

The Rainbow Book

A collection of physical, emotional and creative activities to support all Black Country children and young people experiencing a Rainbow Hour every day.



Black Country
**Rainbow
Hour**

Rainbow Hour Week 1

Hi all, I have put together an advised timetable for this weeks 'Rainbow Hour' activities. Although I have made suggestions as to which day you could complete each of the activities, I have not specified a time slot as the advice from the people who have developed the resource is that you use the hour how you see fit.

For example, you might want to deliver the 'Rainbow Hour' in one go, or across two, thirty minute slots. Alternatively, you might go for 15 minute chunks. This will ultimately depend on your group of children or the age of children and if you are completing this at home it might work better in smaller chunks of time.

It is advised that the fielding and striking activity suggested for Monday should only be carried out between members of the same family. Therefore, I have added an 'in school alternative' for those children completing this at school. Also, those working in school will need to prepare for Friday's activity in advance.

Finally, on the next page I have added some information regarding the STEP principle. This will enable you to change the difficulty of the activity to suit your children.

Don't forget to email your classes with photos of you completing these Rainbow challenges. Please can you ONLY send photographs if you are agreeing for these photographs of your child to be put onto our social media pages.

Enjoy!

Mr Fleet.



STEP

All activities provided can follow the STEP principles to develop and offer progression.

When undertaking each activity consider the below changes to make it easier or more difficult:

Space

- Make it bigger/smaller
- Make it wider/thinner
- Change the shape of the space
- Make it closer to the ground
- Make it away from the ground
- Have your own space or area

Task

- Make it easier/harder
- Have more/less time to complete the task
- Have more/less tasks to complete
- Start before/after everyone else
- Get more/less points for completing the task

Equipment

- Make it Smaller/Bigger
- Make it Lighter/Heavier
- Make it predictable/unpredictable
- Increase the range for the task
- Choose your own Equipment

People

- Have someone to help you
- Have more/less people in your team
- Work with/compete with others
- Choose someone to work with/against
- Take on a different role

Week 1

Day 1



Fielding/Striking Activities

A range of activities to develop correct technique and skill acquisition to support application in a range of Fielding and Striking sports.

Running Goalie: Please note: This activity should only be carried out with members from your own household and is not suitable for delivery within school.

Age: KS1 - KS3

Space Required: A large outdoor or indoor space.

Equipment: Essential: Cones/markers to make a goal and a marker to run to
Optional: Hoops/Targets for striking team to aim for. A selection of rackets to strike the ball with.

Aims / Targets: The aim of the game is to strike the ball forwards, run to the opposite end of the court and back again before the fielders score a goal.

How to play

1. Get into two teams, one fielding, one striking.
2. Make a goal and agree on an area as the pitch, with a marker for the striking team to run to.
3. When you are in the striking team, you must strike the ball forwards from the goal, before running to the marker and back again to defend your goal.
4. When you are in the fielding team, spread out to retrieve the ball. After making four passes you can take a shot on goal.
5. Each player on the striking team gets two goes before swapping the teams around.

Link it Up

This game helps you aim accurately and field together as a team which is useful in activities such as cricket, rounders and softball.

Safety

- Ensure fielders do not get into the way of the runner.
- Runners need to be very observant as sometimes they may have to jump over the ball.

Think Tactics

Where is the best place to aim the ball when in the striking team?



**SCHOOL
GAMES**

Personal Challenges & Multi Skills Activities

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, with progressions enabling these to be applied in a range of activities and sports.

For further video challenges [click here](#).

Obstacle Challenge

Age: Primary.

Space Required: Indoor gymnastics, sports hall, or outdoor garden with enough room to mark out the obstacles.

Equipment: Collect up any cones, hurdles or equipment at school or if you're at home, use cans from the cupboard, clothes and buckets.

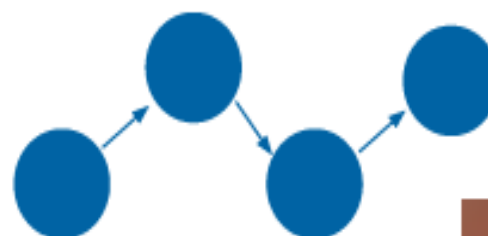
Aims / Targets: To improve your agility and speed.

Set out the course in your designated space.

Pupils weave in and out of the cones then jump over the last two cones, run back to the start and repeat. A point is awarded for every cone passed.

How many can you do in 30 seconds?

Add more obstacles or move them closer together to make it harder.



Week 1

Day 2



Ball Skills Activities

A range of activities to develop correct technique and skill acquisition to support application in a range of ball activities and sports.

Rolling

Age: KS1 - 4

Space Required: Sports hall, Field, Playground or a clear space such as your garden.

Equipment: Collect a range of different size and shaped targets, cones, spots, bin, bucket, hoops. Bench, line, 2 lines of cones 30cms gap, ramp/inclined surface, different sized targets.

Aims / Targets: Participants improve and refine their ball control skills – throw, catch, roll, collect, kick, carry, bounce, shoot.

1. Roll ball along line, between cones and/or a bench.
2. Try and roll down an inclined surface to hit target. Alter direction and reduce the size of target to make it harder.
3. Roll the ball at target but try changing hands. Vary width and distance of target each time to make it harder.
4. Roll ball along bench pick up ball.
5. Roll / kick ball at wall and pick up 2 handed or 1 handed. Pick up as cleanly as you can, don't fumble the ball.



Week 1

Day 3



Move More Activities

Supporting the development and use of a range of movement patterns helping all children and young people to be physically active for sustained periods of time.



Dance Old Skool & Hip Hop

The Challenge

Learn the moves and names

- Create a routine using the moves you have learnt.
- Remember to stay bouncy and relaxed.
- Perform it to others.

RUNNING MAN

Shuffle the feet,
down right left,
double right.

Party Machine

Kick legs out:
Right, Left,
double right.

CABBAGE PATCH

Groove forward,
back, forward
and turn.

THE FLA

Swing arms loosely.
Shoulders side,
side, side and lift.

REEBOK

Use a knock action
and jump across
the same way.

SMURF

Push the arms
forward with
a groove.

1. You can travel, stay on the spot or do a different style in different spaces
2. How can you create different routines?
3. What music suits this style best? Learn from the videos and teach it others. Edit videos of yourself.
4. Eventually, this can be done in pairs or groups.

[Watch this video](#)



Week 1

Day 4



Outdoor & Nature Activities

Providing outdoor and adventurous activities in a range of environments which present intellectual and physical challenges and which encourage children and young people to work in a team, building on trust and developing skills to solve problems, either individually or as a group.



Go on a Minibeast Hunt!

Spring/Summer are well and truly kicking in now, and the warmer weather will bring lots of creepy crawlies out. So get your kids out in the fresh air and take a closer look at your school grounds, garden or local park and area. You'll soon notice it's teeming with wildlife!

Can you find...

- a worm after a spring shower.
- a bumblebee looking for nectar.
- a spotty ladybird exploring the grass.
- a slimy snail in a dark damp spot.
- a butterfly basking in the sunshine?



Encourage children to use their best detective skills to track creatures down:

- Peek under large stones and logs to find woodland and millipedes.
- Peer into the cracks in tree bark and deadwood to find beetles and spiders.
- Poke your nose into long grass to see ants and grasshoppers.
- Look closely at leaves to discover caterpillars and ladybirds.
- Keep your eyes peeled after rain – can you spot slugs, snails and worms.

Lots of creepy crawlies live in trees and shrubs. Lay a piece of white cloth, such as an old sheet or pillow case, under a tree or bush and gently shake the branches. You'll be surprised how many tiny creatures fall out.

Remember – bugs are very tiny, so be careful if you pick them up and always put them back where you found them.

**Download a picture checklist
to help with your search.**

[https://
www.woodlandtrust.org.uk/](https://www.woodlandtrust.org.uk/)



Week 1

Day 5



Celebration and Creative Activities

Providing a range of creative ideas and activities around a different theme for each edition of the Rainbow Book. The themes will vary and include local Black Country initiatives or celebrate and promote regional or national campaigns.

Theme: Transition

My home is my Museum

A physical, emotional and mental, well-being project for children as they return to school, or stay at home. An excellent transitional project for Year 6 and others.

My Home is My Museum is a project for four to 11 year-olds that will encourage children to learn about what museums and galleries do on a day-to-day basis.

They need to be inspired to think about how to bring an exhibition together by curating a display featuring their own treasured 'objects' or incredible works of art.

Children are asked to put together a list of up to 10 items or artistic creations that represent their life and the important people in it.

They can write a short description about the objects or artworks, why they were chosen and the exhibition as a whole, before designing an eye-catching poster and uploading a 'promotional' video possibly to social media/school site saying why it would be a must-see exhibition!

A well-loved teddy bear, holiday souvenirs, pictures of family, toy car collections or special outfits are just a few of the things children might want to include in their collection of objects. Or, instead of objects, the exhibition could be a gallery of their own artworks showing off their creative flair. Children will not have to 'stage' their 'exhibition' in their promotional video, but may want to show a couple of items or artworks to help them talk about it and promote it to the world! They can create a solo project or get the whole class or family involved.



1. This can be an activity that they do at school and at home and then send/ bring in the picture/photograph to school. Communicate to others why they have chosen these pictures, items etc.
2. It is important that they select/choose items as it gives children Control after the recent situation.
3. Younger children could choose 5 items from a preselected groups of items.
4. Older pupils such as Year 6 can select 5 from the school they are at now and 5 pictures, items of what they are looking forward to seeing in their new school – Transition approach.
5. Children can take photos, create collages, sketch their selection, use photos from their grandparents, great grandparents, create a history time line, create an Art Gallery at school.
6. Older children could use videos to create a video, film museum.
7. Children can understand what is a Museum, an Art Gallery and their many roles in society.
8. All of this can be achieved at home or at school within a safe distance.

