



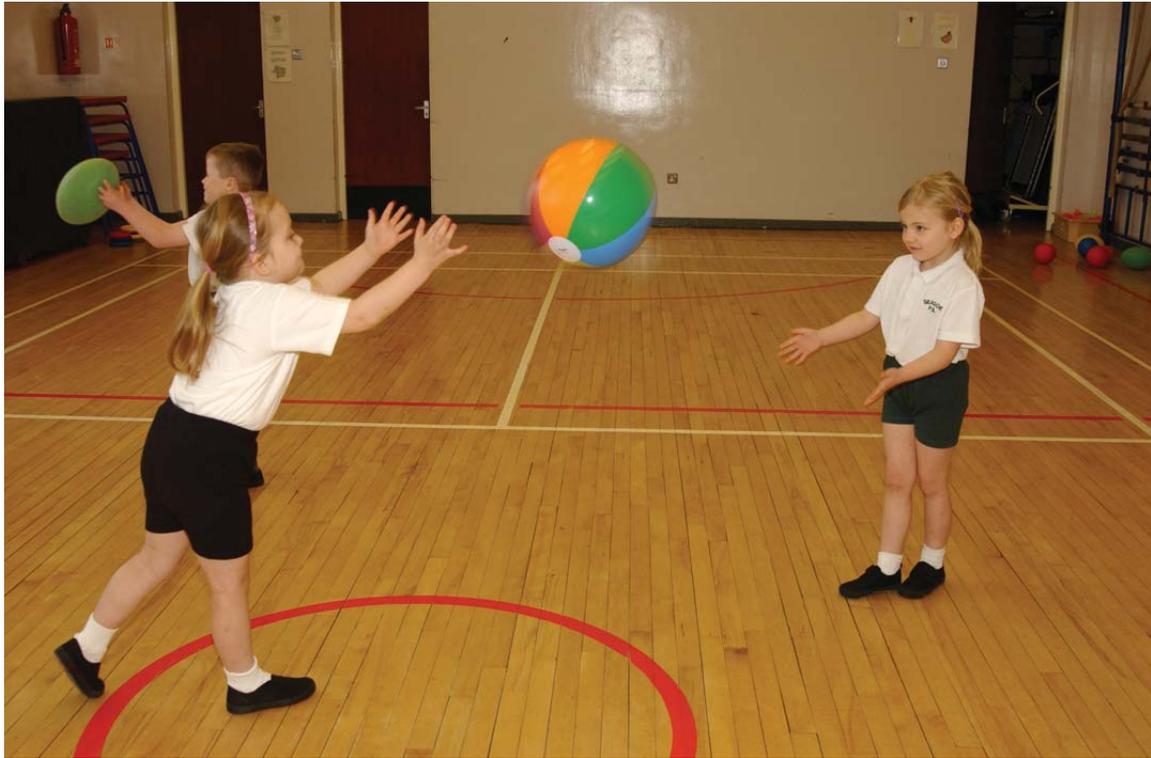
Rewarding Learning

Developing Fundamental Movement Skills



Focus: **Catch**

FOUNDATION STAGE • PHYSICAL DEVELOPMENT



GENERAL OVERVIEW OF 'CATCH'

Being able to catch a ball is vital in order to play many team games (such as netball, Gaelic football, rugby, baseball, cricket and basketball) as well as playground games such as bounce and catch at a wall, in a circle or aim at a target.

Children who are unable to catch a ball may be obvious to their peers. Therefore, children need plenty of opportunities and time to play with a variety of balls and small equipment.



Overview of Statutory Requirements

Key Experiences

From **Towards**

Children should have opportunities to:

- Listen to and follow simple instructions/rules;
- Use a range of equipment to develop the skill of catching;
- Take part in warm up and cool down activities;
- Play/create/modify simple games working individually, in pairs or in small groups; and
- Talk about what they are doing using a range of movement vocabulary.

Progress in Learning

Towards

Children should have opportunities to:

- Respond appropriately to instructions;
- Use a range of small and large equipment appropriately;
- Begin to understand the importance of warm-up and cool-down activities before and after exercise;
- Use appropriate language to talk about movements of themselves and others; and
- Be aware of the effects of exercise on the body.



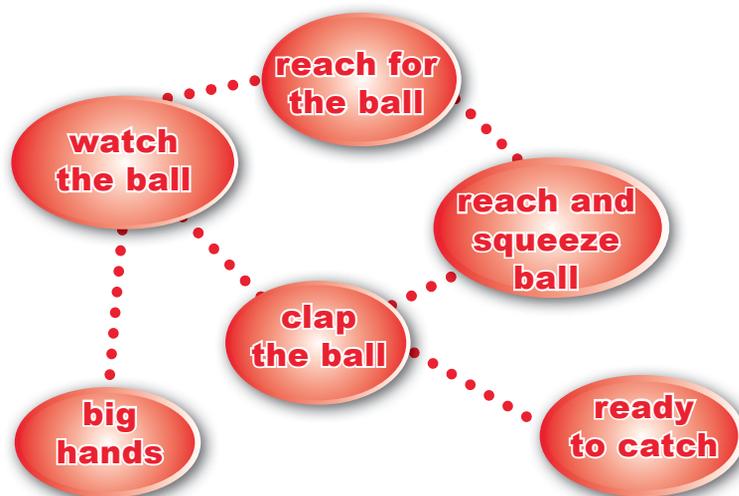
Can I? (Self Evaluation)

- throw my balloon/ball up and catch it?
- watch the ball the whole time?
- bounce my ball and catch it?
- reach for the ball and catch it with two hands?
- catch the ball when my partner throws it to me?
- try something first before asking for help?
- let others play with me?
- enjoy choosing an activity I want to do?
- invent a simple catching game?
- catch a variety of small equipment?
- listen to simple rules and instructions?

I am good at ...

I need to practise ...

Key Vocabulary





Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

TEACHABLE POINTS

CUES

Feet move to place body in line with ball.

Stand with one foot slightly in front of the other for a wide base.

Eyes focused on ball.

Watch the ball.

Hands reach out to meet the ball.

Get into the ready position.

Fingers soft and slightly cupped.

*Soft fingers.
Big hands.*

Caught in hands only.

Reach for ball and catch with two hands.

Hand and finger closure well timed.

Watch the ball go into your hands. Squeeze ball to catch it.

Elbows bent to absorb impact.

Pull ball into your tummy.

Knees bent as you catch the ball.



Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

INTERVENE IF YOU SEE **CUES**

Looking away or shutting their eyes.

*Keep eyes open.
Watch ball.
Hands out in front.
Ready to catch.*

Difficulty tracking the ball with the eyes.

Keep watching the ball.

Mistiming of hand closure.

Reach and squeeze ball into your hands.

Trapping ball against chest.

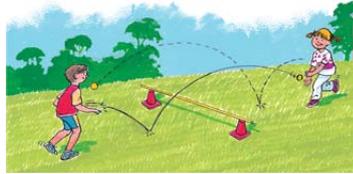
Clap the ball, fingers spread.



Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Sample PE unit of work



This series of lessons is adapted from SELB PE materials. It includes sample lessons and may be used as a guide.

SUGGESTED LEARNING INTENTIONS

The children will:

- Understand how to listen to and follow simple instructions/rules;
- Know how to use a variety of equipment/resources;
- Understand and use the skills required to complete a simple task;
- Recognise the importance of working individually, in pairs or in small groups;
- Know how to move safely and confidently;
- Observe, describe and copy what others are doing; and
- Talk about what they are doing using a range of appropriate movement vocabulary.

REMEMBER TO PLAN AND PROVIDE OPPORTUNITIES FOR **INCLUSION**



Some of the activities and graphics within the PE lessons have been adapted from the Youth Sport Trust 'Top Play' resource pack.





Activity: Games Unit of Work: Handling – Balls

CONTEXTS FOR LEARNING

Pupils will be able to:

- Experiment and experience working with a variety of balls; and
- Roll and retrieve a ball with two hands.

TEACHING POINTS

*Encourage good use of space. Quiet feet.
Listen carefully to instructions.*

INTRODUCTORY ACTIVITY

Mr Frostie and Mrs Sunshine

Travel all over the hall in a variety of ways, eg, running, bouncing, skipping and hopping.

When teacher calls 'Mr Frostie' pupils FREEZE.

When teacher calls 'Mrs Sunshine' pupils move on.

Repeat several times.

SKILLS PRACTICE

Collect one ball each from appropriate colour corner.

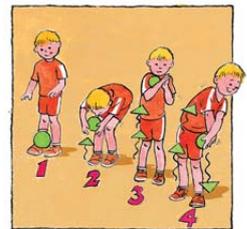
Free play with a variety of balls. Show me all the different things you can do with your ball.

Hold ball with two hands. Can you show me everywhere you can move the ball on your body?

Balance the ball on flat palms – use two hands. Then try using one hand only.

Which is the easiest?

*Let pupils demonstrate.
Hold and move the ball – in front, to side, behind body, above head, between legs, etc.
Keep working in own space.*



DEVELOPMENT (simple/mini game)

Individual skill practice.

Gently roll the ball forwards into a space, run around to front of it, bend knees and pick up the ball, bring close to the chest. Repeat several times.

Repeat action, only this time stop the ball dead by placing your hands on top of the ball.

Repeat several times.

Demonstrate practice first.

Don't roll ball too hard.

Roll and collect using two hands.

Roll accurately. Always bend knees, not the back, when rolling and picking up the ball.

Keep ball on floor.

COOL DOWN

Equipment away safely.

Skip into a space and curl up into the shape of a ball. When tapped on the shoulder by the teacher, walk to the line.

Quiet feet as you skip.

Curl up as small as possible, feet, hands and head tucked in.

EVALUATION

RESOURCES

Variety of sizes of balls. At least one ball per pupil, set out at four colour corners.

Try each activity with different size balls if possible.



Activity: Games Unit of Work: Handling – Balls

CONTEXTS FOR LEARNING

Pupils will be able to:

- Roll and retrieve a ball with two hands; and
- Co-operate with a partner.

TEACHING POINTS

*Encourage good use of space.
Travel in different directions.
Teacher must call instructions clearly.
Quiet feet.
Travel by running, hopping, bouncing, skipping, etc.
Children watch for change of bean-bag colour and respond.*

INTRODUCTORY ACTIVITY

Traffic Lights

Pupils travel all over the hall and listen to commands from the teacher.

RED – stop.

AMBER – run on the spot.

GREEN – go, travel through all the spaces.

Progress to using coloured bean-bags for traffic light signal.

*Reinforce importance of bending knees, not the back, when rolling and picking up the ball.
Let pupils demonstrate.
Roll ball in front, to the sides, behind, etc.*

SKILLS PRACTICE

Collect one ball each from appropriate colour corner.

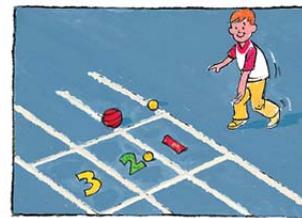
Revise previous lesson.

Roll a ball to cross a line minimum of two metres away.

Roll ball forwards, run round to front of it, bend knees and pick it up.

Repeat only this time stop ball dead by placing your hands on top of the ball to stop it.

Roll the ball in different directions. Either stop it or pick it up as it slows down.



DEVELOPMENT (simple/mini game)

In pairs – one ball between two.

Sit opposite partner, approximately five steps apart.

Open legs wide, roll the ball to each other, aiming between partner's legs. Partner places hand in front of body between legs to receive the ball.

Repeat from kneeling position progressing to standing. Bend to roll the ball towards partner.

Partner bends knees to receive the ball and rolls it back.

*Roll the ball gently to partner.
Have hands out ready to receive the ball.
"How can you make the ball stay on the ground?"
From standing – bend knees, position yourself in line with the ball to rescue it.*

COOL DOWN

Equipment away safely.

Whole body stretches. Stretch whole body really tall then curl up small. Stretch whole body really wide then curl up small. Line up quietly.

Encourage a really good stretch and a tight curled position.

EVALUATION

RESOURCES

Large balls.

Beach balls – one each.



Activity: Games Unit of Work: Handling – Scarves

CONTEXTS FOR LEARNING

Pupils will be able to:

- Experiment and experience working with scarves; and
- Throw and catch a scarf with two hands.

TEACHING POINTS

INTRODUCTORY ACTIVITY

The 'Beans' Game

Teacher calls out the following commands and pupils respond appropriately:

- 'Runner Beans' – run in and out of all the spaces.
- 'Jumping Beans' – bouncing in and out of all the spaces.
- 'Jelly Beans' – wobble/shake whole body on the spot.
- 'Frozen Beans' – pupils freeze.

*Prior to beginning game, ensure pupils clearly understand the instructions.
Change actions frequently.
Encourage quiet feet and good spacing.*

SKILLS PRACTICE

Collect a scarf from appropriate colour corner.
Free play with scarf. Show me all the different things you can do with your scarf.
On the spot, hold your scarf up high in the air and let it drop to the floor. Pick it up and repeat.
This time try not to let your scarf touch the floor. Can you catch it before it touches the floor? How low can you let it drop?

*Use two hands to catch the scarf.
Hands reach out to pull scarf into your tummy.
Keep your eyes focused on the scarf the whole time it is dropping.*

DEVELOPMENT (simple/mini game)

Throw your scarf up into the air and catch it on the way down.
Can you throw and catch with only one hand? Try the other hand.
Throw it across your body from one hand to the other.
Squeeze your scarf into a tight ball, release it high into the air and catch it with two hands.

*Catch it in front of your tummy.
Palms of hands face upwards to squeeze scarf into your hands when you catch it.
Keep your eyes focused on the scarf the whole time it is dropping.
Use of 'CATCH' cue card.*

COOL DOWN

Walk in and out of all the spaces carrying your scarf in two hands.
When teacher says 'Stop', stand still, throw the scarf up in the air, catch it and move on.
Return scarves to appropriate colour corner.

Encourage good spacing.

EVALUATION

RESOURCES

*Scarves – one each.
'CATCH' cue card.*



Activity: Games Unit of Work: Handling – Balls

CONTEXTS FOR LEARNING

Pupils will be able to:

- Experiment and experience working with Balzac balloon balls; and
- Throw and catch a balloon ball with two hands.

TEACHING POINTS

INTRODUCTORY ACTIVITY

Directions game

All pupils face teacher.

Teacher calls out directions – forwards, backwards and sideways.

Pupils must bounce on two feet in the direction called.

Repeat using hopping, walking or running movements.

When bouncing, bend knees on landing.

Keep heels off the ground.

Listen carefully to instructions.

Look over a shoulder when travelling backwards.

Look to the right and left when travelling sideways.

SKILLS PRACTICE

Collect a Balzac balloon ball each from appropriate colour corner.

Free play with ball. Show me all the different things you can do with your ball.

Stand in a space. Can you keep your ball up in the air using your fingertips? What about different parts of your body? For example, head, elbow, knee, foot, shoulder.

Go for a walk with your ball, keeping it up in the air with different body parts.

Variety of ideas.

Watch your ball at all times.

Light touches to keep it in the air.

Look for a good space.

DEVELOPMENT (simple/mini game)

Can you throw the ball up a little, and catch it?

Can you take your ball for a walk, throwing and catching as you go?

Now, show me how you can throw the ball up in the air, and clap before you catch it.

Can you throw your ball up in the air and touch the ground before you catch it?

Don't throw ball up too high.

Eyes focused on ball the whole time.

Make sure hands are spread out ready to catch.

Fingers squeeze ball.

Catch ball in front of your tummy and pull it in.

Use of 'CATCH' cue card.

COOL DOWN

Walk in and out of all the spaces, carrying your ball. Stop on command and throw and catch three times before moving on.

Repeat several times.

Watch ball when throwing it.

Two hands ready to catch it.

EVALUATION

RESOURCES

Balzac balloon balls.

'CATCH' cue card.



Activity: Games Unit of Work: Handling – Balls

CONTEXTS FOR LEARNING

Pupils will be able to:

- Throw, bounce and catch a ball with two hands;
- Throw a ball to a partner; and
- Catch a ball from a partner.

TEACHING POINTS

INTRODUCTORY ACTIVITY

The 'Beans' Game (as in Lesson 3). Teacher calls out the following commands and pupils respond appropriately:

'Runner beans' – run in and out of all the spaces.

'Jelly Beans' – wobble/shake whole body on the spot.

'Frozen Beans' – pupils freeze.

'Baked Beans' – lie down on ground as if 'baked in the sun'.

Revise the various 'beans' with the pupils.

Change actions frequently.

Encourage quiet feet and good spacing.

SKILLS PRACTICE

Collect a beach ball, each from appropriate colour corner.

Sit on the floor, legs astride. Can you touch the floor all around you with your ball? Hold it up high, far from your body, out to the side, behind you.

Still sitting, can you let the ball bounce and catch it?

Stand on the spot, practise throwing the ball and catching it.

Begin practice on the spot, then begin to travel by walking and try to throw and catch the ball.

Vary the height of the throw.

Watch the ball.

Hands out, ready to catch the ball with two hands.

Use of wall area to throw and catch for more able pupils.

Use of 'CATCH' cue card.

DEVELOPMENT (simple/mini game)

Station 1 (half of class)

In pairs – one ball between two.

Stand three steps apart. One person throws the ball, partner catches ball and then throws ball back.

If too easy, move further apart from each other.

How many passes can you do before teacher gives signal.

Receive a thrown ball and catch it.

Partner has hands out ready to catch ball.

"Clap ball" and pull into tummy.

Watch ball as it comes towards you.



Bounce and catch the ball with two hands.

Station 2 (half of class)

Collect a hoop each. Bounce ball into hoop and catch.

Can you move around hoop as you bounce and catch?

COOL DOWN

Throw up a ball, let it bounce and catch it. Stand on the spot and practise.

Keep eyes on ball.

Don't throw too high.

EVALUATION

RESOURCES

Beach balls.

Hoops.

'CATCH' cue card.



Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Additional Activities

TEACHER LED Learning Experiences

Obstacle Course

As part of an obstacle course involving other skills, these catching activities may be included:

- bounce and catch ball in a hoop/playground marking;
- throw at a rebound net and catch; and
- throw at a wall for partner to catch.

Play stations

Beginning

Balzacs suspended above two children—push and catch.

Using large soft balls, teacher tosses high loopy passes into the air to give child time to track ball.

Developing

Two handed bounce to partner. Try to bounce ball in a hoop placed on ground between two children.

Consolidating

Throw and catch in pairs. Move further apart, use smaller balls, catch with one hand.

Circuits

Throw ball/scarf up. How many times can you clap before catching?

Bounce and catch different sized balls.

Pass ball round a circle of up to eight children.

Can ball go whole way round without being dropped?

CHILD LED Learning Experiences

Playground Play

Throwing and catching balls against blank wall.
Numbered wall/target – aim at specific numbers then catch.

Roll ball to each other.

Invented Games

As above, where children make up own games/ rules.

Provide a 'catch activity box' for use at play or when children have completed work. Selection of scarves, big soft balls, koosh balls, etc.

Children practise catching individually or with a partner.

Movement to Music

Provide scarves and balls and music appropriate to the skill, eg, slow music when throwing and catching scarves.

Dramatic Play

Children use imaginative play to explore their ideas. Provide props, make suggestions about roles or play themes and join in. For example, a prop box can provide a starting point. A circus box or a beach box could contain a variety of balls for children to play with.



Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Rhymes and Action Songs

Five Little Monkeys

Five little monkeys sitting in a tree.
Along came a crocodile as quiet as can be (whisper this line).
Hey Mr Crocodile you can't catch me SNAP!

Four little monkeys ...

With left hand, show five little monkeys by holding up five fingers.

With right hand, make action of crocodile snapping.

During last line, crocodile eats one of the monkeys and then only four are left.

(Reference 'Singing Games and Rhymes for Early Years').

Five Little Peas

Five little peas in a pea pod pressed.
(make one hand into a fist)
One grew; two grew and so did all the rest.
(raise fingers slowly, one at a time)
They grew and grew and did not stop,
(stretch fingers wide)
Until one day the pod went POP!
(clap loudly while saying pop)

(Reference 'Macmillan Treasury of Poems')

Move Your Body

(Tune 'Frère Jacques')

Move your body (x2)
Watch the ball (x2)
Are your big hands ready? (x2)
Catch and Hold (x2)

Ten Little Fingers

I have 10 little fingers
And they all belong to me.
I can make them do things,
Would you like to see?
I can shut them up tight,
I can open them wide.
I can clap them together
And make them all hide.
I can put them up high,
I can put them down low.
I can fold them together
And hold them just so!





Focus: Catch

DEVELOPING FUNDAMENTAL MOVEMENT SKILLS

Home Learning Links

We are learning how to catch at school.

This is what we really need to do to become good catchers.

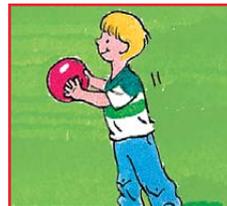
1. Watch the ball.



2. Get your hands ready.



3. Hold the ball tightly in your hands.



**Please help me to catch at home and
watch if I'm doing it properly!**

Draw some of the things you caught at home



Connecting Learning

The purpose of this section is to highlight and reinforce the FMS in a range of contexts

THE ARTS

Art & Design

- Develop manipulative skills and improve hand/eye co-ordination through handling art media to make drawings, collages, 3D structures and prints, for example make drawings of experiences such as catching the ball.
- Make balls from newspaper and masking tape in various sizes. Which are easier to catch?

Music

- Focus: Steady Beat. Develop a sense of steady beat by performing rhymes and singing games using appropriate actions, eg, clapping.
- Slow music for throwing up and catching scarves.

Drama

- Take part in and enjoy a range of drama games.
- Explore the use of puppets, eg, pretend the puppet is teaching how to catch the ball or balloon.

MATHEMATICS AND NUMERACY

- Count orally in 1s, forwards and backwards to/from 10 or 20 whilst catching the ball.
- Count orally in 1s forwards and backwards from a given number within 10 or 20.
- Count each other's catches on the rebound net. How many catches in 30 seconds?
- Use balls/scarves/beanbags marked with numbers/colours.
- Compare sizes of balls – small, smaller, smallest.
- Shape – balls (sphere), scarves (square).
- Rebound net – attach numbers to the back. Children aim at number three and catch, etc.
- Positional Language – describe position of objects eg: throw the ball over the skipping rope for partner to catch it.
- Children stand in a line wearing numbers 1-10 or 1-20. Teacher throws ball to specific numbers and the children must be ready to catch the ball, eg, 'I'm throwing to 1/3/5 more than 7', 'I'm throwing to the number before 5'.

PHYSICAL DEVELOPMENT

- Use a range of equipment to develop the skill of catching. For example, Balzac (balloon inside a sack) hanging from beam/wall bars.
- Using scarves – throw up and catch at different heights. Can you clap before your hands catch?
- Bounce and catch balls inside hoop/on a mat.
- Bounce variety of sizes of balls against a rebound net.
- Vary distance/size of ball according to ability.

LANGUAGE AND LITERACY

- Listen to and respond to a range of stories, rhymes and media texts.
- Be able to recall a story and repeat a rhyme, eg, 'The Princess and the Frog', 'The Gingerbread Man' 'Catch' by Trisk Cooke (Scholastic), finger rhymes to warm up fingers for catching, '1,2,3,4,5 once I caught a fish alive', 'Five Little Monkeys', 'Five Little Peas', 'Ten Little Fingers'.
- Listen to, respond to and recall oral instructions;
 - Procedure writing, eg, how to catch a ball.
- Talk about their experiences using a range of appropriate vocabulary;
 - Recount of PE lesson involving the catch;
 - What can we catch? Why learn to catch?
- Record experiences through drawing and writing, for example, labels, captions, instructions, recounts.

PERSONAL DEVELOPMENT

- Be aware of what they can do, eg, the physical skill of catching.
- Circle Time – similarities and differences. Discuss how and why some people are good at catching things, while others need some help. Discuss and agree how we can help each other.
- Show self confidence when presented with a new challenge.
- Be able to make choices and decisions.
- Cooperate with others and share equipment.
- Be aware of the importance of keeping healthy. For example talk about the importance of playing outside and being active in lots of ways.

WORLD AROUND US

- Compare heavy and light equipment to catch.
- Handle equipment and making choices.
- Understand and use positional and directional language in relation to movement.
- Know that physical activity is good for the body.
- Exploring aspects of movement, eg, speed of a sponge ball in comparison to a Balzac balloon ball.

HOME LEARNING

- Complete home learning activities.
- Send home balls, beanbags, scarves, balzacs etc to practise the catch at home.

