

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 1/2		Area of learning: Throwing and Catching (Year A)
Links to previous work/Remember when		Developing ball skills with different objects in the Early Years Foundation Stage.
Term		Key Skills to be taught
Autumn 2 2024 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Control a ball using hands. • Understand the correct technique for catching. • Consolidate and practise throwing a ball underarm. • Know how to make contact with a ball using different bats or rackets. • Use striking skills to play a game. • Know the tactics and skills to use in order to win a game.

Vocabulary

Rounders, warm up, fielding, scoring, throw, catch.

Sequence of learning	Learning Objectives/Outcomes	suggested Lesson Outline
1	<p>Learning Objective:</p> <p>To learn skills for striking and fielding games.</p> <p>Key Knowledge:</p> <p>Children required to know</p>	<p>Warm-up: Bean game Ask the children to walk around the room. Call out the following types of bean so the children can do the corresponding action. Model the game and ensure the children know which bean is which before beginning. • Runner bean – run on the spot. • Jumping bean – jump on the spot. • Jelly bean – wobble like a jelly. • Frozen bean – freeze.</p> <p>Skills learning and development: Ask the children to show you every way they can move the ball when they are holding it with two hands, and then when they change from hand to hand. The children roll the ball away. A partner traps it and picks it up. Repeat several times. Now each child</p>

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		<p>runs in front of the ball to trap it. Next, ask the children to throw the ball or bag upwards and catch it themselves, keeping it low to begin with. Show the children the correct technique for throwing to themselves. When throwing, they should keep the ball where they can see it and keep hands close together to prepare to catch it. The children try to take the ball for a walk, throwing and catching to themselves while they are walking.</p> <p>Application and practice: Shark game Divide the children into equal teams of four or six. Mark out a line about 10 m away. On 'Go!', a thrower from each team throws to each teammate in turn. If they catch and return the ball they can 'swim' across the shark-infested water to the other side of the line. When the whole team are over the line, they sit down. Practise the game first and then make it a race.</p>
2	<p>Learning Objective: To practise basic striking, sending and receiving.</p> <p>Key Knowledge: Children should know</p>	<p>Warm-up: Mark out four lines or areas within the playing area. Choose four words from your topic (e.g. starfish, crab, whale, dolphin) and assign each word to one of the areas. As each word is called out, the children run to the line or area that corresponds to the word. Repeat, changing the activities (e.g. side steps, skipping, heel flicks, hopping).</p> <p>Skills learning and development: Recap on throwing and catching to themselves from last lesson. Ask: How many throws and catches can the children do in one minute? They can choose the ball or piece of equipment they want to use. The children can record their scores. They try to balance the ball or equipment in their hand. Can they keep it there for a minute? Now try to balance it while they move around. Then ask the children to bounce the ball in the air, batting it with their hand. Ask: How many can you do? In pairs, they practise throwing and catching to each other with and without a bounce. Still in pairs, they throw and hit the ball with their hand ten times while the other child retrieves the ball if necessary. Swap roles. Talk about the best techniques (e.g. the effect of throwing the ball sideways, watching the ball, hitting it in front of them, throwing it with or without a bounce).</p> <p>Application and practice: Target Divide the children into teams of four and match them with</p>

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		<p>another team. One team strikes and one team fields on a third of a netball court. The children hit the ball with their hand from a striking tee or cone and score points by hitting the ball past target lines marked out with cones. Fielders collect the ball and put it back on the tee. Change the roles after each striker has had four hits.</p>
3	<p>Learning Objective:</p> <p>To use throwing and catching skills in a game.</p> <p>Key Knowledge: Children should know</p>	<p>Warm-up: Chain tag Appoint two children as catchers; their aim is to catch others by tagging them. When caught, the children join hands and carry on catching as a pair until they have a chain of four. They then break off into pairs and start again.</p> <p>Skills learning and development: The children work in pairs. One child rolls the ball for their partner to pick up. They then roll it back. They try rolling various distances. Ask: How are you stopping the ball? Share ideas. Discuss the methods they are using for retrieving the ball (e.g. one-handed, two-handed, with their body behind the ball, keeping their legs together). Ask: What might happen if your legs are apart? Practise again, trying different ways of retrieving the ball. The children start at the same line and roll the ball, not too fast, for their partner to run after and retrieve. Change over. Now develop this activity so that the child who has retrieved the ball throws it back to their partner underarm, with or without a bounce. The other child practises catching it, with their hands out ready to catch the ball. Remind them to keep watching. Ask a child to model good fielding.</p> <p>Application and practice: Fishing game Organise the children into teams of four. One child is the fisherman and the other three are fish who stand in different places opposite the fisherman. The fisherman aims to catch the fish by rolling the ball for them to catch or retrieve. If they can they are caught and join the fisherman. When all three are caught, change roles. Make it into a competition – the winning team is the first one to complete the game with everyone having been the fisherman. They sit down when they have finished.</p>
4	<p>Learning Objective:</p> <p>To practise accuracy of throwing and consistent catching.</p>	<p>Warm-up: Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called: 1. Run forwards 2. You are a starfish – do star jumps 3. You are a crab – do side steps like a crab 4.</p>

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	<p>Key Knowledge: Children should know</p>	<p>You are a whale – jump in the air like a whale coming out of the ocean. Ensure all children know the required moves. Vary the time between calling out the different numbers. What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?</p> <p>Skills learning and development: In small groups, the children stand in a circle, passing a variety of balls to each other. Select the type of throw and distance according to the group’s abilities. Remind them to put the opposite foot forward when throwing, to put their hands out ready to catch, and to watch the ball as it comes towards them. Encourage the children to call the name of the person the ball is going to. Play the same game as a race against another team. The ball must be passed to all members of the circle and if it is dropped it must be returned to the thrower. This is good for remembering and concentrating. The team sits down when they have finished. One of the team goes into the middle of the circle and throws the ball to each player in turn. Everyone starts with three lives and they lose a life if the ball is dropped. When all three lives are gone, that person goes into the middle.</p> <p>Application and practice: Introduce four-ball rounders – mark out one or two pitches, depending on class size. Divide the class into equal teams. Each game needs to have a large bin or hoop near to the bowler and four different balls that the children can strike with their hand. The bowler bowls all four balls to the striker, one after another. The striker tries to hit the balls with any part of their body (e.g. with their hand or head, or they can kick it). When the last ball is bowled, the striker aims to run around all four bases and back to where they started (‘home’) without stopping. They score one rounder if they get round before the fielders have collected the four balls and put them in the hoop or bin and shouted ‘Stop!’. If the fielders get all four balls back before the striker gets home, the striker does not score. Fielders cannot move to collect the balls until the last ball has been hit.</p>
5	<p>Learning Objective: To strike with a racket or bat.</p>	<p>Warm-up: Traffic light game Ask the children to run around the room. Hold up different coloured cones for them to respond to. Green means jog. Yellow means star jumps. Red means stop. When</p>

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	<p>Key Knowledge: Children should know</p>	<p>the children can do all three, change the movements to side steps, galloping and hopping.</p> <p>Skills learning and development: The children work in groups of four, with three fielders and one striker. Organise the groups so that all the strikers are striking in the same direction. The fielders spread themselves out. The striker hits a ball from a tee using a bat of their choice. They may need help with their choice in order to succeed. The fielders return the ball to the tee. The striker has four shots and then the roles are changed. Watch the children and choose a child to model good technique (e.g. when striking, stand sideways with the tee and ball slightly in front of you. Watch the ball all the time). Play again but this time the striker scores runs by running sideways to some cones and then back to the start position before the fielders have returned the ball to the tee.</p> <p>Application and practice: Play four-ball rounders from Lesson 4. The children can choose whether they use a bat or their hand to strike the balls.</p>
6	<p>Learning Objective:</p> <p>To play a game fairly and in a sporting manner. • To use fielding skills to play a game.</p> <p>Key Knowledge: Children should know</p>	<p>ASSESSMENT LESSON</p> <p>Warm-up: Children can choose their favourite warm-up from the two outlined below. Ask them why we warm up. (To raise our heart rate, which pumps blood faster around the body to give us energy for sport, and to loosen up muscles.)</p> <p>Traffic light game Ask the children to run around the room. Hold up different coloured cones for them to respond to. Green means jog. Yellow means star jumps. Red means stop. When the children can do all three, change the movements to side steps, galloping and hopping.</p> <p>Numbers game Ask the children to move around the whole room, changing their action when the following numbers are called: 1. Run forwards 2. You are a starfish – do star jumps 3. You are a crab – do side steps like a crab 4. You are a whale – jump in the air like a whale coming out of the ocean. Ensure all children know the required moves. Vary the time between calling out the different numbers. What has happened to your heart rate? Put your hand on your heart. Can you feel what is happening?</p> <p>Skills learning and development: The children play in a mini-festival of four-ball rounders. Divide the class into four even teams and all the teams play</p>

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		<p>each other via either timed innings or each batter having one turn before swapping over.</p> <p>Application and practice: The children play fairly, using all the skills they have learned. The aim is to score more rounders than the other teams and to stop them from scoring.</p>
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Learning Outcome/product
Children know the tactics and skills to use in order to win a game.

Assessment records	List only those children who have not achieved the expected outcomes.