

# Warm Up

Fun Physical Activities **5-6**

Jogging with Imaginary Fielding **7-8**

Running with the Bat **9-10**

Running, Throwing & Catching **11-12**

Creating Space & Catching **13-14**

Running & Stopping the Ball **15-16**

Stretching **17-18**

Skill

# Fun Physical Activities

Time

5 mins

Aim

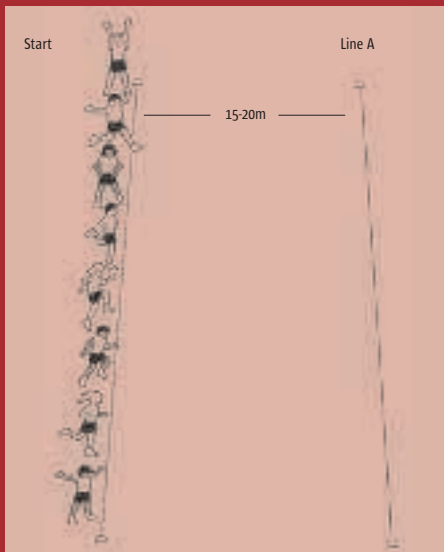
To use a variety of physical activities to increase body temperature

Equipment

4 cones / existing lines



## Organisation



## Instructions

- 1 Children spread out along the start line.
- 2 Give instructions of various ways for all to move from the start line to line A and back again. e.g. jogging, hopping and side striding (star shape).
- 3 See ideas for progression for further ideas.

## Teaching Points

- Remain balanced at all times.
- Be aware of the people around you.
- Move in a straight line.

**Catchphrase**

Feel your brow... is it sweaty now?

## Ideas for progression

Ideas for various physical skills:

- Walking/sprinting, arms can be by sides, above head or touching the ground.
- On all fours, either facing down hands first or facing up feet first (crab).
- Whilst jogging, pick knees up high in front or kick heels up behind.
- Pretend cricket skills, e.g. picking a ball off the ground in one or both hands, taking a catch, bowling a ball or hitting runs.
- Increase or decrease the distance of line A.
- Work in pairs, e.g. leap frog or wheelbarrow. Race other pairs.

## Suggestions for discussion on health education

**TASK** Put your hand on your forehead. What do you feel?

**Q** Why do we sweat?

**A** When you exercise, your body temperature rises. Moisture comes through the skin surface to cool you down.

**Q** How can you replace the liquid in your body lost due to sweating?

**A** By drinking cold water.

Skill

# Jogging with Imaginary Fielding

Time

5 mins

Aim

To combine continuous movement with fielding skills

Equipment

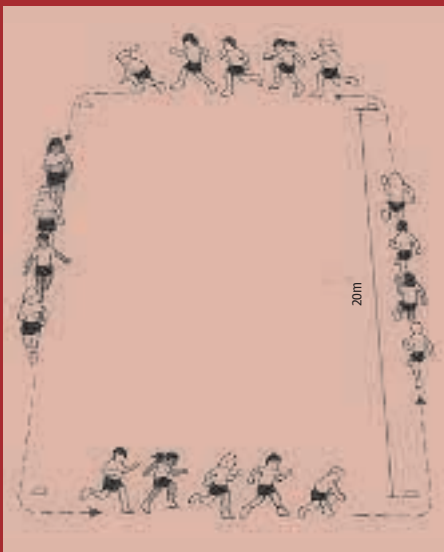
4 cones, 1 whistle



Link Cards

27

## Organisation



## Instructions

- 1 Children continuously jog round a square cornered by cones.
- 2 When the teacher calls either 'left' or 'right,' the children pretend to pick up the ball in that particular hand.
- 3 On the call of 'both,' the imaginary ball is picked up in two hands.
- 4 When the whistle blows, children change direction.

## Teaching Points

- Get down and touch the floor when picking up the imaginary ball.

Catchphrase

You won't last if you jog too fast!

7

## Ideas for progression

- Increase or decrease the size of the square as appropriate.
- Teacher calls 'jump' for the children to pretend to jump and catch.
- Teacher calls 'throw' for the children to pretend to throw the ball at the stumps for a run out.

## Suggestions for discussion on health education

**TASK** Think about how much air you are breathing in now, compared to before you started warming up?

**Q** Why do we breathe faster and more deeply during and after exercise?

**A** To breathe in more oxygen from the air. This is then carried by the blood to feed our muscles as we work them harder.

**Q** How can we increase the amount of oxygen that our body can take in?

**A** By playing sport and exercising regularly, we can train our lungs to take in more oxygen.

Skill

# Running with the Bat

Time

▶ 10 mins

Aim

To increase knowledge of how to run with the bat by means of a relay race

Equipment

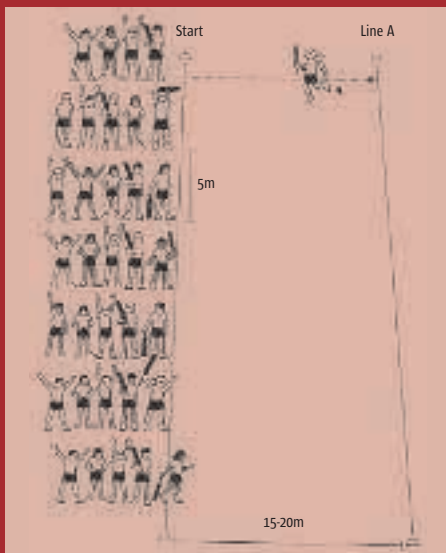
2 bats per team, 4 cones / existing lines



Link Cards

63 64

## Organisation



## Instructions

- 1 Divide into equal teams according to the number of bats, e.g. 2 per team.
- 2 First member of each team runs to line A and back again.
- 3 As they pass the start line next member repeats and so on.
- 4 First team to finish wins.

## Teaching Points

- Grip bat at the end of the handle
- When waiting to run, you are allowed to stand in front of the start line, as long as your bat is touching the ground behind it.
- When approaching the lines, reach out using the full length of the bat to touch down **over** the line.

Catchphrase

Reach out every time, touch **over** the line!

## Ideas for progression

- Teams run through twice before finishing.
- Give a time limit (i.e. 2 minutes) – teams count how many runs they can complete in the given time.

## Suggestions for discussion on health education

**TASK** Run 20 metres as quickly as possible.

**Q** At the beginning of your run which muscles worked the hardest?

**A** Your leg muscles.

**Q** How can you improve your speed?

**A** By strengthening your muscles. You can do this by exercising regularly.

Skill

# Running, Throwing & Catching

Time

▶ 10 mins

Aim

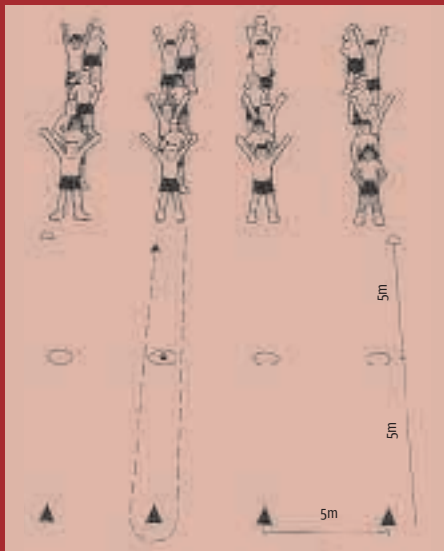
To improve fielding skills by means of a relay race

Equipment

4 tennis/soft balls, 4 skittles, chalked circles, 2 cones / existing lines



## Organisation



## Instructions

- 1 Split class into 4 equal teams.
- 2 First person in each team starts with a ball and runs placing it in the circle and continues forward round the skittle.
- 3 On the way back they stop, pick up the ball and gently throw underarm for next person to catch.
- 4 Catcher repeats.
- 5 First team to finish wins.

## Teaching Points

- Place the ball so that it remains in the circle.
- Stay low when you throw the ball so that it arrives at waist height.

Link Cards

19 27 67

**Catchphrase**

Stay low when you throw!

11



## Ideas for progression

- Increase distances apart.
- If distance allows encourage an overarm throw.
- Using the same lesson format, set a time limit (i.e. 3 mins), teams count the number of clean catches achieved.

## Suggestions for discussion on health education

**TASK** Feel the warmth on your arms and legs – They will feel warmer due to exercise.

**Q** Why do sports people warm up?

- A**
- (i) To avoid injury.
  - (ii) To get their body ready for further exercise.
  - (iii) To feed their muscles with more blood which carries oxygen.
  - (iv) To get themselves ready mentally as well as physically for exercise.

Skill

# Creating Space & Catching

Time

▶ 10 mins

Aim

To improve spatial awareness and catching skills

Equipment

1 tennis/soft ball per pair, 4 cones, 1 whistle.



Link Cards

19

## Organisation



## Instructions

- 1 In pairs, jog around the available space changing direction frequently.
- 2 When the whistle blows, pairs begin low catching for 30 seconds, counting their score.
- 3 When the whistle blows again, pairs resume jogging.
- 4 Repeat process 3 – 4 times, with pairs attempting to beat their previous score each time.

## Teaching Points

- When jogging change direction to find space.
- When catching;
  - (i) Stand 2m away from your partner.
  - (ii) Catch the ball in two hands.
  - (iii) Watch the ball into your hands.

Catchphrase

Can you get more than your previous score?

13

## Ideas for progression

- When jogging around, one of the pair takes the lead and must dodge, weave and side step to lose their partner.
- Use the same lesson format but for the different catches on pages 21 and 23.

## Suggestions for discussion on health education

**TASK** Think about the amount of energy you have just used whilst warming up.

**Q** How will you replace this used energy?

**A** By eating and drinking at your next meal time.

**Q** Are some foods better for you than others?

**A** Yes, but it is important to have a balanced diet including fresh fruit and vegetables.

Skill

# Running & Stopping the Ball

Time

5 mins

Aim

To increase the heart rate, using continuous movement and incorporating a fielding skill

Equipment

Minimum 10 tennis/soft balls, 4 cones, 1 bucket/box



Link Cards

25 61

## Organisation



## Instructions

- 1 Children in a straight line between cones 1 & 4.
- 2 Teacher continuously rolls out balls to be stopped with hands between cones 1 & 2.
- 3 Children individually stop and collect a ball and continue round the square.
- 4 Place the ball in the bucket/box and join the back of the line. Repeat.

## Teaching Points

- Run fast to get close to the ball.
- Use two hands to stop the ball.
- Place the ball in the bucket/box.

Catchphrase

Get back to the start then feel your heart!

15

## Ideas for progression

- Roll the ball out slower to make it easier, or faster to make it more difficult.
- Change the size of the square to increase or decrease the distance that has to be run.
- Loop the ball in the air for the children to take a high catch (refer to page 23).

## Suggestions for discussion on health education

**TASK** Feel your heart... is it beating faster than when you started?

**Q Why? What does your heart do?**

**A** When you are active, your muscles need more blood, so your heart has to work harder to pump it around your body.

Skill

# Stretching

Time

▶ 10 mins

Aim

To encourage safe stretching exercises to increase flexibility and to avoid injury

Equipment

Nil



## Organisation



## Instructions

- 1 Class jog around gently for 2 minutes, then spread out and find a space facing the teacher.
- 2 Work on muscles and joints from head to toe. See the teaching points for different instructions.
- 3 When stretching, hold for 10 seconds, then slowly release. 'No bouncing'.
- 4 When mobilising, rotate the joint slowly three times.

## Teaching Points

**Stretching Exercises** · **Neck:** Look over right shoulder, hold. Look over left shoulder, hold. · **Sides:** Feet shoulder width apart, right arm stretched above head, push up and hold. Repeat left arm.

**Mobilising Exercises** · **Arms:** Arms above head, rotate forwards (3 times slowly), then backwards. · **Legs:** Lift up right knee, rotate to the side then down to the floor. Repeat left knee. · **Ankles & Wrists:** In turn rotate clockwise and anti-clockwise.

**Catchphrase**

You must be flexible to fetch-a-ball!

## Ideas for progression

Further stretching exercises.

- (i) Arms above head palms touching, push hard against each other. (Upper body).
- (ii) Left foot in front of the other, bend left leg at the knee and straighten right leg, keeping the heel on the floor. Repeat, right leg in front. (Calves).
- (iii) Left foot forward one pace, bend right knee, keep left one straight and push back slightly. Repeat, right leg in front. (Hamstrings).

## Suggestions for discussion on health education

**TASK** Clench your fist and bring your fist towards your shoulder.

**Q** Why are your muscles so important and what do they do?

**A** They hold the bones together (stability) and they produce movement.

**Q** When you bent your arm at the elbow, what happened to the muscle to make your arm bend?

**A** It shortened (contracted).