

Brough Primary School – Curriculum Intention Plan 2024 - 2025



Subject: PE Year Group: Year 3/4		Area of learning: Throwing and Catching (Year A)
Links to previous work/Remember when		<ul style="list-style-type: none"> • Throwing and catching activities from Year 2 unit.
Term		Key Skills to be taught
Summer 1 2025 What the children should know at the end of this series of lessons		<ul style="list-style-type: none"> • Know techniques for accurate overarm and underarm throwing. • Know the batting technique for cricket. • Know how to play continuous cricket. • Be able to hit the ball as far as possible with a rounders bat. • Use skills learned in a game situation.

Vocabulary

Accuracy, underarm throw, overarm throw, wickets, stumps, long barrier, surface area.

Sequence of learning	Learning Objectives/Outcomes	Suggested Lesson Outline
1	Learning Objective: To consolidate and develop a range of skills in striking and fielding. To develop and investigate different ways of throwing and to know when it is appropriate to use them.	Warm-up: Dishes and domes Place 30 cones randomly around the room. Split the class into two teams and line them up opposite each other at the edges of the room, facing the cones. The object of the game is for each team to turn the cones either upside down (to form dishes) or the right way up (to form domes). Task one team to turn the cones upside down and the other team to turn them up the right way. After one minute, count the number of dishes and domes to see which team wins. Play the best of three games, and alternate the teams' tasks. This game really raises the heart rate and gets the children running around. Skills learning and development: Divide the class into pairs and give each pair a ball and a hoop. One child holds up the hoop, and the thrower then throws the ball through the hoop, using any technique. They start close to the hoop

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		<p>and swap after five tries. Repeat the activity. This time, one point is scored if the ball goes through the hoop. When both players have scored ten points, they move further away from the hoop. Bring the pairs together and ask how they threw the ball. Ask: which method was best when you were close to the hoop? Which was best when you were further away? Look at correct technique for both under and overarm throwing. Allow the children time to practise again using the same hoops as targets.</p> <p>Application and practice: Non-stop cricket One person bats, one bowls and the others field. A bowler has one 'over' (6 throws/bowls of the ball) to try to get the batter out. The batter is out if the stumps are hit by the bowler. The batter runs whether or not they hit the ball. Fielders return the ball to the bowler. Swap the batter until all players have had a bat and all have bowled.</p>
2	<p>Learning Objective:</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for catching a ball and use it in a game.</p>	<p>Warm-up: Traffic light game Ask the children to move around a third of a netball court, each holding a ball. Hold up different coloured cones for them to respond to. Green means pass the ball around your body. Yellow means swap your ball with someone else's. Red means stop. When the children can do all three, change red to mean throwing the ball in the air and catching it themselves.</p> <p>Skills learning and development: Ask each child to choose a ball they are confident working with. They can then find a space to throw and catch the ball to themselves, keeping the ball low initially. Watch the children and see how they catch the ball. Demonstrate the correct way: their hands should be cupped (thumbs together) and soft so that the ball is cushioned as they catch it. They should watch the ball at all times. You could differentiate the class by giving the children the choice of catching with one hand, throwing the ball higher, catching after a bounce and clapping before they catch it. Through the gate In pairs, ask the children to throw and catch the ball through a 'gate' made of two cones, then move onto another gate and repeat. They can choose the ball they want to use. Ask: How many gates can you get through in a set time? How can you score lots of points? What strategies can you use to make it easy for each other? Choose some children to defend the gates and aim to stop the others from scoring. After a few tries, change the defenders.</p> <p>Application and practice:</p>

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		<p>Beat-the-ball rounders Set up a rounders pitch (or two pitches for different abilities if required) and decide on the striking implement (e.g. tennis racket, rounders bat, cricket bat) and the size of ball. The bowler bowls the ball underarm and the striker aims to hit the ball. Whether they hit it or not, they must run around all of the bases. While they are running, the fielders have to throw the ball from first base to second base to third base before the runner gets to last base. If the ball gets to last base before the runner does, the runner is out and doesn't score.</p>
3	<p>Learning Objective:</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct batting technique and use it in a game situation.</p>	<p>Warm-up:</p> <p>Ask the children to move around a third of a netball court, each with a ball they have selected themselves. They dodge and change direction as they move. Recap on the learning from Lesson 2 by asking the children to throw and catch the ball to themselves while moving around the court. Next ask them to balance the ball on the palm of their hand while still moving. Finally, ask the children to bounce their ball on the floor while walking, and then jog around the court.</p> <p>Skills learning and development:</p> <p>Keepy uppy Challenge the children to keep the ball in the air for as long as possible using equipment of their choice (e.g. tennis racket, small-handed cricket bat, standard cricket bat). How many hits can they do? Discuss the different bats and rackets, and explain that they have different surface areas. Ask which the children think is the easiest to hit the ball with. The children choose which bat or racket they want to use now. Repeat the activity, this time bouncing the ball on the ground. How many hits can they do? Organise the class into groups of four: in each team there is one batter, one fielder, one bowler and one wicket keeper. The players bowl, strike, field and then rotate roles after an 'over' (the ball has been bowled six times). All players have a turn at each position. Position the batters so that they are striking the same way. Introduce the correct batting technique for cricket: hold the bat vertically with two hands, the dominant hand at the bottom, and elbow up.</p> <p>Application and practice:</p> <p>Continuous cricket Set up three games with different equipment and bowling distances. The children can choose which pitch to play on – provide guidance if necessary. The batter runs around cones to the side and the bowler can bowl them out whether they are ready or not.</p>

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4	<p>Learning Objective:</p> <p>To consolidate and develop a range of skills in striking and fielding.</p> <p>To practise the correct technique for fielding and use it in a game situation.</p> <p>To consolidate the throwing, catching and batting skills already learned.</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: Divide the class into pairs and give each pair a ball. One child in each pair then rolls the ball along the floor. Their partner (the fielder) runs to retrieve it and throws it back. Change roles. Ask: How do we pick up the ball? What type of throw is appropriate? The children can model good techniques for returning the ball. Long barrier Explain the correct technique for a long barrier, and explain why and when this technique might be used. Ask a child to model good technique – crouch on one knee, place your knee and foot close together on the floor and position your legs so they make a long barrier. Hands should be between the gap so that the ball cannot get past. Emphasise the correct technique for throwing, catching and long barrier, then retry the activity using the correct techniques. Still in pairs, ask one child to roll the ball to their partner, who creates a long barrier, picks up the ball and returns it.</p> <p>Application and practice: 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 bucket or hoop near to the bowler and four different balls that the children can strike with their hand or a bat, depending on ability. The bowler bowls all four balls to the striker, one after the other. The striker tries to hit the balls with any part of their body (e.g. their hand or head), kick it or use a bat. When the last ball is bowled, the striker aims to run around all four bases without stopping. They score one rounder if they get back to the start ('home') before the fielders have collected the balls and put them in the hoop or bucket and shouted 'Stop!'. If the fielders get all four balls back before the striker gets home, the striker does not score. Fielders cannot move until the last ball has been hit.</p>
5	<p>Learning Objective:</p> <p>To strike the ball for distance.</p>	<p>Warm-up: Traffic light game Ask the children to move around a third of a netball court. 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</p>

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		<p>red to mean side steps, yellow to mean galloping, and red to mean hopping.</p> <p>Skills learning and development: Safe zone Organise the children into small teams. One team bats, the other fields. The batter hits the ball using a rounders bat, and aims to get to a safe zone marked out with cones at the opposite end of the playing area. If the batter gets to the safe zone and back, they score six points; if they get to the safe zone and stay there, they score two. Fielders aim to stop the batter scoring by catching the ball or putting the ball in a hoop next to the wickets before the batter gets to the safe zone. Each batter has three hits before changing roles. Stop the games and discuss how to look for spaces when batting, fielders' strategies and where to get the ball. Also discuss the best technique for striking with a rounders bat: the bat should start at the back, swing the bat out to the side and make contact with the ball in front and out at the side.</p> <p>Application and practice: Play the games in rotation so that the children get to play other teams.</p>
6	<p>Learning Objective:</p> <p>To know how to play a striking and fielding game competitively and fairly.</p>	<p>Warm-up: The children choose their favourite warm up: Dishes and domes Place 30 cones randomly around the room. Split the class into two teams and line them up opposite each other at the edges of the room, facing the cones. The object of the game is for each team to turn the cones either upside down (to form dishes) or the right way up (to form domes). Task one team to turn the cones upside down and the other team to turn them up the right way. After one minute, count the number of dishes and domes to see which team wins. Play the best of three games, and alternate the teams' tasks. This game really raises the heart rate and gets the children running around. Traffic light game Ask the children to move around a third of a netball court, each holding a ball. Hold up different coloured cones for them to respond to. Green means pass the ball around your body. Yellow means swap your ball with someone else's. Red means stop. When the children can do all three, change red to mean throwing the ball in the air and catching it themselves. 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</p>

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		<p>break off into pairs and start again. Traffic light game (version 2) Ask the children to move around a third of a netball court. 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 red to mean side steps, yellow to mean galloping and red to mean hopping.</p> <p>Skills learning and development: Ask the children to discuss their favourite striking and fielding game. Agree on one striking and fielding game to play as a mini festival. Decide together on the rules of play and timings. Provide guidance if necessary.</p> <p>Application and practice: The children organise the teams and equipment, decide how many games will be played and how the scoring will work. Play the game using the rules and equipment agreed.</p>
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Learning Outcome/product

- Use skills learned in a game situation.

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