

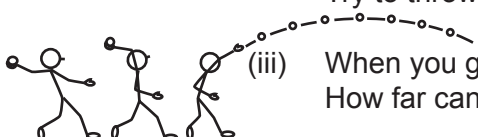


Warm-up (Opening option. Task set from “Pulse-raising and problem solving” Year 4.)

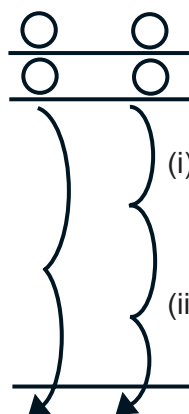
- (i) **HIGH AND LOW – CHOOSE**
Travel about the space on your feet in different ways and sometimes punch the air with your fist above your head. You choose how you want to travel and when to stop. Every time you stop you do a mobility exercise.
- (ii) **FREE AND CAUGHT – MATCHING.** (A tag game in a restricted area.)
Three or four children are “taggers”. When tagged, children make a high bridge shape. They can be released by someone who is free making a matching bridge shape beside them. They must hold the matching shapes for at least a count of three before running off. They cannot be tagged whilst they are in the bridge shape and can hold it until they think it is safe to move!

Skill Development – THROWING FOR DISTANCE AND ACCURACY

Move into pairs with one beanbag or koosh ball between you.

- (i) Stand behind a line and take it in turns to practise the one-handed overarm pull-throw. Use the skill card to help each other correct your technique.
- (ii) Stand approximately ten metres away from each other.
(In alignment if you have plenty of space – in lines if you have little space)
From a standing start, throw the ball overarm to your partner.
Try to throw it very accurately so he/she moves very little to catch it.
- (iii)  When you get ten successful throws/catches, move a bit further away. How far can you be and still throw accurately?
- (iv) In your two's, stand well spaced out behind a line, all facing in the same direction. Take a selection of four different objects to throw – different weights, sizes and shapes-and explore which throws are best for each piece of equipment. How far can you throw the different pieces? (e.g. shuttlecocks, koosh balls, sponge balls, beanbags etc. can be thrown by the children without safety risks attached and present opportunities for children to work in their own time rather than needing strict guidance from the teacher.)
- (v) Can you add a two-step run-up? Does it make it go further?

Challenge – LESS IS BEST!

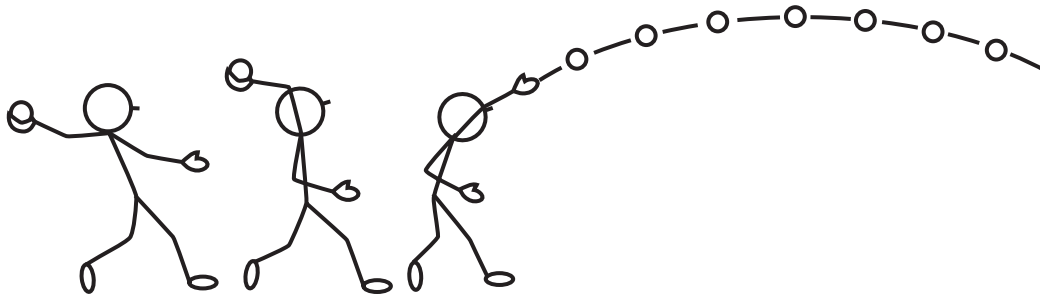


Pairs still stand behind the same throw line but a further line as far as possible away from the start and up to approximately 30 metres is identified and marked.

- (i) “A” chooses an object from the collection and throws as far as possible then moves to where it lands and throws again towards the far line. How many throws to get there? Run back and “B” tries with the same equipment.
- (ii) Try each piece of equipment and type of throw. Decide which is the most effective (the least number of throws to get to the far line) and then take it in turns to try to beat your own record and take less throws to cross the gap.

Cool-Down Put the equipment away. How many giant strides does it take to reach a line indicated by the teacher. Do the return journey and take **less** steps!

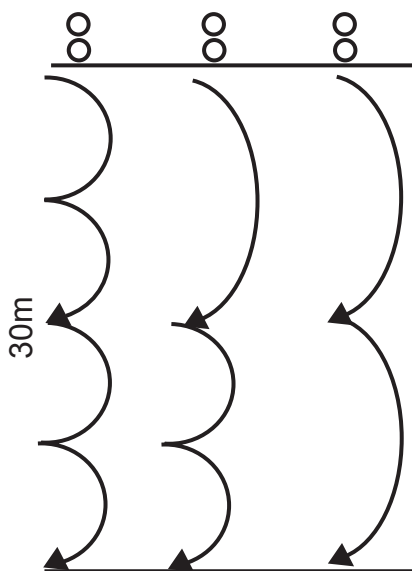
ONE HANDED THROW FOR ACCURACY OVER DISTANCE



- (1) In 2's stand 10m away facing each other. From a standing start, throw the ball overarm to your partner. Try to throw it very accurately so he/she moves as little as necessary to catch it. If you get 10 successful throws/catches-move back a pace each.
- (2) Gradually move further away from each other, still throwing from standing. Throw from low to high.
- (3) If you are very accurate, can you take 2 or 3-step run and throw overarm accurately to your partner. (*Emphasis upon correct over-the-head throwing action.*)

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LESS IS BEST!



Work in pairs and have a selection of objects to throw. Stand behind a line, well away from any other pair, but throwing in the same direction towards another line approximately 30m away.

- (i) 'A' selects something to throw and throws as far as possible towards the far line, then moves to where it landed and throws again. This continues until the far line is reached. How many throws to get there?
- (ii) 'A' runs back to the start line and 'B' throws the same object.
- (iii) 'A' and 'B' continue to throw until they have tried all their different pieces of equipment.
- (iv) Decide which is the best piece of equipment and type of throw to throw distances and then take it in turns to see who can reach the far line in the **least number of throws**.

Try to beat yourself **and** your partner. Does it make a difference if you have a **2 step run-up** to the throws?

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