PE, Sports and wellbeing WOW Week

24th -28th June

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|  |  | 9am-10:45 |  | 11:00-12:00 |  | 13:00-15:15 | | | After  school |
| Monday | ACTIVATE + MINDFULNESS ACTIVITY | Yoga and mindfulness  With Mrs Richardson  Active Literacy  (In own class: see ideas on separate sheet).  Kingfisher  Multisport at Rutland (all morning) | Break | Active Maths  (See ideas sheet) | Lunch  Picnic on the park | PACE  CLUB  PRESENTATION  SALSA DANCING  With L. HUNTER | | | PACE club  Healthy snacks |
| Tuesday | Active Literacy  (In own class: see ideas on separate sheet).  Puffin  Multisport at Rutland (all morning) | Active Maths  (See ideas sheet) | Hakka  Whole school warm up with Adam and Haiden | District sports (pm), y3/4/5/6 – selected children  Active afternoon  Rota of football and cricket themed activities organised and led by the Sports Crew on a round robin basis. | |  |
| Wednesday | Active Literacy  (In own class: see ideas on separate sheet).  Cricket activities  G.Steedam  Robin class | Active Maths  (See ideas sheet)  Cricket activities  G.Steedam  Eagles class | Cricket activities  G.Steedam  Kingfisher class | | Cricket activities  G.Steedam  Puffin class |  |
| Thursday | Active Literacy  (In own class: see ideas on separate sheet). | Active Maths  (See ideas sheet) | Wellbeing (teachers to use Curriculum Matters PHSE planning | | | Games club  (ZD) |
| Skipping for Dum Dum  Z.Davies | | |
| Friday |  | SPORTS DAY  On the recreation ground  All morning | SPORTS DAY | PICNIC ON THE PARK | | | |

A daily writing session for sports logs:

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| Monday  Sports Log Entry | Infants - What is your favourite way to get your brain and body moving?  Juniors - How does being active help your brain? |
| Tuesday  Sports Log Entry | Infants - If you could dance like an animal, what animal would you dance like and why?  Juniors - If you were selected to be in a Dance Competition, who would you want to dance with you and why? |
| Wednesday  Sports Log Entry | Infants - What is your favourite sport to play? Draw a picture!  Juniors - If you could be any athlete, who would you be and why? |
| Thursday  Sports Log Entry | Infants - What is your favourite healthy food?  Juniors - What is your favourite healthy food? Why do you like it so much? |

Maths

Have an active and mindful start to each day, try to makes some lessons as practical as possible.

The website below has great active maths game ideas.

*https://pivotaleducation.com/classroom-behaviour-management/resource-bank/best-practice-series/maths-games-and-exercises***The Cricket and women’s football world cups are taking place during WOW week.**

**Literacy and maths lessons could be based around the sports and their nations.**

**National Literacy Trust has Tom Palmer (author) resources online**

[*https://literacytrust.org.uk/resources/rocky-rovers-france-2019-womens-world-cup-football-story-tom-palmer/*](https://literacytrust.org.uk/resources/rocky-rovers-france-2019-womens-world-cup-football-story-tom-palmer/)

FIFA Women’s football poetry writing and maths resources are in folder on staff server (PE WOW WEEK 2019)

Active Literacy ideas:

Try to have one Literacy session where the children don’t write; a “No pens day”. This could involve word games and activities (see Active Literacy Ideas below).

Ideas can be found on the following site

www. thecommunicationtrust.org.uk/ nopensdaywednesday

These could include:

**Drama activities**; read a story and make puppets to act it out, adding more interesting language/ vocabulary.

Pobble 365 has great visuals to encourage discussions.

**Do as I say**

A game to recognise and practise imperative verbs.  If you have space it is a good run around activity.

Start off by issuing an instruction that everyone has to follow*:  ‘’Pat your head”* Then everyone pats their head to the count of five. By then you have pointed to another child to shout out the next instruction: “Pat*your neighbour’s head”   1 2 3 4 5*

And so on until many children have had a go.

To make it more difficult you can make a rule that the instructions have to be a synonym (e.g. of a movement like walking)

“Stride across the room” – “*Tiptoe” “Gallop” – “Saunter’ ....  1 2 3 4 5*

**Guide me in**

An alternative to **Do as I say** - used to consolidate positional language / prepositional phrases.

In an open space ask the children to imagine they are ground control staff at an airport and have to guide a Jumbo jet across the airfield – using radio signals only. (i.e. the pilot can’t see them, they can only hear instructions).

Put out a series of obstacles and ask pairs of children to guide each other across the space using short prepositional phrases*:  ‘Straight on’, ‘A bit further’, ‘underneath the barrier’, ‘Stop there’  ‘go left around the cone’ etc.*

See how many different phrases they can think of to use.

**Put them in order**

This activity can be used over and over again - using different things to put them in order:

* Words on cards that have to be assembled into alphabetic order.
* Months of the year
* Children’s names – according to second letter alphabetical – or last letter
* A list of words associated with an emotion (anger) – put them in order according to their ‘strength’ – e.g. irritated, exasperated, apoplectic, indignant, resentful, enraged, annoyed, cross, furious, bitter.
* Favourite foods
* Labels for The Digestive System or The Planets.

**What can you remember?**

[](http://www.thinkingchild.org.uk/wp-content/uploads/2014/03/SnowStormStreetScene_web-e1393783688356.jpg)

Print off some ‘busy’ pictures or put one on the whiteboard: street scenes work quite well. Ask children to look at the picture for only one minute. They then have to talk, rehearse and then write a descriptive sentence about what they remember in the picture. (can be two or three sentences if you wish).

Compare with the picture to see how accurate they were.

To extend the activity see how each of the sentences can be improved in terms of descriptive language which improves the accuracy of the ‘memory’.

This also works well for picture of a character. Ask children to look at a photograph of a person and list the three most important details about them they remember.

Then go on to extend their sentences – could be for a police witness statement or a character in a story.

**What would you take?**

[](http://www.thinkingchild.org.uk/wp-content/uploads/2014/03/arctic.jpg)

Give children different scenarios/destinations and ask them for the five top things they would take with them: (you could start with more and then ask them to prioritize the top five)

Desert island  
Arctic Circle  
On a 5 person boat across the Atlantic  
On a one person boat  
To the top of a mountain  
To an imaginary place – maybe one in a book you are reading at the moment.

**Sound Poems**

Give children a theme and ask them to construct a sound poem from it.

For example;  Food. Children first have to brainstorm any kind of noises they associate with food: (encourage nonsense words as well as ‘real ones’)

Slurp, crunch, schloop, nibble, bite, munch, gobble, burb, chomp, fizz, flick, slush, splosh …

 It could then become an alphabetic poem or ask children to choose their top ten and assemble into a poem of their choice.

Other themes for Quick Sound poems include Machines, Animals, School life, Supermarket sounds.

**Word Jigsaw**

Ask children to write out words they/you are working on at the moment onto to separate cards: these might be from spelling lists, high frequency words, topic words, scientific terminology etc.

 Start with between five or ten words for a quick warm up activity – it can be extended if needed.

The children then cut the cards in half and mix up all the pieces. At a given signal everyone has to piece their words back together in the quickest time.

 To make it more difficult cut words into three pieces or have more pieces to sort through.

 It is a good way to reinforce words of different syllables too.

|  |  |
| --- | --- |
| **wea** | **ther** |
| **temp** | **era** | **ture** |
| **sun** | **shine** |  |
| **th** | **und** | **ery** |

This can also be done with cut up sentences.