

OUR MISSIONS: Love of learning – Grow Spiritually – Foster Respect – Serve our Community – Opportunity to Flourish – Prepare and Equip		
Year 1 Subject PE- Outdoor Games		
Autumn – Topic A	Spring – Topic B	Summer – Topic C
<p><b>Key Skills:</b></p> <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Begin to use the terms attacking and defending.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p>Use simple attacking skills such as dodging to get past a defender. .</p> <p>Use simple attacking skills such as dodging to get past a defender.</p> <p>Use simple defensive skills such as marking a player or defending a space.</p> <p><b>Invasion games (6 weeks)</b></p> <ul style="list-style-type: none"> <li>● To travel in different ways with control. (Lesson 1)</li> <li>● To travel backwards, keeping my balance. (Lesson 1)</li> <li>● To travel sideways using a sidestep. (Lesson 1)</li> <li>● To change direction while travelling. (Lesson 1)</li> <li>● To travel with a ball in different ways. (Lesson 2)</li> <li>● To use my feet to travel with a ball. (Lesson 2)</li> <li>● To bounce a ball while travelling. (Lesson 2)</li> <li>● To travel with a ball in different directions.(Lesson 3)</li> <li>● To keep control of a ball as I follow a path.(Lesson 3)</li> </ul>	<p><b>Key Skills</b></p> <p><b>Bat and Ball (6 weeks)</b></p> <ul style="list-style-type: none"> <li>● To hold a racket correctly. (Lesson 1)</li> <li>● To balance a beanbag on my racket while travelling in different ways. (Lesson 1)</li> <li>● To throw a beanbag from my racket and catch it again (Lesson 1)</li> <li>● To use my racket to hit a beanbag into a target. (Lesson 2)</li> <li>● To hit a ball into the air with control. (Lesson 2)</li> <li>● To cooperate effectively with others.(Lesson 2)</li> <li>● To follow rules to play a game. (Lesson 3)</li> <li>● To use my racket to hit a ball into a target. (Lesson 3)</li> <li>● To cooperate effectively with others. (Lesson 3)</li> <li>● To watch a partner (Lesson 3)</li> <li>● To hold a cricket bat correctly. (Lesson 4)</li> <li>● To use my bat to push a ball along the ground.(Lesson 4)</li> <li>● To hit a ball along the ground. (Lesson 4)</li> <li>● To hit a ball towards a target (Lesson 4)</li> <li>● To hold a cricket bat correctly and use it to hit a ball along the ground. (Lesson 5)</li> <li>● To hit a ball that has been rolled to me. (Lesson 5)</li> </ul>	<p><b>Key Skills</b></p> <p>Describe how the body feels before, during and after exercise.</p> <p>Carry and place equipment safely.</p> <p>Jog in a straight line.</p> <p>Change direction when jogging.</p> <p>Sprint in a straight line.</p> <p>Change direction when sprinting.</p> <p><b>Running and jumping (6 weeks)</b></p> <ul style="list-style-type: none"> <li>● To move at different speeds (Lesson 1)</li> <li>● To show and explain how to sprint. (Lesson 1)</li> <li>● To show and explain how to jog. (Lesson 1)</li> <li>● To describe how my body feels whilst moving at different speeds. (Lesson 1)</li> <li>● To move along different pathways (Lesson 2)</li> <li>● To walk and run in different ways. (Lesson 2)</li> <li>● To change direction whilst walking and running. (Lesson 2)</li> <li>● To change the speed at which I move. (Lesson 2)</li> <li>● To find and move into space (Lesson 2)</li> <li>● To jump as high as possible. (Lesson 3)</li> <li>● To land safely (Lesson 3)</li> </ul>

<ul style="list-style-type: none"> <li>• To turn corners while travelling with a ball. (Lesson 3)</li> <li>• To travel with a ball in different directions. (Lesson 4)</li> <li>• To travel with a ball in different ways.(Lesson 4)</li> <li>• To use my hands and feet to change direction when travelling with a ball (Lesson 4).</li> <li>• To pass the ball to another player.(Lesson 5)</li> <li>• To use my hands to pass the ball to a target.(Lesson 5)</li> <li>• To use my feet to pass the ball to a target.(Lesson 5)</li> <li>• To make sure the ball travels to the target. (Lesson 5)</li> <li>• To use all the travelling and passing skills I have learnt in a game.(Lesson 6)</li> <li>• To travel with a ball in different ways (Lesson 6)</li> <li>• To pass the ball to another player.(Lesson 6)</li> <li>• To travel with and pass the ball to try to score points in a game.(Lesson 6)</li> </ul>	<ul style="list-style-type: none"> <li>• To take on different roles within a scoring game.(Lesson 5)</li> <li>• To hit a ball that has been rolled to me. (Lesson 6)</li> <li>• To roll a ball accurately and stop a rolled ball (Lesson 6).</li> <li>• To cooperate with others to play a small-sided game. (Lesson 6)</li> <li>• To take on different roles within a game (Lesson 6)</li> </ul> <h3>Throwing and Catching (6 weeks)</h3> <ul style="list-style-type: none"> <li>• To track a ball as it rolls.(Lesson 1)</li> <li>• To get in line to receive a ball.(Lesson 1)</li> <li>• To roll a ball in the right direction.(Lesson 1)</li> <li>• To stop a rolling ball with my hands.(Lesson 1)</li> <li>• To run backwards, forwards and sideways. (Lesson 2)</li> <li>• To bounce a ball on the floor and catch it. (Lesson 2)</li> <li>• To bounce a ball at a target (Lesson 2)</li> <li>• To run fast, jog and walk. (Lesson 3)</li> <li>• To throw a ball into my hand.(Lesson 3)</li> <li>• To catch a ball that I have thrown (Lesson 3)</li> <li>• To throw a ball so that someone else can catch it. (Lesson 4)</li> <li>• To catch a ball someone has thrown to me. (Lesson 4)</li> <li>• To catch a ball and pass it on quickly. (Lesson 4)</li> <li>• To throw high and low.(Lesson 4)</li> <li>• To throw an object underarm. (Lesson 5)</li> <li>• To throw an object overarm. (Lesson 5)</li> </ul>	<ul style="list-style-type: none"> <li>• To jump for distance (Lesson 4)</li> <li>• To use the correct technique for take-off. (Lesson 4)</li> <li>• To use my arms for distance and balance. (Lesson 4)</li> <li>• To cover the longest distance possible when I jump. (Lesson 4)</li> <li>• To jump in different ways (Lesson 5)</li> <li>• To take off from one or two feet when jumping. (Lesson 5)</li> <li>• To land on one or two feet when jumping (Lesson 5)</li> <li>• To perform a jumping sequence (Lesson 6)</li> <li>• To sequence jumps. (Lesson 6)</li> <li>• To show other people my sequence (Lesson 6)</li> </ul> <p><b>Athletic plans – scope to cover 2/3 of these key skills within one lesson.</b></p> <ul style="list-style-type: none"> <li>• To travel with control using varying stride lengths (Athletics –big/sm steps pg31)</li> <li>• Walk and run with good posture and balance (Athletics –Beanbag balance pg33)</li> <li>• <b>Start, stop and change pace with control in response to instructions</b> (Athletics –Traffic lights pg35)</li> <li>• Describe how the use of arms can affect jumping for height. (Athletics –Change arms pg43)</li> <li>• Take off from different positions Athletics – Feet first pg44)</li> <li>• Demonstrate control in landing</li> <li>• Increase ability to jump far Athletics –Jump the stream pg45)</li> </ul>
--	--	--

	<ul style="list-style-type: none"> <li>• To decide which type of throw to use. (Lesson 5)</li> <li>• To hit a target when throwing overarm (Lesson 5)</li> <li>• To use an underarm sling to throw a quoit.(Lesson 6)</li> <li>• To throw a quoit at a target. (Lesson 6)</li> <li>• To throw a quoit over a target.(Lesson 6)</li> </ul>	<ul style="list-style-type: none"> <li>• Throw with speed and agility Athletics – Flying sponges pg50)</li> <li>• Use an underarm action to throw accurately at a target Athletics –Skittles pg53)</li> <li>• Use an underarm action to throw over Increasingly longer distance Athletics – Skittles pg53)</li> </ul>
<p>Learning and Activities</p> <p>*Children travel backwards, referring to the <b>Skills Poster: Travelling Backwards</b>. Children walk backwards across the playing area. Children then work with a partner. One child holds the other child's hips and both travel backwards together across the playing area. Finally, children work in groups of four. Children hold a skipping rope and travel backwards together across the playing area.</p> <p>*Children play 'Stuck in the Mud' using only sidesteps to travel! Choose two players (catchers) who must travel around the space trying to catch other players by gently tagging them. Players that have been caught stand still with their arms held out straight and wait to be released by other players who must sidestep under their arm.</p> <p>*Changing Direction: Let the children practise changing direction while travelling</p> <p>*Children move around the central playing area, travelling around the cones, imagining they are the people visiting the fair. When you blow the whistle, children travel to one of the three areas - the rollercoaster, the pirate ship or the dodgems.</p>	<p>Learning and Activities</p> <p>* <b>Holding Your Racket:</b> Rackets: Use the <b>Skills Poster: Holding a Racket</b> to show the children how to grip their racket correctly by pretending to shake hands with it. Ensure that they are holding the racket in their dominant hand. Have you wrapped your fingers around the handle? Ask them to practise twisting their wrist to ensure that they are not gripping too tightly. Can you twist your wrist from side to side?</p> <p>* <b>Beanbag Balance:</b> Rackets, beanbags, cones: Explain that they are now going to practise balancing a beanbag on their racket. Tell the children to keep their racket very flat so that they can balance a beanbag. When they are confident with this, they can begin to walk around the room while keeping their beanbag balanced.</p> <p>*<b>Toss the Pancake:</b> Rackets, beanbags: Show the children the <b>Skills Poster: Toss the Pancake</b>. Have you ever seen anyone tossing a pancake? What do they do? Explain that the children are going to pretend to be tossing a pancake. Remind them to hold their racket with one hand. Have you wrapped your fingers round the handle? Can you throw your beanbag up into the air and catch it again on your racket? Some children may need to be encouraged to use two hands on their racket initially to control a throw.</p>	<p>Learning and Activities</p> <p>* With the children in a space, use the language 'quicker' and 'slower' to ask them to move at different speeds around the room.</p> <p>* Give children 20 seconds when moving by jogging or sprinting. Ask children to rate their own effort level after each minute of movement on the scale of effort</p> <p>* Play Changing Gears game to give children the opportunity to try these different ways of moving. In a marked area of the outside space, children listen carefully to the number of gear given by the teacher. They then move in this way, by altering the speed of their movement. 1st Gear: walk 2nd Gear: skip 3rd Gear: jog 4th Gear: run 5th Gear: sprint</p> <p>* Ask the children to imagine they are cars. Explain how cars move and change direction in different ways, for example, at a junction (moving your head to look in both directions, then moving straight ahead, to the left, or to the side); around a corner (making a sharp turn to the left or right); and at a roundabout (turning in a wide loop). When changing</p>

<p>*Travelling While Pushing the Ball: Refer to the <a href="#">Skills Poster: Pushing the Ball</a> for demonstrating the technique on how to move with a ball with your feet. Children travel in a straight line while pushing the ball.</p> <p>*Children begin by bouncing the ball while standing still. They catch it as it returns upwards, rather than continually bouncing it. Then, ask them to bounce it, catch it and take a step forwards, so that they build confidence in travelling while bouncing the ball.</p> <p>* Refer to the <a href="#">Area Plan: Push and Bounce</a> for how to set up the playing space and play the game in groups of approximately four. The aim is to travel with a ball to get the ball into the hoop at the opposite side of the playing area. They can travel with the ball by pushing the ball with their foot, or by bouncing the ball with their hands.</p> <p>* <b>Travelling While Pushing the Ball:</b> Children travel in a straight line while pushing the ball, referring to the <a href="#">Skills Poster: Pushing the Ball</a>. Children work in pairs to practise the skill. Children stand approximately two metres apart. The first child travels while pushing the ball with their feet to their partner, then returns to where they started. Their partner now travels to them while pushing the ball with their feet</p> <p>*<b>Travelling While Bouncing the Ball:</b> Children travel in a straight line while bouncing the ball with their hands, referring to the <a href="#">Skills Poster: Bouncing the Ball</a>. Children begin by bouncing the ball while standing still. They catch it as it returns upwards, rather than continually bouncing it. Then, ask them to bounce it, catch it and take a step forwards, so that they build confidence in travelling while bouncing the ball.</p>	<p>* Explain that they will be learning how to hit their beanbag forwards. Use the <b>Skills Poster: Hitting a Beanbag</b> to show the children how to hold their racket and beanbag for this skills practice.</p> <p>* Put the children into pairs. Explain that one child will be a hungry crocodile who likes to eat beanbags and needs to stand with a hoop by their feet. (You may need to differentiate the size of the hoops according to ability.) The other child needs to try to hit their beanbag into the hoop. If they are successful, the ‘crocodile’ takes the hoop one step backwards.</p> <p>*Put the children into teams and explain that they need to take it in turns to walk/run with their ball balanced and leave it in their team hoop. If you drop the ball, pick it up and put it back on the racket</p> <p>*Use the <b>Skills Poster: Hitting a Ball</b> to introduce hitting the ball gently into the air.</p> <p>* Use the <b>Skills Poster: Hit Your Ball</b> to show the children how to let go of their ball as they hit it. Give them a few minutes to practise hitting their ball into a space</p> <p>* Tell the children that they are going to watch each other hitting the ball and give some feedback. Ask them to think about the following questions as they are watching</p> <p>* Explain that the children will now be using their partner’s hands as a target to aim for as they hit the ball. Demonstrate how the activity will work and remind them that the person catching the ball should hold their hands ready as a target and the child hitting</p>	<p>direction, ensure that the children are looking in the direction they want to go, moving their body in that direction and then pushing off to move in the new direction.</p> <p>* Discuss with the children different types of pathways, for example moving in a straight, curved, zig-zag or diagonal direction. Direct children to practise moving first in a straight line, then in various different pathways.</p> <p>*Give children time to practise taking off from two feet and landing safely on two feet</p> <p>*The purpose of the game is to practise jumping and landing safely, taking off from two feet and landing safely on two feet with control</p> <p>*Introduce this as ‘jumping for height’ and explain where and when this skill may be useful (high jump in athletics, jumping over obstacles, jumping in a game to reach a high ball</p> <p>*Children to move through the hoops, jumping as high as they can and landing in a steady, safe way</p> <p>* Introduce this as ‘jumping for distance</p> <p>* Children work with a partner to practice their distance jumps by trying to jump as far as they can.</p> <p>* The children work with a partner to jump from lily pad to lily pad, using correct technique and landing in a steady, safe way.</p>
---	--	---

<p>*Explain that now we have recapped travelling with a ball in a straight line, we will work on travelling with a ball in different directions, just like the monorail. Emphasise that children need to keep good control of the ball while travelling.</p> <p>* In this activity, children pretend they are monorail carriages. Children work in groups of four, imagining they are a monorail train with four carriages. They need to transport balls to stations along a gently twisting and turning track, drawn on the floor with chalk. Children use the travelling skills they have learnt to keep control of the ball as they change direction. Children can choose to use their hands or feet to travel with the ball.</p> <p>* <b>Changing Direction with the Ball:</b> Referring to the <a href="#">Skills Poster – Changing Direction with the Ball</a>, demonstrate how you can change direction when bouncing and when pushing the ball. Children work in groups of approximately four to practise this skill in a relay. Children travel from one cone to another approximately 3m away. When they reach the second cone, they stop the ball and turn back to face the cone they started at. They now travel in this new direction to reach the first cone. They can repeat this activity several times, giving children opportunity to travel while pushing the ball and travel while bouncing the ball.</p> <p>* Refer to the <a href="#">Area Plan: Playground Pinball</a> to set up your space and explain the activity. Using a chosen method of travel, children travel to each of the bumper cones, changing direction at each one. They can travel to these bumper cones in any order. Once they reach the winning hoop, they score five points and return to their group so that the next member can have a turn.</p>	<p>the ball needs to send it forwards and aim for their partner's hands. Give the children time to practise Put the children into pairs and then combine each pair to make a group of four. Set up the game as shown on the Area Plan: Hit the Target and use this to introduce the game to the children.</p> <p>* Ensure that all children are holding their bat correctly with their non-writing hand at the top of the handle. Put all of the bats on the ground and ask the children to run between them. When you call "Bat," they need to find one of the bats and stand side-on, holding it correctly</p> <p>* Ask the children to use their bat to push a ball along the ground. Remind them to stand side-on, facing their bat and with their bat on the ground. Can you push your ball in a straight line? Add some cones into the area. When children reach a cone, they need to control their ball to circle round it.</p> <p>* Explain that the children will now be hitting their ball along the ground into a space. Emphasise the difference between the push that they have just practised and swinging their bat slightly backwards to hit the ball.</p> <p>* Put the children into pairs and give each pair two cones to set up as a goal. Once they have set up their goal, the children take turns to hit their ball along the ground and try to score a goal by getting it between the cones.</p> <p>*Put the children into pairs and explain that they will be practising some rolling skills to use in the next activity. Use the <b>Skills Poster: Roll the Ball</b> to talk about the key points to remember. Is your ball travelling along the ground? Give the children some time to practise rolling a ball to each other.</p>	<p>*With a partner, ask the children to take it in turns to choose an activity card and complete that jump for their partner. These jumps will include two feet to two feet, two feet to one foot, one foot to two feet, one foot to the same foot, one foot to the opposite foot, jumping sideways, jumping backwards, jumping forwards, jumping as far as possible and jumping as high as possible</p> <p>*Now, with the same partner, ask the children to choose three jumps they have practised and put them together to make a sequence</p> <p>*Join each pair with another pair to make groups of four. Give the children time to take it in turns to perform their sequence. Encourage the children to make their sequence flow consistently, doing each jump together at the same time.</p> <p>*Building on the partner sequencing work from the previous activity, now ask the children to work in a group to create a jumping sequence. The sequence should contain four different types of jumps - one jump chosen by each of the children in the group (for groups bigger or smaller than four alter accordingly so that each child chooses one jump each).</p> <p>* With a partner, ask the children to try jumping in different ways. Now ask partners to join with another pair to make a mixed ability groups of four. Show the children <b>Skills Poster - Hopscotch</b> and give the groups time to practise the technique of one foot to two feet jumping, followed by two feet to one foot jumping</p>
--	---	--



<p>* <b>Passing a Ball with Your Hands:</b> Children pass the ball to one another, referring to the <b>Skills Poster: Passing a Ball with Your Hands</b>. Children work in pairs to pass the ball back and forth using their hands.</p> <p>* <b>Passing a Ball with Your Feet:</b> Children pass the ball to one another, referring to the <b>Skills Poster: Passing a Ball with Feet</b>. Children work in pairs to pass the ball back and forth using their feet.</p> <p>* Refer to the <b>Area Plan: Coconut Shy Passing</b> to explain the activity and set up your space. Children stand in a group behind a white cone. The first child in line passes their ball to each of the coloured cones.</p> <p>* Children recap the skills of travelling in different ways, referring to the <b>Skills Poster: Sidestep</b> and <b>Skills Poster: Walking Backwards</b>.</p> <p>* <b>Space Invaders:</b> Refer to the <b>Area Plan: Space Invaders</b> to explain the activity and set up the area. Children play in teams of four, trying to score points by passing the ball through their team and landing it in the hoop.</p>	<p>.</p> <p>* Explain that now, a partner is going to roll a ball to them and they are going to bat it back. Remind the person rolling the ball that they need to keep it on the ground and aim for their partner's bat</p> <p>* Put the children into groups of three and explain that they will be playing a batting game to score some points. Explain that each person in the group has a different role: batter, fielder and bowler. Discuss with the children what these roles involve.</p> <p>* Put them into ability groups and use pairs of cones to set up a rolling goal for each group (vary the width according to ability). With one ball each, children see how many goals their group can score.</p> <p>* Keep the children in their groups and introduce the next activity. Each group needs to stand in a circle and will be rolling the ball to each other. The person with the ball needs to say the name of the receiver before they send it. Remind the children that the ball could be coming to them from any direction so they need to watch it carefully and have their hands ready</p> <p>* Start by ensuring that all children are holding their bat correctly. Remind the person rolling the ball that they need to keep it on the ground and aim for their partner's bat. The person hitting the ball needs to watch it carefully and may need to move into its path. Give the children time to practise, making sure that they both get chance to roll and to hit.</p> <p>* Explain that there will be a fielding team and a batting team and that the batting team need to try to score points by making as many runs as possible.</p> <p>Throwing and Catching</p>	<p>* Using <b>Area Plan - Island Jumping</b>, the children will be asked to demonstrate their ability to use different pathways and different types of jumps, landing in a safe and steady way each time in the context of a game. Notice any children demonstrating safe landings, and a wide variety of jumps</p> <p><b>Athletic plans</b></p> <p>* Pupils start travelling around the space On your instruction "big steps", pupils should travel with long strides. On your instruction "small steps", pupils should travel with short strides.</p> <p>* Pupils place a beanbag on their head Travel around the room balancing the beanbag Encourage pupils to keep their chins up and look straight ahead – be aware of other pupils Ask pupils what they can do to keep the bean bag on their heads. Move at different speeds Change direction.</p> <p>* Discuss traffic lights and their meaning. Explain the response required</p> <ul style="list-style-type: none"> <li>- Red – stop</li> <li>- Amber – run on the spot</li> <li>- Green – run round the room</li> </ul> <p>Call out colours in a random order</p> <p>* Pupils work in pairs and spread out in the space available. Take turns to jump as high as possible with arms in the different positions Partners watch and decide which arm position is the most effective:</p> <ul style="list-style-type: none"> <li>- Arms at the side - Swing arms from low to high</li> <li>- Hands on hips - Arms swinging slowly</li> <li>- Hands on head - Arms swinging fast</li> </ul>
--	---	--

	<p>* Explain that they are going to practise their ball control skills. Demonstrate rolling the ball over your body using two hands, then one. The children have a go. Get them to try two hands, one hand, then to swap hands.</p> <p>* Children have a go at rolling the ball in different directions.</p> <p>* The children find a line and roll their object along it. They can move it on and control its direction with their hands by giving it little shoves. At the end of the line, the children should pick it up and go back the other way.</p> <p>* They are going to sit on the floor, a short distance from their partner, with their legs spread open. One child should roll the ball to the other child, who will stop it with their hands, then roll it back. If they are able to accurately roll the ball to each other, they can move further apart.</p> <p>* One child stands by a beanbag and rolls the ball to a beanbag placed 5 paces away. The other child runs after it, goes around it and picks it up. They bring it back. They then roll the ball for their partner.</p> <p>* Today we are going to practise bouncing our balls. The children choose a ball. Demonstrate bouncing the ball on the floor and catching it. See the <b>Adult Guidance</b> for teaching points. Children to have a go.</p> <p>* The children find a space and sit on the floor with their knees bent. Demonstrate bouncing a ball to the floor on the side of your body and catching it, then to the front and the other side, twisting round to reach.</p> <p>* They practise bouncing their balls into the hoops.</p>	<p>* In pairs, pupils take turns to jump using the following take-off and landing positions:</p> <ul style="list-style-type: none"> <li>- two feet to two feet</li> <li>- one foot to one foot</li> <li>- one foot to two feet</li> </ul> <p>Partners use a bean bag to mark different take-off and landing positions. Which combination of the different jumps produces the longest distance?</p> <p>* Place two sets of mats in a long, narrow V shape. Explain that the gap between the mats is the stream and that pupils need to jump across the stream without 'getting their feet wet' Starting towards the narrow end of the stream, pupils work gradually towards the wider end, thus jumping further.</p> <p>* Divide the playing area into equal halves. Scatter equal number of sponge balls in each half. Divide equal number of pupils between each half. Explain that each team is trying to get as many sponge balls as possible into the other half. Pupils must be aware of others and avoid collisions. On the whistle pupils start to throw sponge balls into the other side. Pupils must throw only one at a time. Play for a maximum of one minute</p> <p>On the second whistle pupils immediately freeze and stop throwing. Count the sponge balls in each half. The winning team has the least sponge balls in their half</p> <p>Repeat two or three times.</p> <p>* Give each group of 4 a set of skittles and a ball Each pupil has 2 attempts to knock over as many skittles as possible using an underarm bowl from 5m away. Other pupils retrieve the</p>
--	---	--

	<p>*The children run around the hall holding onto their balls. When they pass a hoop, they must bounce their ball into it, catch it and move on.</p> <p>*In pairs, children take turns bouncing their ball into a hoop and out again to their partner, who catches it.</p> <p>* Children practise their throwing and catching skills. They choose a ball and walk around the room, balancing it in their hands</p> <p>* The children stand still and pass the ball from hand to hand, gradually increasing the space between their hands, as they become more confident at catching the ball</p> <p>* The children find a space and throw their ball straight up in the air. Can they catch it?</p> <p>* If they are able to successfully throw and catch their balls with two hands, the children can then try clapping before catching it or turning in a circle, then try turning the other way</p> <p>* The children find a partner and put one ball away. They are going to practise throwing and catching in pairs. Get them to stand facing each other, a few paces apart. One partner throws the ball to the other, aiming for the waist. Their partner catches the ball and throws it back</p> <p>* Organise the children into groups of 4 or 5. Choose a leader and give them the ball. The children stand in a circle and pass the 'hot potato' as quickly as possible around the circle. When it gets back to the leader, the whole group sits down</p>	<p>ball and stand up skittles once each player has taken 2 attempts. Swap places in turn</p>
--	---	--



	<ul style="list-style-type: none"> <li>*Give the children a few minutes to practise their underarm throws in a space</li> <li>*Demonstrate a simple overarm throw, bending your throwing arm at the elbow and drawing it up to the shoulder before releasing the ball with a push forward from the elbow. Give the children a few minutes to have a go in a space</li> <li>*The children line up in front of a wall. They throw their beanbags underarm, then overarm at the wall</li> <li>*The children find a partner. Give them a piece of chalk or a hoop. The children draw a target on the floor, then stand a few paces back and see how many times they can hit the target with their beanbag in 1 minute, throwing overarm</li> <li>* Demonstrate an underarm sling, bringing the arm back and releasing the quoit with force as the arm comes in front of the body. How does the quoit move? Point out that it should move in an arc to land on the target. Children practise throwing their quoits in a space</li> <li>* The children place a hoop on the floor and stand a few paces away. The children throw their quoits into the hoop in an arc</li> <li>* The children find a partner and get a quoit and a skittle or pegs. They stand a few paces away and throw the quoit over the skittle or pegs.</li> </ul>	
Extension and Enrichment Opportunities		
