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# Physical Activity & Personal Best Challenge @ Home



The North Tyneside PE & School Sport team deliver a calendar of events and activities throughout the academic year to support the young people that attend North Tyneside schools.

The team are dedicating to ensuring that there are opportunities for ALL young people to participate in physical activity, sport & competition.

## Who is this resource for & why?

In order to support the young people who may be continuing to learn at home or simply to provide support to parents & carers of those young people who are missing out on extra curricular sporting & physical activity at school, we have pulled together some ideas from the Youth Sport Trust's TOP Sportsability resource; **Elements**

The resource is aimed at supporting young people with profound and multiple learning difficulties.



## What does this resource do?

It provides a variety of simple individual and family-based activities aimed at developing manipulative movement, sensory skills and personal awareness. The activities have all been created with the home environment in mind.

## Things to remember

We need to make sure the children are safe at home, so the points below should always be reiterated:

- Please ensure there is enough space around you to complete the move, challenge or activity
- Please ensure you are wearing appropriate clothing, hair tied back and no jewellery

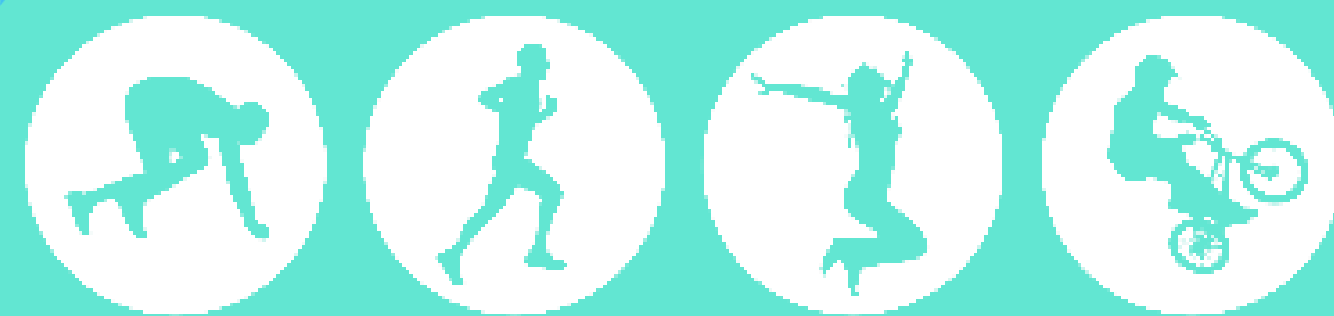
*Physical activities can have a risk of injury, please ensure you participate in activities suitable to your skill level. Taking part in the activities are at your own risk.*





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# Physical Activity & Personal Best Challenge @ Home



Earth  
Games based activities

Water  
Water-based play & exploration



Air  
Outdoor adventure

Fire  
Dance and movement-based activity



The four themes outlined above are separated across the pages that follow. Simply click on each one to be directed there. They are based on the National Curriculum PE areas of activity that have been adapted to suit the needs of every child.

The activities can be adapted to incorporate;

- passive movement: performed by a parent/carer/helper,
- active assisted movement: independent movement with some assistance and;
- active movement: where the young person moves independently

The resources can also be adapted according to the **STEP** principle;

## Space

Smaller/larger  
Vary distance  
between person  
& target  
Longer/shorter  
trails/obstacle  
course

## Task

Change activity to  
make it  
easier/harder  
Time for  
fun/challenge  
Personal  
challenge scoring

## Equipment

Larger/smaller  
Softer/harder  
Different textures  
Use whatever you  
have at home

## People

Individual  
Assisted  
Family team  
Changes for  
ability







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## Element – Earth Games circuit

### Activities

A range of simple games can be set up around a playing space in 'stations'. The games can be related to a specific sport or activity or a focus on developing specific skills.

#### Station 1

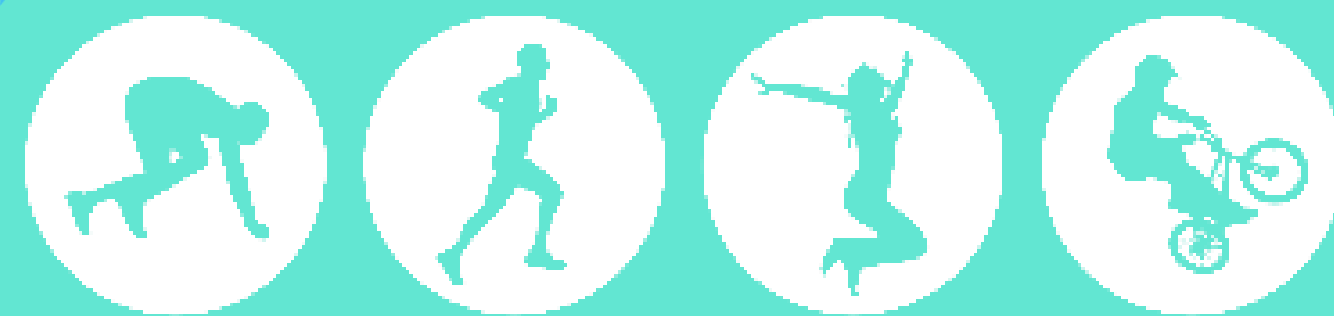
**Rolling** and **pushing** to develop **grip** and **dexterity skills**

- **Roll** or **push** a **large ball**, **round fruit**, **rolled up socks**, **crumpled up paper** along the ground or down an improvised ramp such as **old tubing**, **guttering**, **plank of wood**, **chopping/bread board** towards a target such as **skittles**, **a chair**, **drinks cans**, **food tins**, **square piece of paper**, **a hoop** or **bucket**, a target placed on or against a wall.

See video example

[www.youtube.com/watch?v=NBW\\_GgFc6LIE](https://www.youtube.com/watch?v=NBW_GgFc6LIE)

**Top Tip:** If you are able to vary the type of ball and target to increase or decrease the challenge this adds to the fun and the learning!



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**RED** – Skill to be worked on  
**GREEN** – Modified equipment

#### Station 2

**Striking** to develop **control** and **choice/decision making** in movement/actions

- Use a **hand**, another implement or **rolled up newspaper** to strike an object such as a **ball**, **round fruit**, **socks** or **crumpled up paper**

See video example

[www.youtube.com/watch?v=XQExT20IO-8](https://www.youtube.com/watch?v=XQExT20IO-8)

**Top Tip:** For an extra challenge you could add a choice of targets and give your young person a choice of where to strike their object.



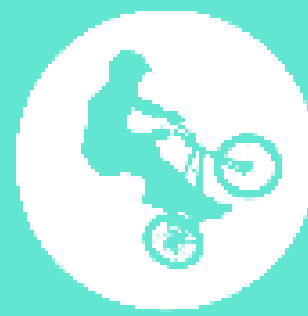
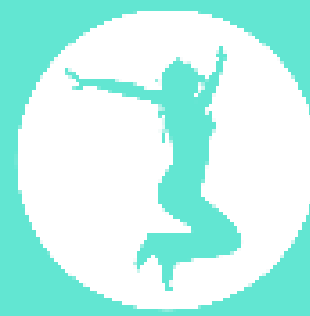


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## Element – Earth Games circuit



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**RED** – Skill to be worked on  
**GREEN** – Modified equipment

### Station 3

**Pushing** to **develop** strength and **coordination** in actions using the upper body

- Use the upper body to **push/propel** hanging **balloons**, **beach balls** or **round fruit** towards a target

See video example

[www.youtube.com/watch?v=zKoSlgMDgZk](https://www.youtube.com/watch?v=zKoSlgMDgZk)

**Top Tip:** Explore pushing from different angles.

### Mix it up!

Themed circuits can be both engaging and huge fun for the participants. For example,

- Story theme: perhaps read a story and act out the theme, dress up like the characters and follow the circuit, basing the movement on the story
- Cross-curricular theme: linking in other areas of focus, such as countries, cultures, music or art

**Top Tip:** Use themes that reflect your child's (including that of siblings) specific interests or preferences, e.g. favourite equipment or sounds. Parent/carer can facilitate relaxation and confidence.

### Station 4

**Walking** or **travelling** over or onto obstacles on the floor. Such as;

- A sensory path to step on or feel different surfaces with bare feet e.g. from a door mat to tin foil square and then to a tray of sand

See video example

[www.youtube.com/watch?v=ESwuqy7ho7M](https://www.youtube.com/watch?v=ESwuqy7ho7M)

- An obstacle course over or around cushions placed a short distance away from each other. Walking or supported crawling as relevant to your young person's needs

See video example

[www.youtube.com/watch?v=EorMnCsekr4](https://www.youtube.com/watch?v=EorMnCsekr4)

- Stepping up and over obstacles at varying heights with support from parent/carer

See video example

[www.youtube.com/watch?v=8aIBCq8iln](https://www.youtube.com/watch?v=8aIBCq8iln)

**Top Tip:** These activities are best suited for those who can do active assisted movements - independent movement with some assistance or active movements - where the young person is able to move independently.





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# Element – Water

## Water play

### Activities

A range of simple activities and ideas help young people experience different ways of playing with water and to support the development of water confidence.

**RED** – Skill to be worked on  
**GREEN** – Modified equipment

### Skill Development activities

#### Pouring and measuring with control

- Transfer water from a **jug**, **bottle** or **watering can** into a **bucket/bath/bottle**

Developing **coordination** and **dexterity**

- Collect objects such as **apples**, **table tennis ball** or **plastic balls** that are floating in a **bowl** or **bucket** filled with water to practice **reaching**
- Collect a **wet sock** from the bottom of a **bucket** of water.
- Place a **wet sponge**, **cloth** or **sock** where young people can squeeze out the water for themselves, onto their **lap tray** or a **table** to create a trail of water

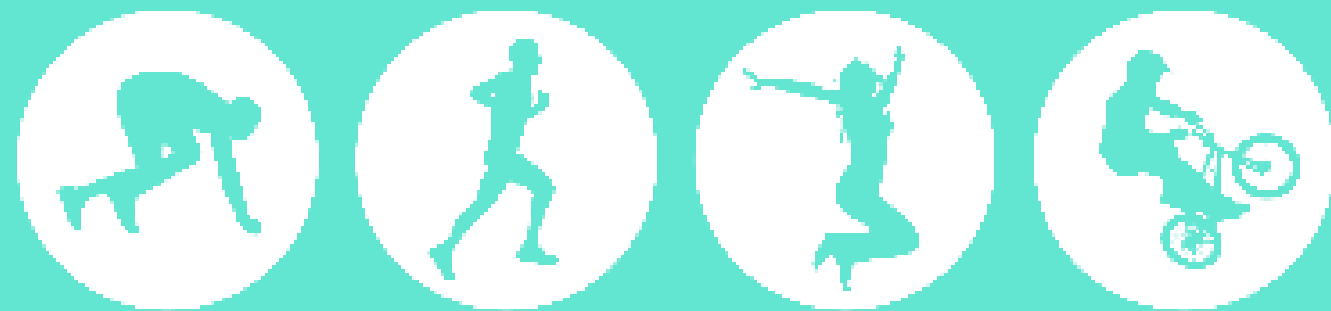
**Top Tip:** Develop individually or bring in family members to explore together and have fun challenges.

### Sensory activities

- Use **water toys**, **plastic watering cans** or **bottles**, **plant sprayers** and **colanders** to make water flow in interesting ways through channels, into **buckets** and **sinks**
- A tactile approach - use a **bottle** or **watering can**, to pour water over arms, body, legs to develop **water confidence**
- Encourage the use of hands, arms, feet, legs to ripple and splash during shower and bath times
- Blow bubbles on a water surface or blow a **light object** such as a **table tennis ball** or **bottle lid/cap** along a water surface

#### Top Tip:

- Play music – a waterfall, a bubbling stream, rainfall, the sea to link the water theme
- Create a theme – in the jungle (trail through trees to water activity) or moving through a waterfall (hosepipe)



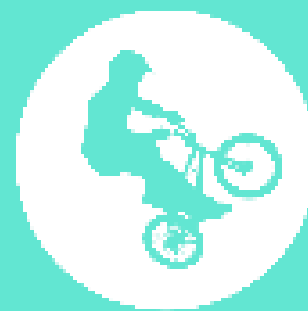
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## Element – Air



Bringing the outdoors  
indoors, experiencing the  
great outdoors

### Activities

With imagination, Outdoor Adventure can begin inside and outside the home, enabling physical activities to be experienced in a safe and familiar environment. Trails and obstacle courses can be created to develop physical skills and self-confidence.

#### Activity 1

Create a simple exploration map of obstacle stations (picture format or drawings/words) for inside the house. This will allow children to **think creatively** to develop **mobility, coordination, dexterity** and family **teamwork**

- Travel through/across room(s) using **household furniture, cushions**; navigate around, over, through, under (depending on how your child moves around the house) e.g. a tunnel made of **a blanket/rug over chairs**, attached to **cupboards/tables**, depending on the height required for access
- At each obstacle station experience a physical activity such as push, pull, roll, throw or grasp of an item like **a ball, sock, rolled up paper or round fruit**

**Top Tip:** Make the trails longer or shorter for more/less challenge, more/ less items added, a personal timing challenge for completion, a number target for skill e.g. how many times and can they improve on that?

**RED** – Skill to be worked on  
**GREEN** – Modified equipment

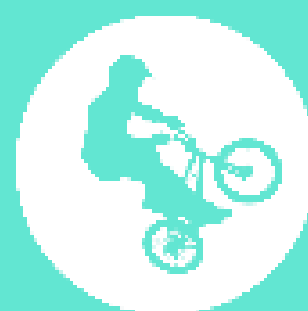






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### Activity 2

Moving inside to outside developing **sensory, spatial/self-awareness, mobility and striking**

- Begin at home, create a trail using symbols (on the ground) these could be pictures/symbols/photos or arranged coloured objects such as **ribbons, small boxes, cushions, buckets or rolled up towels**
- The trail can focus on the stimulation of a specific sense; **rough/smooth surfaces to touch, paper balls, a wet sponge, crunched up paper (tactile) torches, coloured rolling balls, bubble makers, shiny/sparkly materials (visual) musical instruments, pan/spoon, shakers, mobile phone with music (auditory) perfumes, flowers, leaves, soaps, herbs, foods, oils (smell)**
- Hang items from trees such as, **bells, pegs on string** and use hand/ arm or **rolled up newspaper** to **push/strike**

**Top Tip:** The space and tasks between stations can be varied for fun, progression and challenge.



YOUTH  
SPORT  
TRUST

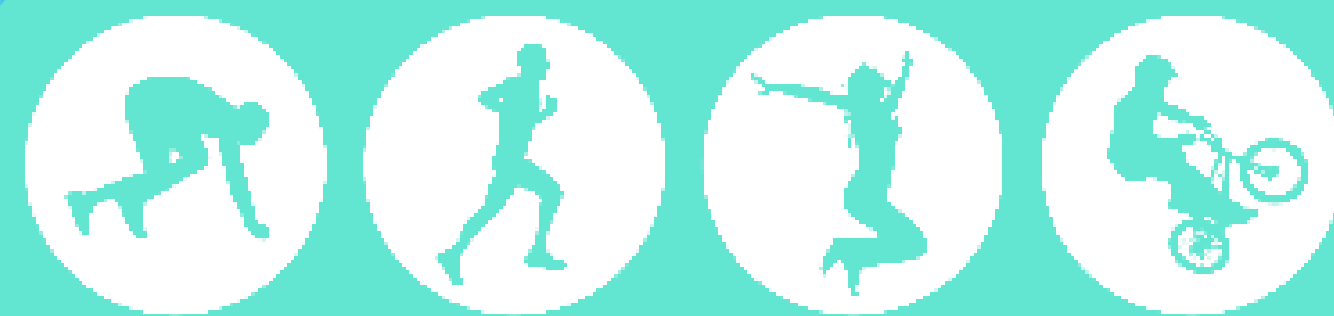






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# Element – Air

## Bringing the outdoors indoors, experiencing the great outdoors



### Activities

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### Activity 3

To develop **mobility, travelling** and environmental awareness through **choice/decision making** and **self-belief**

- A trail can support transferring (travel/mobility) from one space to another, from home to a backyard, garden, surrounding areas, a park
- Use symbols or pictures/photos to create a map of the area, simple signs or sound cues to signify a change of direction, a specific landmark; **a tree, wall, bench**
- Travel and **roll/push/kick** a ball towards a target, or around **trees, buckets, drink bottles, chairs**

**Top Tip:** Choice, preference and responsibility can be built into the activities. Enable young person and family input into planning, how can your home environment be adapted to create an adventure trail?

### Mix it up!

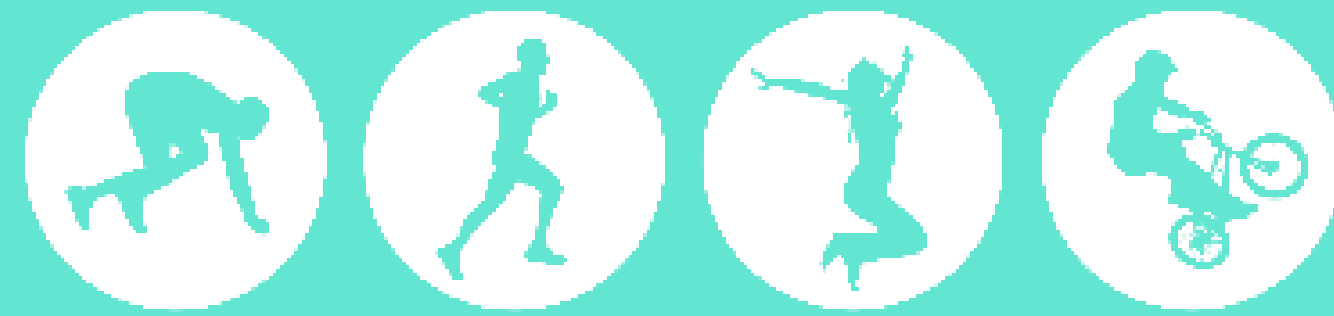
- Add structure to the session, with some fun warm-up activities to music, pre-trail preparation (e.g. sampling food essence smells), moving progressively around the course, then an end-of-trail event, such as a song or picnic, a themed story
- The aim of an outdoor session may revolve around the successful, personal engagement of the young person and family members

**Top Tip:** Recognition of places, procedures, a consistent routine with a family member/carers can facilitate relaxation and confidence.





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## Element – Fire Games circuit

### Activities

Choose music, a favourite song or a theme from a story or movie. These activities are designed to encourage free expression and individuality linked to movement & music themes.

**RED** – Skill to be worked on  
**GREEN** – Modified equipment

### Activity 1

Choose a favourite piece of music or song and create a pathway of movement by travelling forwards/backwards, high/low, right/left, changing directions, hold/wave a long **ribbon**, a **scarf** or a **tie**. This will **develop thinking skills, creativity, strength** and **balance**.

**Adapt:** Specific body part movements to music to develop **flexibility, balance, strength** and **grip control**

- Upper body — arms waving, circling, up/down – add a ribbon, scarf or tie for grip control
- Lower body — legs with any type of movement or assisted movement; slow to fast, fast to slow, jump, turn, kick

### Develop:

- Add a pause, **stay still, balance** or a facial expression
- Listen to the beat of the music, try to move to the beat
- Developing **timing and rhythm** use a **drum** (pot/ spoon, spoon on tray or tabletop)

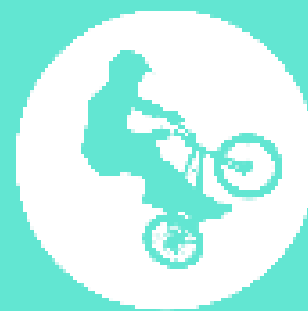
**Top Tip:** Combine the movements to form a sequence of movement, include a start and finish.





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Choose music, a favourite song or a theme from a story or movie. These activities are designed to encourage free expression and individuality linked to movement & music themes.

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## Activity 2

The activities below **develop choice** and **decision making, copying, thinking** and **being creative**

- Dance forms from other countries and cultures can be explored and copied from the **internet videos/TV**

Add props linked to a theme or culture — wear a **hat, dress up in character**

- Choose** a favourite sport, movie or story and act out the **characters/themes**
- Use **household furniture, kitchen utensils, cushions, scarves, sheets/duvet covers, hats, old clothes** — anything within the household which could link to the theme

**Top Tip:** Use the movement progressions from Activity 1 and link them to your theme or change the space — go outside. Focus on a dance form, theme, or music your child relates to, give your child the choice. Can family members join in or help with ideas, music or themes?