs/Pinnies

## Setting Up

Mark out a playing area.  
Provide enough basketballs for 1 per student

## Description

Select 2-5 taggers depending on the size of the group.  
Give these students a bib/pinnie.

All students must dribble the basketball around the playing area and avoid the taggers.

Taggers must dribble the basketball at all times.

If a student is tagged they must stop and place the ball on the floor between their feet.

**Freeing process:** A different student passes the ball to the caught player, who must catch it, and return the pass back. Distance must be no closer than 2 giant steps.

No guarding caught players.

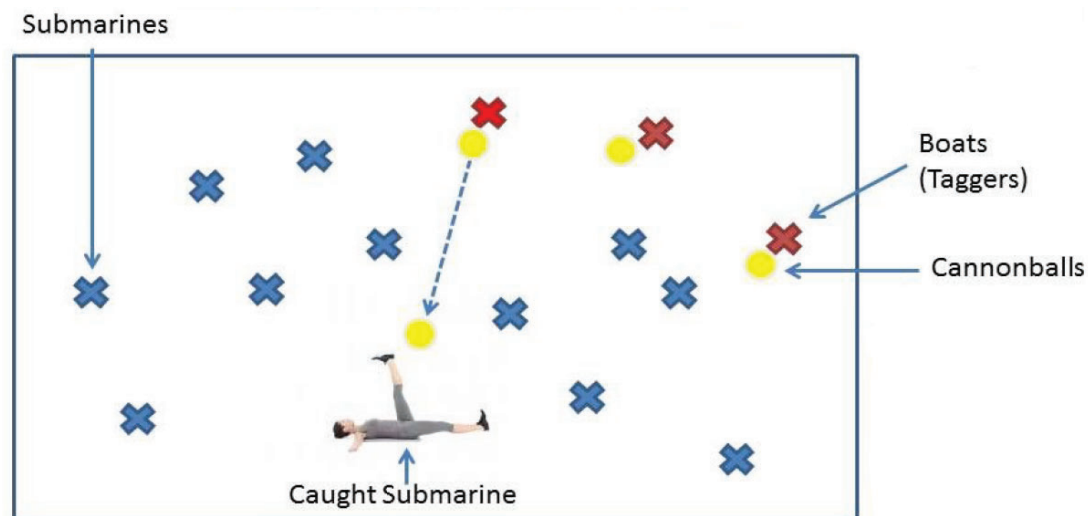
Students freeing caught students cannot be tagged.

If a ball is dropped, then it must be picked up and dribbling continues. If all students are caught the game is over.

# Beanbag Boccia

**Focus:** Movement, coordination, overarm throw, dodging and teamwork

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Soft Dodgeballs

## Setting Up

Mark out a playing area.

Select 1-3 students to be catchers (Boats) and give them a soft dodgeball.

## Description

Boats (taggers) have to chase and throw their cannonballs at the submarines (other students).

If a submarine is hit (below the shoulders), the must sink to the floor (on their back) and raise one foot (the periscope) pointing towards to the ceiling.

To get freed another submarine must push down the periscope (leg) of the caught submarine.

## Further opportunities

### Differentiation

Easier:

- Increase the size of playing area
- Reduce the number of taggers (boats)

Harder:

- Reduce the size of the playing area
- Increase the number of taggers (boats)
- Throw with non-preferred throwing hand

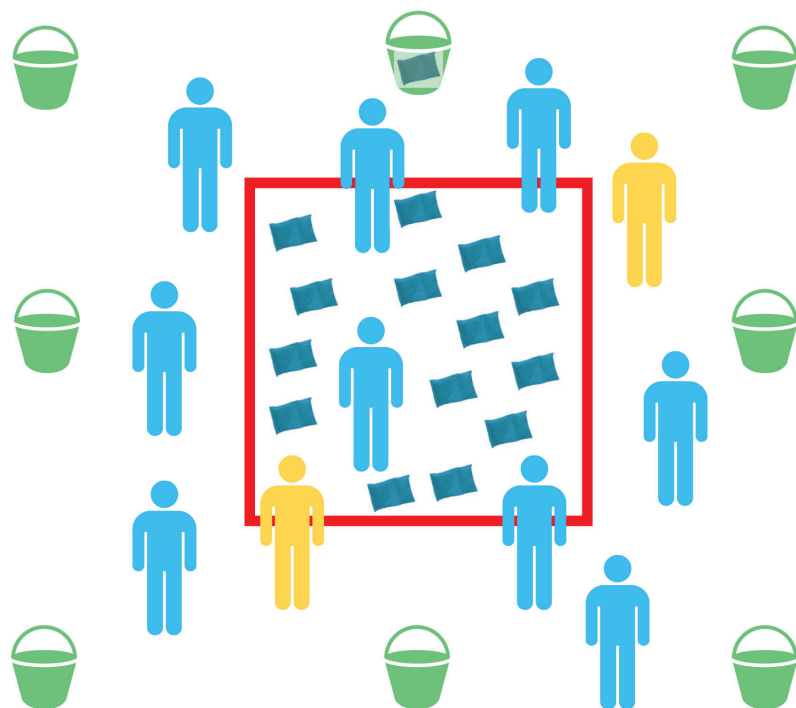
### Variations:

- Team submarine tag: Have teams against each other with one cannonball between the team. They must work together to sink other teams.

# Bean Bag Bucket Tag

**Focus:** To improve underarm throwing accuracy

**Year groups:** Reception - year 6 (ages 4 - 11 years)



## Equipment

Spots/Cones to mark the area, bean bags and buckets.

## Description

Place buckets around the edge of the playing area.

Mark an inner square and fill it with bean bags.

Select 2-5 taggers (depending on group size).

Students (Blue) and taggers (Yellow) can move anywhere.

If a student gets tagged they go to the inner square and collect 1 bean bag. To get freed the student has to underarm throw the bean bag into any bucket. If they miss, they must retrieve it and try again.

If they throw it into the bucket they are free.

Taggers win once all of the bean bags have gone from the inner square. You can play a timed game.

## Further opportunities

### Make this task easier

Increase the size of the playing area.  
Increase the size of the throwing area.  
Increase the size of the buckets.

### Make this task more challenging

Reduce the size of the playing area.  
Reduce the size of the throwing area.  
Reduce the size of the buckets.

## Questions to ask

What can students do to not get tagged?

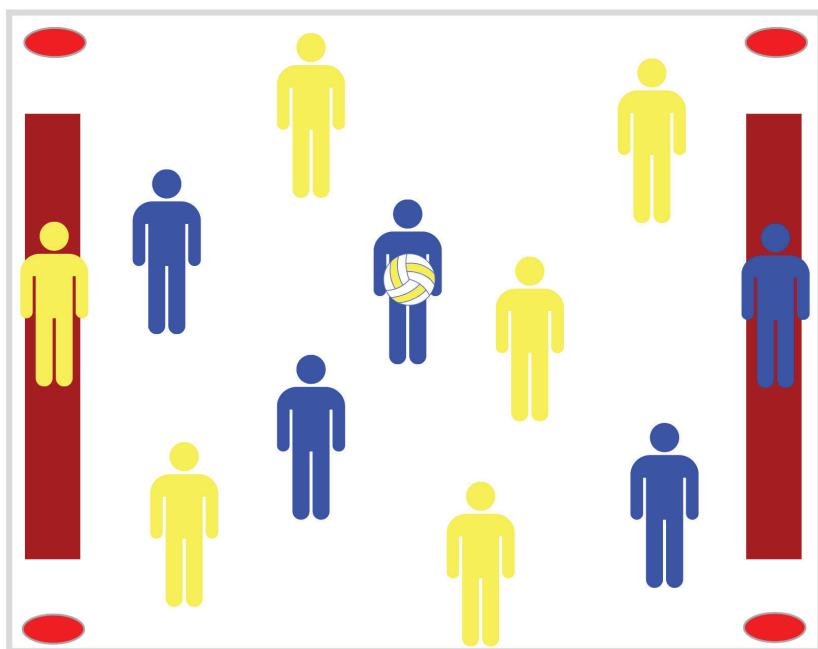
What is an underarm throw?

How do we do a correct underarm throw?

# Bench Ball - Point Version

**Focus:** To pass a ball accurately

**Year groups:** 2 - 6 (ages 7 - 11 years)



## Differentiation

Easier:

- Reduce the size of the playing area
- Increase the size of the ball.

Harder:

- Increase the size of the playing area.
- Reduce the size of the ball.
- Everyone in the team must touch the ball before shooting.

## Equipment

Benches, bibs/pinnies, spots and 1 ball.

## Description

Divide the group into 2 equal teams.

Choose 1 goalkeeper for each team to start on the bench.

The aim is to pass the ball to your teams' goalkeeper without it bouncing.

This scores a point for the team.

The scorer swaps positions with the goalkeeper.

The game is restarted by the other team from a red start spot.

Students are not allowed to move whilst holding the ball (except pivoting)

Students without the ball can move anywhere.

If the ball goes behind the bench it is restarted on a red start spot.

The ball cannot be snatched. Blocking and intercepting is allowed.

## Setting Up

What types of passes can you do?

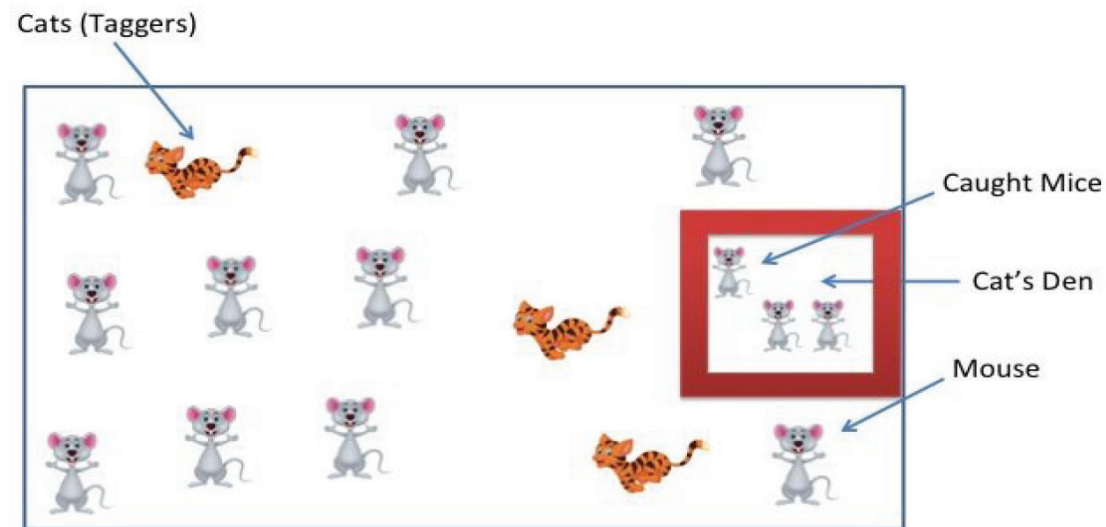
Why do you need to pass in this game?

How can you pass more accurately?

# Tom and Jerry (Cat and Mouse)

**Focus:** Movement, coordination, strategy and teamwork

**Year groups:** Reception: Year 3 (ages 4 - 8 years)



## Equipment

Cones and spots: To mark out playing area and Cats Den.  
Bibs/Pinnies cats to wear and for mice to use as tails.

## Setting Up

Mark out a playing area. Mark out a Cat's Den.  
Select 2-4 Cats and give them a bib/pinnie to wear.  
Give each mouse a tail (bib/pinnie)  
Set out spare bibs/pinnies around the playing area.

## Description

Mice can move anywhere inside the playing area and aim to stay away from the cats.

If a cat takes their tail (bib/pinnie) then they go to the Cat's Den.

To get freed from the Cat's Den, another mouse must collect a new tail and deliver it to the Cat's Den without trying to get caught. Only 1 tail at a time.

The game is over once all mice are caught.

## Further opportunities

### Differentiation

Easier  
Cats start wearing a bib for visibility  
Increase size of playing area.  
Reduce number of cats.  
Harder  
Remove bibs from the cats.  
Reduce the size of the playing area  
Increase number of cats.

### Variations:

Team Cat and Mouse:  
Teams work together to protect each other and be the last team left in the game. Teams have different colour tails.

# Cops and Robbers

**Focus:** Thinking skills, Movement, agility, speed, strategy and fitness

**Year groups:** Reception - year 5 (ages 4 - 10 years)



## Equipment

Spots  
Bean bags  
Back bag sack or box  
Bibs (same colour)

## Further opportunities

### Differentiation

Easier  
Increase size of the playing area.  
Harder:  
Reduce size of the playing area.

### Differentiation

Change the number of cops  
Give robbers tails and if their tail gets taken they go to jail.  
Ask students to design the layout of the safe zone, bank and jail.  
Students have to do an activity whilst caught in jail  
(for example jumping jacks)

## Setting Up

Put down a line of spots/cones down the centre of the playing. One half is a safe place and one half is a bank. Mark out a jail in the corner of the bank using spots/cones. Select 2-4 Cops to where bibs. Spread out the money (bean bags) in the bank.

## Description

The aim of the game is for the robbers to collect all of the money and for the cops to prevent them.

Robbers start in the safe zone and cops start in the bank. Cops are not allowed in the safe zone.

When robbers enter the bank they are only allowed to take 1 piece of money (bean bags) at a time. Their aim is to return it to the safe zone and put it in the money sack/box.

If a robber gets tagged they must go to jail and drop any money they are carrying. Cops can guard money and the jail.

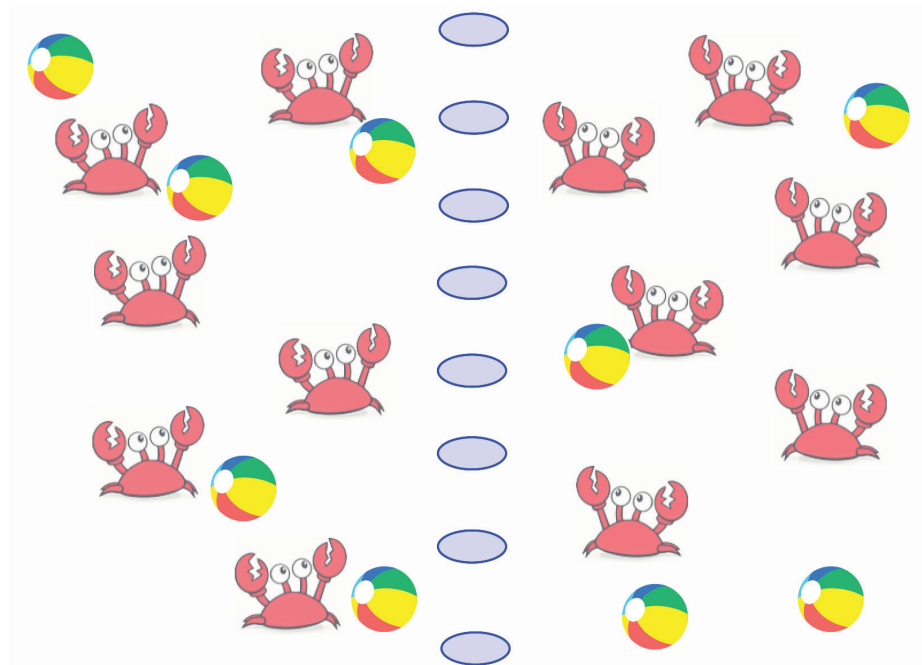
To get freed another robber must safely get to the jail without getting tagged and can free the caught robber by holding their hand. They are allowed to walk back to the safe zone without being caught.

The game is over once all of the money has been stolen or all of the robbers are in jail.

# Crab Football Clearout

**Focus:** To coordinate our hands and feet.

**Year groups:** Reception - year 6 (ages 4 - 11 years)



## Equipment

Beach balls (or large soft balls)

Spots/cones

## Description

Put a line of spots/cones down the middle of the playing area.

Divide the beach balls equally and put them on each teams beach.

Divide the students into 2 teams.

Students move like a crab on their feet and hands (stomach pointing to the sky).

Each team protects their beach and tries to clear the beach balls into the other teams beach. Students must kick using feet.

The team with the least beach balls on their beach at the end wins.

## Questions to ask

What ways can we move like a crab?

Which way is the quickest way of moving?

How can we work together in this game?

## Further opportunities

### Make this task easier

Students can use hands.

Make the playing area smaller.

### Make this task more challenging

Add different sized balls.

Students to use their least comfortable foot for kicking.

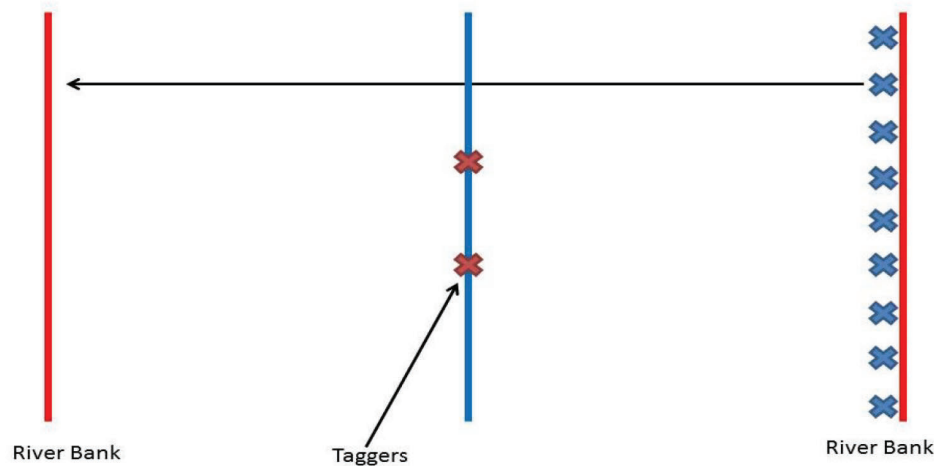
Students must pass to a team mate before kicking into the other zone.

# Crossing the River (or famous river)

**Focus:** Movement, decision making and strategy.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)

## Crossing the river



## Equipment

No Equipment needed.

If outside mark out a square/rectangle as a playing area with cones/spots

## Setting Up

This can be played in any indoor or outdoor area.

Set a limit on the size of the area.

If you are playing outside, create an area using cones/spots.

Select 1 person to be the tagger/fish

## Description

Students line up at one end of the River Bank (End line) and have to move across to the other river Bank (Opposite End Line) without getting caught by the tagger (fish).

If a student gets tagged, they become a tagger.

Taggers must always start on the middle line (Half way between the two end lines). If they tag off the middle line, the catch does not count.

For students that are waiting too long, introduce a count down (10 seconds). If they have not made it to River Bank in 10 seconds, they become a tagger.

## Further opportunities

### Differentiation

Easier: Increase playing area

Harder: Increase taggers - Reduce playing area

### Variations:

- Students have to move using a specific movement

(For example: hopping, jumping, side stepping, crawling etc.)

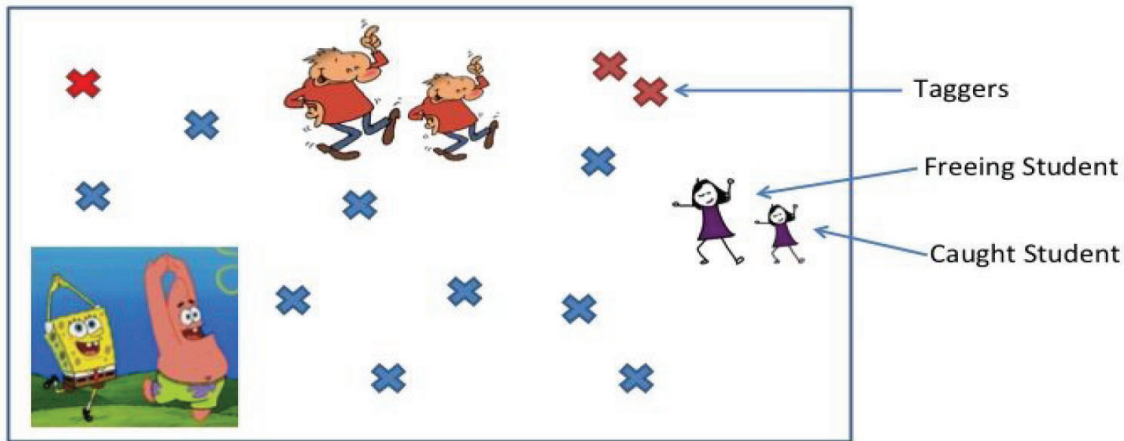
- Taggers hold hands

- Cross the river with a partner.

# Dance Tag

**Focus:** Movement, coordination, creativity and fun.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Audio (not essential)

## Setting Up

Select 1-3 taggers

Set up the audio system to play varied music.

## Description

Taggers aim to catch all of the students.

If a student is caught, they have to stop and create a dance move. They keep repeating the dance move until a peer comes to save them.

To be freed, a peer must mirror or copy the dance move for 5 seconds. They are then free to rejoin the game.

Students cannot repeat a dance and must create a different dance move if they are caught again.

## Further opportunities

### Differentiation

Easier:

- Reduce taggers

Harder:

- Increase taggers

- Increase complexity of dance move requirements

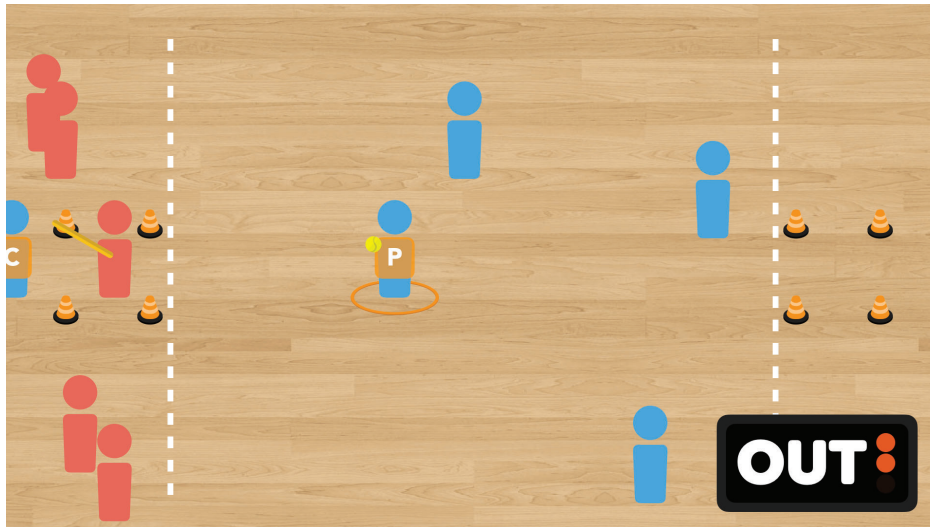
(for example the dance move must go from low to high movements)

### Variations:

- Dance Crew: When a player is caught, 3 other peers must come and join the dance crew before they are freed.

# Danish Longball

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Safety Considerations

As required in the rules, players may not throw the bat outside of home base after a swing. Players may not obstruct a player who is running between bases. Soft tags should be used whenever attempting to tag a running player. Fielding players should stand at a safe distance from the batting player.

Video link: <https://www.youtube.com/watch?v=hNP2kBFEQxs>

This video shows how to play the very popular Danish Long Ball. However, at Let's Leap, we play it slightly differently. Rather than striking the ball with a bat/racket, we lower the skill level for campers by allowing the bowler to roll a dodgeball towards the batter/kicking player, and then the batter will kick the ball as opposed to batting the ball.

## Equipment

Cones - Foam ball - Bibs

## Description

The playing area is set up with two parallel lines (the front line and the back line) about 10 apart. A square base is set up adjacent to the front line using four cones (this is the home base).

A second square base is set up adjacent to the back line (this is the runner base). A pitcher's mound is set up a poly spot or hoop at an appropriate distance from the home base. Class is divide into two teams. One team starts as the batting team, the other team starts as the fielding team. The batting team lines beside the home base and selects a batting order.

The fielding team sets themselves up beyond the front line and select one player to play the role of catcher (the catcher stands behind the home base) and another to play the role of pitcher (who stands on the pitcher's mound). The first batting player steps into the home base. The pitcher pitches the ball using an underhand throw.

The batter runs to the runner base whether or not they strike the ball. However, before running, the batting player must drop the bat inside the home base. Once at the runner base, the running player may choose to stay on that base or run back to home base in order to score a point. However, once a player has committed to running back to home base, they may not turn back. Offensive players in the runner base may opt to stay there until they think it is safe to run to home base. Following the pitch, they fielding team will attempt to get the batting player (or any other offensive player who is running) out.

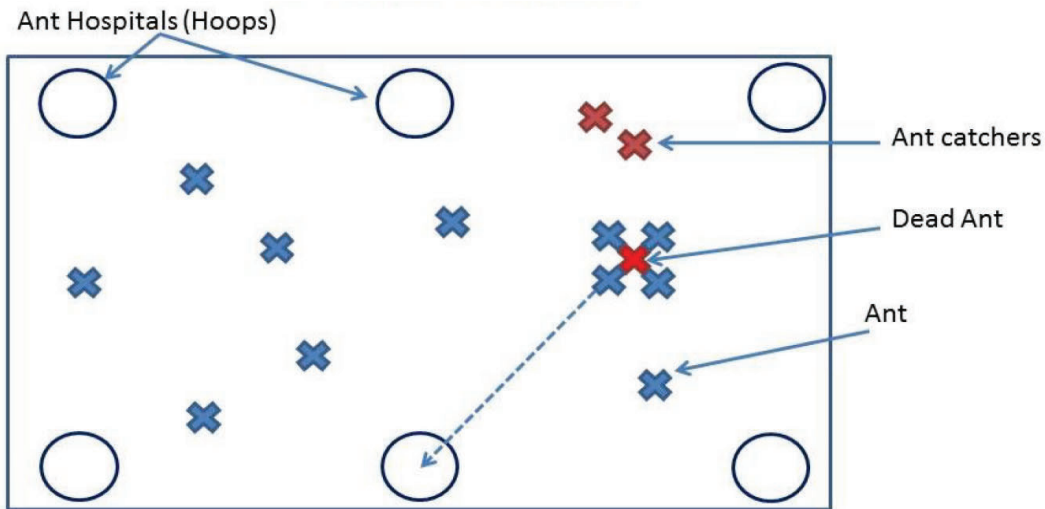
A player is out if a) they are caught out, b) they are tagged by a player in possession of the ball while in between the front and back lines, c) they hit the ball behind the front line, or d) they throw the bat outside of the home base after having swung at the ball. If the fielding team is not in position to get a player out, they can simply send the ball to the pitcher for the play to be dead. Once the pitcher has the ball while standing on their mound, offensive players may no longer attempt to run to home base.

The batting teams stays at bat until the fielding team manages to get three players out. After three outs, the teams exchange roles.

# Dead Ants

**Focus:** Movement, coordination, teamwork, cooperation, communication, decision making and strength.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Hoops

## Setting Up

Place 4-6 hoops around the edge of the playing area.  
Select 1-3 taggers (Ant Catchers)

## Description

All students are ants, except 1-3 ant catchers. Ants must move around the playing area without getting caught by an ant catcher.

If an ant gets tagged by an ant catcher, they are dead and lie on the floor with their arms and legs pointing up at the ceiling.

To save a dead ant, 4 ants must come along and lift a leg or arm up. The team of ants must carefully carry the dead ant to the nearest ant hospital (hoops). Teach carrying and lowering the dead ants safely.

## Further opportunities

### Differentiation

Easier:

- Fewer taggers
- Larger playing area
- More ant hospitals

Harder:

- More taggers
- Smaller playing area
- Less ant hospitals

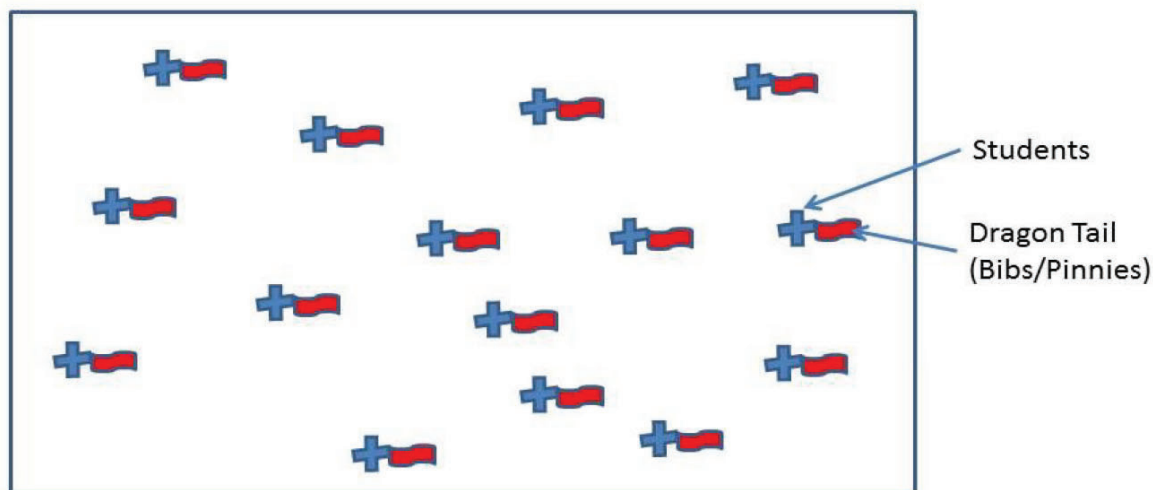
### Variations:

- If all legs or arms are not being touched by the ants, then the ants touching the 1-3 legs/arms can get caught.
- Team dead ants. Two teams against each other where they can catch opposite team members and can only save their own.

# Dragon Tails

**Focus:** Movement, strategy, spatial awareness and coordination.

**Year groups:** 1 - 5 (ages 5 - 10 years)



## Equipment

Bibs/Pinnies

## Setting Up

Give every student a bib/pinnie (dragon tail).

Students must tuck their dragon tail into their shorts/trousers. It must be clearly visible.

## Description

Students work individually to protect their dragon tails from others and at the same time take other students tails.

If a student loses their tail, they are out of the game.

Students are not allowed to touch their own tails after the start of the game.

See variations for different ideas.

## Further opportunities

### Differentiation

Easier

- Increase the playing area

Harder

- Reduce the playing area

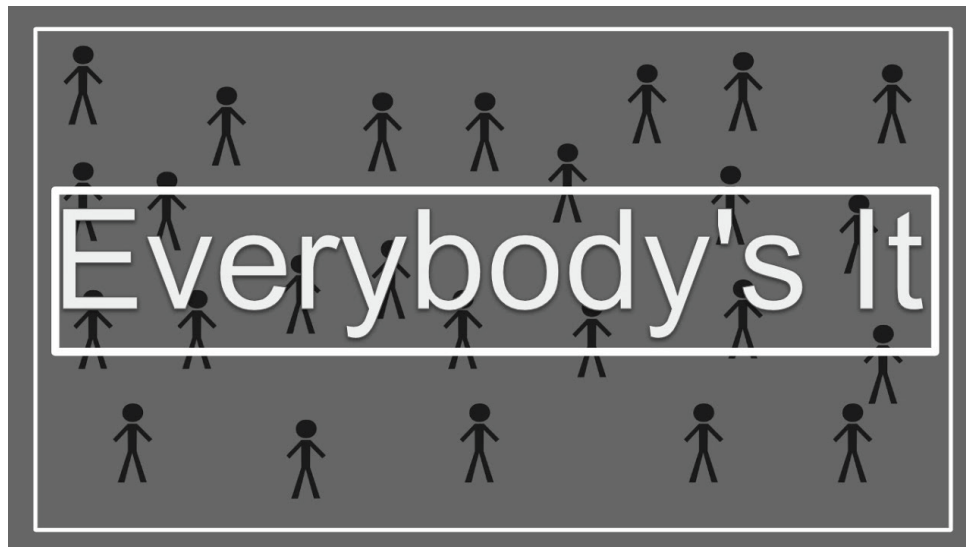
### Variations:

- Extra lives: If students take tails, they can keep them as extra lives.

- Team Dragon Tails: Teams work together to protect each other and be the last team left in the game. Teams have different colours.

# Everybody's It

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

None needed

## Video link:

<https://www.youtube.com/watch?v=4ohNNSKIRQQ>

## Description

'Everybody's It' is a classic all-time favorite tag game with non-stop action! Everybody is it, and everybody can also get tagged. If a player gets tagged, he must sit where he was tagged. He is stuck down until the player who tagged him gets tagged, and then he's back up. It's that simple! This is a very active game; lots of running. If players are sitting too long then the teacher can yell out, "free pass" and then they can get back up. If players tag each other at the same time then they play a round of 'Rock, Paper, Scissors' to see who sits.

- 1 Players spread out around the gym.
- 2 Everyone is 'It' but everyone can also get tagged.
- 3 Players sit if tagged.
- 4 Players get back up when player who tagged them gets tagged.
- 5 If a player is sitting too long, give a 'free pass' so he can get back up.
- 6 If two players tag each other at the same time, they play 'Rock, Paper, Scissors' to see who sits.

# Floor Tag / Island Tag



## Equipment

None needed

## Description

Children are lying side by side all over the gym floor/outdoor area, making the islands.

One child starts as the tagger chasing his partner; if he tags his partner, the partner becomes IT.

Before being tagged, the partner being chased can lie down by an island; the child on the outside of the island jumps up and is now being chased. After children have the hang of it, add more chasers.

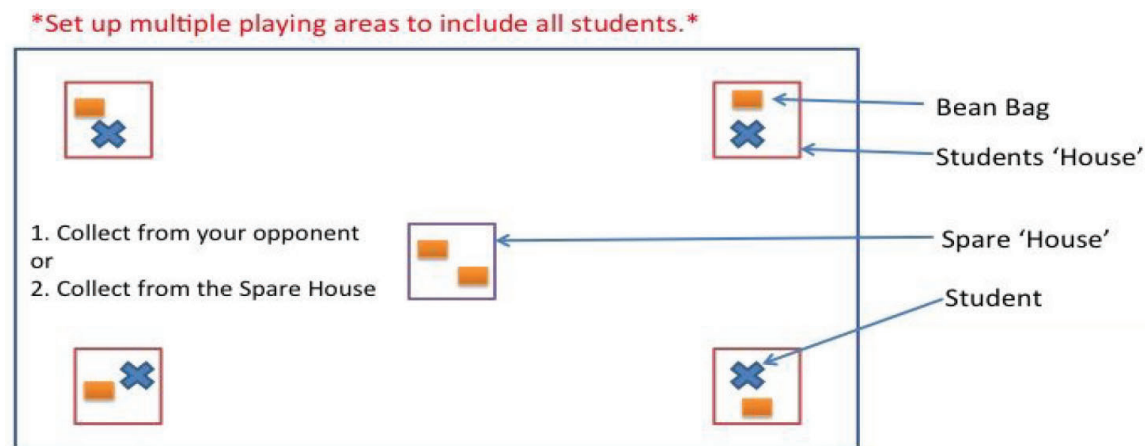
## Video link:

<https://peuniverse.com/video/island-tag/>

# Full House

**Focus:** Movement, agility, speed, strategy and fitness

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Equipment

Spots or masking tape (to mark out each zone) - Bean bags

## Further opportunities

### Differentiation

Change the size of the playing area (larger or smaller).

Change the object (size of equipment)

Change movement skill to jumping, hopping etc.

Change the quantity required to win.

### Variations:

More students on each playing area (Note: Add extra bean bags to spare house)

Team Full House

## Setting Up

The playing area is set up as below.

Each student should be allocated a house in the playing area (Square or a spot).

Each house has 1 bean bag at the start.

The spare house in the middle has 2 bean bags at the start.

## Description

The aim of the game is for students to fill their house with 3 bean bags.

-Students may only collect 1 bean bag at a time.

-Students always begin the game at their allocated house (with 1 bean bag).

-The spare house in the middle always has 2 bean bags (unless you add extra players to the playing area)

-On the word "Go", students have to run and collect 1 bean bag at a time from an opponent's house or the spare house.

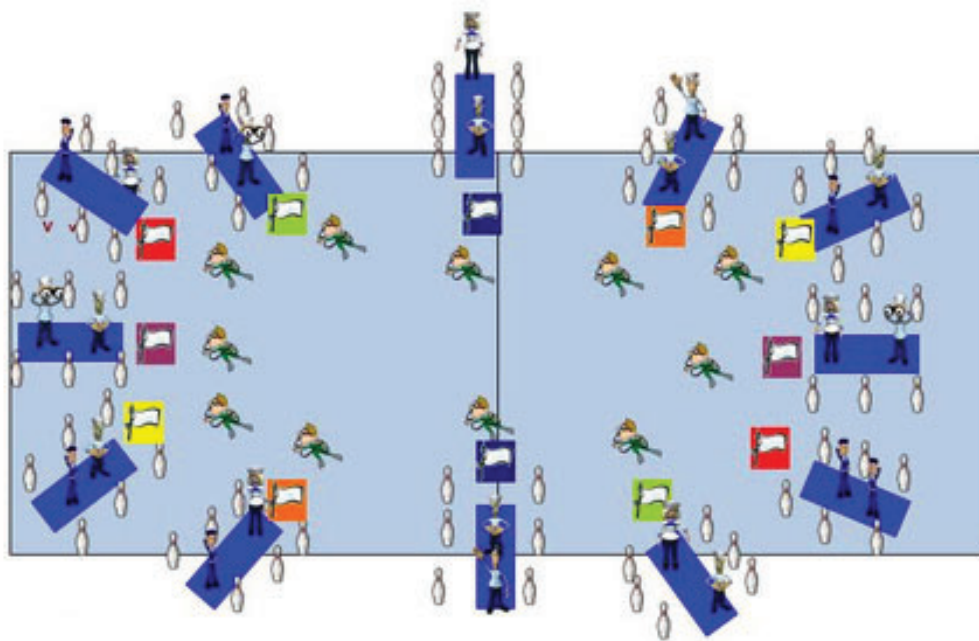
-Students cannot protect their house.

-A player shouts "Full House" if they successfully collect 3 bean bags.

The game is reset and repeated.

# Giant Battleships

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Bowling pins  
Soft balls

## Description

This lesson plan and diagram is for a large group physical education class game called "BattleShip".

It is a strategic and extremely fun rolling, throwing and accuracy game. During the game, students try to sink other battleships by throwing balls at the other teams' pins (propellers) while trying to save their own ship!

Scuba divers travel through the ocean to provide ammunition.

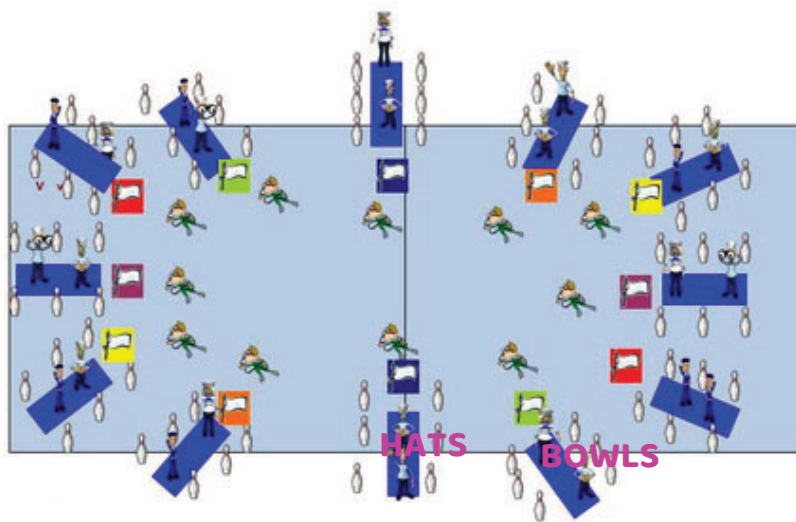
The kids will leave the gym with smiles on their faces and will be asking you if they really have to leave.

## Video link:

<https://www.youtube.com/watch?v=R-DamYBFrAg>

# Hats & Bowls

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Small Cones

## Description

Place enough small cones on the floor so that there is at least one for each child. Half of them need to be placed on the floor in the normal way, and half upside down.

This creates the cups and saucers. Divide the group in two, depending on whether they are a hat or bowl, and they have to turn the cones over for their team. The team with the most cones turned over within a set time, e.g. 60 seconds, wins.

The game can be repeated by lengthening the time, travelling in a specific way, e.g. hopping, or having an uneven split of cones to start with.

## Here are some fun variations

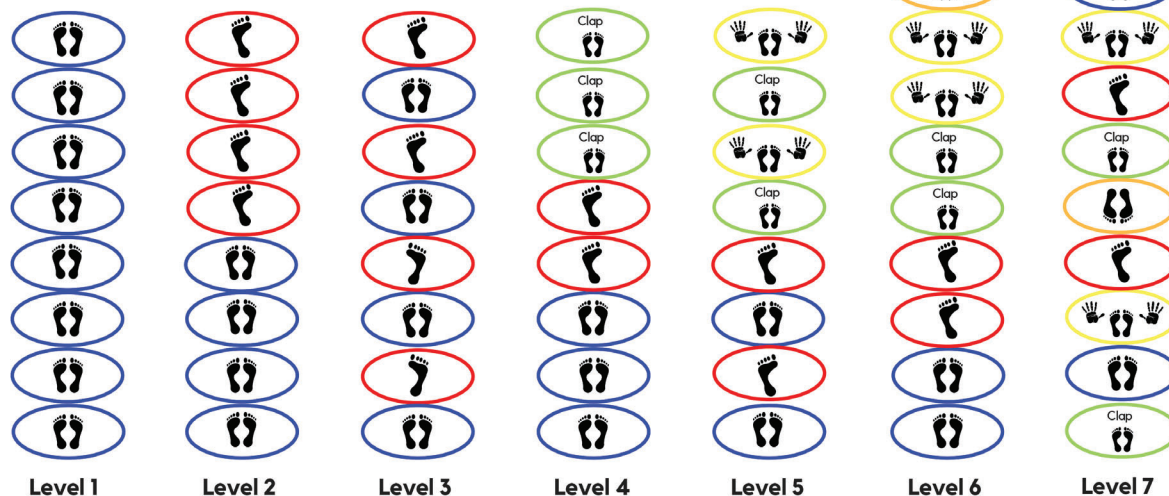
- 1) When you have finished this game, you get each team to go back to their side, then on the whistle, each team member runs out and collects one cone and takes it back to their side. When all the cones are gone from the middle, they can steal one cone at a time from the other team. The team with the most cones at the end wins. Make sure they only take one cone. You can add penalties, such as taking 5 off a team if they take more than 1 at a time.
- 2) Place 4 hoops around the hall/playground, one for each colour cone. Have a 'tidy team' and a 'messy team'... the tidy team must run out, collect one cone and put it in the correct colour hoop, the messy team has to run out, collect one cone and place it in a different colour hoop. When they have all gone from the middle, the tidy team must try to sort the cones out into the correct colour hoop and the messy team has to mix them up. Only one cone can be picked up at a time, and if a cone is picked up, it must be put into a hoop (you cannot just pick up a cone and throw it out of the hoop).

# Hoop Colour Coordination

**Focus:** To develop gross motor skill coordination.

**Year groups:** Reception - year 6 (ages 4 - 11 years)

**HOOP KEY** BLUE = 2 FOOTED JUMP RED = 1 FOOTED HOP  
GREEN = 2 FOOTED JUMP & CLAP YELLOW = FROG JUMP ORANGE = BACKWARDS JUMP



## Equipment

Hoops (5 colours)

## How to set up

Set up the hoops as shown in the level 1.

Set up as many level 1 stations as required based on the size of the group.

Divide students into groups of 3-5. Assign groups to a track of hoops.

## How to do the activity

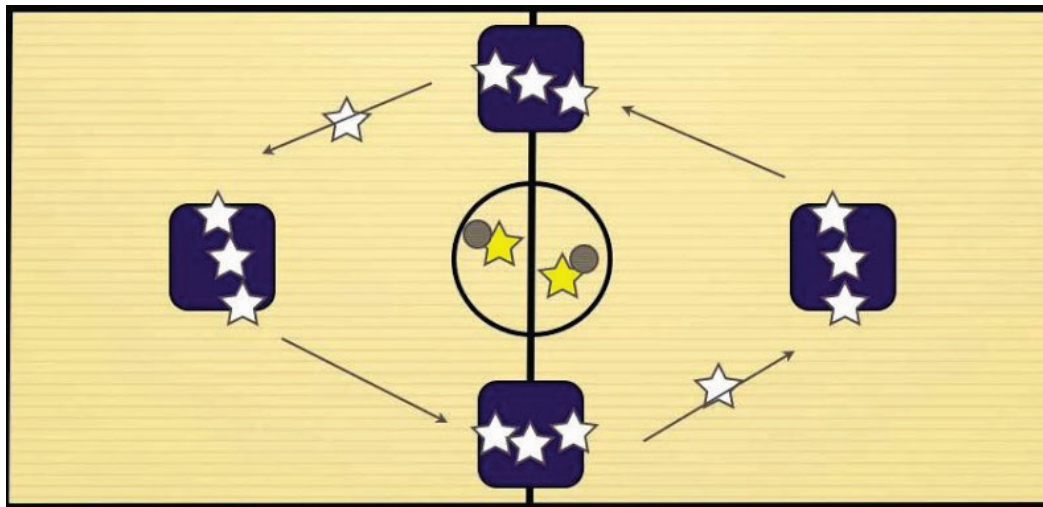
Write a key for students to see (right). Students all start on level 1. Students go at their own speed and return back to the start of the line once completed and repeat continuously. The next student should go once the student in front gets to the 3rd hoop. Students move onto the next level once the teacher or students feel they have mastered the level.

## Further development ideas

1. Add more hoops,
2. Change the motor skills,
3. Students create their own levels / track.

# Island Dodgeball

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Balls

## Description

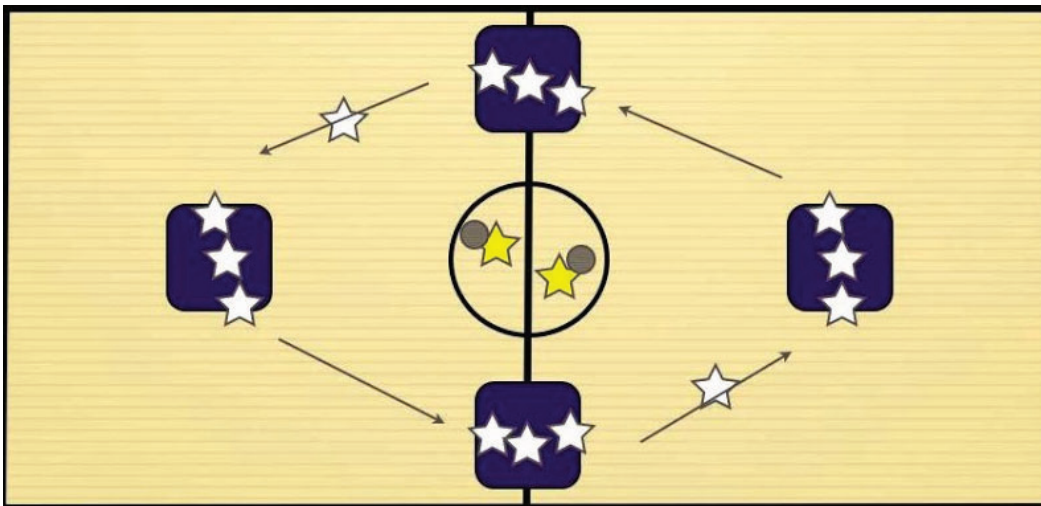
You can split your class into a few teams and use mats to create those islands. No player is allowed to leave their island unless it is to collect a ball.

Teams must stand on a large mat as they play. Only one player at a time may step off to collect balls, but they cannot throw them unless they are on the "island".

Players must stand on their island (mat) and try to hit players on the other islands.

# Jedi Dodgeball

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Equipment

Balls

Hula-Hoop

## Description

One player from each team is chosen to be the Jedi.

Jedis start the game inside of a Hula-Hoop which is their "circle of force".

When a player is hit they must sit down.

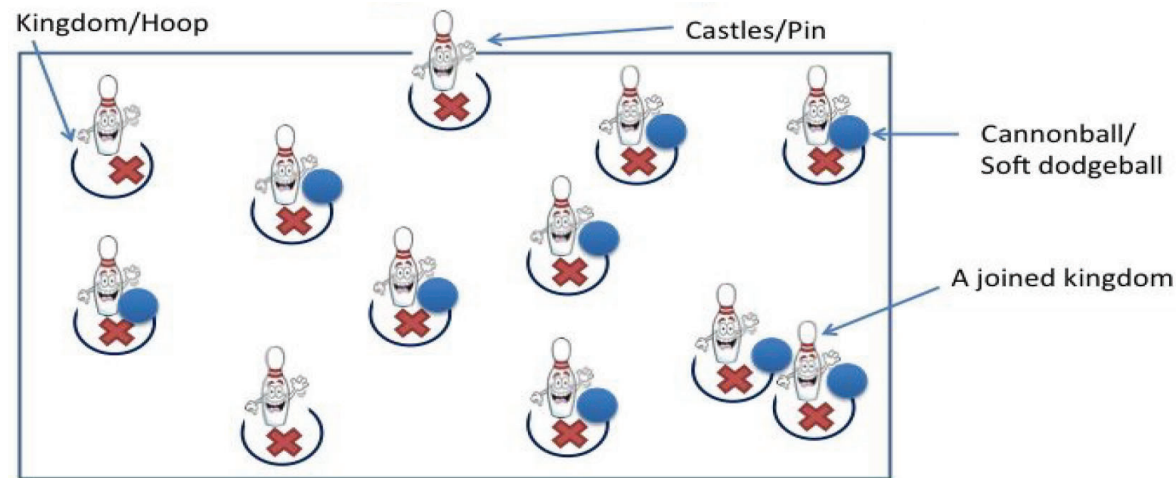
Jedis can heal them by tagging them.

If the Jedi has to come out of their "circle of force" to heal someone and they get hit by a ball they are out.

# King of the Pin

**Focus:** Movement, coordination, throwing, teamwork, accuracy and power.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Hoops  
Pins (or large cones)  
Soft dodgeballs

## Setting Up

Each student has to set up their kingdom (hoop) in the playing area. Inside the kingdom, they must place their castle (pin).

Each student starts with a cannonball (soft dodgeball)

## Description

Students have to throw their cannonball (soft dodgeball) and aim to knock over another kingdom's castle.

If the castle is successfully knocked over, the student must go and join the kingdom that knocked it over (joined hoops) - Students can move around the playing area to retrieve cannonballs.

If a kingdom knocks over a castle which is joined to another kingdom, then the knocked over kingdom must move to the new kingdom.

The kingdom with the most castles is the winner.

## Further opportunities

### Differentiation

Easier:

- Reduce the playing area (easier to throw)

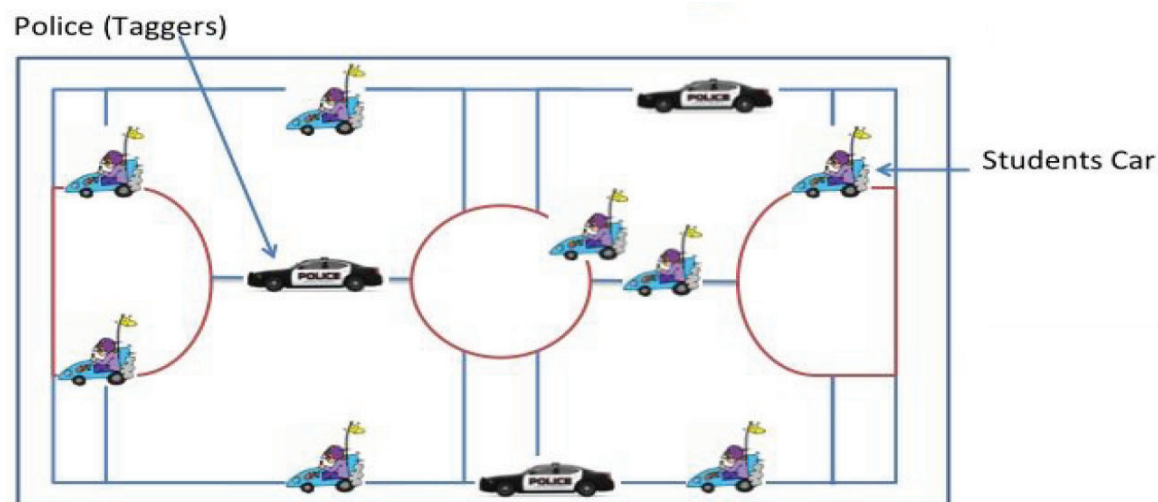
Harder:

- Increase the playing area (harder to throw)
- Increase the distance between kingdoms

# Line Tag

**Focus:** Movement and coordination

**Year groups:** Reception - Year 5 (ages 4 - 11 years)



## Equipment

Marked lines

## Setting Up

Select 1-3 taggers

## Description

Students (Cars) move around along the marked lines (Roads) in the playing area.

Taggers (Police) wear blue bibs (pinnies) and have to chase the cars along the lines.

If a car is tagged by the police or the car falls off the roads, then they are caught and must sit down where they committed the crime.

Caught cars become a roadblock, preventing other cars from getting past (except Police who have special powers).

To be freed, another car must touch the roadblock on the head and this allows them back into the game.

## Further opportunities

### Differentiation

Easier:

- Reduce taggers
- Allow cars to jump lines. Harder:
- Increase taggers

### Variations:

- Change the movement activity
- Reversing (move backwards), Jumping, Hopping etc.
- Introduce equipment: Dribbling
- Football, Basketball, Hockey etc.

# Messy Bedrooms

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

20 tennis balls

## Description

Split the hall/zone in half and split the children into 2 groups.

The aim of the game is to have the least number of balls on your side.

The children will roll all their tennis balls to the other side of the room, while the other team tries to pass them all back.

After a fixed amount of time, count the number of tennis balls on each side.

The side with the lowest number of tennis balls is the winner!

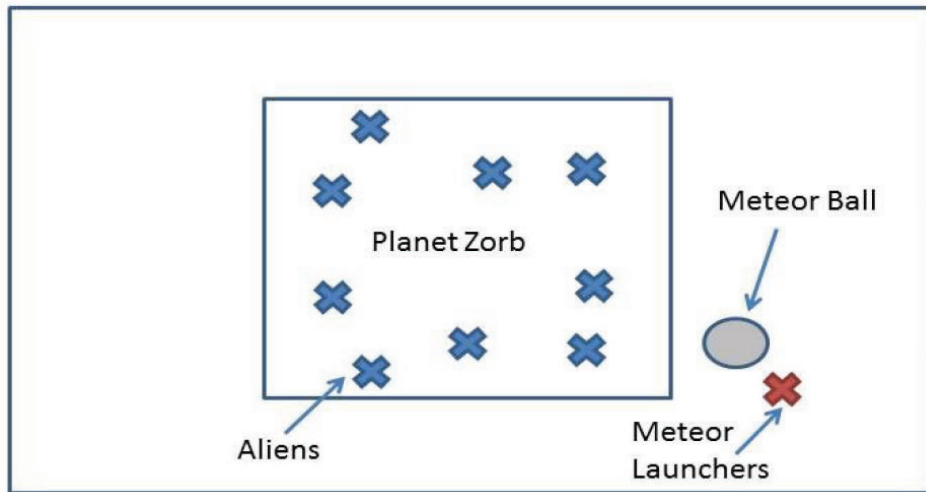
## Varitation

You can play a similar game using a variety of equipment, such as scrunched-up bibs, beanbags, softballs, and dodgeballs (any soft equipment that can be thrown). On 'go' the children throw the equipment across to the other side when 'stop' is signalled the team with the least equipment wins.

# Meteor Ball

**Focus:** Co-ordination, throwing, dodging and movement.

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Equipment

Large Yoga Balls or Large soft balls  
Cones/Spots

## Setting Up

Create a large square marked with cones/spots (planet Zorb) for all of the aliens (students) to stand in.

Put two large meteor balls (large yoga balls / large soft balls) on the outside of the square.

Select 1 - 2 Meteor Ball Throwers.

## Description

All aliens stand inside Planet Zorb (Large Square). Aliens are not allowed to leave the Planet.

Select one Meteor Ball Throwers to move around the edge of Planet Zorb. Meteor Ball Throwers can throw the meteors into Planet Zorb. Meteor Ball Throwers must throw the ball from the side of their bodies and twist and throw. Overhead throws are not allowed.

If an alien gets hit by the meteor, they become a Meteor Ball Thrower.

The game continues until all of the aliens have been caught.

## Further opportunities

### Differentiation

Easier:

- Make the square bigger (for aliens)
- Make the square smaller (for Meteor Ball throwers)

Harder:

- Make the square smaller (for aliens)
- Make the square bigger (for Meteor Ball throwers)

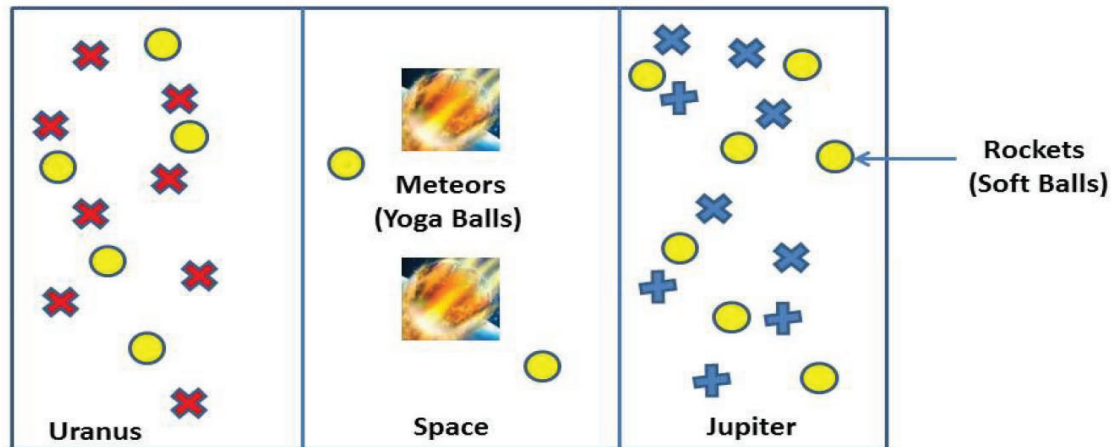
### Variations:

- Freeze! If a Meteor Ball Thrower throws a meteor ball to another Meteor Ball Thrower and they catch it, all of the aliens must freeze.
- Change it to a rolling activity.

# Meteor Battle

**Focus:** Movement, coordination, throwing, teamwork, accuracy, power and communication.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Yoga Balls (Meteor)

Large Soft Balls (Rockets)

## Setting Up

Create a playing area with a middle zone (Space)

Divide the students into 2 planets (let students choose the planet names)

Place a mixture of softballs on the floor in both planets

## Description

Students aim to throw rockets at the meteors and move them into the other team's planet. If the meteor rolls into the other team's planet, a point is earned.

Students are only allowed in their planet zone and cannot enter into the space zone.

Every time the ball enters a planet, the teacher must reset it in the middle of the space zone.

Players are not allowed to block the meteors with a ball or their bodies. A point is deducted if this occurs.

## Further opportunities

### Differentiation

Easier:

- Make the space zone smaller

Harder:

- Make the space zone larger
- Students use non-preferred throwing hand

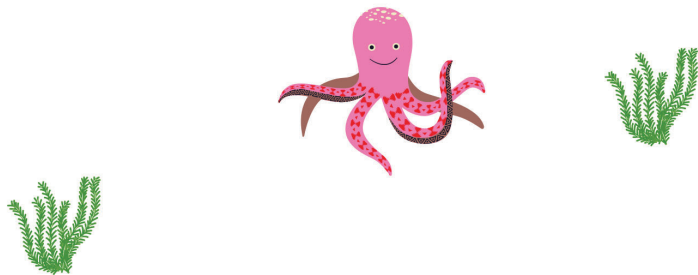
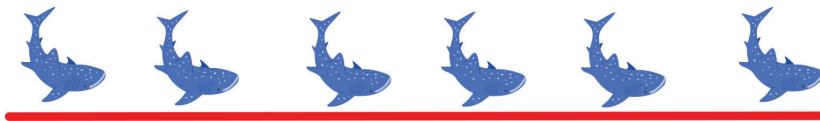
### Variations:

- Freeze! If a rocket is caught, the other team must freeze for 5 seconds.
- Change it to a rolling activity.

# Octopus

**Focus:** To find pathways to dodge opponents

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## No Equipment!

### Description

Choose an Octopus (Tagger) -  
They stand in the middle of the playing area

Octopus chooses 2 team names -  
For this example Sharks and Crabs

Sharks stand at one end of the playing area behind a line

Crabs stand at the opposite end of the playing area  
behind a line

The game starts when the Octopus shouts "Sharks" or  
"Crabs". When their team name is called they must run to  
the opposite line, trying not to get tagged

If they get tagged they become seaweed and sit on their  
bottoms or kneel. They are part of the tagging team and  
can tag when players run past. They are not allowed to  
move and stay seaweed until the end of the game

The Octopus can also shout "OCTOPUS!" -  
Both teams must run at the same time

### Questions to ask

What can the octopus do to tag people?

What pathways could you use?

How can you avoid an Octopus or Seaweed?

### Further opportunities

**Make this task easier**

For Octopus - Reduce size of playing area

For Sharks/Crabs - Increase the size of the playing area

For Sharks/Crabs - Octopus can only move in the middle area

**Make this task more challenging**

Add more Octopuses

Allow seaweed to move around on the floor to tag

Add Locomotor adaptations (Hopping, skipping, jumping etc.)

# Pokemon Tag

**Focus:** Gross motor skills, movement, tagging, fitness and coordination.

**Year groups:** Reception - Year 5 (ages 4 - 10 years)



## Equipment

Hoops  
Soft Dodgeballs

## Setting Up

Place hoops (Pokemon Gyms) around the playing area.  
Select 1-3 taggers (Pokemon Hunters)

## Description

Pokemon Hunters (Taggers) aim to tag all of the Pokemon (students) by throwing Pokeballs (soft dodgeballs) at them. If a student is caught, they must go to a Pokemon Gym (hoop).

Pokemon Hunters must throw the balls at Pokemon below their shoulders to catch them.

To be freed, Pokemon (students) must complete a specific fitness activity (i.e. 10 star jumps) in the Pokemon Gym (Hoop).

## Further opportunities

### Differentiation

Easier:

- Reduce taggers
- Reduce the number of fitness repetitions
- Reduce the difficulty of the fitness activity

Harder:

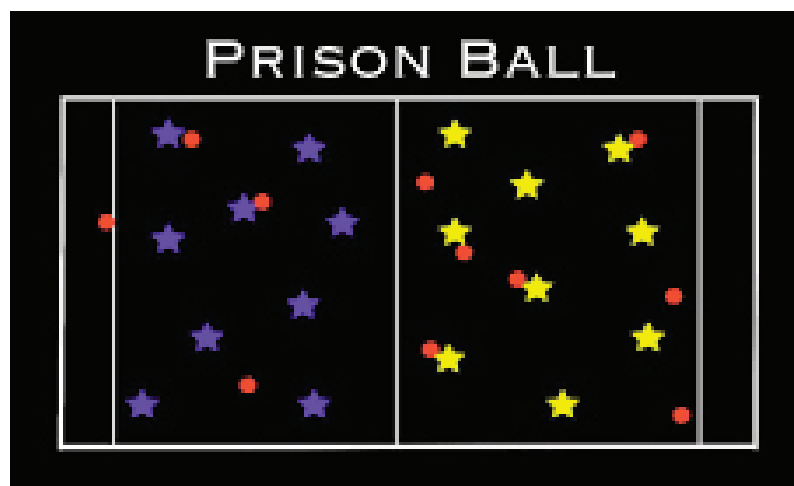
- Increase taggers
- Increase the number of fitness repetitions
- Increase the difficulty of the fitness activity

### Variations:

- Change the fitness activity in the Pokemon (Sit ups, press ups, squats, mountain climbers, plank etc)
- Have specific fitness activities in each gym (hoop).
- Partner freedom:  
Another Pokemon must save them by completing the fitness activity with them.

# Prison Ball

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Variation

This game can be played with benches on either side of the area as opposed to prison zones. This means players would need to stand on the bench when captured by the opposite team and then catch a ball from a teammate's pass without stepping off the bench. At this point the player on the bench would have to throw the ball at an opposition player to set themselves free and re-join their team on the other side.

To make the game easier, players on the bench can crouch/bend down and pick up a ball off the floor as long as their feet don't come off the bench.

## Equipment

Soft Dodgeballs

## Description

Prison ball is a dodgeball-type game where 2 teams face-off against each other.

Along the ends of the gym, behind each team is a prison area. Whenever a player gets hit, he or she must head to prison behind the opposite team on that end.

They are stuck there until they can throw a ball and successfully hit someone while they're in prison — and then they can return home to their team, while the player they hit must then go to prison!

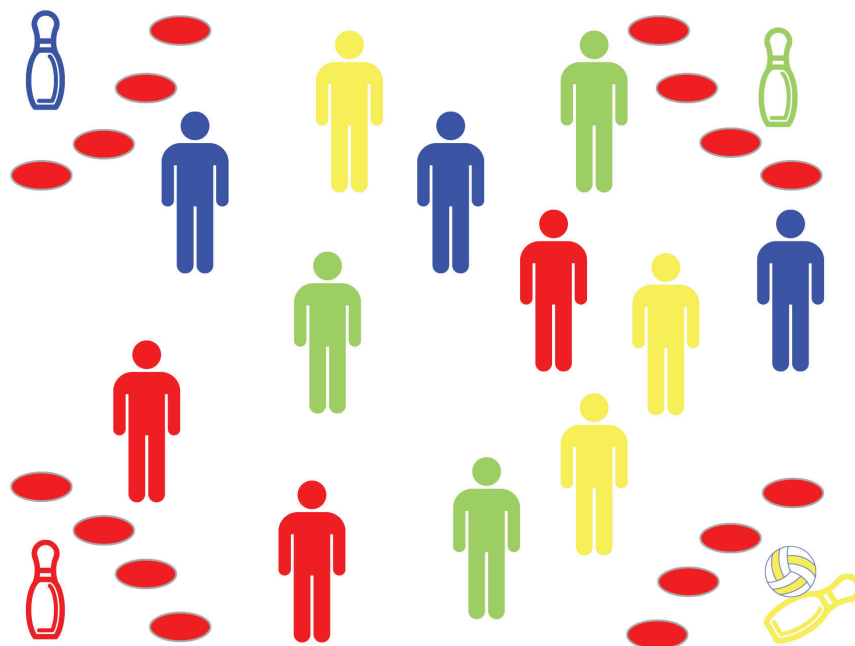
Very interesting type of dodgeball game where players must be aware of their complete surroundings, front, back, sides.

Balls flying from all over the place makes it challenging and lots of fun!

# Protect The Kingdom

**Focus:** To create a team strategy.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Spots, pins, bibs/pinnies and 1 ball.

## Description

Divide the group into 4 equal teams.

Choose 4 coloured teams. Give each team a colour.

Each team has to protect their coloured pin.

No one is allowed in the spot marked sections/corners.

Any body part in any marked zone gives your team a warning. 2 warnings = 1 point.

The aim is to knock over other teams' pins.

Each time your pin is knocked down by another team = 1 point. No moving with the ball (only pivoting).

The team with the lowest number of points wins.

## Further opportunities

### Make this task easier

Reduce the size of the playing area

Increase the size of the ball.

Use larger pins.

### Make this task more challenging

Increase the size of the playing area.

Reduce the size of the ball.

Everyone in the team must touch the ball before shooting.

## Questions to ask

What is a team strategy?

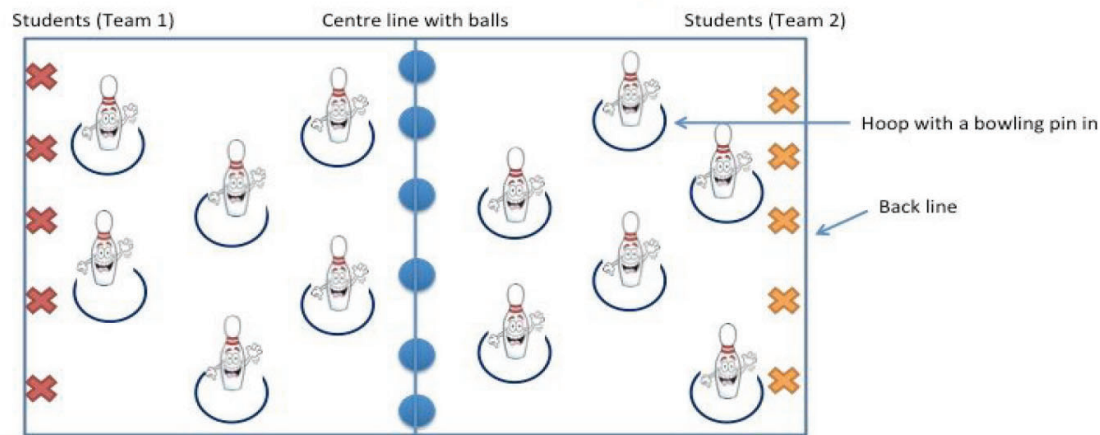
Why do you need a team strategy in this game?

How successful was your team strategy?

# Protect The Pin

**Focus:** Movement, coordination, throwing, teamwork, accuracy and power.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Further opportunities

Play 4 team protect the pin by dividing the court into 4 sections.

Include a secret button 9 (target on the wall) which saves all of the teams pins.

### Differentiation

Easier:

Reduce throwing distance by putting pins closer to the centre line.

Increase the size of the targets (pins to larger cones)

Harder:

Increase the throwing distance by putting pins further from the centre line.

Reduce the size of the targets.

## Equipment

Hoops - Bowling Pins (or large cones) - Soft dodgeballs

## Setting up

Divide the playing area into 2 with a centre line of cones/spots.

Choose a number of targets for each team and layout that number of hoops in each team's court.

Put a bowling pin in each hoop.

Place a number of soft dodgeballs (4-6) on the centre line.

## Description

**Aim:** To knock over all of the other teams pins and to protect your teams pins.

Divide the group into two teams.

Each team must start touching the back line/wall.

On "GO" students run in and collect the balls and can start throwing at the other teams pins.

If a pin is knocked over by a ball or a student runs into the pin, it is out of the game.

Students may protect their teams pins by blocking the balls with any parts of their bodies or catching them.

Students are NOT out if they get hit with a ball.

Penalty time (20-30 seconds) outs are awarded if: -

A player crosses the centre line.

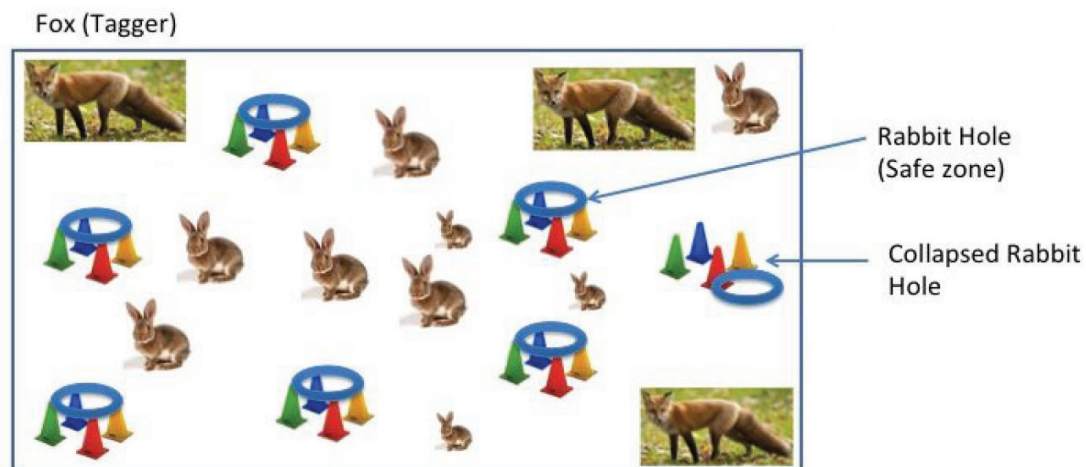
A player steps into the hoop to protect the pin.

A player holds more than 1 ball.

# Rabbit Hole

**Focus:** Movement, balance, teamwork, control and agility

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Hoops - Cones / Large Cones

## Further opportunities

### Differentiation

Easier:

- Increase number of Rabbit Holes
- Reduce number of foxes
- Allow rabbits to rebuild collapsed Holes

### Variations

- Rabbits bounce and Foxes move on hands and feet.
- If a rabbit gets caught, they become a fox.

Harder:

- Reduce number of Rabbit Holes
- Increase number of foxes
- Set time limit in the Rabbit Holes
- Increase the height of the Rabbit Holes by using larger holding cones.

## Setting Up

The teacher or students can set this up.

Rabbit Holes are set up around the playing area.

Each rabbit hole should consist of 4 cones and 1 hoop. The hoop is placed flat on the 4 cones to create a 'Rabbit Hole'.

Suggested: 6-10 Rabbit Holes

## Description

Select 2-4 students to be Foxes (catchers).

All other students are rabbits.

Rabbits and foxes move around by running (see variations for alternative).

Rabbits may use the 'Rabbit Holes' as a safe zone. Foxes are not allowed in them.

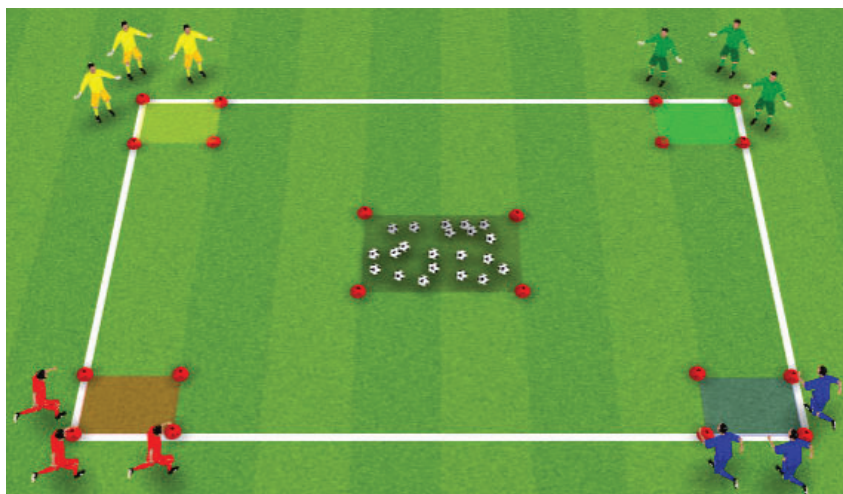
If a rabbit is tagged they become a 'Bouncing Bunny' and must hop around on hands and feet. To get freed another bunny must crawl under their body.

If rabbits knock over the cone off the holding cones then the 'Rabbit Hole' has collapsed and can no longer be used.

If there is no movement and all rabbits are hiding add in a new rule: Evacuate! All rabbits must leave their hole.

# Robin Hood

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Progression

Repeat using a variety of balls e.g., basketballs (bounce back), tennis balls (throw and catch back), footballs (dribble back).

Cross-curricular learning - Each type of ball can be worth a different number of points (based on how difficult they are to bring back to base).

You can then ask children to count their points at the end (developing numeracy skills).

## Equipment

Balls - Cones - Hoops

## Setting Up

Create area 10m x10m

## Description

Each team runs to the middle and dribbles a ball back to their team box.

Only one team member can enter the box at a time and take one ball from centre at time.

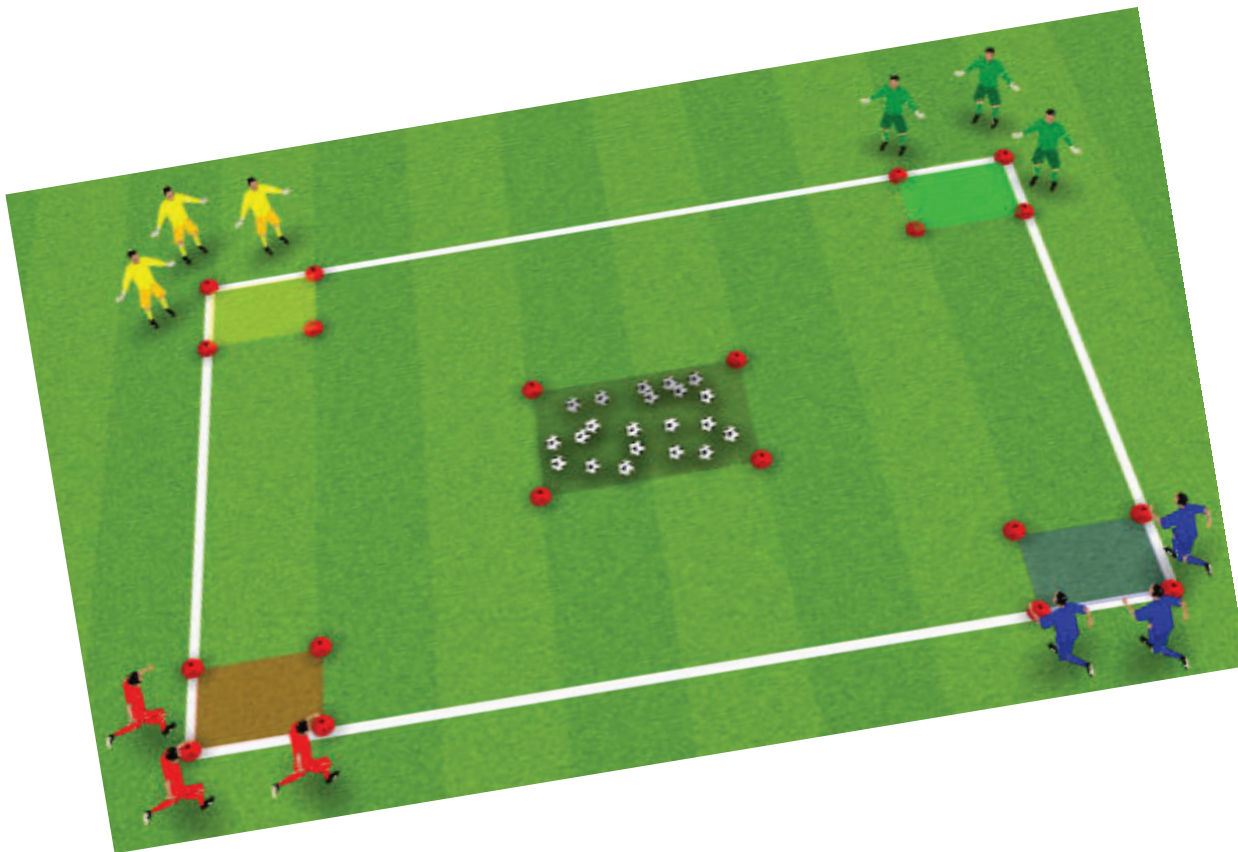
They high 5 their teammate who can then go and get a ball.

Once all balls from centre gone, the coach shouts 'robin hood' and then children can steal from other bases.

Run 2 minutes and the winning team is the team with the highest number of balls.

# Scavenger Hunt

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Description

You can do a scavenger hunt in a couple of ways. The most crucial piece of the scavenger hunt is a list of items that participants need to find. This can be a generic list, but creating a custom inventory specific to your camp or group of children can make it a bit more fun.

You can choose to do the hunt as individuals or as teams. If you have a little one in your group who may need help, having them partner with an older/responsible child is best.

This can help ensure everyone finds the items during the hunt and has a fun time.

There's some flexibility regarding scoring and declaring a winner. You can set a time limit and see who can find the most items or the first to finish the list.

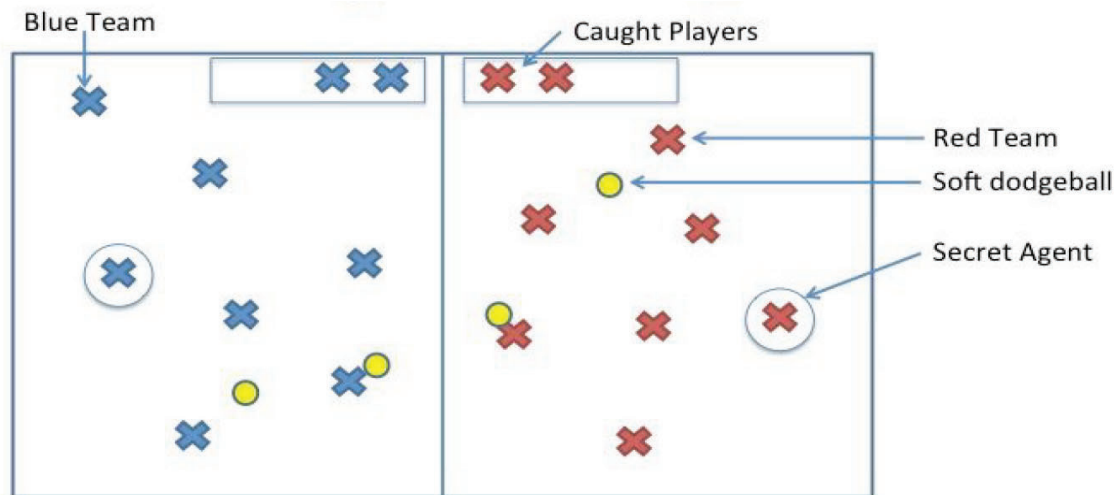
Another popular method is to award varying points for each item on the list. The easier-to-find things get the least points, and the hard-to-find items earn the most points.

Whoever scores the highest points is the winner!

# Secret Agent Dodgeball

**Focus:** Movement, agility, coordination, throwing, dodging, catching, teamwork and communication.

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Equipment

Soft Dodgeballs - Bibs (2 colours) - Spots/Cones

## Setting Up

Place a middle line of cones or spots through the playing area. Place soft dodgeballs down the middle line. Suggested 2-5 balls. Divide the students into 2 equal teams. All players must start touching the end blue line or wall. Select a 'Secret Agent' for each team - Make sure the other team don't know.

## Description

Each team is aiming to catch all of the opposing team by throwing soft dodgeballs at them below the shoulders. Students must not cross the middle line, unless they have been caught. Caught players must sit on the side on a bench or against a wall. There are 2 ways to get freed:

1. The secret agent must safely give them a high 5.
2. Another student can catch a ball and can choose to save 1 person.

If the Secret Agent gets caught, they are out. The team with the most players left in the game at the end of the time is the winning team.

## Further opportunities

### Differentiation

Easier

- Increase the number of secret agents

Harder

- Only allow 1 secret agent to save.

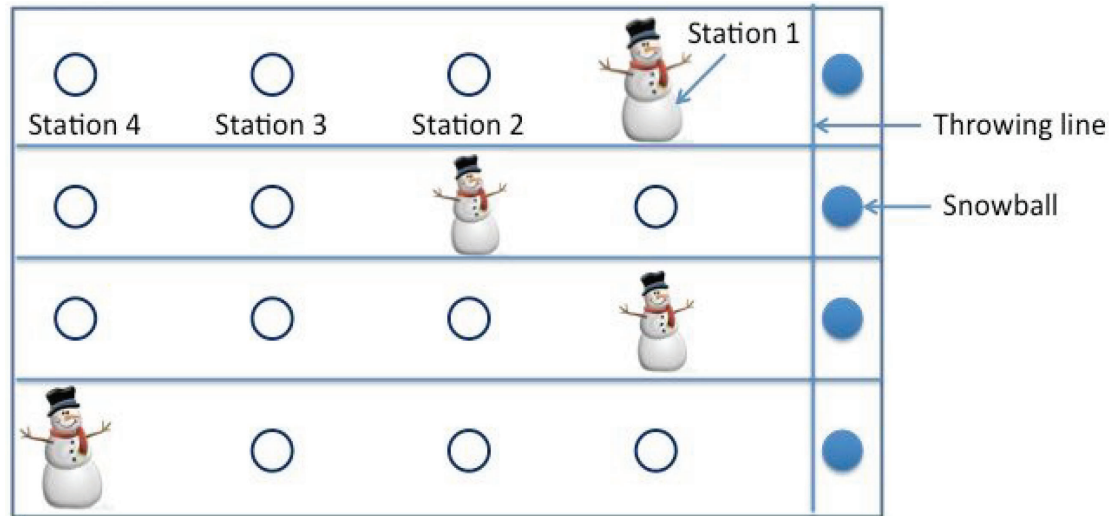
### Variations:

- Add in a target on the wall. If the target is hit by a team they save the whole team.

# Snowman Target

**Focus:** Coordination, throwing and accuracy

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Further opportunities

## Differentiation

Easier:

Reduce the throwing distance.

Increase the size of the target.

Harder:

Increase the throwing distance

Reduce the size of the target

## Variations

Throw using different throwing techniques.

Step 1: 1 hand underarm

Step 2: 2 hand underarm

Step 3: 1 hand overarm

Step 4: 2 hand overarm

Kick the snowballs at the snowman

Work with a partner or team.

### Competitive races

(individually or in small teams).

## Equipment

## Tall Cones - Bodies

Large Ball - Heads

## Flat Cones - Hats

Cones/Spots - To mark out each progression level.

## Balls - Snowballs

## Setting Up

Mark a throwing line / starting line

Place a spot at station 1, 2, 3 and 4.

Students are given a tall cone, large ball and flat cone to build their snowman on the station 1 spot.

Give each student a snowball (ball)

Once students have build their snowman at station 1, they must stand at the throwing line / starting line.

## Description

Students throw the snowball from the throwing line / starting line and aim to knock down the snowman at the first station.

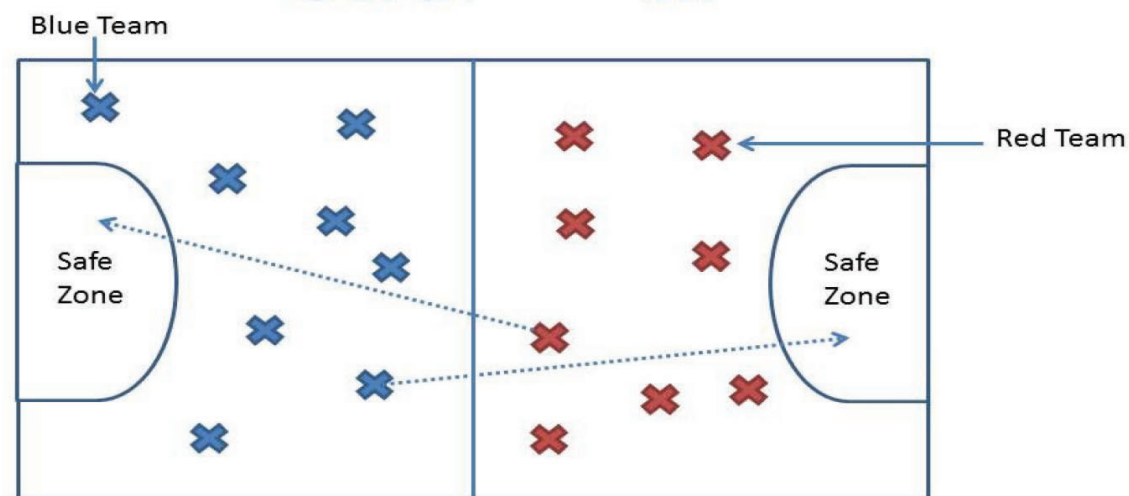
Once a student's snowman has been knocked down, they must run and collect the snowman and build it at station 2.

This is repeated until they have knocked over the snowman on each station. Students can set further stations once they have finished.

# Strategicki

**Focus:** Movement, agility, speed, strategy and teamwork.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Two sets of coloured bibs  
Spots/Cones to mark out playing area.

## Further opportunities

### Differentiation

Easier:  
- Increase playing area  
Harder:  
- Reduce playing area

### Variations

- Strategicki Ball Steel. Players retrieve balls from the other teams Safe Zone, with the same rules applied. The team who capture all of the other teams balls is the winning team.

## Setting Up

Divide the playing area into two by having a line of cones/spots down the middle.

Create a safe zone (square or semi circle) in each half of the playing area.

Divide the students into two equal teams and get them to wear coloured bibs.

## Description

Team 1 have to try and get to team 2's Safe Zone without getting caught. Team 2 have to try and get to team 1's Safe Zone without getting caught.

If a player gets caught/tagged in the other teams zone, they have to sit down where they were tagged.

To get freed, a team player must run to them and touch their hand and walk them back to their team's zone. When walking back, they cannot get tagged.

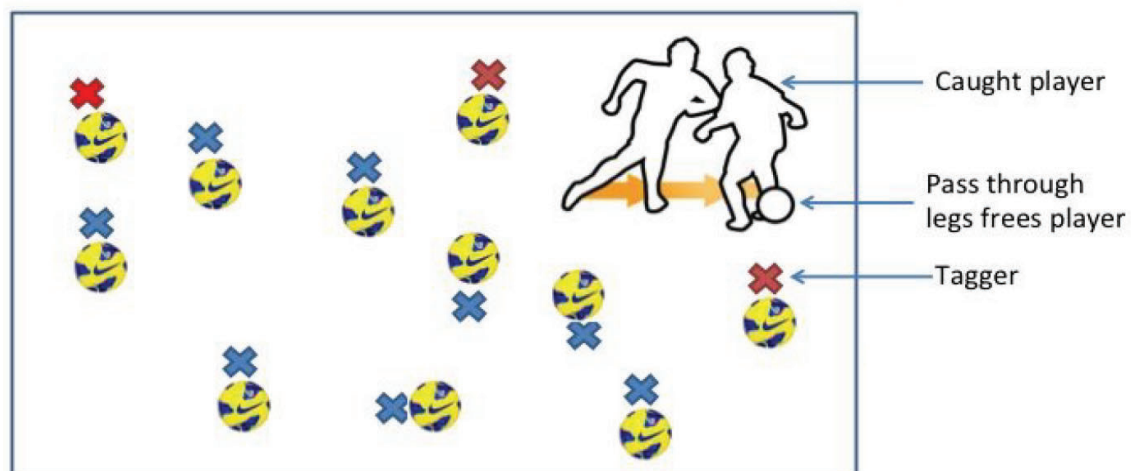
Students who have made it to the opposing team's free zone are allowed to leave if they want to free caught players.

The team with all (or the highest number) of players in the other team's end zone at the end wins.

# Stuck in the mud football

**Focus:** Movement, coordination, teamwork and football dribbling

**Year groups:** Reception - Year 5 (ages 4 - 10 years)



## Equipment

Coloured bibs  
Footballs (one for each participant)

## Setting Up

Mark out a playing area. Select 1-3 taggers.  
Give each player a football.

## Description

Taggers and Normal Players both dribble footballs within the playing area.

Taggers aim to tag the other players. They can only tag if they have the ball under control.

Tagged players pick up the ball, hold it above their head and spread their legs (shoulder width apart).

A player can also be caught by losing control of their ball out of the playing area.

To be freed, another player must pass the ball through their legs.

## Further opportunities

### Differentiation

Easier:

- Reduce taggers.
- Increase playing area

Harder:

- Increase taggers.
- Reduce playing area
- Remove taggers balls

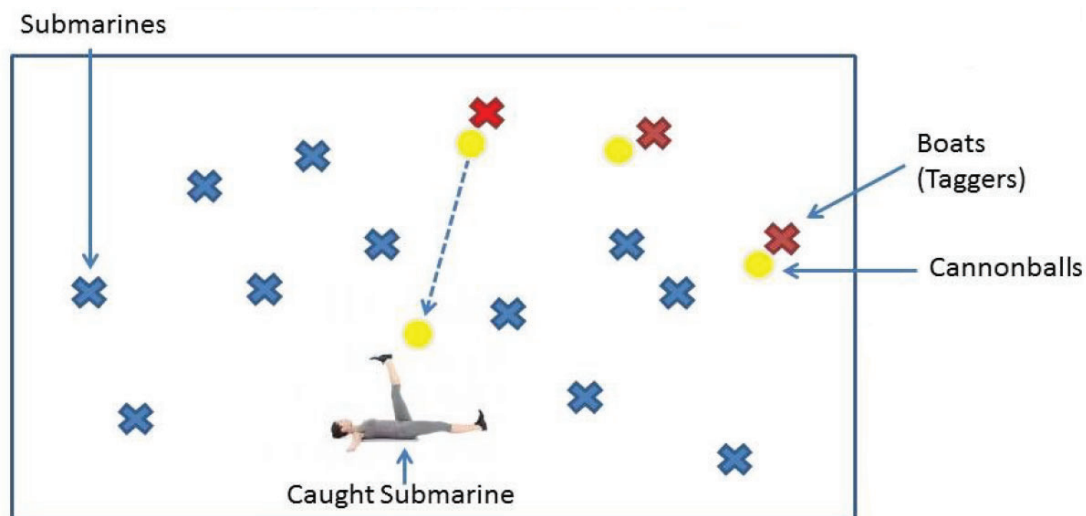
### Variations:

- No balls for taggers. Just tagging
- Pass and return pass to get freed.

# Submarine Tag

**Focus** Movement, coordination, overarm throw, dodging and teamwork

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Soft Dodgeballs

## Setting Up

Mark out a playing area.

Select 1-3 students to be catchers (Boats) and give them a soft dodgeball.

## Description

Boats (taggers) have to chase and throw their cannonballs at the submarines (other students).

If a submarine is hit (below the shoulders), the must sink to the floor (on their back) and raise one foot (the periscope) pointing towards to the ceiling.

To get freed another submarine must push down the periscope (leg) of the caught submarine.

## Further opportunities

### Differentiation

Easier:

- Increase the size of playing area
- Reduce the number of taggers (boats)

Harder:

- Reduce the size of the playing area
- Increase the number of taggers (boats)
- Throw with non-preferred throwing hand

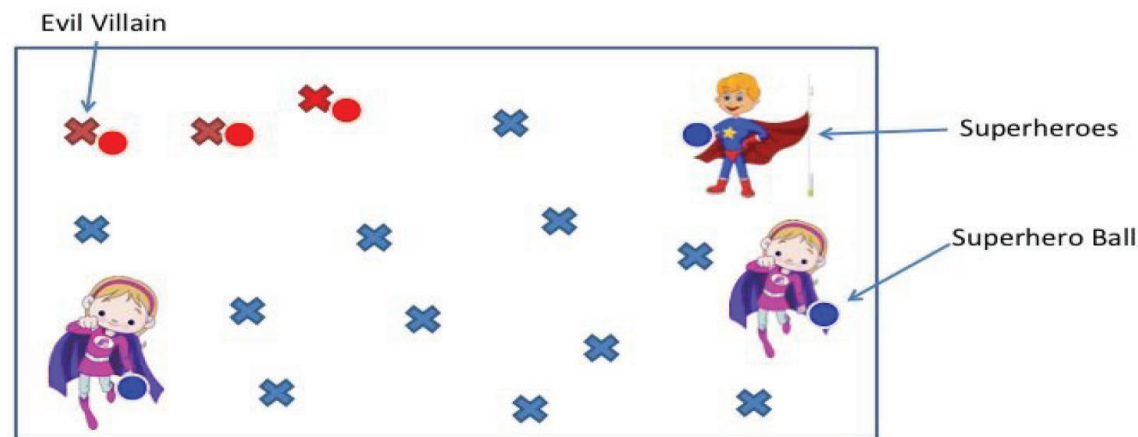
### Variations:

- Team submarine tag: Have teams against each other with one cannonball between the team. They must work together to sink other teams.

# Superhero Tag

**Focus:** Movement, coordination, throwing, catching and teamwork.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Different coloured soft balls:

- Red Villain Balls - Blue Superhero Balls

## Setting Up

1-3 Evil Villains (taggers) are selected and given evil villain red balls.

1-3 Superheroes are selected and are given a blue superhero.

## Description

Evil villain taggers move around the playing area and their aim is to throw evil villain red balls at students below the shoulders.

When students are hit, they are caught and must freeze with their hands in the catching position.

To get freed, superheroes must throw blue superhero ball to them and then they must be thrown the ball back. If the ball is dropped, it must be repeated.

Superheroes can be no closer than 2 giant steps from the person they are saving.

Superheroes cannot get caught.

## Further opportunities

### Differentiation

Easier:

- Reduce evil villain taggers
- Increase number of superheroes

Harder:

- Increase evil villain taggers
- Increase throwing distance
- Reduce number of superheroes

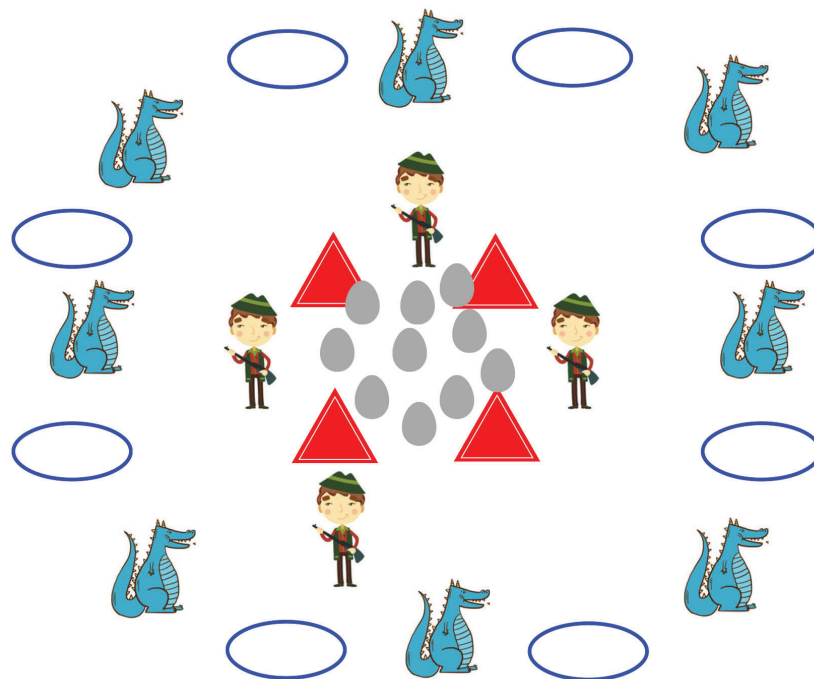
### Variations:

- Superheroes can be caught!
- Remove the red villain balls and evil villains just have to tag.

# The Dragon Nest

**Focus:** To create a strategy to improve performance.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Bean bags/small bags (Dragon Eggs)

Tall cones (4)

Bibs/Pinnies (Dragon Tails)

Hoops (6-8)

## Description

Create a giant square in the middle of the playing area as the Dragon Nest. Fill it with bean bags or balls (Dragon Eggs)

Around the outside have a number of safe nests (Hoops).

Dragons have a tail (bib/pinnie) each tucked into their shorts.

Choose 2-5 Egg Hunters (depending on size of the group).

Egg Hunters aim to protect the nest.

They can tag by taking dragon tails.

Dragons return to a safe nest when caught and put their tail back in.

Dragons can take 1 egg at a time and return them to safe nests.

Dragons cannot get tagged in the main nest or safe nests.

At the end of the time limit count the eggs rescued.

Change Egg Hunters.

## Questions to ask

What is a strategy?

Why do you need a strategy?

How can you work together to create a strategy?

## Further opportunities

### Make this task easier

Increase the size of the playing area.

Reduce the number of Egg Hunters.

Make multiple Main Nests.

### Make this task more challenging

Reduce the playing area.

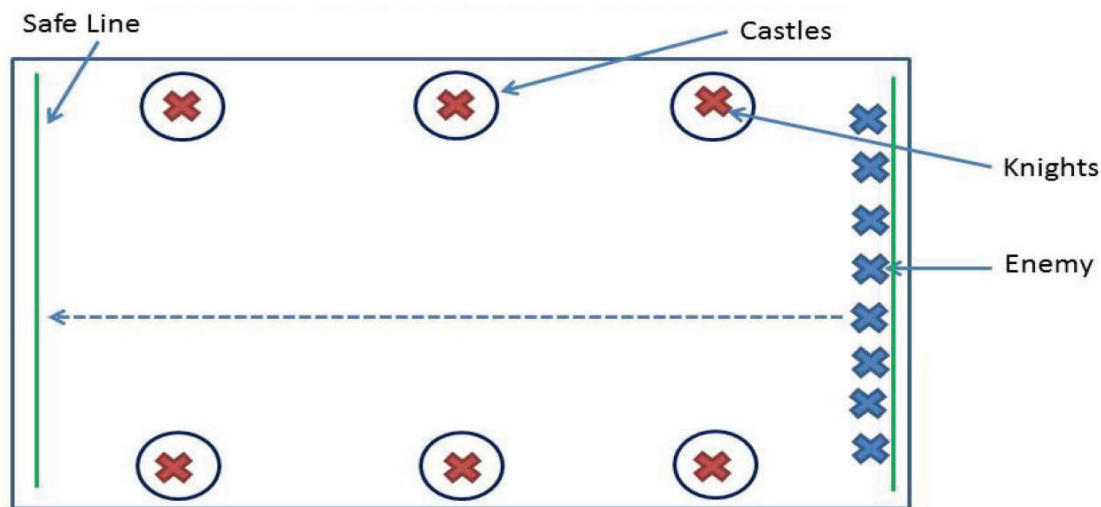
Increase the number of Egg Hunters.

Every time a dragon is tagged they do 10x chosen exercise.

# The Gauntlet Run

**Focus** Movement, coordination, overarm throw, dodging and speed.

**Year groups:** 1 - 6 (ages 5 - 11 years)



## Equipment

Hoops  
Soft Dodgeballs

## Setting Up

Place 6 hoops (castles) around the edge of the playing area.  
Place a cannonball (soft dodgeball in each castle)

## Description

6 (or however many castles you choose) students are chosen as knights to protect their castles and kingdoms and stand inside the hoops (castles) with their cannonballs.

They are to throw their cannonballs at anyone that tries to invade their land. Knights can only throw in the castle (inside the hoops). They are allowed to leave the castle to retrieve the cannonballs.

The enemy (students) have to try and make it through the kingdom without getting hit by a cannonball (below the shoulders). Once they make it to the other side, they are safe.

If the students are caught, they join the castle which hit them and become a knight for that castle.

The game is repeated until all of the enemy are caught.

## Further opportunities

### Differentiation

Easier

- Move the castles closer to the middle.

Harder

- Move the castles further away from the middle
- Throw with non-preferred throwing arm.

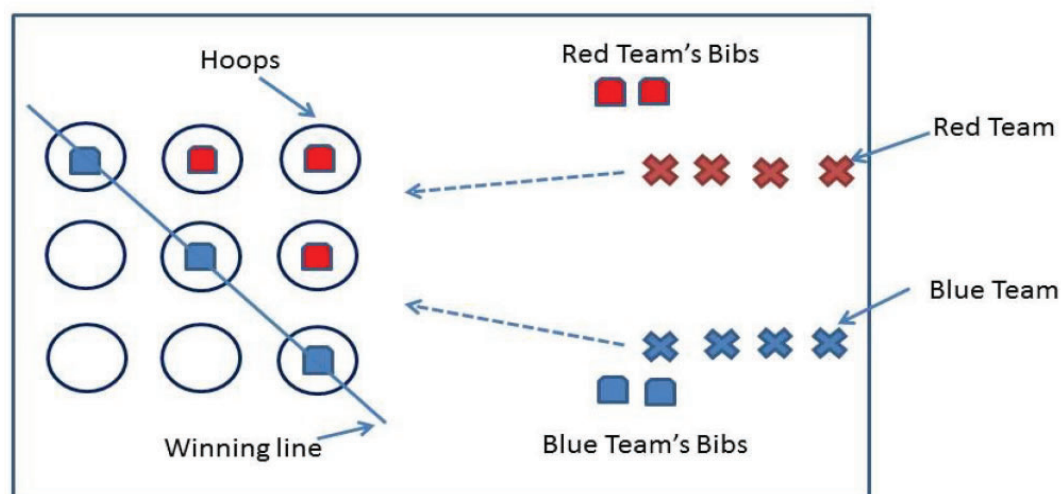
### Variations:

- Allow students to move the positions of the castle.
- Have the castles as teams. They can also try to hit knights in other castles.

# Tic-Tac-Toe / Naughts and Crosses

**Focus:** Speed, thinking, teamwork, cooperation, problem solving and fun

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Equipment

Hoops  
Bibs / Pinnies

## Setting Up

Create a 3 x 3 square made up of hoops.  
Divide children into 2 equal teams.  
Put a pile of 5 coloured bibs at the start of each line.

## Description

Each team has to try and create a line of 3 bibs in the tic-tac-toe square (Diagonally, horizontally or vertically.)

One student at a time must run with the bib/pinnie and place it in a hoop. Once they have done this they must return to their line and give the next person a high five.

The next person in the line goes until a team has a straight line of 3.

If the hoops are filled but neither team has won, players may continue to swap positions of their bib/pinnie.

If no team wins, the game is reset.

## Further opportunities

### Differentiation

Easier:

- Reduce the running distance

Harder:

- Increase the running distance
- Add in a pre-task before taking the bib/pinnie  
(For example 3 catches with a ball)  
or hop/skip/jump to the square.
- Increase the size of square (4 x 4, 5 x 5 etc)

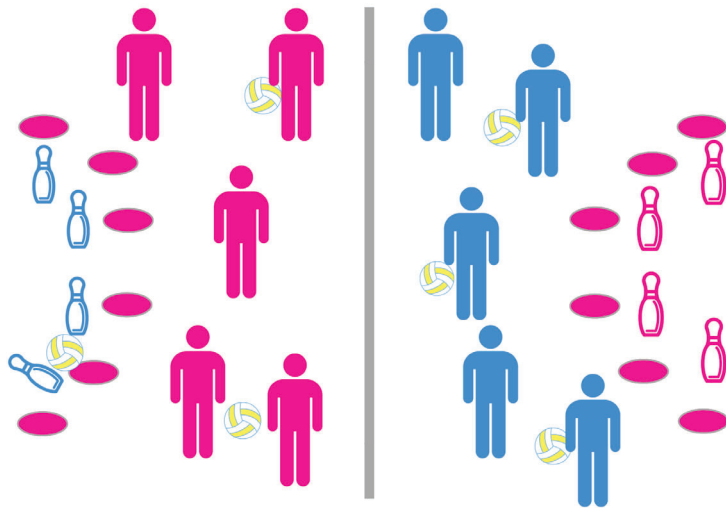
### Differentiation

- Set up lots of pitches and make it into a tournament
- Dribble a soccer/football whilst carrying the bib/pinnie
- Dribble a basketball whilst carrying the bib/pinnie
- Dribble a hockey ball whilst carrying the bib/pinnie
- Use wheelers/scooters
- Create rules (for example a ball must be thrown around the circle before the bib/pinnie can be taken)

# Tower Rush

**Focus:** To take risks and improve accuracy.

**Year groups:** 2 - 6 (ages 6 - 11 years)



## Further opportunities

### Differentiation

Easier:

- Increase the size of the balls
- Increase the size of the towers
- Add safe zones.

Harder

- Reduce the size of the balls.
- Reduce the size of the towers.
- Players throw with weaker hand or kick with feet.

## Questions to ask

Why do you need to be accurate in this game?  
Why is it important to take risks in this game?

## Equipment

Spots, pins (alternative tall cones), bibs/pinnies and soft balls.

## Description

Divide the playing area and group into 2.

Each team has to protect the Towers (pins) in their kingdom (Semi-circle) No one is allowed in the kingdoms (Semi-circle).

The aim is to knock down the other teams towers with balls. Players can only throw when they are in the oppositions zone.

Players are allowed to run into the other teams zone.

If a player gets tagged with a hand in the other teams zone they are caught and must sit down where they were tagged. No ball tagging.

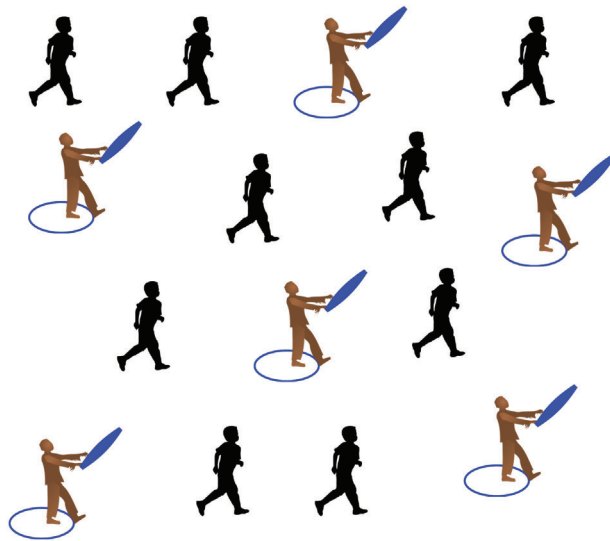
To get saved 1 of your players must run and hold your hand. Only 1 player can get saved at a time. Both players must walk back to their zone. They cannot be tagged whilst walking back.

The first team to knock down all of the towers or the most in the given time wins.

# Zombie Tag - Infection

**Focus** To coordinate the body in an unusual way for tagging.

**Year groups:** Reception - Year 6 (ages 4 - 11 years)



## Equipment

Hoops  
Pool Noodles  
Soft Balls  
Halloween music or Zombie noises

## Description

Select a small number of Zombies. Give each zombie a hoop & pool noodle. Other students are the "humans".

Have spare hoops & noodles on the side of the playing area.

Zombies move by keeping 1 foot in the hoop at all times and they use the pool noodle to tag "humans".

If a "human" is tagged they become infected and join the Zombie team by collecting a hoop & noodle from the side.

The game continues until all humans have been infected.

Extension: Allow "Humans" to heal Zombies by throwing a soft ball at the Zombie.

Only have 1 "Healing" ball to start with.

## Further opportunities

### Differentiation

Easier:

For Zombies - Increase the size of the pool noodle

For Zombies - Reduce the size of the playing area

For Humans - Opposite to the above

Harder

For Zombies - Reduce the size of the pool noodle

For Zombies - Increase the size of the playing area

For Humans - Opposite to the above

## Questions to ask

What ways can the zombies move?

What are the safe ways to tag?

How can you avoid a Zombie?



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