

# ***PE KS1 Unit 4***

## ***Games activities 2***

### **Lesson 4**

### **Catch!**



# Lesson 4 Catch!

 **35-40 mins**

## Learning objectives

### Children should learn:

- to improve the way they coordinate and control their bodies and a range of equipment;
- to remember, repeat and link combinations of skills;
- to choose, use and vary simple tactics;
- to recognise and describe what their bodies feel like during different types of activity;
- to recognise good quality in performance;
- to use information to improve their work.

## Success Criteria

### Children:

- choose and use tactics to suit different situations;
- perform a range of throwing and catching skills with control;
- show a good awareness of others in running, chasing and avoiding games, making simple decisions about when and where to run;
- react to situations in a way that helps their partners and makes it difficult for their opponents;
- know how to score and keep the rules of the game;
- understand and describe changes to their heart rate when playing different games;
- watch and describe performances accurately;
- recognise what is successful.

## National Curriculum Attainment targets

- master basic movements including running and jumping, throwing and catching within a range of activities.
- participate in team games and start to develop simple tactics for attacking and defending.

## Vocabulary

aim, cool down, freeze, jog, on the spot, own space, target, underarm, walk, warm up

## Resources

- Playground or school hall (area may need to be restricted depending on size)
- Hoops
- Crates
- Wall with chalked targets
- Big balls (low rebound – one each)
- **Interactive CD, Image Gallery: page 8, Catching**
- **Interactive CD: Catching balls**

## Warm-up

### 5 mins

- Ask the children to stand in a circle. Ask them to copy you as you pat your arms, cheeks, chest, tummy and legs. Then shake your arms, legs and bottom. Encourage the children to do this with you. Turn around once at the end.
- With the children walk to a space and freeze, turn and walk again. Gradually increase the pace and remind the children to freeze, turn and walk again.
- Jog on the spot with the children. Then jog to a space, freeze, turn and jog to another space. Remind the children not to touch each other and to keep their backs straight and knees bent.
- Tell the children that this is a warm-up. Ask them the following questions:

### Key questions

*Can you feel your heartbeat?  
Why does your heart rate increase during exercise?  
Why do you get hotter during exercise?*

- Tell them how important it is to prepare safely before exercising by doing a warm-up.

## Learning skills

### 15-20 mins

- Ask the children to sit with straight backs in a space on the ground. Show the children how you throw the ball up in the air and catch it. Keep the ball low and show how you cup or clap the ball with both hands and pull it to the chest when catching it. Remember to keep an eye on the ball (See **Interactive CD, Image Gallery: page 8, Catching**).
- Give each child a low rebound ball. Ask them to throw the ball up in the air (not too high) and catch it. Remind them again how to clap the ball with both hands and pull it to the chest. They should bend both legs together as they catch the ball.
- Ask the children to sit down with a partner. Take one ball away from each pair of children and tell them to keep the other still between them. Encourage the children to sit with crossed legs and straight backs.
- Choose a child to be your partner and stand opposite them (not too far away). Show the children how you throw the ball to your partner underarm. Tell them to watch you as you keep an eye on the ball and aim to throw accurately to your partner. Keep the ball at chest height. Then show how you can throw it higher. Make sure your partner is keeping an eye on the ball too. Remind the children to catch as though clapping and bring the ball in to the chest.
- Tell the pairs of children to go to a space and practise throwing and catching. Go round to each group giving praise and encouragement.
- Now ask the children to sit down. Choose children to demonstrate accurate throwing and catching. Ask the others to tell you what is successful.
- Put out a variety of targets, for example, hoops and cones and chalk some low targets on a wall. Divide the pairs into three groups and tell them to practise throwing underarm at the targets. They should start four strides away and step further back as their accuracy improves. Give the groups an opportunity to throw at all the types of targets you have set out. Choose children to demonstrate accurate throwing.
- Revise the 'stuck in the mud' throwing and catching activity from Lessons 2 & 3. In their pairs, name one child A and the other B. A is 'stuck in the mud' and B is free to move around. Tell the children to throw the ball to each other, but remember who is allowed to move and who is not. Swap over and let B be 'stuck in the mud'.

## Tasks

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### 10 mins

- Set up the task from Lessons 2 & 3. Use four cones to make a playing area of about five metres squared. Three children are attackers and one is a defender. The attackers are not allowed to move but they can score points by hitting a cone with the ball. The defender is allowed to move and must try to stop the attackers hitting the cones. This time vary the task by putting out cones of different colours and tell the children that they only score when they hit a red cone and not all of them (or score a different number of points for each colour).
- If you have high cones, the children could aim to knock over the cones, rather than touching them, so there is a clear beginning and end to the game.

## Cool-down

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### 5 mins

- Tell the children to return the balls to the net or crate. Ask the children to lie down on their backs and slowly stretch their arms and legs. They should count to ten very slowly and breathe slowly in and out. Walk about the children as they are doing this and quietly repeat the instructions. While the children are lying down they could think about the task they have just done.
- Go individually to each child and say their name. When they hear their name, they must line up quietly.