

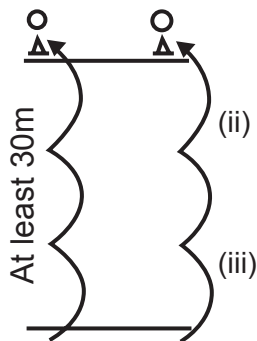


Warm-up Remind children of the mobilisation of joints.

- (i) **SNOWFLAKE** – Jog in and out of each other dodging and weaving to avoid contact. On **one** whistle stop and stretch out into a wide snowflake shape. On **two** whistles **stand with a partner** to make the wide shape. On three whistles stand in a **stretched circle of three**. (*Change the mode of travel each time, i.e. jog, skip, side gallop*).
- (ii) **SNOOKER – CLEAR THE TABLE** (*Game in a restricted space.*)
At least three children holding a medium/large light ball each. Everyone runs about the restricted space whilst the “snooker players” with the balls run around the **outside** of the space. On “STOP” everyone stands still and the “snooker players” roll the ball to hit a stationery person’s feet/legs. (*They may not move to avoid it!*) When hit they change places with the snooker players. The winner is the person who has been hit the least number of times.

Skill Development – THROWING FOR DISTANCE

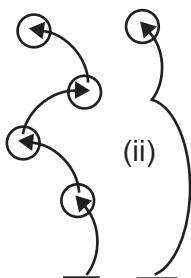
Divide the class into groups of four – each with a different piece of equipment (*not a ball that bounces or rolls easily*) e.g. koosh ball, beanbag, quoit, shuttlecock. Groups stand behind a line and face another line **at least 30 metres away** (*more if possible*). Groups should be spread well away from each other for safety.



- (i) No.1, on a signal, throws his/her equipment as far as possible towards the further line. He/she runs after it and throws it again from where it landed. How many throws to get to the other line? Which **type** of throw is most effective for each different piece of equipment?
- (ii) When all the No.1s have reached the furthest line a signal starts No.2 etc. They keep the same equipment to do the return journey and see if they can beat their own record.
- (iii) They experiment with all four pieces of equipment and if there is enough space they can work in their own time - not wait for a signal from the teacher. (*They explore and discuss the effectiveness of different equipment and different throws.*)

Challenge – PLANET HOPPER – Everybody picks up a hoop or skipping rope.

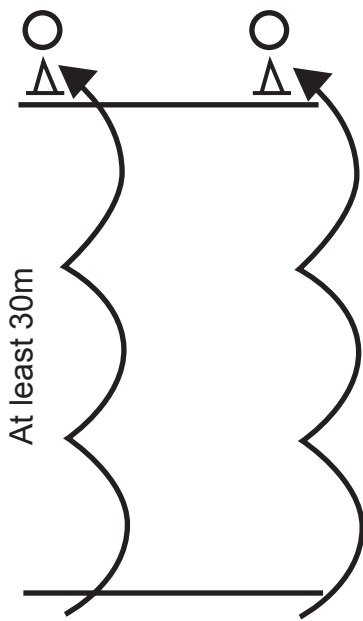
- (i) Each group of four sets up a “trail” of “planets” using hoops (*taped down if on a playground*) or skipping ropes made into circles. Take it in turns to aim from the start line onto a “planet”. When it lands on the planet, jump into it and aim for the next one. Choose which equipment you want to use and how you arrange your “planets”.



- (ii) **GOLF** – Alongside “planet hopping” the group also sets up a start line and one hoop or skipping rope circle between 15-20 metres away. They see how many “shots” (*throws*) it takes to get the ball into the “hole”. They are aiming for as few shots as possible. How many? Can anyone score a “hole in one”?

Cool-Down Put the equipment away. Follow my leader for 20 jogs-stretch-change the leader for 20 jogs etc.

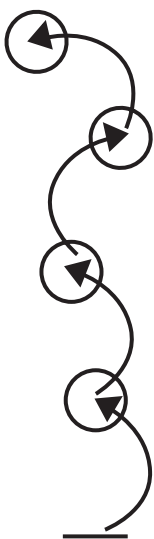
THROWING FOR DISTANCE



- Work in 2's, 3's, or 4's
- Have a selection of equipment to throw e.g. koosh balls, bean bags, shuttlecocks, quoits, foam javelins etc.
- Stand behind a start line and well away from anyone else. Face a further line at least 30m away.
 - (i) Throw the equipment as far as possible towards the furthest line.
 - (ii) Throw it again from where it landed. How many throws to reach the furthest line?
 - (iii) Stay there, then the next one throws etc.
 - (iv) Keep the same equipment and throw the return journey-can you throw **less** times to reach the other side?
 - (v) Explore the task with different pieces of equipment . Which pieces of equipment go furthest? Which throws are best for different equipment?

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PLANET HOPPING



- Work in 2's, 3's or 4's
- Have a selection of equipment you can throw at targets.
- Set up a trail of "planets" using hoops (*taped to the floor in a playground*) or skipping ropes made into circles.
 - (i) Take it in turns to aim from the start line onto a 'planet'. When it lands on a 'planet', jump onto it and aim for the next one. Choose which equipment you want to use and how you arrange your 'planets'.
 - (ii) How can you make the challenge much harder?

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