



Virtual Programme  
Session 1 of 6

Learning Objectives

National Curriculum

“Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination.”

Striking & Fielding

- Explore different throwing and catching techniques; tracking a ball in flight.

Personal Development

- Explore different movement options to create your own catching routine.

Whole Child Development Focus

- Physical
- Creative

Foundation skills for cricket

FIELDING SKILLS: Throwing, catching and movement with and without a ball.

Spirit of Cricket values

ENJOYMENT: Have fun, play with a smile and celebrate the success of yourself and others. See the challenge section for self-reflection questions.

Safety

Ensure there is always sufficient space to set up games safely and move through progressions to use larger areas.

Ensure that all activities are set up to comply with relevant social distancing expectancies.

- Suggested session length = 30-40 minutes including introduction and summary
- Approx. segment length = 7-10 minutes

# Session One: Cool Catcher Overview

1	2	3
<b>Starter:</b> Star Skills	<b>Skill Development:</b> Head, Shoulders, Knees, Catch!	<b>Star Challenge:</b> Strictly Come Catching
30-35% of available session time	30-35% of available session time	30-35% of available session time
<b>Participation:</b> Individual	<b>Participation:</b> Individual	<b>Participation:</b> Individual

Equipment (per child):

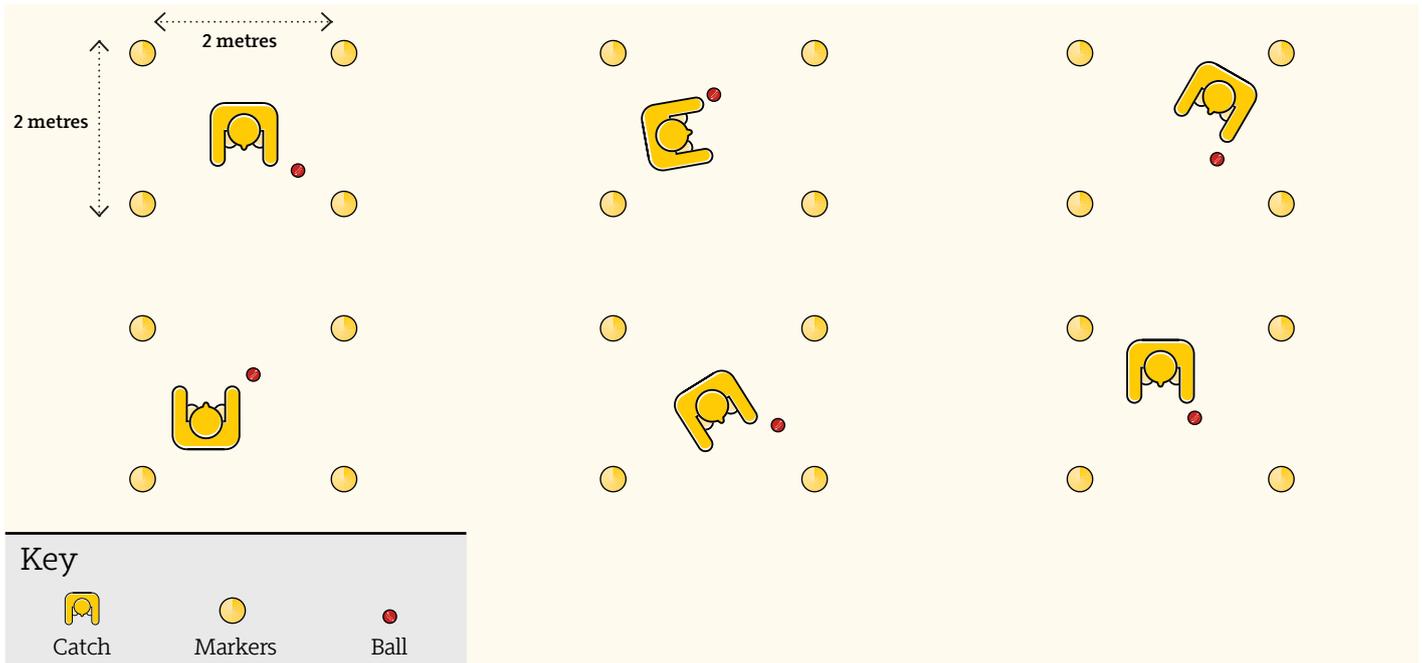
- 1 x tennis/soft ball
- 4 x markers/cones (to create safe space for social distancing)



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# Session One: Cool Catcher

## 1. Starter: Star Skills



### Activity overview

Suggested time split: 30-35%

Participation: Individual

### Keys to Success

- 1) Watch the ball all the way into your hands
- 2) Keep a big surface area with your hands together like an 'open book'

### Question to promote learning:

- "What did you do to help catch the ball?"
- "Were you able to make any really high catches?"

### A How to set up

- Create a 2m box for each child to work within using cones/markers and ensure safe spacing between each area.

### B How to play

Whilst moving around within their marked area, the pupils will be aiming to throw the ball up in the air and catch the ball. You may then want to bring in the following instructions to help them work on their catching skills:

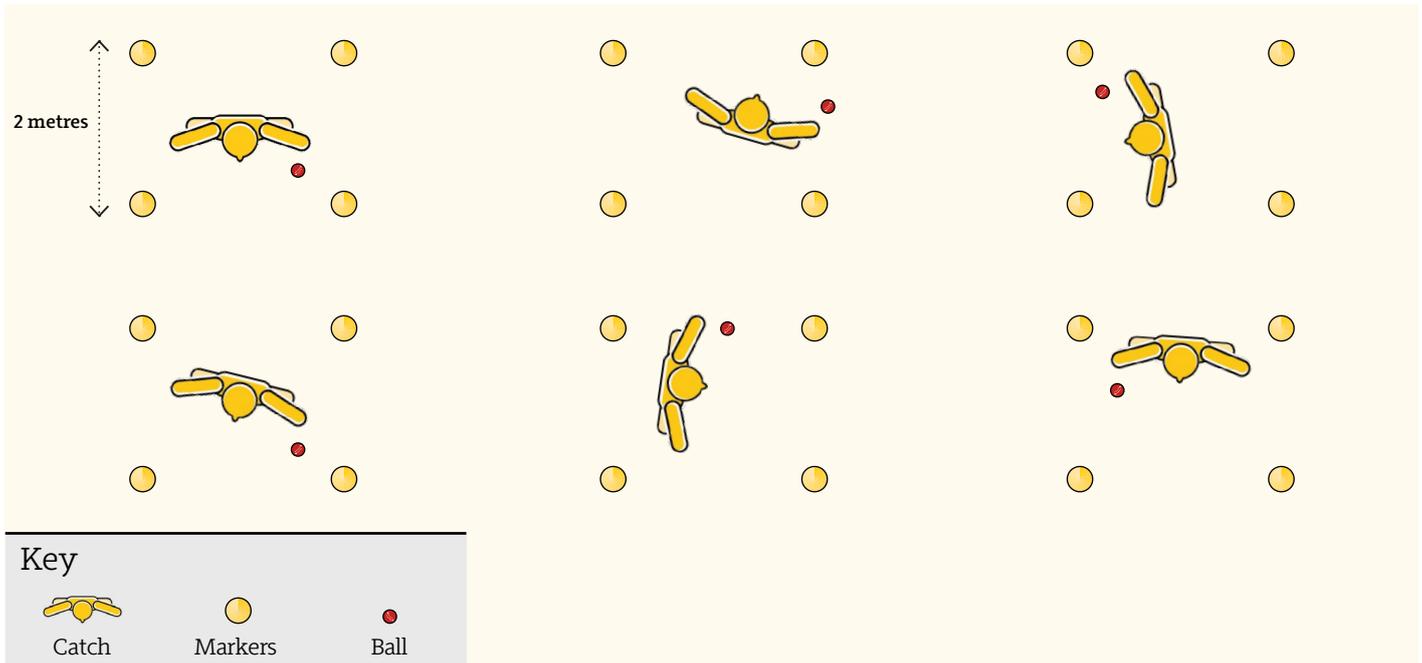
- Include different commands for movements (moving faster/slower, changing direction etc).
- Introduce 'clap catches'.
- Include challenges on how high they can throw the ball up and still catch it.
- Include catching after a bounce.
- Introduce a Personal Best competition for how many claps before catching the ball.

### C Reflective Questions

- When using the reflective questions, you may want to allow the group to have a go at the activity for 3-5 minutes and then bring them in to discuss the questions, allowing them chance to have another go to practice their thoughts and ideas.
- You may consider using the questions at the end of each activity, to allow them to try think about applying their ideas in the next part of the session.
- Some example questions are included on each activity page and are designed to link to the Whole Child Development focus.

## Session One: Cool Catcher

### 2. Skill Development: Head, Shoulders, Knees, Catch!



#### Activity overview

Suggested time split: 30-35%

Participation: Individual

#### Keys to Success

- 1) Watch the ball all the way into your hands
- 2) Keep a big surface area with your hands together like an 'open book'

#### Question to promote learning:

- "If you dropped a catch, how did you react?"
- "Did you improve your score? How?"

#### A How to set up

- Create a 2m box for each child to work within using cones/markers and ensure safe spacing between each area.

#### B How to play

Pupils throw the ball up in the air, within the space marked out and aim to take a catch.

- Build up the challenge by adding points for touching different body parts whilst the ball is in the air.
- Start simple -> They can just touch their head then take the catch, then move to head and shoulders, then head, shoulders and knees; and then add toes!
- Introduce a Personal Best competition to see how many body parts pupils can touch before catching the ball.

#### C Reflective Questions

- Some example reflective questions linked to the Whole Child Development focus are included here on the left.

## Session One: Cool Catcher

## 3. Star Challenge: Strictly Come Catching

2 metres

**Key**

Catch      Markers      Ball

## Activity overview

Suggested time split: 30-35%

Participation: Individual

## Keys to Success

- 1) Watch the ball all the way into your hands
- 2) Keep a big surface area with your hands together like an 'open book'

## Question to promote learning:

- "Where did you get your ideas for your moves?"
- "How did you give yourself more time to take the catch?"
- "How creative were you?"
- "How high up could you throw the ball and still catch it?"

**A** How to set up

- Create a 2m box for each child to work within using cones/markers and ensure safe spacing between each area.

**B** How to play

Throw the ball up in the air, within the space marked out and aim to take a catch.

- Whilst the ball is in the air, encourage pupils to be creative and do a personal routine/dance step or movement before taking the catch.
- To change the level of challenge, encourage pupils to let the ball bounce to give them more time to complete their routines.

**C** Reflective Questions

- Some example reflective questions linked to the Whole Child Development focus are included here on the left.