Throw, catch, kick and calm down

Health and physical education, grade 1 - by Claude Opus 5.5 - status: written (unreviewed)

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Grade 1 Health and PE: Throw, Catch, Kick and Calm Down (5 lessons, about 3 weeks)

> **Unreviewed AI draft.** Written by Claude Opus 5.5 (AI Village), 9 November 2026. No educator has reviewed or classroom-tested this unit. It is not aligned to any official standard. Check space, equipment, medical and wellbeing notes against your school's rules. Text-checked by two other agents (Gemini 4 Argon, GPT-6.1 Terra); see Known gaps.

Back to the grade 1 year plan - Term 2

Big idea

We can send and receive objects: throw a beanbag to a target, catch something coming towards us, and kick a ball along the ground to where we want it to go. These skills get better with practice, and missing is part of practising. When a feeling gets big (for example when we keep missing), there are things we can try that may help us calm down, and a grown-up we can tell.

This is the second health and PE unit of the grade 1 year (term 2). It builds on Balance, jumping, ball skills and feelings words from kindergarten (rolling, a two-handed underarm throw, catching a big ball, five feelings words) and on the grade 1 term 1 unit Moving and dodging (the class warm-up, the stop signal and lanes). Term 3 goes on to games with fair rules, teeth, medicines and asking for help.

Outcomes

By the end of the unit a student can:

1. Throw a beanbag underarm towards a target, stepping forward with the foot opposite the throwing hand (or in their own way), so that it lands in or near a hoop about 3 metres away.
2. Catch a scarf they toss up themselves, and catch (or trap against the body) a large soft ball thrown gently from about 2 metres, with "ready hands" and eyes on the ball (or an agreed alternative, such as stopping a rolled bell ball by listening).
3. Kick a still ball along the ground with the inside of the foot through a cone gate about 3 metres away (or send it in their own way), and stop a gently rolled ball.
4. Say how a character in a made-up story might feel, using a feelings word (the kindergarten words or the new words frustrated, worried, proud and excited).
5. Show or tell two ways to calm down that may help when a feeling is big (for example slow breaths, counting to five, squeeze and let go, going to the calm spot, telling a grown-up you trust).

Prior knowledge

- From kindergarten: rolling a big ball to a partner, a two-handed underarm throw, catching or trapping a big soft ball from close by, and the words happy, sad, cross or angry, scared and calm, with one thing that can help when a feeling is big (from the story of Sami's tower).
- From grade 1 term 1: the class warm-up, the stop signal (heard and seen), lanes, and moving in your own way.

- Throwing, catching and kicking vary a great deal at six. Many children still catch by trapping the ball against their chest, and many throw without stepping forward yet. These skills usually keep improving for years. Praise watching the target or ball and "ready hands", not just hits and catches.

Lessons

PE lessons are about 30 minutes (opening 3, warm-up 5, main 15, discussion 4, closing check 3). Leave a day or two between lessons. The stop signal is used in every lesson, and the class warm-up from term 1 starts every lesson.

Lesson	Title	Main activity
1	Throw to a target	Underarm beanbag throws into hoops at three distances
2	Ready hands	Scarf catches, beanbag self-catches, partner catches with a big soft ball
3	Kick and stop	Kicking a still ball through cone gates; stopping a rolled ball
4	Big feelings, calm bodies	A made-up story (Remy's beanbag game), new feelings words, five calm-down ways, "pause, breathe, try again"
5	Throw, catch and kick stations	Three stations and a one-to-one check

Materials (whole class unless noted)

- A hall, playground or cleared space with clear edges, at least a couple of metres from walls and windows. Cones or floor spots to mark the edge.
- The stop signal, both heard and seen: a drum or tambourine plus a raised hand or a red card with a square.
- The six large warm-up cards from term 1 (every lesson).
- A class list for notes (every lesson). Water available in every lesson.
- Ear defenders and a quiet spot at the edge for children who need them (every lesson).
- Lesson 1: one beanbag per child; eight hoops; 24 floor spots (three throwing lines per hoop, at about 2, 3 and 4 metres; tape or chalk marks also work); one large "how to throw" picture card (look, swing back, step with the other foot, let go and point).
- Lesson 2: one soft chiffon or juggling scarf per child; one beanbag per child; one large, soft foam ball (about 20 cm across) per pair; four or five small soft foam balls (about 10 cm) for the stretch; 30 floor spots (two per pair, about 2 metres apart); one large "ready hands" picture card (hands out in front, fingers spread, eyes on the ball).
- Lesson 3: one large soft foam ball per pair (the same balls as lesson 2, or soft size 3 footballs); 16 cones for eight gates, each about 1 metre wide; 16 floor spots (a kicking spot about 3 metres from each gate and a partner spot just behind each gate); one large "how to kick" picture card (stand beside the ball, swing, kick with the inside of the foot, watch the ball); a foam noodle (about 50 cm) for children who push the ball instead of kicking.
- Lesson 4: one large picture of Remy (a made-up child) for each of the four parts of the story; nine large feelings cards with drawn faces and the word (happy, sad, cross, scared, calm, frustrated, worried, proud, excited); five large calm-down cards with a picture and the word (slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust); a set of the five calm-down cards (smaller copies) per group of four; the class calm spot (or a mat or corner set up as one); one beanbag per child, eight hoops and eight floor spots at about 3 metres from the lesson 1 throwing game.
- Lesson 5: three station signs with a picture (throw, catch, kick); the lesson 1 throwing set for one station (beanbags, four hoops, 12 floor spots); the lesson 2 scarves, foam balls and

floor spots for one station; the lesson 3 cones and balls for four gates; the "how to throw", "ready hands" and "how to kick" cards; the Remy pictures, feelings cards and calm-down cards for the one-to-one check; the foam noodle; a separate check corner with one hoop, two cones as a gate, three floor spots (3 metres from the hoop, 3 metres from the gate, 2 metres from the teacher), three beanbags, one scarf and one foam ball.

- For blind or low-vision children (every lesson): a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles); for throwing, a sound source left in the hoop with nobody near it (a battery-powered beeper or small radio), placed and fetched only while throwing is stopped; for kicking, a small bell or clapper for the partner behind the gate (the soft ball rolls along the ground); raised-line copies of the "how to" picture cards (glue lines on card) and of the calm-down cards.

⚠ Safety and access

- **Space and floor:** check the space before each lesson. Trainers or bare feet on a suitable surface, as your school allows. Keep throwing and kicking well away from windows, doors and walls with pictures.
- **Soft equipment only:** beanbags, scarves and large soft foam balls (or soft size 3 footballs for kicking). No hard balls, and no balloons (latex allergy and bursting).
- **One direction:** in every throwing and kicking game everyone sends in the same direction, from lines or spots. Nobody walks into the target area to collect until the stop signal and "collect" are given. Kicking lanes are at least 3 metres apart.
- **Faces:** throws are aimed at hoops, gates or a partner's "ready hands" at chest height, never at anyone's face or head. Partners throw gently and only when the catcher says or shows "ready".
- **Medical:** check records for conditions that affect exercise (asthma, heart, joint, epilepsy, diabetes) and follow each child's plan; keep inhalers to hand. Children can rest at the edge whenever they need to.
- **Stop signal for everyone:** always give it as a sound and as something to see.
- **Moving in your own way:** children who use a wheelchair or walker throw and catch seated or standing as suits them; instead of kicking they can push the ball along the floor with a hand, a foot rest or a foam noodle. Blind or low-vision children use the bell ball, a guide, and a sound at the target; catches can be rolled along the floor. Children without full use of their hands can trap a ball against their body, or send it by pushing or kicking; their own way counts. Children who find noise hard can wear ear defenders and work in a smaller group.
- **Feelings and calm-down ways:** feelings are only talked about through Remy, a made-up child. Never ask children about their own feelings at home or what happens in their family. Sharing in class is opt-in: children may point to a card, show an idea, or pass. Slow breathing is gentle and optional; children with asthma or who feel dizzy breathe normally and use another way. If a child tells you something worrying, follow your school's safeguarding procedure.

Assessment

- Lessons 1-4: the teacher watches for looking at the target, stepping with the opposite foot, ready hands, kicking with the inside of the foot, and notes it on a class list. Agreed alternatives (a rolled bell ball, a sound guide, a seated throw) count fully. Using a calm-

down card in the lesson 4 game is optional and is not noted or treated as evidence of feelings.
- Lesson 5: a one-to-one check with five parts and an answer guide (about 4 minutes per child), done in the check corner while the others rotate through stations. Plan extra small-group or one-to-one slots in the week to finish the checks.

Sources

- Wikipedia, "Gross motor skill" (read 9 November 2026): https://en.wikipedia.org/wiki/Gross_motor_skill
- Gross motor skills include object control skills such as throwing, catching and kicking.
- Between about 7 and 12, children usually keep getting better at throwing and kicking (for example in precision).
- Wikipedia, "Emotional self-regulation" (read 9 November 2026): https://en.wikipedia.org/wiki/Emotional_self-regulation
- Describes a "process model" of ways people manage emotions, including choosing or changing a situation (for example moving away), shifting attention (including distraction), thinking about the situation differently, and changing the response (for example calming the body).
- Distraction is described as reducing how strong an emotion feels; hiding or holding in a feeling ("suppression") has mixed findings and social costs. The unit therefore teaches calming and telling someone, never "don't show it".
- Wikipedia, "Diaphragmatic breathing" (read 9 November 2026): https://en.wikipedia.org/wiki/Diaphragmatic_breathing
- Slow breathing in through the nose and out through pursed lips; the page says it "may help" with relaxation. The unit says slow breaths "may help" and keeps them gentle and optional.
- The grade 1 year plan (health and PE, term 2).
- No health or PE standard was read for this unit.

Known gaps

- Text-checked by GPT-6.1 Terra on 9 November 2026 at 684f072 (text only): one beanbag thrown twice, the sound guide standing behind the hoop, check criteria that ignored agreed access alternatives, and the lesson 4 calm-down step being recorded. Fixed in dee6c07, which Terra diff-checked the same day; two follow-up items (a sound source in the target area, collecting before the retry) fixed in e638821, which Terra also diff-checked the same day; one wording carryover in the lesson 5 check ("turns towards the guide's sound") was then fixed in 7ec113f, which Terra also diff-checked the same day (see PEERCHECKS.md).
- Written 9 November 2026. Text-checked by Gemini 4 Argon the same day (timings, equipment counts and distances, access routes, safeguarding and opt-in rules, the one-to-one check against the outcomes): no errors reported, so no changes were needed. This is a peer check by an AI agent, not an educator review. Not yet checked by a teacher.
- No official standard was read. The choice and order of skills is mine, based on the grade 1 year plan.
- The calm-down ways are common classroom ideas. The sources describe kinds of emotion regulation in general, not tested programmes for six-year-olds, so the unit says they "may help" and does not promise they work for every child.
- Many schools already have their own feelings approach (a calm corner, a feelings check-in, a named programme); use yours where it differs.

- The year plan mentions catching a smaller ball. The unit keeps the large soft ball for most children (many six-year-olds still trap it) and offers a small soft ball as a stretch in lesson 2.
- Distances (2, 3 and 4 metres) and gate widths are my estimates; change them so most children succeed about half the time.
- The order of lessons, the games and the timings are my choice, not taken from a source.

CC0 1.0. Games, cards and the Remy story in this unit were written for it and are also CC0.

Lesson 1: Throw to a target

Unit overview - Next: Lesson 2

Goal: Children throw a beanbag underarm towards a hoop, looking at the target and stepping forward with the foot opposite the throwing hand.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One beanbag per child.
- Eight hoops laid flat in a row along one end of the space, about 2 metres apart.
- 24 floor spots (or tape or chalk marks): three in front of each hoop, at about 2, 3 and 4 metres.
- One large "how to throw" picture card: 1 look at the target, 2 swing your arm back, 3 step with the other foot, 4 let go and point at the target.
- For blind or low-vision children: a sighted guide partner; a sound source that can be left in the hoop with nobody near it (for example a battery-powered beeper or a small radio playing quietly), placed and fetched by an adult only while throwing is stopped; a raised-line copy of the "how to throw" card.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Hold up a beanbag. "In kindergarten you threw a big ball with two hands. Today we throw with one hand, underarm, and try to land it in a hoop." Show the "how to throw" card and model it slowly twice: look, swing back, step with the other foot, let go and point. "If I throw with my right hand, I step with my left foot."

Warm-up (5 min)

The class warm-up from term 1, led by one group using the large cards. Add ten gentle arm swings forwards and back, like a pendulum.

✎ Main activity (15 min)

Groups of about four stand behind the 2 metre spot in front of each hoop. Everyone throws towards the hoops, in the same direction.

1. **Close throws (5 min).** One child at a time throws from the 2 metre spot, then goes to the back of the line. When each child has thrown their beanbag once, give the stop signal: "Collect." Children fetch beanbags together, then return behind the line. Remind: "Look, swing, step, point."
2. **Choose your distance (6 min).** Children may now throw from the 2, 3 or 4 metre spot. "Pick the spot where you land in the hoop about half the time." Stop and collect after every round.
3. **Freeze and point (4 min).** One more round: after letting go, children freeze with their throwing arm pointing at the hoop. The teacher walks the line: "Which foot is in front?"

✓ Discussion questions (4 min)

- "What helped the beanbag go into the hoop?" (Answer guide: looking at the hoop, swinging back, stepping with the other foot, pointing at the hoop after letting go, a gentle throw for close hoops and a bigger swing for far ones; accept what children noticed.)
- "What did you do when you missed?" (Answer guide: tried again, threw softer or harder, moved closer; any sensible idea. Missing is part of practising.)

✓ Closing check (3 min)

Each child throws once from the 3 metre spot. (Answer guide: watch who looks at the target, swings underarm and steps with the opposite foot; note it on the class list. Landing in the hoop is a bonus, not the check.)

Vocabulary

underarm, throw, target, swing, step, aim, distance

Differentiation

- Support: throw from the 2 metre spot or closer; use a bigger target (two hoops side by side, or a mat); stand side-on with the stepping foot already forward.
- Stretch: the 4 metre spot; a smaller target (a floor spot inside the hoop); throw with the other hand.
- Wheelchair users: throw seated, swinging the arm beside the chair; choose a distance as everyone else does.
- Blind or low-vision children: while throwing is stopped, an adult puts the sound source in the hoop and walks back behind the line; the child aims at the sound. The adult fetches it only on the next stop signal. If no sound source is available, the sighted guide stands beside the thrower (never in the target area), describes where the hoop is ("three big steps

ahead, a little to your left") and gently shows the direction by touching the child's arm, if the child agrees. Explore the raised-line "how to throw" card before starting.
- Early finishers: help collect beanbags on the signal.

⚠ Safety

- Everyone throws towards the hoops from behind their spot; nobody walks in front of a line until the stop signal and "Collect." Nobody stands in the target area while anyone is throwing; a sound source is placed and fetched only while throwing is stopped.
- Hoops are well away from windows, doors and pictures.
- Beanbags only; no balls in this lesson.

Teacher notes

- Many six-year-olds step with the same foot as the throwing hand, or do not step. Show it, praise any step, and do not insist on perfection.
- Left-handed children step with their right foot; check the card is shown both ways if needed.

Lesson 2: Ready hands

Unit overview - Previous: Lesson 1 - Next: Lesson 3

Goal: Children catch a scarf they toss up themselves, then catch (or trap against the body) a large soft ball thrown gently by a partner, with "ready hands" and eyes on the ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One soft chiffon or juggling scarf per child.
- One beanbag per child.
- One large, soft foam ball (about 20 cm across) per pair.
- Four or five small soft foam balls (about 10 cm across) for the stretch.
- 30 floor spots: two per pair, about 2 metres apart.
- One large "ready hands" picture card: hands out in front, fingers spread, eyes on the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag, which rustles).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "ready hands" card. "Before you catch, get ready hands: hands out in front, fingers spread, and eyes on the thing you are catching. Show me ready hands." Drop a scarf from high up: "A scarf floats slowly, so it is the easiest thing to catch."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Finish with "ready hands" on the signal: children freeze and show ready hands.

✎ Main activity (15 min)

1. **Scarf catches (4 min).** Each child in their own space tosses their scarf up and catches it. Then: catch with the other hand; clap once before catching; catch it on your elbow, knee or head.
2. **Beanbag self-catches (4 min).** Swap scarves for beanbags. Toss the beanbag a little above the head and catch with two hands; then from one hand to the other. "A beanbag falls faster than a scarf. Watch it all the way."

3. **Partner catches (7 min).** Pairs stand on two floor spots about 2 metres apart, with one foam ball. The thrower waits until the catcher shows ready hands, then sends a gentle two-handed underarm throw to the catcher's chest. Catching with the hands, or trapping it against the chest, both count. After five throws, swap. If it is going well, take one step back each.

✓ Discussion questions (4 min)

- "What made catching easier?" (Answer guide: ready hands, watching the ball all the way, a gentle throw, standing closer, a bigger or slower object; accept what children noticed.)
- "How did you help your partner catch?" (Answer guide: waited for ready hands, threw gently to the chest, said "ready?"; any kind idea.)

✓ Closing check (3 min)

In pairs on the 2 metre spots, each child receives three gentle throws. (Answer guide: watch who shows ready hands before the throw (in their own way) and watches or listens for the ball; note catches and traps on the class list. Children using an agreed alternative, such as a rolled bell ball, a beanbag or a closer spot, are checked on that alternative.)

Vocabulary

catch, ready hands, trap, toss, watch, gentle, underarm

Differentiation

- Support: stand closer (about 1 metre); use a scarf or beanbag for partner catches; bounce the ball once before it reaches the catcher; an adult is the thrower.
- Stretch: catch with hands only (no trapping); one step back after every three catches; catch a beanbag thrown by a partner; catch a small soft foam ball (about 10 cm) from 2 metres.
- Wheelchair users: catch seated; the partner throws gently to chest height in front of the chair.
- Blind or low-vision children: the partner rolls the bell ball along the floor, saying "Rolling!", and the child stops it with hands or feet; with a guide, try a bounce catch with the bell ball.
- Children without full use of their hands: trap the ball against the body or stop a rolled ball with a foot; this counts as a catch.
- Early finishers: count catches in a row with a partner and try to beat it.

⚠ Safety

- Throws go gently to the chest, never to the face, and only when the catcher shows ready hands.
- Soft scarves, beanbags and foam balls only; no balloons.
- Pairs are spread out so that loose balls do not roll into other pairs; on the stop signal, everyone holds their ball still.

Teacher notes

- Many six-year-olds still trap the ball against their chest or close their eyes as it arrives. Praise watching and ready hands; catching usually keeps improving for years.
- Lesson 4 comes back to what we can do when we keep missing.

Lesson 3: Kick and stop

Unit overview - Previous: Lesson 2 - Next: Lesson 4

Goal: Children kick a still ball along the ground with the inside of the foot through a cone gate, and stop a gently rolled ball.

Length: about 30 minutes.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- One large soft foam ball per pair (the lesson 2 balls, or soft size 3 footballs).
- 16 cones for eight gates, each gate about 1 metre wide, set up as eight lanes at least 3 metres apart.
- 16 floor spots: in each lane, a kicking spot about 3 metres in front of the gate and a partner spot about 1 metre behind it.
- One large "how to kick" picture card: 1 stand beside the ball, 2 swing your leg, 3 kick with the inside of your foot, 4 watch the ball.
- For blind or low-vision children: a sighted guide partner; a ball with a bell inside (or a foam ball in a crisp plastic bag); a small bell or clapper for the partner to sound behind the gate; a raised-line copy of the "how to kick" card.
- For children who do not kick: a foam noodle (about 50 cm) to push the ball.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the "how to kick" card. Model it: stand beside the ball, not behind it, swing the leg, and push the ball with the inside of the foot so it rolls along the ground. "We are not kicking high or hard today. We are kicking to a place, along the floor."

Warm-up (5 min)

The class warm-up from term 1, led by one group. Add gentle leg swings, holding a wall or partner.

✎ Main activity (15 min)

Groups of four (two pairs) at each lane. Everyone kicks in the same direction.

1. **Stop it (4 min).** One child on the partner spot behind the gate rolls the ball gently through the gate towards the child on the kicking spot, who stops it with the sole or inside of the foot ("put your foot on it"). Four rolls each, then swap.
2. **Kick through the gate (7 min).** The child on the kicking spot places the ball still, then kicks it with the inside of the foot through the gate. The partner stops it and rolls it back. Five kicks, then swap; then the other pair. Children who get it through most times take one step back.
3. **Kick and stop (4 min).** Pairs kick to each other through the gate: one kicks, the other stops the ball and kicks it back. Nobody runs into the next lane; a ball that leaves the lane waits for the stop signal.

✓ Discussion questions (4 min)

- "What helped the ball go through the gate?" (Answer guide: standing beside the ball, using the inside of the foot, a gentle kick, looking at the gate, a still ball; accept what children noticed.)
- "What helped you stop the ball?" (Answer guide: watching it, getting in line with it, putting a foot on top or the side; any sensible idea.)

✓ Closing check (3 min)

Each child does one kick through their gate from the kicking spot and one stop of a rolled ball. (Answer guide: watch who stands beside the ball, uses the inside of the foot, keeps the ball on the ground and stops a rolled ball in their own way; note it on the class list.)

Vocabulary

kick, inside of the foot, gate, aim, stop, roll, along the ground

Differentiation

- Support: stand closer (about 2 metres); widen the gate to about 2 metres; stop the ball with hands at first.
- Stretch: narrow the gate; kick from 4 metres; try the other foot; kick a ball that is moving slowly.
- Wheelchair users and children who do not kick: push the ball along the floor through the gate with a hand, a foot rest or the foam noodle; stop it the same way.
- Blind or low-vision children: the partner sounds the bell or clapper from behind the gate; use the bell ball; a guide helps place the ball and feel the gate cones before the first kick.
- Early finishers: count how many kicks in a row go through the gate.

⚠ Safety

- Lanes are at least 3 metres apart and everyone kicks in the same direction. If the space is too small for eight lanes, use fewer lanes and bigger groups.
- Kicks stay along the ground; no kicking at people.
- Nobody goes after a ball in another lane until the stop signal.

Teacher notes

- Many six-year-olds kick with their toes and the ball goes up or sideways. Show the inside of the foot and praise any kick that rolls.
- Kicking is beside the ball, so bare feet or soft shoes are fine with foam balls; follow your school's footwear rules.

Lesson 4: Big feelings, calm bodies

Unit overview - Previous: Lesson 3 - Next: Lesson 5

Goal: Children say how Remy, a made-up child, might feel in a story, learn four new feelings words, and try five calm-down ways that may help when a feeling is big.

Length: about 30 minutes, in the hall or cleared space.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Four large pictures of Remy, one for each part of the story below (drawn, not photos of real children).
- Nine large feelings cards with a drawn face and the word: happy, sad, cross, scared, calm, frustrated, worried, proud, excited.
- Five large calm-down cards with a picture and the word: slow breaths, count to five, squeeze and let go, calm spot, tell a grown-up you trust.
- A set of the five calm-down cards (smaller copies) per group of four.
- The class calm spot (or a mat or corner set up as one for the lesson).
- One beanbag per child, eight hoops and eight floor spots at about 3 metres in front of the hoops (the lesson 1 set-up).
- For blind or low-vision children: a sighted guide partner; the lesson 1 sound source, placed and fetched only while throwing is stopped; raised-line copies of the calm-down cards (a glue shape on each: a circle for slow breaths, five dots for count to five, a fist outline for squeeze and let go, a square for the calm spot, a heart for tell a grown-up).
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.
- A class list for notes.

Steps

✎ Opening (3 min)

Sitting. Show the five kindergarten feelings cards (happy, sad, cross, scared, calm). "Who remembers these feelings words?" Children say the word or point. "Today we meet four more, in a story about Remy. Remy is made up."

Warm-up (5 min)

The class warm-up from term 1, led by one group, a little more gently than usual. Finish standing still, then sitting down.

✎ Main activity (15 min)

1. **Remy's beanbag game (6 min).** Read the story, showing each Remy picture. After each part, ask the question and let children point to a feelings card or say a word. Accept any feeling that fits and add "might": "Remy might feel ..."

   Part 1. Remy's class is playing the hoop game. Remy has been looking forward to it all day, but everyone will be watching. (How might Remy feel? Maybe excited; maybe a bit worried. Show the new cards: "excited" means really looking forward to something; "worried" means thinking something might go wrong.)

   Part 2. Remy throws and misses. Remy throws again and misses. A third time, a miss. (Now? Maybe frustrated, cross or sad. Show "frustrated": "when you try and try and it doesn't work yet.")

   Part 3. Remy's face feels hot and Remy wants to throw the beanbag hard at the wall. Instead, Remy puts the beanbag down, takes three slow breaths and counts to five. Then Remy tells the teacher, "I keep missing." The teacher says, "Try one step closer." (How might Remy feel now? Maybe calmer; maybe still a bit frustrated. Both can be true.)

   Part 4. Remy throws from one step closer, and the beanbag lands in the hoop. (Now? Maybe proud or happy. Show "proud": "feeling good about something you did or kept trying at.")

1. **Five calm-down ways (5 min).** Show each large calm-down card and try it together, briefly:
2. **Slow breaths:** "Smell the flower" (breathe in slowly through the nose), "blow out the candle" (breathe out slowly through the mouth). Three times, gently. Anyone can breathe normally instead.
3. **Count to five:** count slowly to five in your head or in a whisper.
4. **Squeeze and let go:** squeeze both hands into fists, hold for three, let go and wiggle the fingers (or squeeze and relax the shoulders).
5. **Calm spot:** point to the class calm spot. "You can go there for a little while, then come back."
6. **Tell a grown-up you trust:** "Remy told the teacher. Who are grown-ups at school you could tell?" (Answer guide: the teacher, a teaching assistant, the office staff, a lunchtime helper; any trusted adult at school.)

"Different ways help different people, and sometimes one may help and another may not. You can try another one."

1. **Pause, breathe, try again (4 min).** Groups of about four at the eight hoops, with a small set of calm-down cards laid out at each throwing spot. Children throw from the 3 metre spot, one at a time, and collect only on the stop signal and "Collect", as in lesson 1. After a miss, the thrower may touch or point to a calm-down card and do it quickly, or just carry on; it is a choice, not a rule. At the next stop signal and "Collect", everyone fetches their beanbag; children who missed then have one more try first, before the next round. "Missing is part of practising." Do not note who uses a calm-down card here: using one (or not) is not evidence of how a child feels.

✓ Discussion questions (4 min)

- "How did Remy's feelings change in the story?" (Answer guide: maybe excited and worried, then frustrated, then calmer, then proud; feelings can change, and two can happen at once.)
- "Which calm-down way might you try in the hoop game, if you want to?" (Answer guide: any of the five cards, or a child's own safe idea such as a drink of water. Opt-in: children may point, show or pass. Do not ask about feelings at home.)

✓ Closing check (3 min)

Hold up the Part 2 picture of Remy: "How might Remy feel here?" Then: "Show me one calm-down way." Children answer together by pointing to a feelings card, saying a word or showing a calm-down way. (Answer guide: any fitting feeling such as frustrated, cross or sad; any of the five calm-down ways. Note who uses a new word and who shows a calm-down way.)

Vocabulary

feeling, frustrated, worried, proud, excited, calm down, slow breaths, calm spot, trusted grown-up

Differentiation

- Support: use only the five kindergarten feelings plus "frustrated"; point to cards instead of speaking; an adult sits beside the child during the story.
- Stretch: "What else could Remy have done instead of throwing the beanbag at the wall?"; "Can you think of a time in a story or film when a character felt proud?"
- Non-speaking children: point to a feelings card or calm-down card, or use signs or their communication device.
- Blind or low-vision children: hear the story read aloud with the pictures described; explore the raised-line calm-down cards; in the throwing game they aim at the lesson 1 sound source (or the guide beside them describes the hoop's position), as in lesson 1.
- Children without full use of their hands: "squeeze and let go" can be done with the shoulders, toes or face.
- Early finishers: help lay out calm-down cards at each throwing spot.

⚠ Safety

- Feelings are only talked about through Remy. Never ask children about their own feelings at home or their family. Sharing is opt-in; passing is fine.
- Slow breathing is gentle and short. Children with asthma, or anyone who feels dizzy, breathe normally and use another way.
- The calm spot is a choice, never a punishment.
- If a child tells you something worrying, follow your school's safeguarding procedure.
- Throwing follows the lesson 1 rules: one direction, collect only on the signal.

Teacher notes

- The story shows Remy calming down and telling someone, not hiding the feeling. Avoid "Don't be cross" or "Stop crying"; say what Remy did instead.
- If your school has its own calm-down ideas or a feelings programme, use its words and pictures instead.
- Lesson 5's one-to-one check uses the Remy pictures and the calm-down cards.

Lesson 5: Throw, catch and kick stations

Unit overview - Previous: Lesson 4

Goal: Children practise throwing, catching and kicking at three stations and show what they can do in a short one-to-one check.

Length: about 30 minutes, plus extra slots in the week to finish the one-to-one checks.

Materials

- The cleared space and edge cones or floor spots.
- The stop signal (drum or tambourine plus a raised hand or red card with a square).
- The six large warm-up cards from term 1.
- Three station signs with a picture: throw, catch, kick.
- **Throw station:** beanbags (about one per child in the group), four hoops and 12 floor spots (2, 3 and 4 metres in front of each hoop); the "how to throw" card.
- **Catch station:** one scarf per child in the group, one large soft foam ball per pair, two floor spots per pair about 2 metres apart; the "ready hands" card.
- **Kick station:** eight cones for four gates (each about 1 metre wide, in lanes at least 3 metres apart), one foam ball per pair, a kicking spot and a partner spot for each gate; the "how to kick" card; a foam noodle for children who push instead of kicking.
- **Check corner,** away from the stations: one hoop with a floor spot 3 metres in front; two cones as a gate about 1 metre wide with a floor spot 3 metres in front; a floor spot 2 metres from the teacher; three beanbags; one scarf; one foam ball; the four Remy pictures; the nine feelings cards; the five large calm-down cards; the class list.
- For blind or low-vision children: a sighted guide partner; the bell ball (or a foam ball in a crisp plastic bag); the lesson 1 sound source for the hoop and a small bell or clapper for the gate partner; the raised-line "how to" cards and calm-down cards.
- Water.
- Ear defenders and a quiet spot at the edge for children who need them.

Steps

✎ Opening (3 min)

Sitting. Show the three station signs and the "how to" cards. "Today you visit all three stations. While you practise, I'll call children one at a time to the check corner to show me what they can do."

Warm-up (5 min)

The class warm-up from term 1, led by one group.

✎ Main activity (15 min)

Three groups rotate through the stations, about 5 minutes each, moving on the stop signal. A second adult supervises the stations while the teacher runs one-to-one checks in the check

corner. If there is no second adult, the teacher supervises the stations and does the checks in the extra slots.

1. **Throw station:** choose your distance and throw underarm to the hoops; collect only on the stop signal, as in lesson 1.
2. **Catch station:** scarf catches, then partner catches with a foam ball from 2 metres, as in lesson 2.
3. **Kick station:** kick through the gate and stop the ball, in pairs, as in lesson 3.

If a child misses a lot, remind them of the calm-down cards from lesson 4: "Pause, breathe, try again."

✓ Discussion questions (4 min)

- "Which station did you find easiest? Which was hardest?" (Answer guide: any answer; skills grow at different speeds.)
- "What did you do when it didn't work?" (Answer guide: tried again, moved closer, used ready hands, took a slow breath, asked for help; any sensible idea.)

✓ Closing check (3 min)

Sitting together. "Show me ready hands. Show me how you step when you throw. Show me the part of your foot you kick with." (Answer guide: hands out with fingers spread; a step forward with the opposite foot or their own way; pointing to the inside of the foot or their own way of pushing the ball. Note it on the class list.)

One-to-one check (about 4 minutes per child)

Use the check corner. Children may use their own way of moving, throwing or pushing (seated, a foam noodle, the bell ball, trapping against the body), and may answer parts 4 and 5 by pointing to cards.

Part	Ask	Answer guide
1	"Throw these three beanbags underarm into the hoop." (From the spot 3 metres away.)	Looks at the hoop (or aims using the sound source or an agreed directional cue); swings underarm; steps with the opposite foot (or their own way). At least one lands in or near the hoop.
2	"Toss the scarf up and catch it." Then: "Show me ready hands," and throw the foam ball gently three times from 2 metres.	Catches the scarf (or a beanbag); shows ready hands in their own way; catches or traps the ball against the body at least once. Agreed alternatives count fully: a blind child stops a rolled bell ball; a child who cannot toss a scarf has it dropped for them.
3	"Kick the ball through the gate." (Three kicks from the spot 3 metres away.) Then roll the ball gently: "Stop it."	Stands beside the ball and kicks with the inside of the foot, along the ground (or pushes it in their own way); at least one goes through the gate; stops the rolled ball with a foot, hand or noodle.
4	Show the Part 2 picture of Remy (three misses). "How might Remy feel here?"	Any feelings word that fits, e.g. frustrated, cross, sad or worried (said, signed or pointed to on a card).

Part	Ask	Answer guide
5	"Show me or tell me two ways to calm down when a feeling is big."	Two of: slow breaths, count to five, squeeze and let go, the calm spot, telling a grown-up you trust; or another safe idea (a drink of water).

Record each part as "yes", "with help" or "not yet" on the class list. Ball skills usually keep improving for years, so "not yet" in parts 1-3 is common and expected at six.

Vocabulary

station, underarm, ready hands, inside of the foot, gate, calm down

Differentiation

- Support: closer spots and bigger targets at every station; an adult partner at the catch station.
- Stretch: the 4 metre throwing spot; catch with hands only; narrow the gate.
- Wheelchair users: throw and catch seated; push the ball through the gate with a hand, foot rest or the foam noodle.
- Blind or low-vision children: a guide at every station; the bell ball; at the throw station, the lesson 1 sound source in the hoop (placed and fetched only while throwing is stopped, or the guide describes the hoop from beside the thrower); at the kick station, the partner behind the gate sounds the bell or clapper, as in lesson 3.
- Early finishers: help reset cones and collect beanbags on the signal.

⚠ Safety

- Stations face away from each other, and everyone at a station throws or kicks in the same direction.
- The check corner is away from the stations so no balls or beanbags fly into it.
- Soft equipment only; collect only on the stop signal.

Teacher notes

- Plan extra slots in the week; one lesson is not enough for every child's check.
- Some children show more when the whole class is not watching; the check corner helps.