



Fun PE Warm Up Games

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Key Stage 1

Dead ants and sky divers

Using the space available, the teacher should direct children to move around the room in a variety of ways, including jogging, taking little steps, taking big strides, using hoops, jumping, performing slide steps, and more.

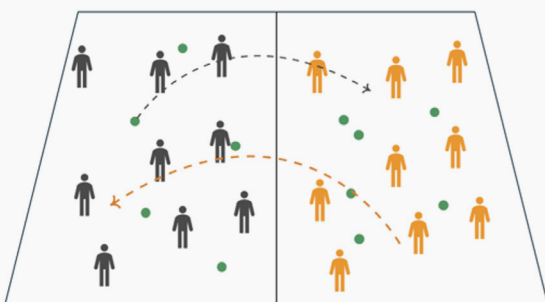
At the teacher's command, children should perform the following actions:

- 1. Dead Ants:** Lie on their back with arms and legs up in the air as if they are dead.
- 2. Sky Divers:** Lie on their stomachs as if skydiving and count with the teacher, "5000, 4000, 3000, 2000, 1000, PULL!"



Not in my back garden

To play this game, split the class into two halves and divide the playing area accordingly. Give each team lots of soft balls or beanbags. The goal of the game is for each team to throw their balls/beanbags to the other side of the playing area while the other team is doing the same. Players are not allowed to cross the middle line, and the game is timed. When the teacher signals the end of the game, both teams must freeze with their hands in the air. The children must then gather and count their balls and beanbags, and the team with the least amount wins.

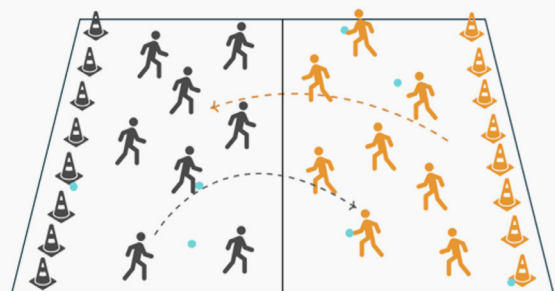


Flush the toilet

During this game, the pupils move around the area while trying to avoid getting tagged by one or two pupils who are designated as 'taggers'. If a pupil gets tagged, they become a 'toilet'. To signify this, they need to kneel down on one knee and put one arm up. In order to be freed, another pupil must come and sit on the toilet and flush the chain by pulling the toilet's arm down. However, pupils need to be reminded to be careful when sitting on the toilet.

Rolling rocks

Split the children into two equal groups. Separate the playing area in two with a line down the middle. Both teams will have 8 - 10 targets (these can be button cones or tennis balls on top of cones). Give the teams three large soft balls each (more if available). The aim of the game is for the teams to try and knock over the other team's targets. The first team to knock over the opposition's targets is the winning team. The children must not cross over to the other side and must only use rolling skills to try and knock the targets over.



Speeds

Children should move around the area avoiding other players and looking for space. Children should react and change the speed of their running based on the coloured cone that their teacher is holding up. Examples: Red = Freeze, Blue = Jog, Green = Walk, Orange = Run, Purple = Jump twice then run, White = Slow motion walking.

Key Stage 1

Musical jumps

Using lively music with a strong beat, get the pupils to move around the room in time to music. Encourage them to express themselves freely to the music but give pupils pointers such as big steps, short steps, moving low to the ground, moving high or changing direction. Introduce different jumps - star, straight, tuck, half twist (always taking off and landing with two feet together). Teacher calls out the name of a jump and pupils must stop and perform that jump 3 times then continue moving.

Extension: Pupils must come up with their own 'freestyle' jump: encourage the pupils to think about what would make a jump look good e.g. powerful, good height, hands and toes pointing etc.



Follow the leader

Start in a circle with the teacher as the leader. The teacher will perform basic travelling actions - walking, hopping, skipping, jumping, etc. Begin by moving in a circular motion and then around the room with children following.

Extension: Ask children to work in twos and play follow my leader, changing the leader regularly. Encourage the children to use different actions, speeds, directions, and levels.

Tom and Jerry

Each pupil needs to pair up. Ask them to decide who is going to be Tom and who is going to be Jerry. Jerry will be the leader, while Tom chases Jerry around the playing area, avoiding other pairs of Tom and Jerry. Tom's goal is to keep up with Jerry. After a while, switch roles so that each pupil gets a chance to play as both Tom and Jerry.

Tails

Choose two or three players to be chasers and have them stand in the middle of the playing area. All other players should tuck a bib into the back of their shorts and run around the area. The chasers' objective is to take the bibs from the other players. If a player's bib is removed, they must freeze and cannot move. To add more excitement, you could introduce tail growers, whose job is to give the frozen players a new bib so they can continue playing.

Beans pupils

Pupils run around a marked area listening to a range of different 'beans' that they will need to act out.

- **Jelly Bean** - Wobble body like jelly
- **Frozen Bean** - Freeze
- **Baked Bean** - Make a small round shape on the floor
- **Runner Bean** - Run on the spot
- **String Bean** - Stretch arms up as tall as possible

Add in any others you know!

Traffic Lights

Pupils move around the hall using the space provided trying to avoid other pupils. Pupils need to respond to different cones.

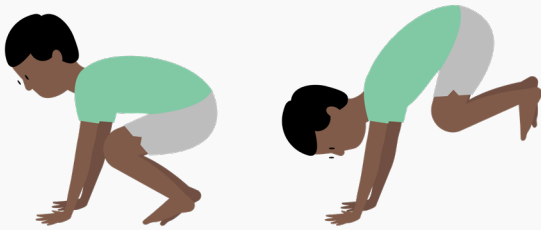
- **Red Cone:** Freeze
- **Yellow/Orange Cone:** Get Ready, run on the spot
- **Green Cone:** Move around the playing area

Key Stage 1

Animal forest

Children should use various travelling actions such as running, hopping, skipping, and walking around the area. Upon the teacher's command, they should attempt to:

1. Jump to reach an apple on a tree
2. Bunny Hop (transfer weight from hands to feet through the jump)
3. Kangaroo Jump (keep feet together and jump around 2 feet to 2 feet)



Change

Children should move around the playing area, in and out of spaces. On command, children should respond with different actions. During the commands, children should think about where the power is coming from to perform the action.

Here are the commands:

1. Touch the floor and then continue running
2. Jump off both feet as high as they can and then continue running
3. Freeze and remain still
4. "ALL CHANGE", children should change direction immediately

Four corners

To ensure safety, children should move around the middle of the playing area, avoiding contact with other children. Four children should stand in hoops, placed in the corners of the room. Each player in a hoop should hold a small, soft, sponge ball. The objective of the game is for the children around the outside to use an underarm bowling action to bowl the ball into the middle towards another child. If a child catches the ball, they swap places with the child who bowled the ball. You can use up to eight hoops in a corner to accommodate more children.

Dribblers and bridges

Divide the class into two equal groups. One group will be the 'bridges' and the other group will be the 'dribblers'. Each dribbler will need one ball. The objective of the game is for the bridges to create a bridge by standing with their legs apart (wide enough for a ball to pass through), while the dribblers dribble their ball around the room. When a dribbler reaches a bridge, they must gently pass the ball through the legs of the bridge and stop it on the other side before continuing to dribble again. Make sure to rotate the bridges and dribblers so that all pupils have a chance to practice dribbling and stopping.

Rats and rabbits

Children will need to sit back-to-back with a partner in the middle of the playing area. All pairs should be arranged in a line. One side will be known as 'rabbits' while the other side will be referred to as 'rats'. When the teacher calls out RABBITS, the rabbits must chase their partners (the rats) to a designated point on their side, and vice versa for the rats. The children can only chase their respective partners and once they reach the designated point, they must return to the middle. It is important to emphasize the 'Rrr' sound so that the children do not know which animal will be called next.

Key Stage 1

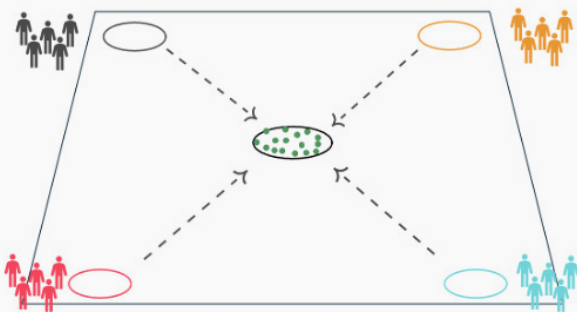
Sun and ice

Choose one or two children to be the 'ice' and the same number of children to be the 'sun'. Give the suns a yellow cone each and the ice a blue cone each. All the other children should move around the area safely. The ice should move around the area and try to tag the other children with the blue cones. If the children are tagged by ice, they must freeze. The sun is the only way players can unfreeze, by being tagged by a yellow cone. Ice is not allowed to tag the sun. Repeat the game but change the children who are sun and ice.

Rob the nest

Split the class into 4 teams. Each team has their own store (hoop), and in the centre is the 'nest', which contains a variety of balls and beanbags. The first player from each team should run to the centre, collect a ball from the nest, and return it to their team's store by placing it inside the hoop. Once the item is placed in the store the next team member can go. Once all items are gone from the nest that is the end of the game.

Extension: Once all items are gone from the nest, the teams then need to steal from the other teams' stores; set a time limit.



Roll and chase

Give each child a ball or beanbag or another object they can roll or slide. In a defined area, children should roll their ball/beanbag into a space. They should then chase their object, pick it up, and continue again rolling into a different space. Encourage the children to look for space and not to roll or slide their objects into congested areas. Remind children when running to get their objects to be aware of other children around them so they do not bump into each other, children are not allowed to pick up another child's object.

Extension: Change what they are rolling. Ask pupils to roll and swap with another player.

Drop catch

Children will play in pairs in a designated area, with one ball shared between them. One child will take the role of the 'leader' while the other will be the 'follower'. The leader will hold the ball and move around the playing area. The follower must stay close to their partner, ready to catch the ball when it is thrown. The leader will randomly drop the ball to the left or right of them without warning, and the follower must try to catch it before it bounces twice. After each turn, the children will switch roles.

Extension: Change the type of ball.

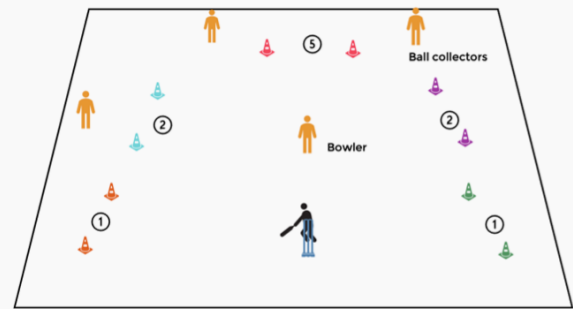
Domes and dishes

Scatter lots of cones all around the playing area. Half of the class will be domes, and they will need to turn the cones the correct way up; the other half will be dishes and need to turn the cones upside down into a dish shape. Play for a timed period (approximately 90 seconds) and then stop the timer. When time is up the children should freeze with their hands in the air on command. Count up the cones, the team with the most cones turned their way are the winners. You may wish to set up several of these games rather than one large game.

Key Stage 1

Strike it lucky

Play in groups of minimum five (but set the game up as many times as possible in space available to maximise the time children will spend on the activity). There will be one batter, one bowler and three ball collectors. Set up targets on an arc for children to hit too. Batting children can either: self feed to hit, hit a bowled ball, or hit the ball off a cone - depending on the most appropriate method for each child (you may also want to use different sized bats for different children). Pupils should try to bat to one of three targets which are set up on the arc. Children will have a set number of goes batting and they rotate around so each child can practice batting.



Key Stage 2

Shape freeze

Pupils need to move around the area using a variety of travelling actions, teacher shouts FREEZE and children must show a shape and hold it for three seconds before moving on. Encourage children to use different actions, levels, speeds and pathways.



Colours

Split the group into teams of three or four. Give each team different coloured bibs and a ball per team. Pupils need to move around the playing area only passing to their own colour. Do not give children specific instructions on how to pass or receive, allow them to explore first, then set targets for the number of passes children should try to make.

Extension: Change the rules so children are not allowed to pass to their own colours.

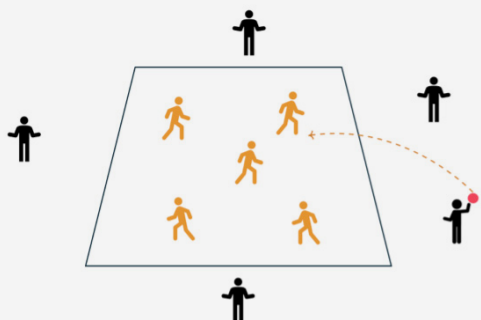
Stop, ready

Mark out a grid or square in the playing area. Children stand around the outside of the grid. On the teacher's command, the children need to jog around the outside of the grid (no overtaking). On the call STOP, children need to freeze and perform a shape or balance. Start the command again so that children can jog around the grid.

Extension: Children can side-step around. Run in between the cones. Make different travelling movements and also change direction.

Quick feet

There are three roles in this game, 'ball collector', 'thrower' and 'player'. Set up a 10 x 10 box with the players inside and a thrower on the outside with a bucket of softballs. Set up four ball collectors wearing bibs on the outside of the box; their job is to collect stray balls and put them back into the bucket. The thrower must throw the ball and hit a player below the knees; when a player is hit, they must come out of the box and join the thrower. The last player in the box is the winner. Swap roles three times so everyone gets a chance at each role, this game should be split into smaller games not the entire class in one game.



Return to sender

Divide the children into groups of around five, and create as many courts as needed so that they can play against each other. The game is played over a net or bench, with five players on each side. The objective of the game is to use hands to pat the ball and keep it going back and forth over the net. The ball can bounce as many times as needed but cannot roll. The teacher can decide to restrict the number of bounces to make it harder. Communication is important in the game, as players need to know who is going for the ball and who is not. Racquets can be introduced to make the game more challenging, but it is important to ensure that there is enough space between the players.

Extension: Different types of balls can be used, such as a sponge, low bounce, and normal tennis balls.

Key Stage 2

Flag tag

Each pupil should have a bib or tag hanging from their waistband that can easily be pulled from their person. Set children up in a designated area suitable for the number of children (you may wish to set up two separate games), with boundary lines or cones. The objective is for players to get as many 'flags' as possible from other players' belts in a specified amount of time. They may not hold on to their own flags or prevent others from taking it. If a player has a flag in their hand but not on their waistband, they must place a flag in their waistband. This activity is a good introduction to encourage children to evade opposing players; you can discuss with children that they can evade the others by trying to find space where other players are not.

Jumping challenges

In small groups, children need to challenge themselves to work through the different jumping challenges to get the best score they can. Children could split up into groups, half do the task, and the other half are judges measuring the distance and checking they are doing it correctly and then swap over. The judges can count and measure jumps to see if players can beat them when having another go.

- Can you jump on the spot for 10 seconds, 20 seconds, or 30 seconds without stopping?
- Can you jump across a space in less than 5 jumps, 10 jumps etc.?
- Can you jump the length of your own body?
- Perform 1-2, 2-2, 2-1, 1-1 footed jumps?
- Repeat point 2, trying 1-2, 2-2, 2-2 and 2-1 jumps.

Challenge: Increase the distance and create a competition where pupils can compete.

Development: Compete against self, follow a partner or create zones to aim to jump into.

Relay races

In groups of four, split pupils behind cones opposite each other 4/5 metres apart; so two players facing two players with a gap between. Pupil one must travel across the area and tag Pupil two, who crosses back, and so on. You can use all sorts of travel movements and conditions for relays, on all fours, jumping, animals, balancing balls on racquets, and dribbling balls.

Extension: Increase the distance.

Planets

This can be played as a football, basketball or hockey-based game; the principles are the same. Set out two colours of dish cones, one cone per pupil in a large area (e.g. 15 red and 15 blue). Each cone colour represents a planet which has a different orbit.

- Red = Orbit to the left
- Blue = Orbit to the right

Pupils should dribble around avoiding the cones, when you shout out 'planets' pupils dribble with their ball to the nearest free 'planet' and turn around the cone in the direction of its orbit. Try and encourage pupils to stay close to their cone. If pupils are struggling, differentiate by laying out some hoops which give a wider turning circle.

Extension: Pupils can be asked to swap balls before they orbit; dribble to a zone before dribbling back to orbit specified cone.

Cone to cone

Place out a circuit of cones around the playing area using as many different colours as available. The children need to stand in a row and jump or hop over the cones set out. You can add different challenges/conditions based on the colour of the cones. For example, for red cones you need to hop over with your left leg.

Key Stage 2

Around the clock

Split players into groups of 10-12 and ask them to stand in a circle (the clock) facing inwards. It doesn't matter if you don't have 12 players per group as long as 12 passes are made. There will be one ball within each circle, and the players need to pass the ball around the clock whilst counting each pass: 1, 2, 3... until they reach 12. On 12, the person who has caught it must then pass to the next player, then run around the outside of the clock whilst everyone else passes the ball around the circle again, trying to beat the runner. When both the ball and runner reach their position, start the game again from that position. Allow everyone to have a few chances at trying to beat the clock. Players should only pass to the person next to them.

Extension: Change the type of balls used, e.g. rugby ball, tennis ball, large soft ball etc.

Countries

Set up a marked area big enough for the entire group to run around inside. Around the outside of the playing area are cones of varying colours; each cone should represent a country. When the teacher calls the country's name e.g. 'New Zealand' the children must run to the nearest cone of that colour. Ensure there are plenty of the same colour cones so the children have many options of which cone to run to.

Extension:

Add more countries

Change the way the children move around in the centre area e.g. hop, jump etc

Impose a penalty to the last person to reach the cone e.g. one star jump/push up

Create a 'knock out system' first to the cone is 'in'

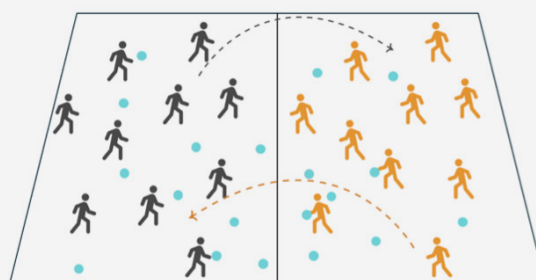
Line dancing

This can either be performed to music or use an eight beat count/percussion instrument. Children should work through the following steps:

1. March on the spot x 8
2. March backwards x 4
3. Jump on the spot x 8
4. Jump forwards x 4
5. Jump backwards x 4
6. Jump sideways (Left) x 4
7. Jump sideways (Right) x 4
8. Repeat routine several times

Snowball

Split class into four teams and have two designated playing areas. Both teams will be given a certain amount of soft sponge balls, which they will throw into the opposing team's half; at the same time, the other team will also be throwing the balls back. Set a time limit so each team must clear their half of the balls. After the time limit, the winning team will be the team with the least amount of balls in their half. Use a FREEZE command when time is up to stop children from throwing after the time.



Key Stage 2

Tag pass ball

This game requires tags or bibs tucked into shorts. Set out a large area with all players running around, finding space, carrying a rugby ball each (or other large soft ball). If the group is large split them into two areas. Have some defenders in the area without a ball, these defenders are trying to remove the tag from the attackers. When an attacker gets tagged, they must take the ball out of the area, but they are able to re-join the game, supplying support to the other attackers by receiving passes. Defenders are only allowed to tag players with a ball and must give the tags back straight away. If a ball is touched by a defender in mid-air or is dropped that ball must be taken out of the area. It may be useful to give defenders coloured bibs to identify them.

Run! Yes, run!

Set up the pupils in teams of four behind a cone with another cone set 15/20 yards ahead of them, roughly the distance of the stumps in a game of pairs cricket. The first player comes to the line and should be prepared to run; the teacher simply shouts YES, and the first player should attempt to run as fast as possible to the end cone and beat the other runners, then wait at that cone. Repeat this for all players, the idea is to give the players no warning as to when the YES command will come so they are ready and anticipating a run.

Extension: Change the way the runners start, e.g. on their tummies, on their backs, facing in the opposite direction, etc.

Cricket tennis

The game is played 2 v 2 and marked with 8 cones. Each group has one ball between the two pairs. The objective is to score points by throwing the ball into your opponent's area. If the ball lands in the opponent's area, the throwing team receive 1 point; if it lands outside, the opposing team scores a point. Players can defend their area by catching the ball and returning it to their opponent's area.

Extension: Change the size of the playing area. Players may only use right or left hands. Change the type of ball.

Gymnastics challenges

Begin with all children lying down on their mats. The teacher gives a series of commands to the children, for example;

Lie down → stand up → lie down → 10 straight jumps → 5 sit ups → 5 press ups.

Pike → straddle → stand up → sit down → stand up → sit down → arch → dish → straddle → tuck → tuck roll → stand up → jog on the spot.



Stick skills

Each child has a hockey stick and a ball; use the following command to take the children through a variety of different ways to move and control the ball.

- 1. Speed:** Pupils run more quickly with their hands close to the top of the stick as this will allow them to move the ball and run more quickly
- 2. Strength:** Pupils slide their right hand down to the bottom of the stick to adopt a lower, stronger position on the ball
- 3. Stop:** Pupils freeze and stop their ball from moving by moving the stick over the top of their ball
- 4. Push:** Pupils find a partner and swap balls with them and carry on running in either speed or strength position

