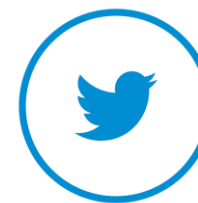




# KS1 INFANT AGILITY



Tweet us with your efforts using the #CSWVirtualGames and your area Twitter handle below!



## SCHOOL GAMES MISSION

Keeping competitive sport at the heart of schools and provide more young people with the opportunity to compete and achieve their personal best.

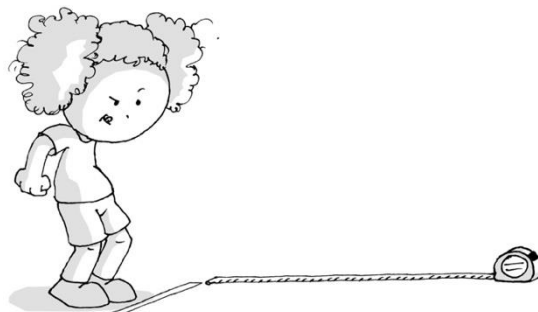
North Solihull – Hollie Williams - @SolihullNorth  
South Solihull – Julie Chrysostomou - @SSolihullSSP  
Coventry East– Stu Davoile - @SGOCoventryEast  
Coventry West – Danny Kingham - @SGOCoventryWest  
Central Warwickshire – Ali Knight - @CWSchoolSport  
Southern Warwickshire – Andy Sandford - @swschoolgames  
Eastern Warwickshire – Ian Smart - @Harris\_SSP  
Northern Warwickshire – Rory Leggett - @Schoolgames\_nw

# KS1 INFANT AGILITY

## JUMPER

### Equipment

- Tape measure
- Long jump mat, throw down line, chalk or tape.



### How to

- Create your jumping line using your throw down line, chalk or tape. Alternatively, use a standing long jump mat.
- Place your tape measure to the side of the line with the "0" in line with the jumping line.
- Start in a standing position with your toes in line with "0" on the tape measure.
- Bend your knees, and swing your arms forward to help you to jump as far as possible.
- You must start on two feet and land on two feet.
- You are not required to hold the landing but if you fall back or step back then the jump should not be recorded – have another go!
- Record a measurement from the back of the heel closest to the jumping line on landing.

### Scoring

- You have **3 attempts** to jump as far as you can.
- The furthest jump will be taken as your score.
- Scores should be recorded in centimetres.

## TOP TIPS

Rock from toe to heel before jumping in order to gain momentum.

As you jump, swing both arms forward with tension.

Bend your knees on take-off and landing.

Take care not to fall back!



Did you respect the decision of the judges who were measuring for you?

# KS1 INFANT AGILITY

## TOP TIPS

Have a few practice jumps before you start to get into the rhythm.

Keep your body upright – try not to look down too much.

Pick your knees up.



## BOUNCER

### Equipment

- Speed bounce mat with wedge removed or throw down line (low level - see video)
- Stopwatch

### How to

- Stand with two feet on one side of your line.
- Jump over your line from side to side.
- You have **20 seconds** to complete as many bounces as possible.
- Both feet should leave the mat/floor simultaneously and land on the mat/floor simultaneously - Speed Bounce is a two-footed jump.

### Scoring

- Complete as many bounces as possible within **20 seconds** and record your score.
- Any one-footed steps across the line should **not** be counted.



Did you show determination in giving your best effort throughout the 20 seconds?

Video support – <https://youtu.be/eadBpayqszs>

# KS1 INFANT AGILITY

## PITCHER

### Equipment

- 4 different coloured medium sized hoops.
- 4 bean-bags – 1 of each colour to match the hoops.
- Tape (to tape the hoops to the floor to stop them moving, and to create a throwing line.)



### How to

- Put a line of tape on the floor to create your throwing line.
- **2 metres** away from the starting line, tape your 4 different coloured hoops to the floor in a line going directly away from you (see image).
- Stand with your toes behind the throwing line.
- Throw your bean-bags in to the corresponding coloured hoop (i.e blue bean-bags should be thrown into the blue hoop, red bean-bags into the red hoop, and so on...)
- Throw all 4 bean-bags and repeat 3 times. **12 throws in total.**

### Scoring

- The score is taken as the number of bean-bags in the correct coloured hoop at the end of your turn. Any bean bags that land in and bounce out do not count.
- You get **2 points** for each bean-bag that's in the correct hoop. **Max score = 24.**

## TOP TIPS

Use an underarm throw.

Start with the closest hoop to know how to weight your next throw.

Focus on the hoop you are aiming for.



Did you show self-belief when targeting each hoop?

# KS1 INFANT AGILITY

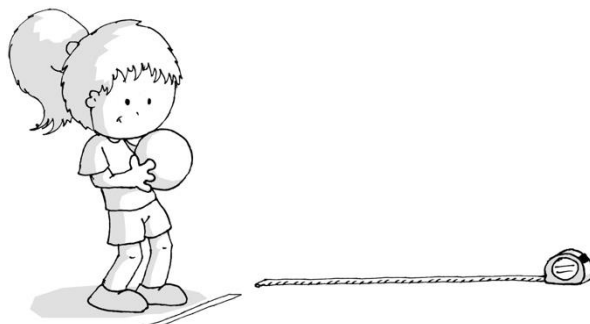
## TOP TIPS

Spread your fingers in a 'W' shape behind the ball.

Lean back, push the ball, and extend your fingers to get maximum momentum on the throw.



Did you you show passion  
in wanting to beat your  
previous throw?



## THROWER

### Equipment

- Tape measure
- A size 3 football
- Cones, chalk or tape (to create your throwing line)

### How to

- Start in a standing position with your toes in line with "0" on the tape measure, with a ball (size 3 football) held in both hands at chest level (see image).
- Push the ball upwards and outwards to throw the ball as far as possible.
- Both feet **must** be behind the throwing line and remain on the floor at all times.
- One foot may be in front of the other, but no run-ups or steps are permitted.
- The distance is measured using a roll mat or measuring tape.

### Scoring

- You have **3 attempts** to throw the ball as far as you can.
- The furthest throw will be taken as your score.
- Provide a measurement to the nearest 0.25 metres from where the ball first hits the floor (for example: 3.25cm, 4.50cm, 5.75cm.....)

Video support - <https://youtu.be/Ppe4hgp7m3E>



# KS1 INFANT AGILITY

## RUNNER

### Equipment

- Cones (x4)
- Stopwatch
- Tape



### How to

- Place 2 cones on the floor 1 metre apart - this is your starting gate.
- Place your other 2 cones directly opposite, at a distance of **10 metres** away.
- From your starting gate, run in a straight line to the cones at the other end, put at least one foot over the line between the cones, turn around and run back again.
- Complete the 10 metre distance **4 times** to complete 40m, and stop the timer when the participant crosses the finish line.

### Scoring

- Your score is the total time in seconds (to one decimal place, e.g. 32.3) taken to complete the 40m course.

## TOP TIPS

Practice your turns - this is where you can lose or gain a lot of time.

Use your arms to help you to accelerate.

Run through the finish line.



Were you honest in making sure your foot was over the line before every turn?

# SCHOOL GAMES LEADERSHIP

The School Games provide an excellent opportunity to engage more and different young people in leadership roles. Below are some examples of the roles young people can engage with throughout this competition.

**L**ENDS A HELPFUL HAND

**E**NCOURAGES OTHERS

**A**LWAYS LISTENS

**D**OES THE RIGHT THING

**E**NTHUSIASTIC ALWAYS

**R**ESPECTS OTHERS



## Bouncer: Engage Leaders by...

- Using leaders to demonstrate and time the activity
- Using leaders to count the number of successful jumps the competitor achieves
- Using leaders to write the scores down for participants

## Pitcher: Engage Leaders by...

- Using leaders to set up the station equipment
- Using leaders to count the number of points achieved
- Using leaders to write the scores down for participants
- Using leaders to demonstrate
- Using leaders to retrieve bean bags for the competitor

## Thrower: Engage Leaders by...

- Using leaders to help spot and measure where the ball lands
- Using leaders to write the scores down for participants
- Using leaders to demonstrate

## Runner: Engage Leaders by...

- Using leaders to measure and mark out the running lane
- Using leaders to start and end the race
- Using leaders to count each length out loud
- Using leaders to write the scores down for participants
- Using leaders to demonstrate

## Jumper: Engage Leaders by...

- Using leaders to set up the station equipment
- Using leaders to spot the landings and call out the distance jumped
- Using leaders to write the scores down for participants
- Using leaders to demonstrate

# COMPETITION DELIVERY

The School Games is designed to deliver competitive school sport to all young people. The School Games programme wants to ensure there are **SMILES** on the faces of all young people when participating in a School Games event.

Please take a look at the **SMILES** check list below...

## SMILES

If all the competition principles are followed, that should result in **SMILES**.  
Use the below as a check list:

**SAFE** participants feel physically and emotionally safe.

**MAXIMUM PARTICIPATION** participants are fully involved all of the time, i.e. not hanging around.

**INCLUSIVE** all participants can take part; activities are designed to suit and develop their abilities.

**LEARNING** participants develop personal, social, creative, thinking and/or physical skills.

**ENJOYMENT** activities recognise individuals' personal needs and interests.

**SUCCESS** participants feel they are making progress and getting satisfaction.

NB. While there isn't a specific letter for fair play, **SMILES** only happen for all participants if they feel a sense of fairness. Fairness underpins inclusion, enjoyment and success; it isn't just about 'rules'.