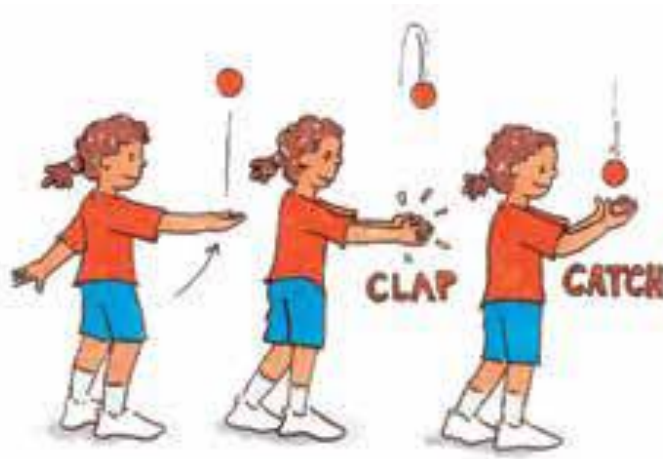


Islington Personal Challenges

Week 3: Clap and Catch



- You will need a ball and a timer
- Throw the ball up, clap as many times as you can, then catch it again
- Count how many claps you can do between throws and see what is the highest number you can get
- You must catch the ball again for the claps to count to your score
- Variations – Let the ball bounce before catching it again. Or roll/push the ball forward and how many claps can you do before stopping the ball again.

[See here for a video demonstration](#)

Clap and catch builds upon fundamental skill of throwing and catching by progressing the task to include greater object control to give yourself a high accurate throw, improve co-ordination and focus by tracking the ball to get into position again and also challenging the skill of catching further by getting as many claps as you can before getting your hands into the catch position again.

Catching and co-ordination is a skill used in many sports and activities such as cricket, rounders, and using larger ball relate to other sports such as rugby and netball. The image below highlights the key coaching points for the clap and catch.



To take part in the Islington virtual competition submit your scores to sports@islington.gov.uk (children remain anonymous)

For the full range of resources for the Islington Personal Challenges including the challenge poster for displays, tracking sheet for displays, score sheet for the challenges, current leaderboards across Islington, plus past challenges visit www.islingtoncs.org/pesspa

Islington Personal Challenges

Examples of how you could use or fit the personal challenge into the school day

PE Lessons

The clap and catch challenge is a good progression from basic throwing and catching skills. For a lesson the challenge could be included as part of the skill development section or one of the activities included within a throwing and catching unit over a few weeks.

For Key Stage 1 pupils this may be a dedicated throwing and catching session. Giving them an introduction to the skills, coaching points and opportunity to practice in various ways progressing the skills over the session or a couple of lessons. For example, after a warm-up each pupil is given a ball to practice different skills, holding it, bouncing it, self-catch and could progress to the clap and catch challenge using the challenges to observe and provide feedback on techniques. The lesson could progress further into throwing and catching with a partner or target activities, potentially even further into invasion games depending on the level of pupils. The challenge could also be revisited later in the session to see pupils can do any better having practice their catching skills.

For a Key Stage 2 lesson it may be similar, the clap and catch challenge could still be included as part of the skill development section or warm-up but could be progressed to quicker and the time spent on the challenge may increase or decrease depending on the challenge for the pupils. Additionally at Key Stage 2 the lesson could be more sport specific such as cricket, rounders or crazy catch and crazy ball where the clap and catch challenge could feature early in the lesson to practice throwing and catching before moving towards more sport specific activities and tasks.

For more information on PE planning and guidance, visit www.islingtoncs.org/pesspa

Extra-Curricular: Break and Lunchtimes or clubs

The challenge could be used as part of an extra-curricular club such as games, cricket or rounders or for a further test a club such as netball. Similar to a PE lesson this could be the main skill development of the session looking at throwing and catching, building into more game specific situations or activities.

During a break or lunchtime, staff or young leaders could be allocated a space to setup and run the challenge for an activity pupils can attempt and practice during their break times. Making the challenge part of any playground zoning will help keep a safe space for the activity and also show pupils they can take part in the challenge. Seeing other pupils or their friends trying the challenge is a good way to capture other children's interest.

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