

Lesson Objective To be able to judge the flight of a ball and know when it is at the highest point.

Lesson 1/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, medium sized ball, rugby ball.

Success Criteria Children can:

- bounce a ball and catch it on its way up.
- show when the ball is at the top of its flight.
- meet the ball at various heights.

EDSTART KNOW

- I can explain how to judge when a ball is at the top of its flight.
- I can describe why keeping my eyes on the ball helps me catch.
- I can understand how different balls move differently.

EDSTART GO

- I can clap when the ball reaches its highest point.
- I can catch a ball at different heights.
- I can apply skills in small games.

EDSTART SHOW

- I can respect my partner when catching.
- I can encourage classmates to keep trying.
- I can celebrate effort fairly.

Key Question How do you judge when the ball is ready to be caught?:
By watching the flight closely, noticing when it slows at the top, and moving feet early to get underneath it.

Warm Up **SWAP IT:** Each child starts with a balloon or scarf, practising throwing it up and catching it as it floats down. Once confident, they swap for a different piece of equipment such as a beanbag, beach ball, pom-pom ball, spiky ball, rugby ball, or tennis ball. Encourage exploration — which item is easiest and which is trickiest to catch? Remind children to keep eyes on the object, move their hands early, and bend their knees on the catch to stay balanced. **PROGRESSION:** Add challenges like clapping once or twice, spinning, or touching the floor before catching to test reaction and timing.

Main Activity **JUDGING THE FLIGHT:** Each child throws or bounces their ball or beanbag into the air and tries to clap once at the highest point before catching it. Encourage them to track the object with their eyes all the way up and all the way down. Ask, "What helps you know when the ball is about to fall?" **PROGRESSION:** Clap twice before catching, or use a smaller, faster ball to increase difficulty and demand more accurate judging.

SUPER CATCHERS: Children work in pairs, one throwing and the other catching. Start close together and gradually move apart as accuracy improves. Encourage throwers to vary their throws (high, low, fast, slow) so their partner must watch and judge the flight carefully. Remind catchers to move their feet, not just reach with their hands, to get into the best position. **PROGRESSION:** Use different objects such as beanbags, sponge balls, and tennis balls to change speed, height, and flight path.

CATCHING CHALLENGES: Set up a mini challenge circuit with individual and paired catching tasks. Individual tasks include two-hand catches with beanbags, one-hand catches, swapping hands, and two-hand catches with a ball. Partner tasks include two-hand beanbag catches and medium-ball catches thrown by a partner. Children rotate stations every 1-2 minutes, counting how many successful catches they achieve each time. **PROGRESSION:** Add movement before the catch, one small step left, right, forwards, or backwards.

DON'T DROP THE BALL: Children work in groups of six, standing in a hexagon shape marked with cones. They pass the ball around the group using underarm throws, counting how many successful catches they can make without dropping it. Encourage communication, players call the name of the person they are throwing to. The coach records the highest team score. **PROGRESSION:** Add a second ball for quicker reactions or reverse the passing direction to challenge awareness and coordination.

Adapted Learning (Differentiation) (Challenge)

SPACE

Increase or reduce catching distance or size of the playing area.

TASK

Change catch type, add movement, vary throws, introduce challenges.

EQUIPMENT

Use scarves, balloons, beanbags, or balls of different sizes and speeds.

PEOPLE

Work individually, in pairs, or in small groups to support success.

Key Technical Point Track the ball with your eyes, move your feet into position, and catch softly with hands ready early.

Cooldown **HANDS & EYES CHALLENGE:** Children spread out in their own space and respond to simple catching commands: "Up!" for a gentle throw and catch, "Clap!" to clap before catching, "Switch!" to swap their object with a nearby partner. Slow movements down for a calm finish with light throws, soft catches, and deep breaths. End with reflection questions: "What helped you catch better today?" and "Which object was hardest to judge in the air?"

Lesson Objective To be able to hold a bat and contact a ball from a self-feed.

Lesson 2/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, tennis rackets, cricket bats.

Success Criteria Children can:

- hold the variety of rackets / bats safely and can contact a ball.
- feed a ball to them and be able to contact it.

EDSTART KNOW

- I can explain how to hold a bat correctly.
- I can describe why standing side-on helps me hit.
- I can understand how to follow through with my swing.

EDSTART GO

- I can strike a ball from self-feed or a cone.
- I can use different bats or rackets to hit.
- I can apply striking in small activities.

EDSTART SHOW

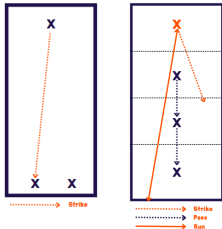
- I can respect equipment and play safely.
- I can encourage others when they bat.
- I can celebrate effort and teamwork.

Key Question How do you control your movements to hit, catch, or throw accurately? By watching the ball closely, staying balanced, and using smooth, controlled actions rather than rushing.

Warm Up **STEP BACK CHALLENGE:** Pupils work in pairs, standing about one metre apart. They practise gentle underarm throwing and catching, keeping eyes on the ball and using soft hands to cushion the catch. Each time both partners catch successfully, they take one step backwards. The aim is to see how far apart they can go without dropping the ball. Encourage teamwork, communication, and praise effort as well as success. Progression: Add fun challenges like opposite-hand-only catches or clap-before-catching to develop timing, confidence, and coordination.

Main Activity

SUPER SWINGERS: The coach demonstrates how to hold the bat or racquet correctly and swing with a side-on stance, keeping the bat level with the ground. Pupils work in pairs, one acting as the server and one as the hitter. The server gently throws the ball for their partner to strike. After four hits, they swap roles so both pupils practise hitting and feeding. Encourage strong but controlled swings, good balance, and keeping eyes on the ball from start to finish. Progression: Challenge pairs to count how many accurate strikes they can make in a row or attempt to aim for specific target cones placed around the area.



FETCH & SWAP: Pupils work in groups of three, one hitter and two fielders. The hitter takes five swings, aiming to strike the ball into space while the fielders collect it quickly and return it safely. After all five shots, the pupils rotate roles so everyone gets a chance to hit and field. If needed, place the ball on a cone to support confidence and technique. Progression: Add scoring targets or zones so pupils earn bonus points for longer, higher, or more accurate hits.

RUN THE BASES: Pupils play in teams of six. The batter chooses a bat, strikes the ball from a cone, and sprints through three marked zones before returning to base. Fielders work together to collect the ball and throw it through each zone to stop the runner. If the runner returns before the ball passes through all zones, their team scores a point. Progression: Add a timer, shrink or widen the zones, or rotate fielding roles to keep the challenge fresh and ensure everyone stays active.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust distances between partners, widen or shrink striking areas, or vary fielding zones to increase or reduce challenge.

TASK

Change how pupils strike, catch, or run — introduce targets, scoring systems, or timed challenges.

EQUIPMENT

Use lighter bats, larger balls, or balls placed on cones to support success; switch to smaller or firmer balls for challenge.

PEOPLE

Work individually, in pairs, or small groups to support teamwork, communication, and differentiation.

Key Technical Point Keep eyes on the ball, stay side-on for striking, use soft hands when catching, and always follow through toward the target.

Cooldown **BAT & BALANCE:** Pupils balance the ball on their bat while walking slowly around the area, focusing on steady movements, control, and calm breathing. After a minute, they pause, relax their shoulders, and share with a partner one skill they improved today. Progression: Pupils try balancing while standing on one foot, walking backward, or completing a slow controlled turn to challenge stability and focus.

Lesson Objective To be able to strike a ball that has been bounced towards them.

Lesson 3/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, tennis rackets, cricket bats.

Success Criteria Children can:

- judge the path of a ball that is bouncing towards them.
- tell where the ball is travelling and be able to contact the ball with their racket / bat.
- strike the ball in different directions.

EDSTART KNOW

- I can explain how to watch the ball as it bounces.
- I can describe why timing my swing is important.
- I can understand how to strike the ball into space.

EDSTART GO

- I can hit a bounced ball with a bat or racket.
- I can strike the ball in different directions.
- I can apply skills in small games.

EDSTART SHOW

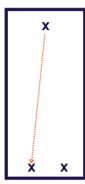
- I can respect the bowler and fielders.
- I can encourage my teammates when batting.
- I can celebrate effort and fair play.

Key Question How do you control your body to hit, catch, and react quickly during the games? By watching the ball closely, staying balanced, and using smooth movements to react at the right moment.

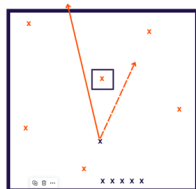
Warm Up **CATCH & HOWZAT!** Pupils jog around the area, staying alert and avoiding others. When the teacher calls "CATCH!", everyone freezes and gets into the perfect catching stance — eyes on the ball, knees bent, and hands ready. When the teacher shouts "How is he?", pupils throw their hands up and shout "HOWZAT?!" as loudly as they can. Repeat several times, changing the speed of instructions to test reactions and listening skills. Progression: Add fun cues like "BOWL!" for an imaginary bowl or "BAT!" for a quick batting stance to boost agility, focus, and anticipation.

Main Activity

SUPER STRIKERS: Pupils work in groups of three — one server, one batter, and one fielder. The server gently bounces the ball towards the batter, who stands side-on, swings the bat parallel to the ground, and aims for controlled, accurate hits. After four balls, pupils rotate roles so everyone practises striking, feeding, and fielding. Encourage strong balance, eyes on the ball, and smooth, confident swings. Progression: Add target cones or scoring zones for pupils to hit into, or challenge them to achieve three clean strikes before swapping.



CRICKET CRAZE RUN: Divide the class into two teams. One team bats while the other fields. The batter hits the ball from a tee or gentle bounce and runs around colourful bases as many times as possible before fielders return the ball to the bowler's cone. Each full lap scores one point. As soon as the bowler receives the ball, the next batter steps up. Fielders must work together, communicate clearly, and return the ball quickly to stop the runner. This fast-moving version builds excitement, teamwork, and whole-class engagement. Progression: Add timed batters (e.g., 20 seconds per run), bonus-point targets in the field, or rules for power hits.



ROLL, CATCH & SWAP: Pupils work in pairs, facing each other about 3–4 metres apart. One player rolls the ball gently along the floor; their partner moves forward to collect it securely with two hands, then passes it back using an underarm throw. After five successful catches, partners swap who rolls and who throws. Encourage accurate rolling, soft hands, and quick movement toward the ball. Progression: Increase distance, add a cone to roll around before throwing, or introduce a rule that the catcher must take one step to the side before collecting the ball.

Adapted Learning (Differentiation) (Challenge)

SPACE	TASK	EQUIPMENT	PEOPLE
Increase or decrease throwing and running distances to adjust difficulty and support different learners.	Change the type of catch, strike, roll, or throw to challenge coordination or simplify for success.	Use softer balls, lighter bats, tees, or larger targets for support; smaller balls and narrower targets for challenge.	Pair confident pupils with those needing support, rotate frequently, and vary group size to maximise involvement.

Key Technical Point Keep eyes on the ball at all times, use soft hands when catching, stay side-on when striking, and communicate clearly with teammates.

Cooldown **CATCH & STRETCH:** Pupils work in pairs and lightly throw and catch while walking slowly, keeping movements soft and relaxed. Between throws, they take deep breaths — in through the nose and out through the mouth — to calm their body. End with gentle shoulder rolls and a quick chat about their favourite part of the session. Progression: Add one-handed catches or balance challenges (e.g., catch while standing on one leg) for fun coordination practice.

Lesson Objective To be able to retrieve and gather a ball that is rolled / bouncing towards them.

Lesson 4/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, tennis rackets, cricket bats.

Success Criteria Children can:

- follow the flight / path of the ball and can collect it off the floor.
- get their body in line with the ball early and stop the traveling ball from going past them.
- collect the ball and throw back towards a target under control.

EDSTART KNOW

- I can explain how to get my body behind the ball.
- I can describe why soft hands help me collect.
- I can understand how to throw back to a target.

EDSTART GO

- I can stop a ball rolling or bouncing.
- I can gather the ball into my hands.
- I can throw it back under control.

EDSTART SHOW

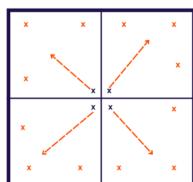
- I can respect my partner in catching drills.
- I can encourage teammates when fielding.
- I can celebrate improvements in control.

Key Question How do you catch or throw well in these games? Keep your eyes on the ball, move your feet to get ready, and use soft hands or controlled throws for accuracy.

Warm Up **PASS THE POWER:** Pupils work in groups of six, standing in a hexagon marked with cones. Using an underarm throw, they pass the ball around the group, counting how many clean catches they can make without dropping it. The coach shouts out the top score to beat, sparking friendly competition. Encourage pupils to move quickly, call each other's names, and celebrate every great pass. **PROGRESSION:** Add a second ball for double-speed passing, reverse the direction every five passes, or play "mystery pass", where the coach calls out which direction to pass next.

Main Activity **BOUNCE BATTLE:** Split the class into small teams and set up two connected grids of cones. The aim is to make the ball bounce three times in the opponent's grid before they catch it! Pupils can only throw underarm and cannot move when holding the ball. Teamwork and communication are key to outsmarting the opponents. **PROGRESSION:** Shrink the grid to make catching harder, or award bonus points for quick one-handed catches to increase excitement and challenge.

SKIM & SCORE: Pupils work in pairs, facing each other with a hoop placed halfway between them. The goal is to bounce the ball into the hoop so it reaches their partner at just the right height to catch. Players earn a point for each successful skim and catch! Emphasise aiming, timing, and controlled throw height. **PROGRESSION:** Move pairs further apart, add smaller hoops, or create a "double bounce" challenge where the ball must bounce twice before reaching their partner.



INCOMING MAYHEM: Split the hall or field into four quarters. Four "strikers" stand in the centre facing outward, each with three turns to throw, bounce, or lob the ball into their team's quarter. If a teammate catches it first time, that's 10 points! After one bounce = 5 points, two or more = 1 point. Teams cheer loudly for every catch, and after all strikers have had their turns, rotate roles. **PROGRESSION:** Add targets or bonus zones in each quarter, or introduce "mystery throws" where the striker calls the throw type before releasing the ball.

RACE & REACT RUNNERS: Set up three lanes with scattered cones. Pupils work in teams of three, one runner, one thrower, and one catcher. The runner moves down their lane weaving between cones, while the thrower lobs the ball gently ahead of them. The catcher (behind the thrower) must sprint forward to secure the ball before it bounces twice. After three attempts, rotate roles so everyone experiences running, throwing, and catching. **PROGRESSION:** Add a time limit for the catcher, make the throws higher, or introduce curved throws that require sharper reactions and footwork.

Adapted Learning (Differentiation) (Challenge)

SPACE

Adjust how big or small the area is to make the challenge easier or harder.

TASK

Change what pupils must do, number of passes, types of throws, or movement patterns.

EQUIPMENT

Use larger/smaller balls, different targets, or extra cones to support all learners.

PEOPLE

Work alone, in pairs, or in larger groups to vary teamwork, difficulty, and support.

Key Technical Point Watch the ball early, step towards your target, and use soft hands to cushion the catch or smooth arms to guide the throw.

Cooldown **PASS & PRAISE:** Pupils walk slowly around the area, gently passing and catching in pairs. They take deep breaths between passes, in through the nose, out through the mouth, while sharing one positive thing about their partner's teamwork or effort today. **PROGRESSION:** Try "silent catch" (no talking, only gestures) to build focus, or "mirror catch", where pairs copy each other's movement before catching.

Lesson Objective To be able to make contact and strike a ball that is thrown towards them.

Lesson 5/6

Equipment Needed Cones, hoops, markers, beach ball, bean bag, tennis ball, pompom balls, spiky ball, tennis rackets, cricket bats.

Success Criteria Children can:

- now make contact / strike a ball that has been thrown towards them.
- move their body depending on where the ball is travelling to contact the ball.

EDSTART KNOW

- I can explain how to strike a ball thrown towards me.
- I can describe why side-on stance helps.
- I can understand how to swing parallel to the floor.

EDSTART GO

- I can strike a ball thrown underarm.
- I can run to bases after striking.
- I can apply skills in small games.

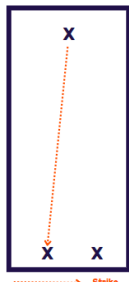
EDSTART SHOW

- I can respect the bowler and fielders.
- I can encourage teammates when batting.
- I can celebrate fairness in games.

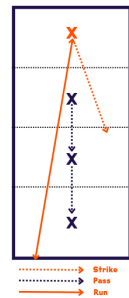
Key Question How can you hit, throw, or catch more accurately? Watch the ball closely, move your feet into position, and use a smooth, controlled action.

Warm Up **CATCH & STEP CHALLENGE:** Pupils work in pairs and start one metre apart, throwing and catching gently underarm. After both catch successfully, they take one big step back. The goal is to see how far apart they can get without dropping the ball! Emphasise soft hands, watching the ball, and good communication ("ready!" "mine!"). **PROGRESSION:** Add fun challenges like clapping before the catch, catching one-handed, or using a smaller ball to test control.

Main Activity



POWER HITTERS: In groups of three, one server, one batter, and one fielder. The server throws underarm between head and knee height, and the batter strikes the ball using a bat or racquet that suits their ability. After four hits, pupils rotate roles so everyone gets a turn to hit, field, and serve. Focus on standing side-on, swinging smoothly, and keeping eyes on the ball. **PROGRESSION:** Add scoring zones, 1 point for short hits, 3 for medium, and 5 for long strikes. Challenge pupils to beat their score in the next round!



QUICKFIRE HITTERS: Groups of three again — one hitter and two fielders working together in a high-energy rotation. The hitter takes five rapid-fire shots, striking each ball as soon as the fielder feeds or rolls it back into position. The aim is to combine distance, accuracy, and control, encouraging pupils to react quickly and adjust their stance for each new ball. Fielders must move efficiently, collecting balls at speed and returning them safely to keep the rhythm going. If pupils need extra support, place the ball on a cone or tee to build confidence, ensure success, and maintain flow. Emphasise good striking technique — standing side-on, keeping eyes on the ball, and swinging smoothly. The quick pace keeps everyone engaged, active, and ready for their turn to hit. **PROGRESSION:** Add colourful targets around the area (cones, hoops, or zones) worth different points, challenge hitters to score as many points as possible in a single round, or introduce a "bonus round" where hitting through a special gate or marker earns double points.

RUN THE BASES: Pupils play in teams of six, taking turns as the batter and fielders. The batter strikes the ball off a cone using a bat suited to their ability and immediately sprints through three coloured running zones (e.g., red → yellow → blue) before returning to the starting base. Meanwhile, the fielders must collect the ball as quickly as possible and work together to throw it cleanly through each of the same three zones in order. The race is on, if the batter reaches home before the fielders finish all three zone throws, their team scores a point! Encourage fast decision-making, clear communication ("Zone 1!" "Throw now!"), and safe, speedy running. This fast-paced activity builds coordination, teamwork, and excitement while reinforcing accurate throwing and catching under pressure. **PROGRESSION:** Add timed turns (e.g., "You have 20 seconds to score as many runs as possible!"), introduce bonus zones worth double points for long hits, or vary the bats (foam, plastic, tennis) to change difficulty and fun.

Adapted Learning (Differentiation) (Challenge)

SPACE
Make the area bigger for more challenge or smaller for quicker reactions.

TASK
Change the activity — distance hit, type of throw, or movement required.

EQUIPMENT
Use different bats, larger or smaller balls, or extra targets to support all learners.

PEOPLE
Work individually, in pairs, or small groups to adjust difficulty and teamwork needs

Key Technical Point Stand balanced, track the ball early, and follow through your throw or strike towards the target.

Cooldown **BALANCE BAT RELAY:** Pupils walk slowly around the area balancing a ball on their bat or racquet. If the ball drops, they freeze for three seconds before restarting. Encourage calm breathing and careful movement. **PROGRESSION:** Try balancing while walking backward or in pairs where one pupil guides the other without talking.

Lesson Objective To be able to play modified games using the techniques learnt.

Lesson 6/6

Equipment Needed Cones, markers, rounders balls, tennis balls, sponge balls, tennis rackets, rounders bats.

Success Criteria Children can:

- understand the simple scoring methods of the modified games and are able to do this as well as stop the other teams from doing so.
- use the skills taught and put into practice in a modified game.

EDSTART KNOW

- I can explain the rules of a simple striking and fielding game.
- I can describe how scoring works.
- I can understand how to use my skills in a team game.

EDSTART GO

- I can bat, bowl, and field in small-sided games.
- I can follow rules to play fairly.
- I can use skills in small games.

EDSTART SHOW

- I can respect rules and opponents.
- I can encourage my team during games.
- I can celebrate everyone's effort.

Key Question How can you make your throw, catch, or strike more accurate? Watch the ball closely, stay balanced, and aim your body toward the target.

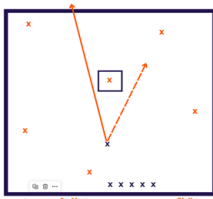
Warm Up **BOUNCE BATTLE:** Split the class into pairs or small teams, each with two small grids made from cones. The aim is to make the ball bounce three times in your opponent's grid before they catch it! All throws must be underarm, and players cannot move with the ball. Encourage teamwork, quick reactions, and clear communication to stop the other team scoring. **PROGRESSION:** Make the grid smaller, add a second ball for extra challenge, or set a 1-minute timer to see who can score the most points.

Main Activity **POWER HITTERS:** Pupils work in groups of three, one hitter and two fielders, in a fast, energetic striking activity designed to build confidence, timing, and technique. The hitter takes five quick hits in a row, focusing on striking the ball cleanly with a smooth, side-on swing and aiming to send it into space away from the fielders. Encourage pupils to keep their eyes on the ball, step towards the strike, and follow through to guide direction. The two fielders move quickly and safely to collect each ball as soon as it's hit, returning it to the hitting area so the rhythm of the activity stays fast-paced and exciting. After all five shots, pupils rotate roles so everyone gets a turn to hit, field, and serve. A tee or cone may be used for pupils who need more support, helping them build success and confidence while still participating at speed. **PROGRESSION:** Add colourful target zones around the area with different point values to encourage purposeful striking and decision-making. Challenge hitters to aim for a specific colour or to score as many points as possible in their five hits, helping build accuracy, control, and tactical thinking.

TARGET TREASURE SHOTS: Set up different coloured cones, hoops, or boxes around the area, each worth different points. Pupils work in pairs; one feeds the ball gently while the hitter tries to strike the ball toward the targets. They tally their score after 5 hits and then swap roles. Encourage smooth swings, aiming for accuracy rather than power, and celebrating every target hit!

PROGRESSION: Increase distance to the targets, shrink the target areas, or challenge pupils to hit with their weaker side for bonus points.

RUN AND FETCH: Divide the class into two teams — batters and fielders — for a fun and fast-paced hitting and running challenge. The batter begins by striking the ball gently off a cone using a bat or racquet, aiming for a clean, controlled hit rather than power. As soon as they make contact, they sprint to a coloured cone placed further up the playing area and then race back to the starting cone before the fielders can collect the ball and replace it on the tee. If the batter returns before the ball is reset, they earn one point for their team. Once their run is complete, the next batter steps up immediately to keep the game flowing and minimise waiting time. **Batting Team:** Focus on gentle, accurate hits that travel far enough to create time to run, combined with quick, safe sprinting. **Fielding Team:** Communicate loudly, work together to close down the ball, and return it to the cone as quickly as possible, teamwork makes the difference! This simplified version is ideal for younger pupils, keeping everyone active, involved, and constantly switching roles between hitting, running, and fielding. **PROGRESSION:** Move the running cone further away to extend the challenge, add a second ball for high-energy "speed rounds," or introduce bonus runs for especially long or well-placed hits to encourage accuracy and tactical thinking.



Adapted Learning (Differentiation) (Challenge)

SPACE

Make grids, target areas, or hitting distances larger or smaller

TASK

Change number of hits, types of throws, or target challenges.

EQUIPMENT

Use tees, soft balls, cones, or hoops to support all learners.

PEOPLE

Work 1v1, in pairs, or teams to increase or reduce challenge.

Key Technical Point Step toward the ball, keep eyes on it, and follow through smoothly toward your target.

Cooldown **ROLL AND RELAX:** Pupils sit in pairs and gently roll the ball back and forth while taking deep breaths — in through the nose, out through the mouth. Encourage calm, steady movements and positive teamwork. End by asking: "What was your favourite part of today's game?" **PROGRESSION:** Pupils balance the ball on their hand or bat for 10 seconds to finish with a fun, focused challenge.