



PE at home

PROBLEM SOLVING



Parent support in simple activities

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PROBLEM SOLVING #1

COLOUR CARDS

Colour Cards (see supporting resource card – this can be hand written if no printer available) – The objective of the game is for the player to complete their colour card in the quickest time possible. The colour card is used to help children learn colours as symbols.

Find a range of objects in the house that correspond with the colours on the card, these could be things such as items of clothing, tea towels, socks, pillows, anything that is safe for children to handle.

You will require a minimum of 4 x objects of each colour, this will be enough for 2 children to play at the same time. If more children play at the same time you will need more of the same colour or to take it in turns to play.

How to play

Children can play on their own against the clock or against someone else

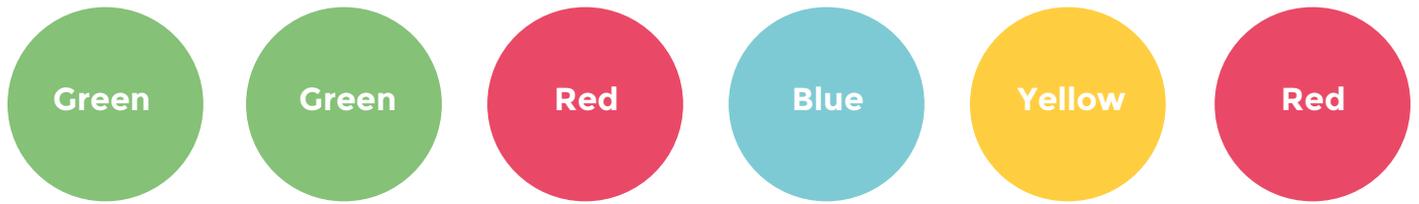
- 1 Each player sits behind a marker with the first colour card face down in front of them.
- 2 On the 'go' command each child should run to the 'colour zone' this would work well if it was in another room or at the far end of the playing area.
- 3 They should collect an object of the corresponding colour on the card and place it behind their starting point.
- 4 Players run out and collect a coloured object one at a time until they have replicated the coloured symbols on their card in a line at their starting point.
- 5 Rotate the cards around so each player replicates each colour card.

Extension:

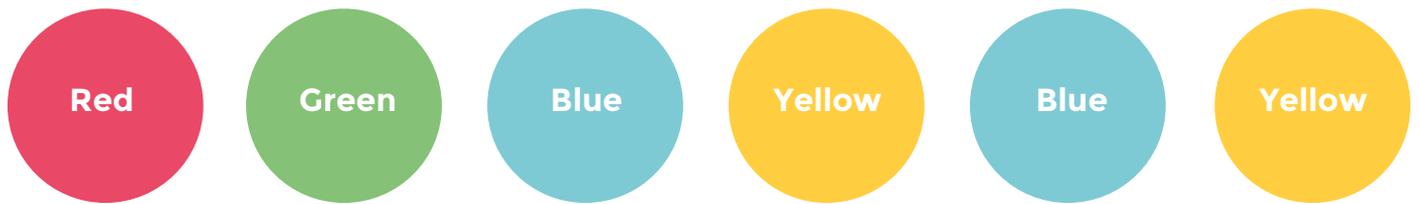
Time each run, can they beat their time? Can they design their own colour cards, using colours or other types of symbols?



COLOUR CARD 1



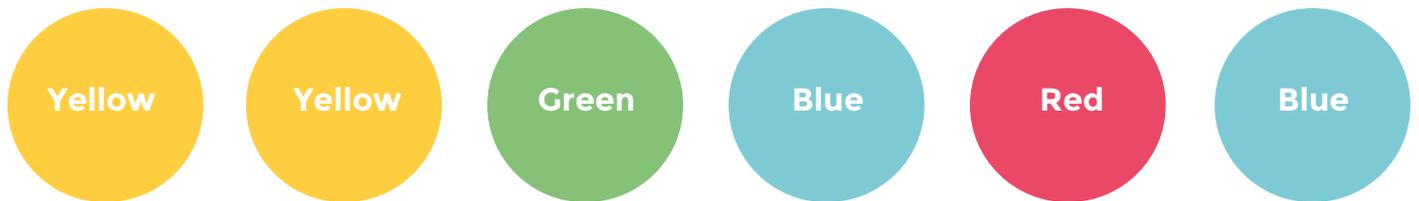
COLOUR CARD 2



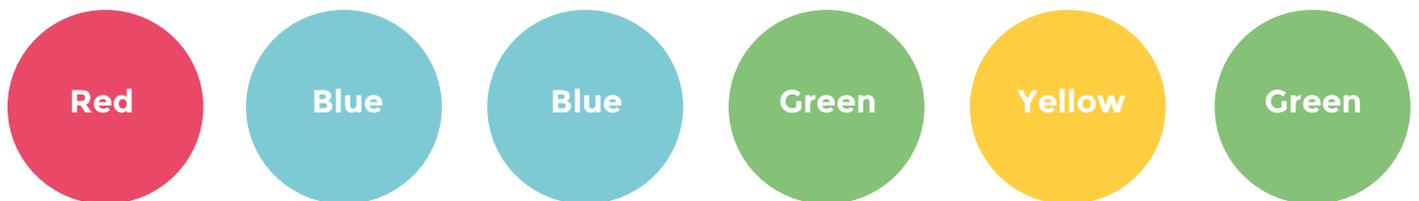
COLOUR CARD 3



COLOUR CARD 4



COLOUR CARD 5



PROBLEM SOLVING #2

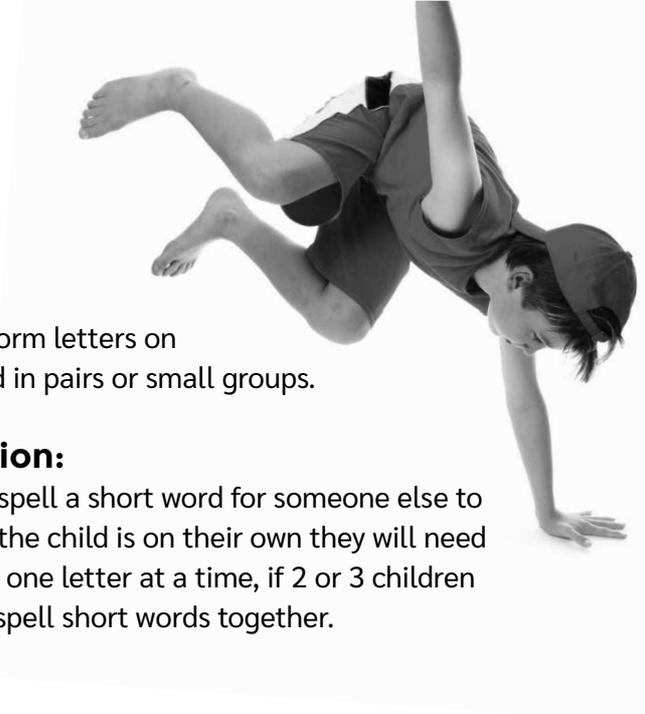
HUMAN ALPHABET

- Children should move around the area, e.g. jogging, side steps, this could also be performed to music.
- Initially, pupils should work individually to replicate a letter called out.
- Start with simple letters such o, h, s.
- Children can perform the shape of the letter standing or lying on the floor, which ever way allows them to represent the letter best.
- Once children have got the idea, they can

then perform letters on command in pairs or small groups.

Extension:

Can they spell a short word for someone else to guess? If the child is on their own they will need to do this one letter at a time, if 2 or 3 children they can spell short words together.



PROBLEM SOLVING #3

MAKE THE SHAPE

The objective is for the children to create a shape while blindfolded. Get a piece of rope or strong string about 2 meters and tie the ends together, so it is a loop. The more players you have the longer the rope needed. You could improvise with dressing gown belts.

How to play

- 1 If there is only one child, then the parent will need to play.
- 2 All players should be blindfolded.
- 3 The two or more players should work together to create the first shape on the printout below.
- 4 With the rope on the floor work together to make the shape, when you agree it is done, take your blindfold off to check the results.

Easier:

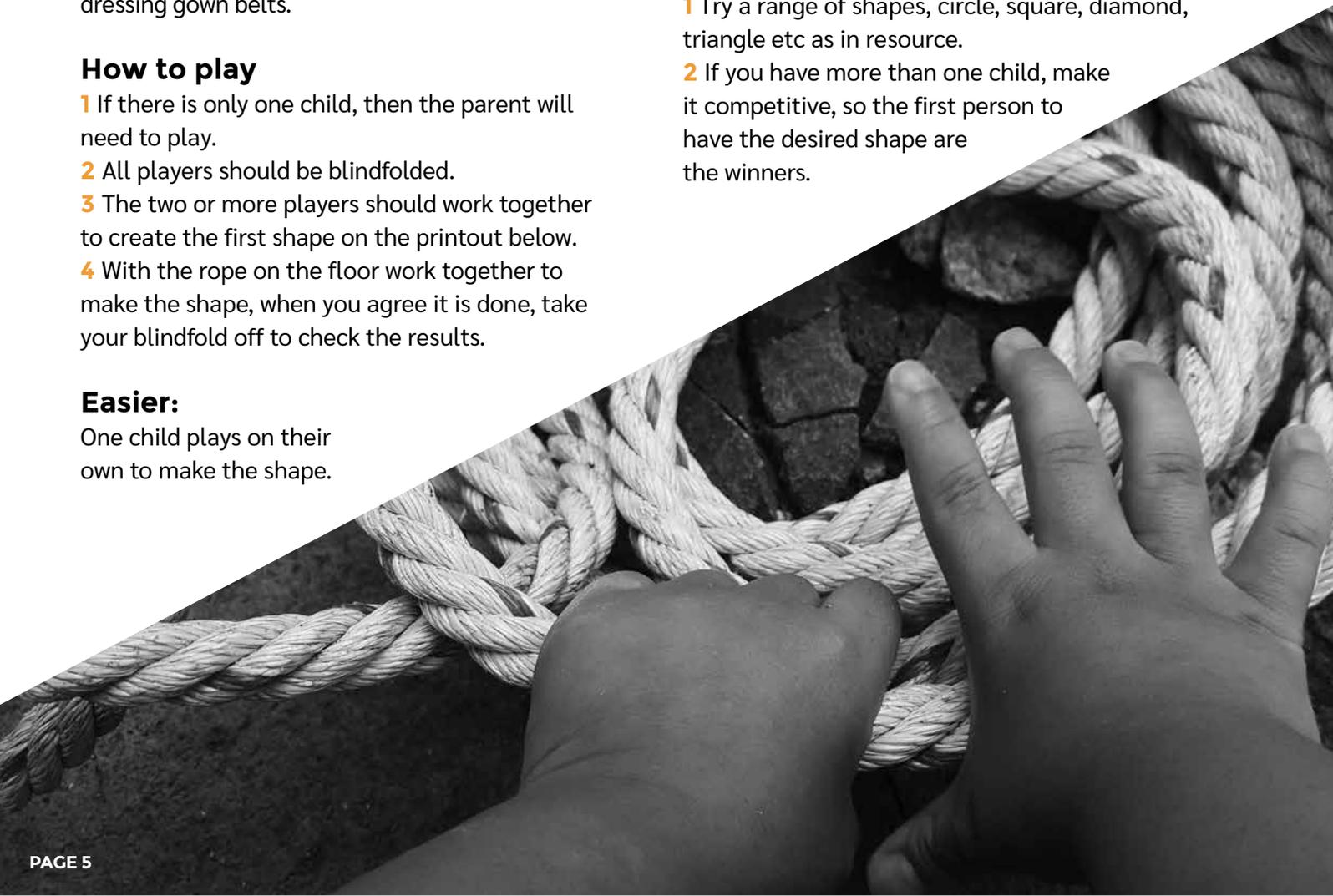
One child plays on their own to make the shape.

Challenge:

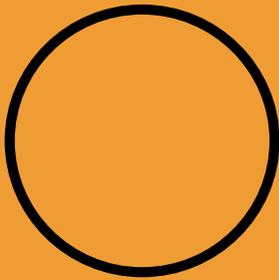
Child may not look at the shape, they must make it based on the name alone.

Extensions:

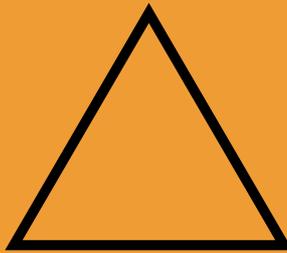
- 1 Try a range of shapes, circle, square, diamond, triangle etc as in resource.
- 2 If you have more than one child, make it competitive, so the first person to have the desired shape are the winners.



SHAPES



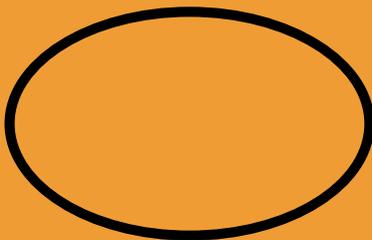
Circle



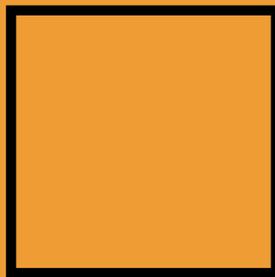
Triangle



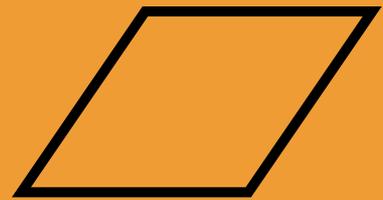
Rectangle



Ellipse



Square



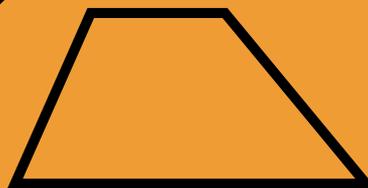
Parallelogram



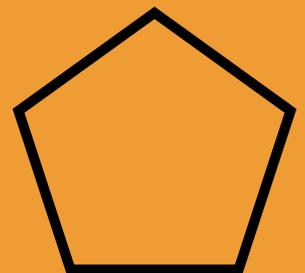
Heart



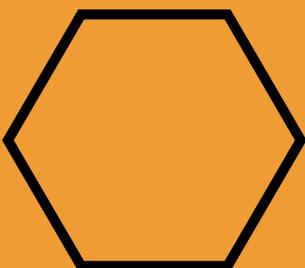
Star



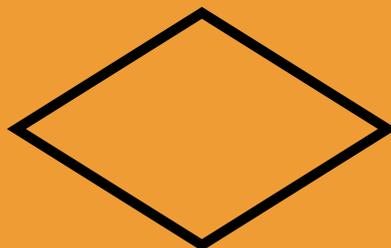
Trapezoid



Pentagon



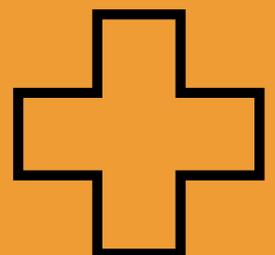
Hexagon



Rhombus



Crescent



Cross

PROBLEM SOLVING #4

DECIPHER THE MORSE CODE

- Print off or copy out the Morse code sheet.
- Depending on the age of your child they will require different levels of support.
- Carry out the task on the sheet.

Easier:

For younger children, you can work on single letters at a time for example, identifying their initials and copying out while they develop their

understanding of the symbols, then you choose one or two letters and draw the code, can they identify which letter it is?

Extension:

Using socks, paired to represent a dot, and laid out to represent a dash, can they spell their name, or a short phrase for someone else to decipher?

Samuel Morse invented the Morse Code in 1832 and it was used to send information such as emergency messages. Can you use the table to decipher the words below?

A	B	C	D	E	F
•—	—•••	—•—•	—••	•	••—•
G	H	I	J	K	L
—••	••••	••	•—•—	—•—	•—••
M	N	O	P	Q	R
—	—•	—•—	•—••	—••—	•—•
S	T	U	V	W	X
•••	—	••—	•••—	•—•—	—••—
Y	Z				
—•—•	—•••				

Write your answers under the code

1 —•—• —•—• ••—

2 ••• —•—• •••• —•—• —•—• •—••

3 — • • — —•—• •••• • •••

4 —•—• —•—• —•—• ••••

5 —•—• —•—• —•—• ••••

PROBLEM SOLVING #5

SCAVENGER HUNT

- Print out or copy the scavenger card below. Set a time limit for the activity. The scavenger hunt can be done over 2 sessions.
- Give each child their own printout.
- Support younger children yourself or older siblings.

Extension:

Can they create their own smaller scavenger cards for other family members to complete?

Tick each box when you have found the item,

Something you can wear on your head

Something shiny

Something round

Something smaller than your thumb

Something you are proud of

A pair of something

Something with paws

Something green from outside

Something you have had for a long time

Perform an exercise on the spot x5

Something you can fit your foot in

Three of the same thing

Perform a 3 point balance
(3 parts of your body in contact with the floor)

Something blue, not made of fabric

Something you can roll on the ground

Something you can take apart and put together

PROBLEM SOLVING #6

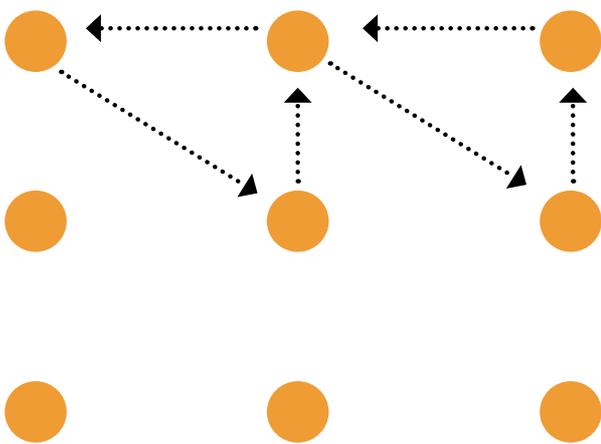
CARDINAL CONES

Print/copy out the resources below

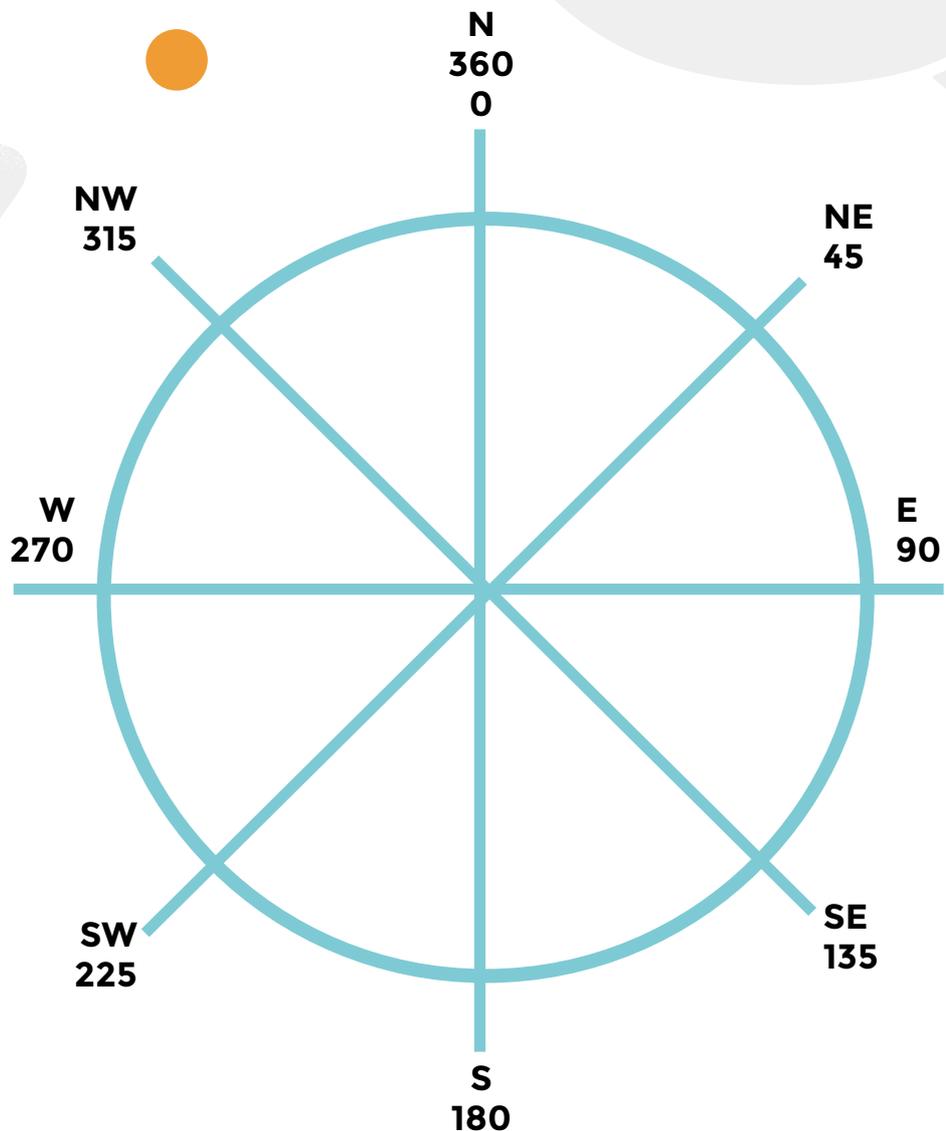
- Mark out the 8 cardinal points using cones/socks in a square as in diagram 1.
- Under each cone place a piece of card with a different letter from A to I.
- There are 6 challenges to work through.

- At each cone visited children mark the letter on the route card.
- On arriving back at the start, cone children should check their answers on the answer sheet. Younger children can work in pairs or with a parent, older should with support be able to complete independently.

Start



**Example
route card
for diagram 1**



CARDINAL CONES

The Cardinal Cones course must be set up as below with the corresponding numbers under each cone for the route cards and answers to be correct.

7

5

9

6

2

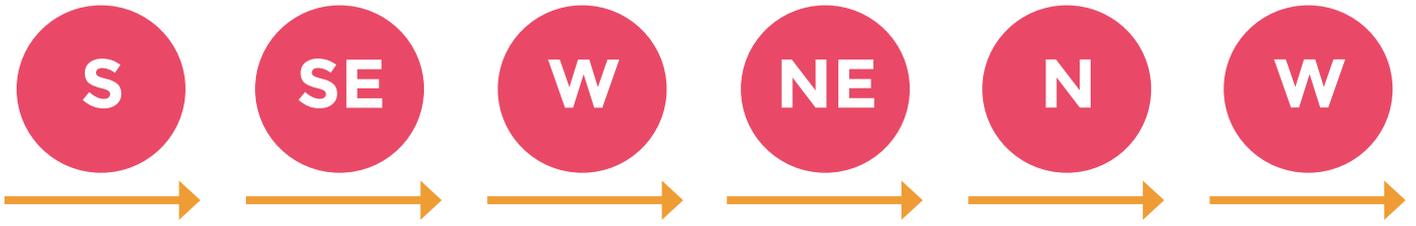
4

8

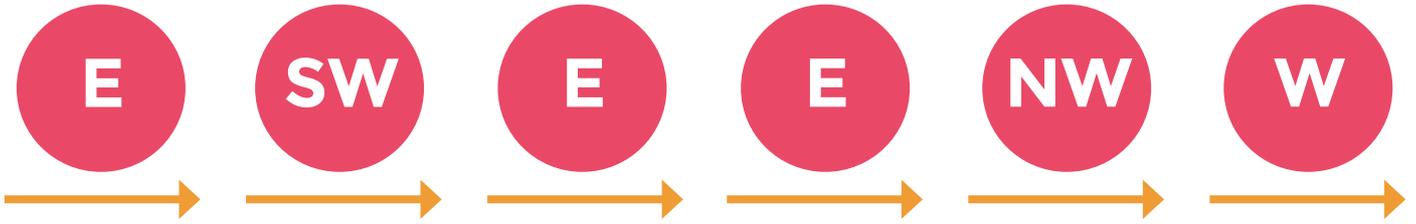
1

3

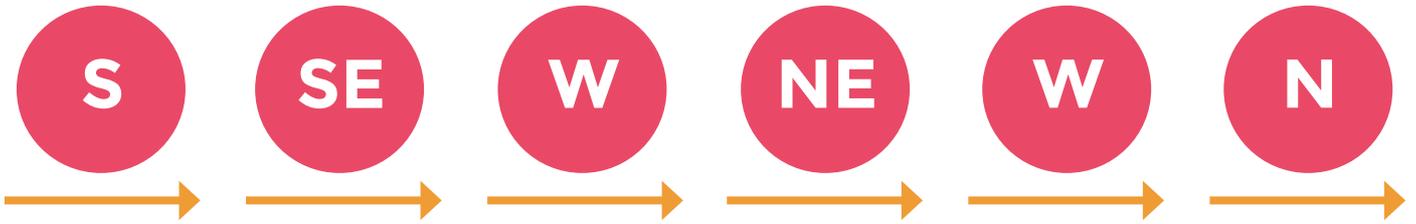
ROUTE 1



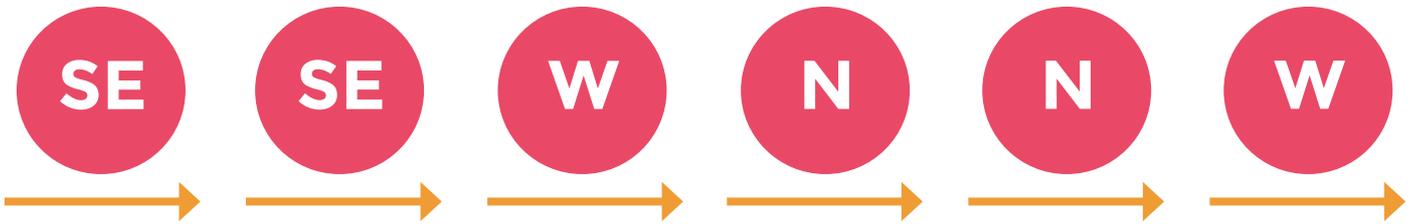
ROUTE 2



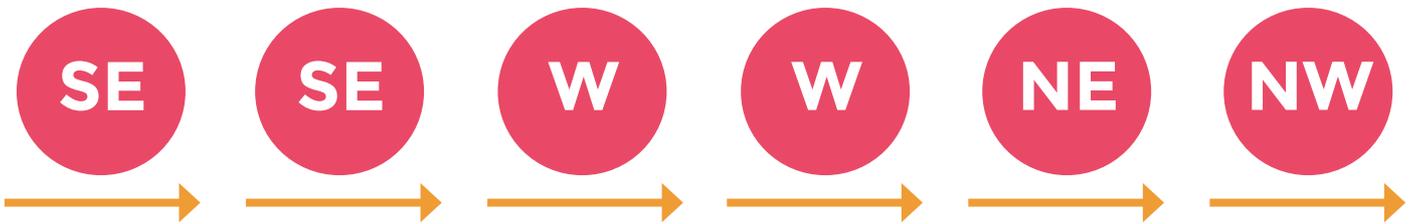
ROUTE 3



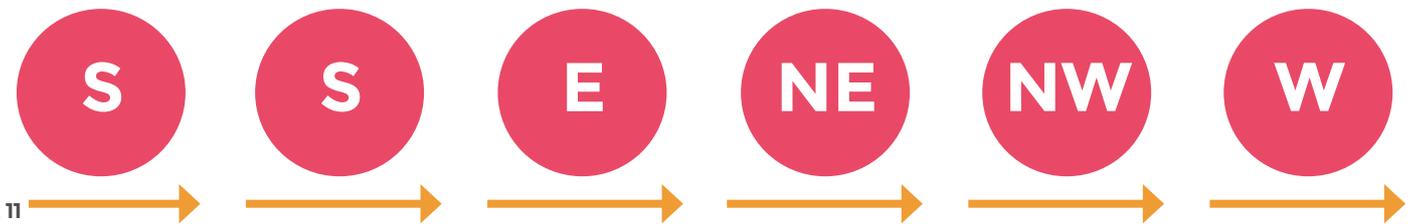
ROUTE 4



ROUTE 5



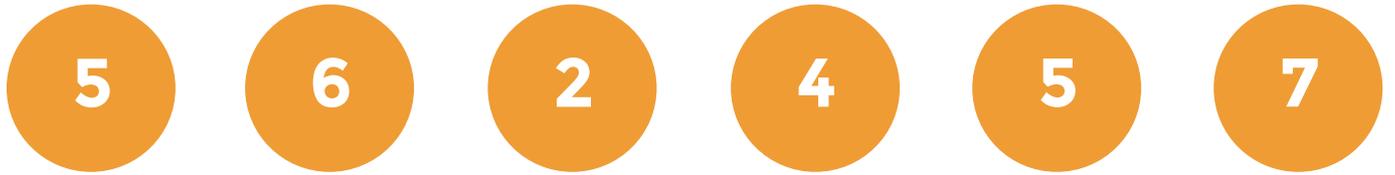
ROUTE 6



ROUTE 1 ANSWERS



ROUTE 2 ANSWERS



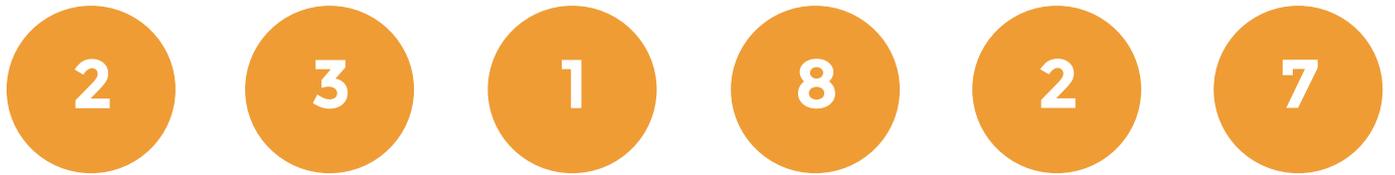
ROUTE 3 ANSWERS



ROUTE 4 ANSWERS



ROUTE 5 ANSWERS



ROUTE 6 ANSWERS



PROBLEM SOLVING #7

RIVER RESCUE

Set up a 'river' by using two marked lines across the playing area (you could use dressing gown ropes or skipping ropes). Place items in the river that need to be rescued for example teddies or other soft toys. Children need to see how many things they can rescue from the river without touching any part of the river with their body. This includes their hands.

Extension 1:

Can you use any objects around you to help fish things out of the river? Suggested items

to place around: cardboard tube (from kitchen roll), skipping ropes etc.

Extension 2:

Make the river wider to make it a little harder for the children to fish the items out.

Extension 3:

If you would like to incorporate numeracy into the activity you could give each item a value and they must see what the total value is that they can collect within a given time.

PROBLEM SOLVING #8

TAKE A HIKE

Go on a family walk. While on the walk can you spot any of the following:

- Pine Cone
- Bench
- Telephone Box
- Gate
- Trees
- Swing
- Red Front Door
- Ladybird
- Pigeon
- School
- Post Office
- Stream
- Cows
- Desire paths
- Squirrel
- Crow
- Rainbow in a window
- Teddy in a window
- A painted rock

Print or copy out the following work sheet to take with you on your walk.

PROBLEM SOLVING #9

CONTROL CARDS

- 1 Put out the 20 control point cards spread around in different rooms around the house and garden. If you do not have a printer you can draw out the control cards.
- 2 Each child needs a blank answer card.
- 3 All children start in a common location e.g. on the sofa, give each child a location to run to first, so they don't run to the same place.
- 4 When they reach a control point, they should jot down the letter on their control card and move to another area to find the next control point.
- 5 Each time a child jots down a letter they must move to a control point in another room to prevent them simply moving to the nearest one.

Easier:

Working in pairs or with a parent.

Challenge:

In a pair or group they must plan how to compete in the fastest time possible as a group.

Extension:

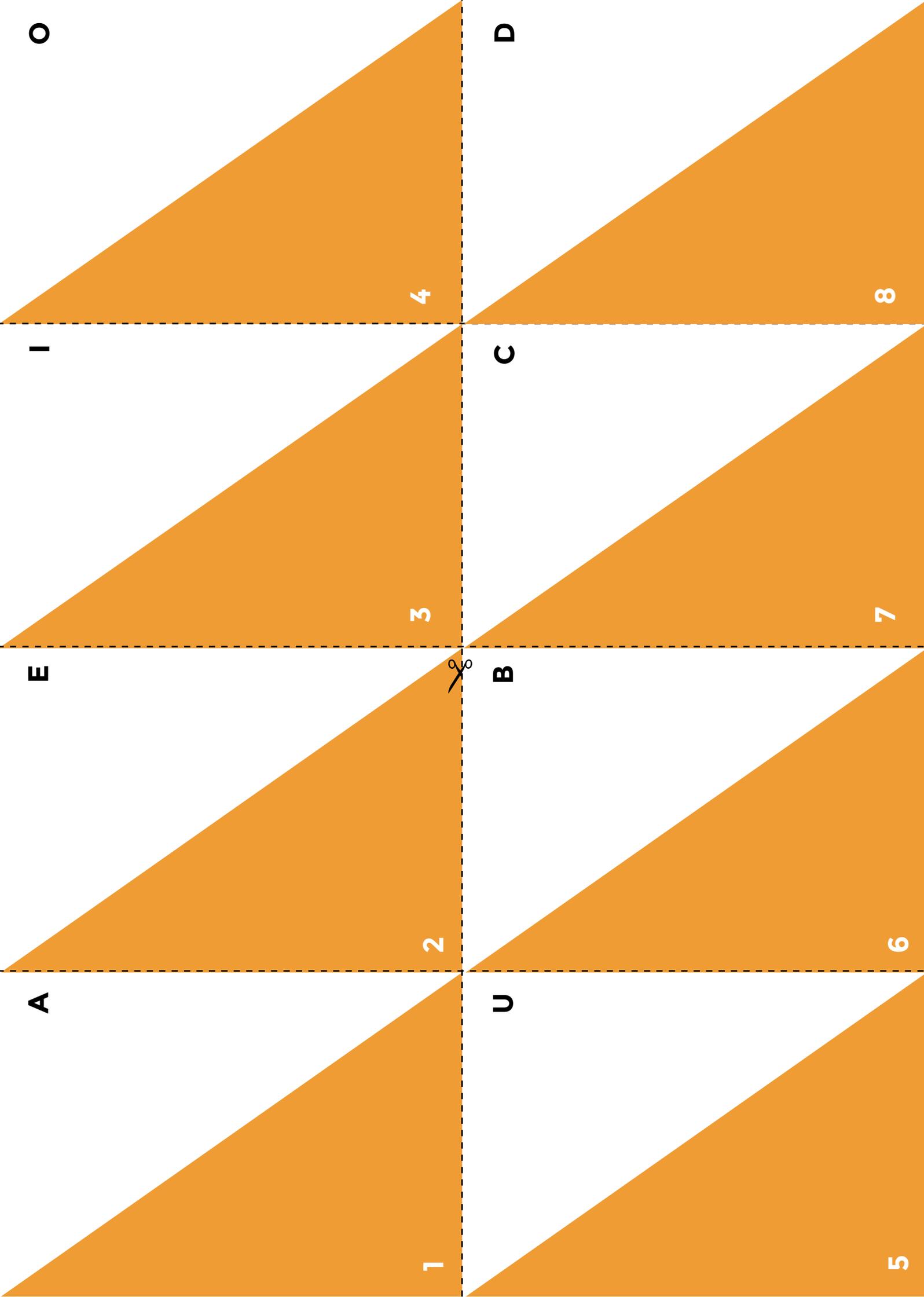
How many words can the children make from the letters they have collected; this can be done as individuals or as pairs.

CONTROL CARD ANSWERS

1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--

CONTROL CARD ANSWERS

1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	
---	---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	--



O

D

4

8

I

C

3

7

E

B



2

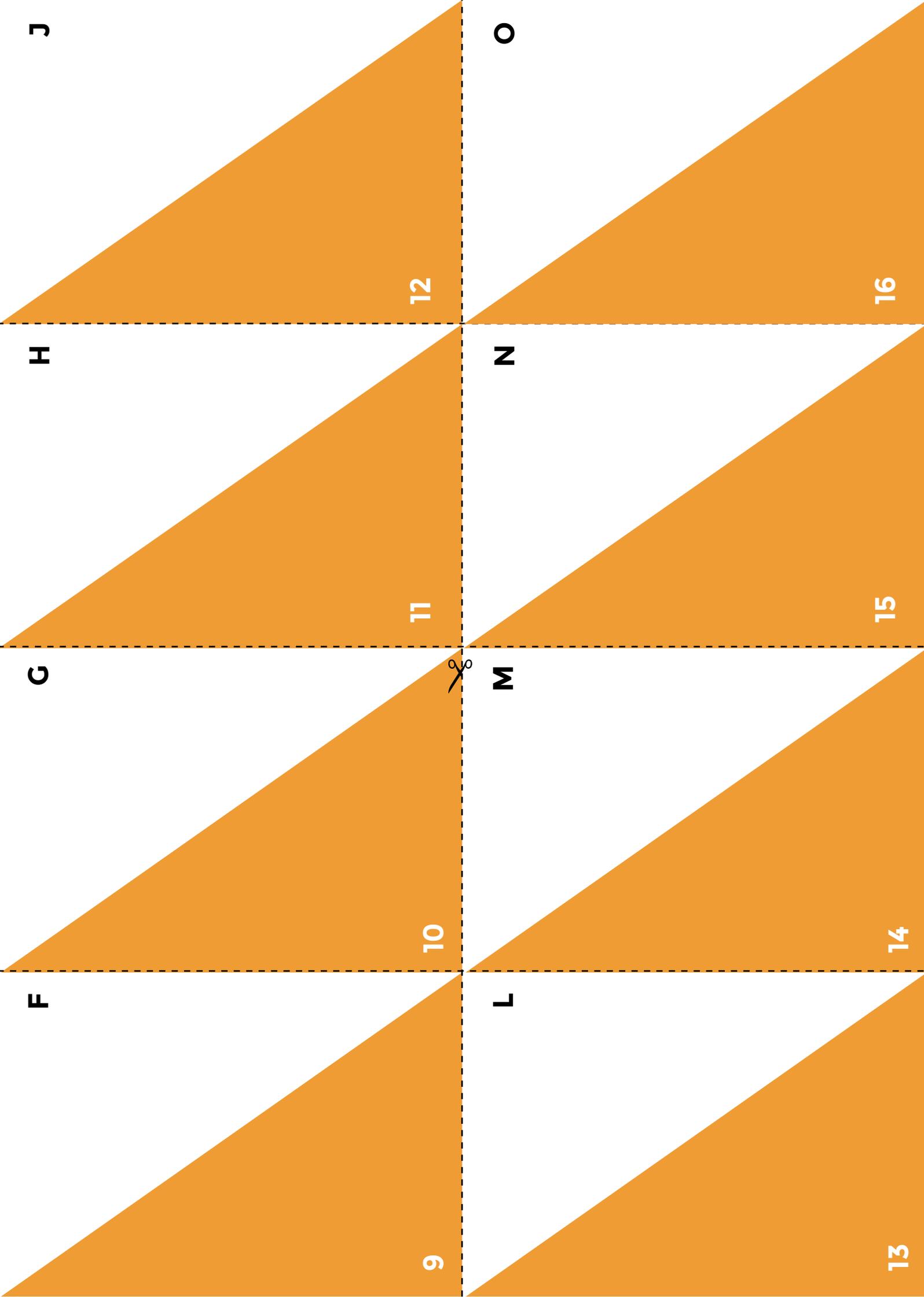
6

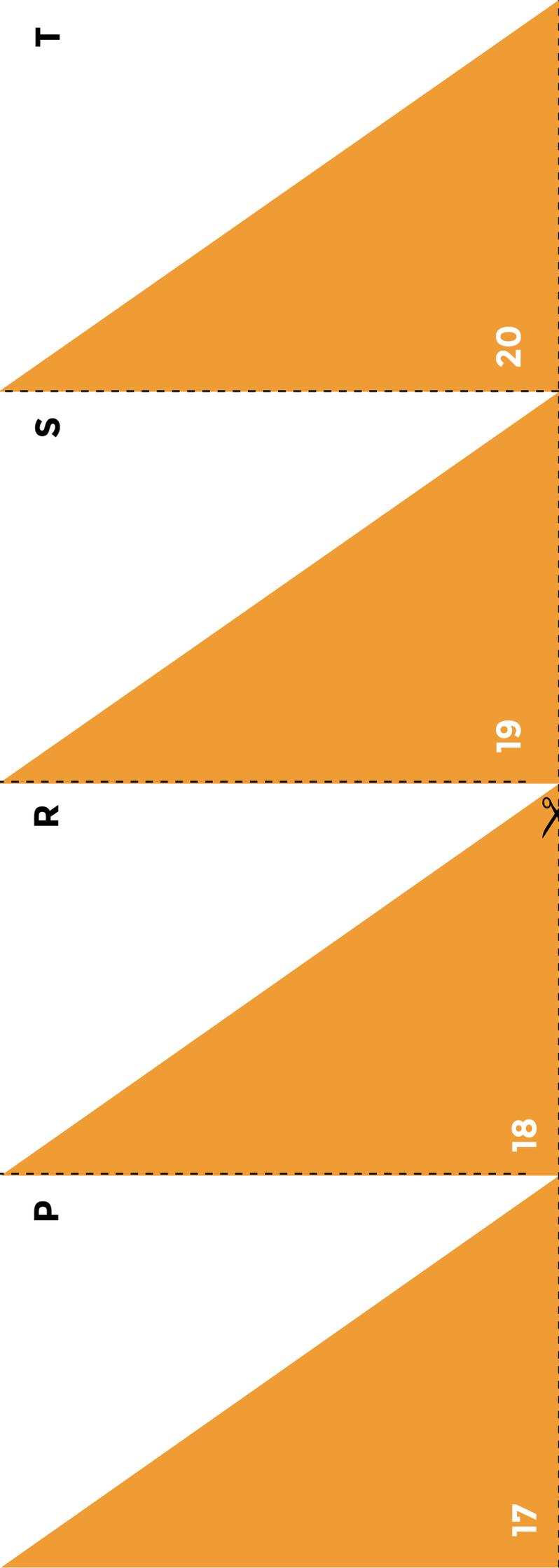
A

U

1

5





PROBLEM SOLVING #10

BLINDFOLD BUDDIES

Lead a blindfolded partner to a specific area, e.g. doorway or marked area on the ground using words and fingertip touch

Harder:

Use claps to direct partner – work out a system of what one, two or three claps etc could mean.

Easier:

Reduce the distance to the targeted area. Show partner where the targeted area is before beginning.

Extension:

Direct more than one person into a targeted area.

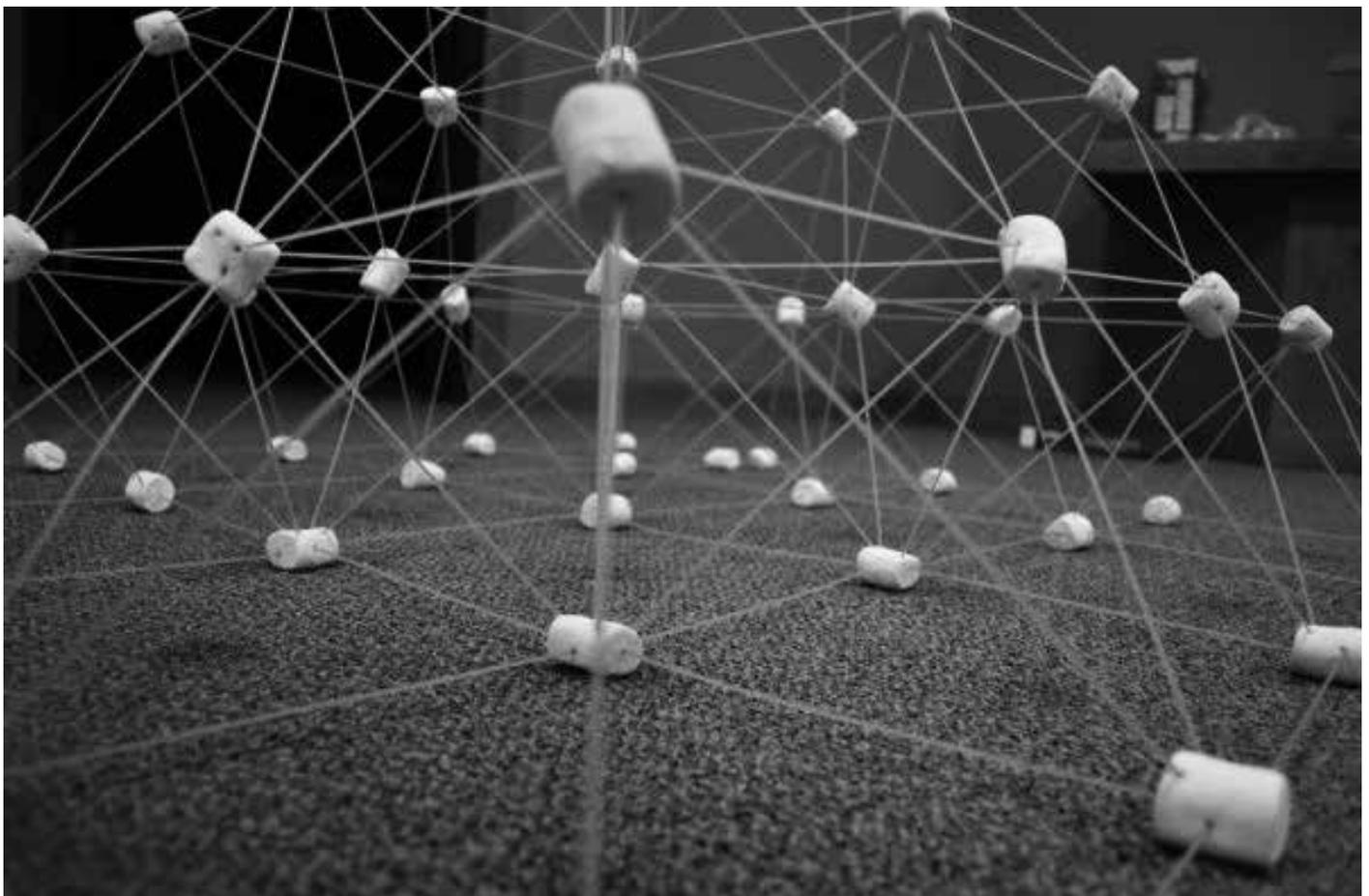
PROBLEM SOLVING #11

MARSHMALLOW TOWER

- Pair children up or work with your child if they are younger
- Give each team a bag of mini marshmallows (at least 50) and a bag of spaghetti
- The task is to build the tallest tower possible in the time set (20–30 mins)

Rules:

- 1 The building materials cannot be eaten!
- 2 The spaghetti can be made smaller.
- 3 It must be a complete structure, i.e. everything attached.
- 4 They can draw inspiration from anything they can see from their building area.



PROBLEM SOLVING #12

CROSS THE RIVER

Part 1:

Pair children up or work with your child. You should have two items you can stand on such as a pillow case or flat pillows. Working across the width of the living room or garden with a definite start and end point (river bank) pairs must cross the river using only the items to stand on.

1 Both players start on the bank holding their two items, they should place the first item into the water, and both stand in it.

2 They then put the second item in front of them, both move into it and then retrieve the item they have just stepped out of – repeat process until they reach the far side.

3 Encourage players to place the hoops as close as they can so they are easy to retrieve, i.e. if player' throws the item forward and jump into it

they may not be able to reach back and collect the item they came from without standing in the 'water'.

Part 2:

Repeat the activity, but this time each pair has a teddy bear each

1 They must take the teddy bear with them

2 Take two teddy bears each with them

3 Older children must balance something soft on their head

4 If they drop the equipment they must start again

Extension:

Increase the distance or double the distance by having to return back to the other side.



PROBLEM SOLVING #13

COLLECT ME 1 TO 10

Using both inside and outside space if available, can you find the following items.
You must be able to carry all items safely around the house.

- 1 rough object
- 2 smooth objects
- 3 fluffy objects
- 4 things you can balance on your finger tip (must be different)
- 5 things that you can put other things inside
- 6 items you can wear
- 7 items containing paper
- 8 items that are of a specific colour you can choose
- 9 things you can fit in your shoe (must be different)
- 10 things increasing in size

PROBLEM SOLVING #14

WHACK A MOLE

Set children up individually or in pairs with 4 to 6 coloured socks as per the diagram. Children will run up to their socks and tap the colour called out by the parent/leader.

You should call the colour out before they begin their run. Begin by just calling one colour and progress to calling two or three colours so children have to remember more than one colour and remember the order.

After some time begin adding more instructions e.g. blue cone, star jump, red cone, star jump etc.

Extension:

If more than one child is playing you could make it competition, for this they would need the same arrangements of coloured socks. For older children you could make them run a longer distance before reaching the target.

