

FUNDAMENTALS

PE RESOURCE

Object Control

April 2022

Hand in hand we learn



This resource has been created using the *Developing Fundamental Movement Skills resources that were taken from Sport New Zealand*
<https://sportnz.org.nz/managing-sport/search-for-a-resource/guides/fundamental-movement-skills>

This resource groups skills and activities under three fundamental movement skill categories:

- Locomotor skills involve the body moving in any direction from one point to another. Locomotor skills in this resource include walking, running, dodging, jumping, hopping and skipping.
- Stability skills involve the body balancing either in one place (static) or while in motion (dynamic). Stability skills in this resource include landing, balance (static and dynamic) and rotation. (see separate gymnastics scheme of work for activities/lessons)
- Object control (Manipulative skills) involve handling and controlling objects with the hand, the foot or an implement (stick, bat or racquet). Manipulative skills in this resource include throwing and catching, striking with the hands, feet and an implement (e.g. kicking, volleying, batting and dribbling).
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Each movement skill is divided into three learning phases that progress from simple (discovering) through to more complex (consolidating). Each child will be at a different phase depending on their experience and prior learning. Activities in each phase provide a progressive sequence for learning. The three learning phases are characterised below.

- In the **discovering phase**, the child makes a concentrated effort to learn the movement. Activities for this stage enable children to explore and discover for themselves what is involved in performing a particular movement skill.
- In the **developing phase**, learners become more efficient and refined in their performance of the movement skill through repetition and practice in a variety of contexts.
- In the **consolidating phase**, children use more automatic movements than in the developing phase. They can apply movement skills in a variety of ways and combine other movements in more complex games and activities




Contents page

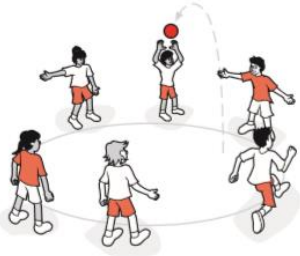
		Knowledge and progression	F2	Y1	Y2
Throwing and catching.	Large balls	Page 4	Page 5 – 6	Page 7 – 8	Page 9 – 10
	Small balls		Page 11	Page 12 – 13	Page 14 – 15
Striking with a hand		Page 16	Page 17	Page 18	Page 19
Striking with a racket or stick		Page 20	Page 21 – 22	Page 23 – 24	Page 25 – 26

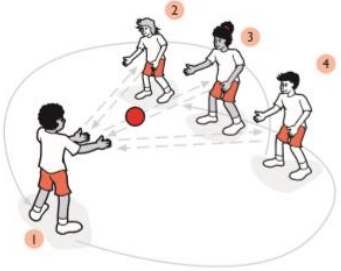
Object control Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Throwing and catching are complementary skills, yet are quite different in terms of their movement focus. In catching or receiving, the body controls a ball or object, relying on the ability of the eyes to track the ball into the receiving part of the body. Throwing involves propelling a ball away from the body and is a target skill. These skills are difficult to practise in isolation from each other, and both require specific attention in practice activities. Throwing and catching actions for small balls differ from those for large balls.</p>	<p>Throwing These learning cues are for the overarm throw, some of which could be applied to other throwing skills included in this resource.</p> <ul style="list-style-type: none"> ✓ grasp the ball in one hand ✓ position yourself side on to target ✓ take your arm way back so that momentum builds for the throw ✓ step forwards with opposite foot towards target ✓ swing through – long arm at release ✓ follow through with your throwing arm – in the direction of the target 	<p>Activities in this phase focus on exploration of a variety of throwing and catching experiences involving a variety of balls</p> <p>Throwing</p> <ul style="list-style-type: none"> • body faces the target • swing back with the arm and the weight transfer to back foot are limited • body rotates very little during the throw • no transfer of weight forwards • follow-through is forwards and downwards 	<p>Areas of focus in this phase are practising a variety of throwing and catching actions in different and relatively static contexts, varying the distance of the throw and throwing at a stationary target</p> <p>Throwing</p> <ul style="list-style-type: none"> • arm is swung back and then forwards, high over the shoulder the body, including trunk and shoulders, turns towards the throwing side • definite weight transfer from back foot to front foot • children tend to step forward on the same foot as their throwing arm 	<p>Applying different throwing actions to changing environments, like throwing to a moving target, is the focus of learning in this phase.</p> <p>Throwing</p> <ul style="list-style-type: none"> • throwing arm is swung far back in preparation for forward swinging action • opposite arm is raised for balance/direction • there is a definite turning of the body through legs, hips and shoulders • weight transfers from back foot to front foot, with a step with the opposite foot to the throwing arm
<p>Momentum: If you bring your throwing arm as far back as possible and transfer your weight to your back foot, more force will be transferred to the ball as it leaves your hand while you smoothly bring the arm forward and transfer your weight to your front foot in a swinging action (i.e. when throwing, transfer your weight from your back to front foot).</p> <p>Speed: The straighter your arm in the forward swinging motion, the greater the force and therefore the faster the ball. The longer your arm is in the overarm throw, the faster it will swing and the further the ball will go.</p> <p>Absorption of force: To absorb the force of an incoming object, spread the force over a large surface area and for as long as possible. In catching a ball, reach for the ball with your hands, spread your fingers or cup your hands together and ‘give’ with the ball, (i.e. bring the ball into your body). Balance: To catch or receive a ball, your body should be behind the line of the ball, with your legs or body presenting a wide, firm base of support. To establish a more secure base of support lower your centre of gravity. For example, to field a ground ball in cricket, you kneel to one side, which provides a firm, low and wide base of support.</p>	<p>Catching/receiving</p> <ul style="list-style-type: none"> ✓ move your body directly in the path of the ball ✓ secure a wide base of support ✓ adjust your hand position (for catching) for the height of the ball ✓ - thumbs in for balls above the waist ✓ - thumbs out for balls below the waist ✓ present a large surface area for catch or field, (e.g. fingers spread, hands in cup formation, body presents a low, stable surface when fielding a grounded ball) ✓ keep eyes on the ball until contact is made ✓ pull the ball/object into your body – body ‘gives’ with the catch 	<p>Catching/receiving</p> <ul style="list-style-type: none"> • body may turn away to avoid catch • arms held straight out in front of the body • body movement is passive until the point of contact • the body, rather than the hands, is used to catch the ball • palms of the hands are face up and the catch is more like a scoop 	<p>Catching/receiving</p> <ul style="list-style-type: none"> • eyes may close at contact with the ball • arms tend to trap the ball – ‘crocodile’ catch • children tend to hold out their hands in opposition to each other, with thumbs up • hands attempt to squeeze the ball • catching is poorly timed and uneven 	<p>Catching/receiving</p> <ul style="list-style-type: none"> • body positioned directly in path of the ball • eyes follow the flight path of the ball into the hands • arms ‘give’ on contact to absorb the force of the ball • hands and fingers spread to receive the ball, with thumbs in opposition to each other

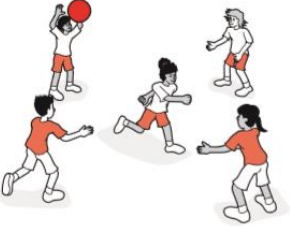
<p>Wonderful world of passing and throwing (Discovering phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p><u>Movement skills/concepts</u></p> <p>Exploring passing, throwing, catching and rolling, time and energy, and body awareness.</p>	<p>Set up : A wide variety of balls to throw and pass (small balls, large round balls, oval balls, foam balls, sea urchin balls). The children and balls are spread out.</p> <p>Children select one or more balls. They begin to practise the following tasks with the ball, before changing to a different type of ball for the later tasks</p> <p>Can you throw/pass ...?</p> <ul style="list-style-type: none"> • in the air with one hand, two hands, the other hand, from hand to hand • forwards, backwards, to the side, at an angle • as far/near as you can, moving your throwing arm(s) as fast as you can, twisting your body as fast as you can • up high, down low, bouncing off the ground, at a target • sitting down, kneeling, lying down • along the ground, on a line, along the ground to a target/line, to stop between two lines or in hoop • overarm/underarm with one hand • with two hands at chest level, making the ball bounce to the ground and catching it • along the ground to a partner, bouncing high/low • to a partner to a partner who is a long way away, to a partner who is very close • using/without using your legs/trunk • smoothly, using as little movement as possible • using as much movement as possible or as jerkily as you can using a bounce-catch action, on the spot, while moving, turning around 	<ul style="list-style-type: none"> ✓ children enjoying themselves ✓ trying out different types of balls ✓ keeping eyes on the ball 	<ul style="list-style-type: none"> • Which was your favourite throw? Show me. • Which throw went the furthest? • Which types of throw made it easy for your partner to catch? • Which was the easiest ball to throw? • How did you throw the larger balls? Did you use different throws with the small balls? <p>Variations</p> <ul style="list-style-type: none"> • Vary equipment: Complete the tasks with other objects like beanbags, frisbees, quoits, plastic containers, juggling balls and scarves.

Let's Roll (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others)</p>	<p>Set up: Small and large balls, cones, hoops, skittles, ropes and chairs. Children work in pairs, threes and fives, with one ball per pair or group, in a smooth, hard area.</p> <p>In pairs Can you ...?</p> <ul style="list-style-type: none"> roll the ball to your partner through a target or obstacle, (e.g. between two cones, through a hoop, at a skittle, at another ball, along a line, under a chain, between ropes) take turns at rolling the ball to a wall target roll the ball to your partner, varying the distance between 3 and 10 metres roll it to your partner, then change places roll it as many times as you can in 30 seconds <p>In threes Can you ...?</p> <ul style="list-style-type: none"> roll the ball for the middle child to jump over play 'piggy in the middle', in which the middle player attempts to intercept the rolled ball <p>In fives Can you ...?</p> <ul style="list-style-type: none"> roll the ball around/across a circle towards your partner or other players roll it to hit a skittle in the centre of a circle have one player in the centre who rolls the ball to others in turn 	<ul style="list-style-type: none"> ✓ holding a small ball in the fingers, holding beneath a large ball with fingers spread ✓ stepping with opposite foot into roll ✓ long arm action, following through 	<ul style="list-style-type: none"> • What did you like about rolling a ball? • How could you use the action of rolling a ball in a playground game? • Is rolling a ball for distance different from rolling a ball for accuracy?

Catching with a partner (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Catching a ball rolled or thrown from different angles and levels and at different speeds.</p> 	<p>Set-up Large balls Children in pairs are spread out in a hard flat area.</p> <p>Activity Can you ...?</p> <ul style="list-style-type: none"> pick up a ball rolled by your partner with two hands/one hand/the other hand step across and pick up a ball rolled a little to one side, then on the other side catch a ball bounced to you down low/up high catch a ball thrown to you down low/up high move around, bouncing and catching with your partner move around, throwing and catching make 5–10 catches without dropping the ball catch as many times as possible in 30 seconds move further apart and still catch the ball throw the ball over a net/goalpost and catch it 	<ul style="list-style-type: none"> ✓ relaxed fingers pointing up for catches above the waist and down for catches below the waist ✓ moving to the path of the ball ✓ relaxed reach for the ball ✓ 'giving' with arms ✓ eyes on the ball 	<ul style="list-style-type: none"> What should your arms do when they catch a ball? How did you have your hands when you caught a high ball? Were your hands different when catching a low or bounced ball along the ground? Why do your hands 'give' when you catch a ball? <p>Vary equipment: T</p> <ul style="list-style-type: none"> Try the throwing and catching activities with different types of ball/objects.

Circle catch (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Catching a ball approaching at different levels, angles and at different speeds, passing and throwing.</p> 	<p>Set-up - Each group of six–seven, with one ball, stands in a circle in a grass or hard area.</p> <p>Activity 1: Throw and catch The player with the ball throws it to anyone in the circle other than an adjacent player. The thrower then runs round the circle to the catcher's position while the catcher throws and runs.</p> <p>Activity 2: Catchers against runners The child with the ball throws it to one of the adjacent players, then runs around the circle back to their place. The remaining players pass the ball around the circle to see how many catches they can make before the runner gets back. If the first pass is dropped, the runner starts again.</p> <p>Activity 3: Your ball The thrower with the ball stands in the middle of the circle and throws the ball high, calling a player's name. That player moves into the circle and the thrower takes up the player's position outside the circle. The named player catches the ball, then throws it up while naming another player to catch. Continue.</p>	<ul style="list-style-type: none"> ✓ eyes on the ball ✓ catch with soft fingers ✓ fingers pointing up for a ball above the waist, pointing down to catch a ball below the waist ✓ getting under the ball to catch it 	<ul style="list-style-type: none"> • How will you have your hands to catch a high ball? • Sometimes the ball pops out of our hands. How can you keep the ball in your hands? • Where should you position your body to receive a catch?

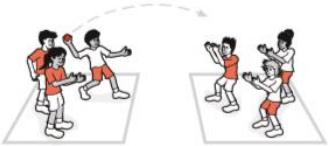
Corner Spry (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Quick passing, running, and reaction time, relationships (with others).</p> 	<p>Set up Large round balls. Grass or hard surface area. Groups of four, with one ball per group: three players stand in a line side by side facing Player 1, who is 2–3 metres in front of them and holding the ball.</p> <p>Activity Player 1 passes the ball to each other player in turn. When Player 4 receives the pass, they carry the ball round the back of the team and take Player 1's place in the front. At the same time, Player 1 chases Player 4 round the back but stops in what was Player 2's position, ready to take the first pass from Player 4. Players 2 and 3 become Players 3 and 4 respectively.</p>	<ul style="list-style-type: none"> ✓ eyes on the ball ✓ fingers spread ✓ quick catch and pass 	<ul style="list-style-type: none"> • How can you use your fingers to keep the quick passes going? <p>Variations</p> <ul style="list-style-type: none"> • Vary passing distance: Player 1 stands closer or further away. • Vary the type of pass: For example, players tap or bounce the ball.

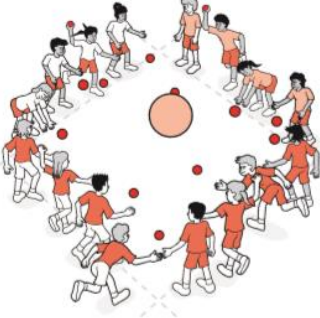
All against one (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Throwing a ball at a moving target, passing, dodging, evading and space awareness</p> 	<p>Set-up Large foam balls. Each group of four–five has a ball in a marked grass or hard surface area; one player is the dodger, the others are throwers.</p> <p>Activity Throwers try to hit the dodger below the knees with the ball. They may move freely except when in possession of the ball. When the dodger is hit, name a new dodger.</p>	<ul style="list-style-type: none"> ✓ quick passing ✓ moving to receive a pass close to the dodger ✓ balancing the size of the area with the skill of the players 	<p>Teacher ask questions:</p> <ul style="list-style-type: none"> • Throwers: How will you work as a team to get in a position to hit the dodger with the ball? • Dodger: What strategies will you use to evade the throwers? <p>Variations</p> <ul style="list-style-type: none"> • Vary type of throw and ball: Use an underarm/overarm throw and a small soft ball. • Change rules: In addition to not travelling with the ball, throwers can hold the ball for 3 seconds only.

How to throw underarm (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Exploring underarm throwing, space awareness (direction) and relationships (with others).</p>	<p>Set up: A variety of small balls or beanbags, net/rope and hoops. Children in pairs, with one ball per pair, are spread out in a defined hard or grass area that includes a wall for throwing against</p> <p>Using an underarm throw, who can:</p> <ul style="list-style-type: none"> • bounce the ball to your partner • bounce the ball in a hoop/on a line • bounce the ball to your partner and move to a new place • throw the ball to your partner and move to a new place • throw the ball to your partner on the full throw non-stop for 1 minute <p>Still using an underarm throw, can you ...?</p> <ul style="list-style-type: none"> • use your other hand to do all the tasks you've just done • throw high, medium and low • throw against a wall • throw over a net/rope • throw through a hoop 	<ul style="list-style-type: none"> • holding ball in fingers • eyes on target • swinging back with straight arm • stepping forward on opposite foot to throwing arm • swinging arm forward and towards target • following through 	<ul style="list-style-type: none"> • What is different about throwing underarm compared to other throws you have tried? • What are some of the similarities with other throws or passes?

Exploring Overarm throwing (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Throwing overarm, space awareness (levels and direction), time and energy, and relationships (with others)</p>	<p>Set-up Small balls, cones/markers, targets (containers, hoops, bins, lines, skittles, gutter board). Targets and pairs of cones are set out in a defined area that includes a wall. Children, working individually and in pairs, are spread out with a ball each.</p> <p>Individually Can you throw the ball overarm...? as far as possible as hard as possible up high at a ground target (hoop/circle/line/bin) at a wall/wall target over a rugby post between cones/markers</p> <p>In pairs Can you throw the ball overarm...? and bounce to your partner so that your partner can catch it without moving over an ever-increasing distance at a wall and catch it on the rebound with right/left hand at a target (hoop/skittle/line/gutter board) from different levels – high/low/shoulder height as high as you can</p>	<ul style="list-style-type: none"> • ball in fingers • eyes on target • side on – weight on the rear foot • stepping forward on opposite foot to throwing arm • following through 	<ul style="list-style-type: none"> • How do you throw the ball a long way? • How do you throw it very high?

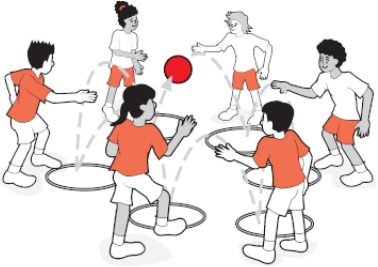
Three court ball (Developing phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Throwing a ball for accuracy and distance, and fielding a thrown ball.</p>	<p>Set-up Tennis balls. Two even teams of six–eight, with three balls between them: each team occupies one end third of a netball court or similar area.</p> <p>Activity A player from one team attempts to bounce the ball in the centre third and make it cross the opponent's goal line to score a point. The opposing players try to intercept and bounce it back. Throwers may move to the line to throw but not into the centre court. After a time, introduce a second and then a third ball.</p>	<ul style="list-style-type: none"> • step, throw, follow-through • wrist and finger • flick covering space 	<ul style="list-style-type: none"> • What helps you to get more force behind the throw? • How do you work as a team to stop the ball from crossing your goal line?
			<p>Vary skills:</p> <ul style="list-style-type: none"> • Roll the ball instead of bouncing

Catch it (Consolidating phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.</p> 	<p>Set up - Small balls. Two teams of three each, one team with the ball; teams stand in marked zones (10 metres or more apart) of a grass or hard surface area.</p> <p>Activity A player in one team throws the ball in an attempt to hit the ground in the opponents' zone and score a point. If an opposing player catches the ball on the full, they score a point.</p>	<ul style="list-style-type: none"> calling 'mine' when taking a catch covering a space (zone) positioning under the ball correct hand position 	<ul style="list-style-type: none"> How will your team work together to get into position to catch the ball? Where will you aim to throw the ball to hit the ground? <p>Variations</p> <ul style="list-style-type: none"> Vary type of ball and throw: For example, use a soccer ball and kick. Increase number of balls: Introduce a second ball. Vary difficulty level: Increase or decrease the size and distance of zones to suit the skill level of the group.

Moving Target (Consolidating phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p><u>Movement skills/concepts</u></p> <p>Throwing at a moving target</p> 	<p>Set-up Small balls, large ball (Swiss ball). Four teams of approximately four–five players each: each team stands on one side of a large marked square in a hard fl at area, with three or four small balls per team and a large ball in the centre of the square.</p> <p>Activity Each team throws balls at the large ball and attempts to drive it over another team's line. Throwers must keep behind their line when throwing. They may go into the square to retrieve a ball.</p>	<ul style="list-style-type: none"> ✓ pointing at the target with non-throwing hand ✓ full arm action ✓ following through 	<ul style="list-style-type: none"> • What kind of throw will you use to hit the ball? • How will you work as a team to move the ball across an opponent's goal line? • What strategies will you put in place to defend your goal line? <hr/> <ul style="list-style-type: none"> • Change set-up: Instead of a square, play with two teams behind parallel lines.

Object control Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Striking an object with the hand(s) includes controlling a ball in an upward motion, which is involved in skills like the overhead volley in volleyball, and controlling a ball in a downward (hand bounce) direction, which is associated with hand dribbling in basketball or handball. Striking the ball with the hand(s) is a more advanced skill and requires coordination of the hands and eyes, being able to track an incoming ball and strike that ball in one motion</p>	<p>Volleying with the hands</p> <ul style="list-style-type: none"> ✓ keep eyes on the ball ✓ position body directly underneath and in line with the ball ✓ strike the ball by extending the arms and legs ✓ striking surface should be flat – like a pancake ✓ follow through in the direction the ball is to go 	<p>Children in this phase find it difficult to contact the ball in one motion, and need to explore striking a variety of lightweight objects that are easy to track and strike.</p> <p>Volleying with the hands</p> <ul style="list-style-type: none"> • children find it difficult to track or judge the path of the ball/balloon • they find it difficult to move underneath the line of the ball • they tend to slap the ball on contact 	<p>Children in this phase are able to consistently control the direction as well as the force of the strike. Activities in this phase focus on practising striking in a range of contexts, working with a partner or striking a ball after it rebounds from a wall</p> <p>Volleying with the hands</p> <ul style="list-style-type: none"> • children still find it difficult to track the ball • they move to the line of the ball • the striking action is mainly from the arms and hands, with little follow-through from the legs • they have little control over the direction of the flight of the ball 	<p>Children in this phase can control the ball with consistency in more unpredictable environments. They are able to judge the flight path of the ball, and position their body to hit the ball and to pass accurately.</p> <p>Volleying with the hands</p> <ul style="list-style-type: none"> • children move consistently underneath and to the line of the ball • good contact with fingertips or hand • effective use of extension of legs and arms – force summation • control the direction of the flight of the ball
<p>Stability: Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity, further increasing stability.</p> <p>Accuracy: If you strike a ball in line with its centre of gravity (middle), the ball will travel in a straight line. If you hit a ball above or below its centre of gravity, the ball will spin away, losing distance and speed.</p> <p>Inertia: When an object like a ball is not moving, it has its greatest inertia. To keep the ball bouncing, a force needs to be applied, (e.g. continuous pushing motion/bouncing).</p>	<p>Hand dribbling</p> <ul style="list-style-type: none"> ✓ fingers are spread and relaxed ✓ push the ball down, with the wrist and fingers controlling the bounce ✓ follow through ✓ push the ball slightly forward ✓ keep the ball below the waist 	<p>Hand dribbling</p> <ul style="list-style-type: none"> • children use both hands to hold the ball at the sides, with their palms facing each other • they bounce the ball with both hands, keeping their fingers stiff with a downward push • they have little control of the ball, bouncing it at varied heights • they use a ‘bounce, catch’ action 	<p>Hand dribbling</p> <ul style="list-style-type: none"> • children hold the ball with one hand on top and one hand underneath • top hand pushes the ball down • hand slaps the ball when bouncing • eyes are on the ball • bounce of the dribble is inconsistent and not greatly controlled 	<p>Hand dribbling</p> <ul style="list-style-type: none"> • children hold the ball at waist height • they push the ball down, following through with arm, wrist and fingers • relaxed fingertips control the dribble

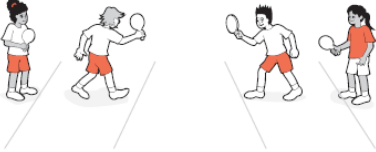
The Bouncing Ball (discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p>Movement skills/concepts Bouncing, dribbling, space awareness and moving at different speeds.</p>	<p>Set-up Large balls, markers, hoops, music. Children, each with a large ball, are spread out in a hard surface area.</p> <p>Can you ...?</p> <ul style="list-style-type: none"> • feel the ball, run your fingers over it, push the ball with your hands, try to squash it out of shape • roll the ball with your hand, foot, knee, shoulder, elbow, head, nose • roll the ball over your body, head to toe, make your body into the shape of a ball • bounce the ball while sitting – holding the ball in both hands, push it down using a pushing motion with relaxed fingers and catch return • progress to bouncing the ball while kneeling then standing, maintaining eye contact with the ball <p>Holding the ball in both hands at waist height and placing your feet a shoulder width apart, can you bounce the ball ...?</p> <ul style="list-style-type: none"> • continuously from a stationary position • while stepping side to side, then while turning • with one hand only – change to the other hand • with one hand, varying the height • around your body • through your legs front to back, then back to front • while walking/jogging/running • with alternate hands while travelling • along a line, then inside hoops • in a restricted space with others • to music/rhyme/song • and move with a fast dribble and slow feet • and move with a slow dribble and fast feet 	<ul style="list-style-type: none"> ✓ relaxed fingers ✓ a pushing action with the finger pads ✓ head up, looking around ✓ meeting the ball with the fingers, not chasing it 	<ul style="list-style-type: none"> • Which ways of bouncing did you enjoy the most? • Which was the easiest or most effective way of dribbling? Why was this? <hr/> <ul style="list-style-type: none"> • <i>Create a sequence:</i> Make up your own bouncing sequence individually or with • a partner.

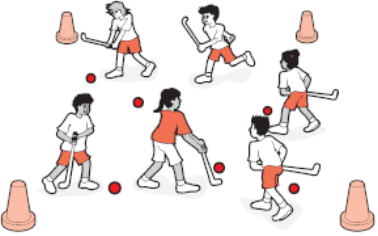
<p>Clock Dribble (discovering phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Bouncing a ball in a stationary position, throwing a large ball in different directions.</p> 	<p>Set-up One ball and one hoop per child. A hard or grass surface. Groups of approximately four–six: children stand outside a circle of hoops, one at each hoop.</p> <p>Activity Each child bounces the ball continuously in their hoop. On the call of a number and 'left' or 'right', (e.g. 'Three right') they pass the balls around the circle, person to person, for the number of places and in the direction called. Then they continue to bounce in their own hoop.</p>	<ul style="list-style-type: none"> ✓ fingers spread and relaxed ✓ balanced body position 	<ul style="list-style-type: none"> • <i>Add music:</i> Bounce the ball to a musical rhythm, then pass it when the music stops. • <i>Vary rules:</i> Bounce the number of times called, then pass in the identified direction, (e.g. for 'Three left', bounce the ball three times and then pass to the left).

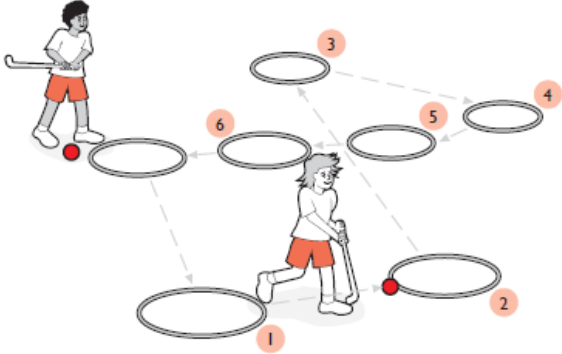
<p>What is Volleying? (discovering phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Striking upwards with the hands, space awareness (directions and levels), relationships (with objects), body awareness, and time and energy.</p>	<p>Set-up Soft, large balls, balloons, or lightweight objects; rope; net. Children, each with a ball, are spread out in a defi ned grass or hard surface area.</p> <p>Activity Can you volley the ball ...? <ul style="list-style-type: none"> • very hard/softly, high/low • from a seated/kneeling/lying position • so that it goes above your head and as high as possible • forward/backwards/to the side/in a circle • alternating hard and soft • with different body parts, e.g. head,knees, feet • and relax/tense your fingers • ‘giving’/without ‘giving’ with the ball • so that it drops inside/outside your personal space • from directly underneath it/off to one side • over a line/rope/net • as many times as you can in 30 seconds • as few times as you can in 30 seconds </p>	<ul style="list-style-type: none"> ✓ enjoyment and participation ✓ safe control of the ball or object 	<ul style="list-style-type: none"> • Which type of volley did you find the easiest? Why? • Did any of the volleys hurt your hands or arms? • Why do you think this happened?

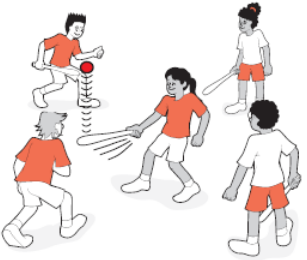
Object control Description and applying movement principles	Learning cues	Learning phases		
		Discovering	Developing	Consolidating
<p>Striking and controlling a ball with an implement (racquet, stick or bat) can occur in many forms. As a result, its application to sports varies. For example, the horizontal striking pattern occurs in softball, while a more vertical pattern is found in golf, cricket and hockey</p> <p>Stability: Balance or stability is achieved when your feet and/or legs are comfortably spread to provide a wide, stable base of support. Bending your knees will lower the centre of gravity to further increase stability. Balance is important to provide a secure base of support for the strike.</p> <p>Production of force: More force is gained by increasing the distance of your backswing and cocking your wrist at the top of the backswing, (e.g. in golf). Straightening your arms as the bat/stick is moved towards the ball also adds force.</p> <p>Accuracy: If you strike a ball in line with the ball's centre of gravity (middle) and at a right angle to the direction you want it to go in, the ball will travel in a straight line. If you hit the ball above or below the centre of gravity, the ball will spin away, losing distance and speed.</p> <p>Absorption of force: To absorb the force of an incoming object, the force should be spread over a large surface area and for as long as possible. For example, in striking or trapping with an implement (bat or stick), a flat, angled surface is presented.</p>	<p>Striking with an implement (bat, stick or racquet)</p> <ul style="list-style-type: none"> ✓ grip depends on the implement ✓ eye on the ball ✓ start with feet spread apart and knees flexed – shift weight from back to forward adjusting the swing ✓ contact made with the ball at the point of complete arm extension ✓ follow through in the direction of the swing <p>Trapping/blocking with an implement</p> <ul style="list-style-type: none"> ✓ move body directly in the path of the ball ✓ wide base of support ✓ present a large surface for trap/block, (e.g. implement presents a flat, angled surface) ✓ eye on the ball until contact is made ✓ body 'gives' on contact 	<p>Children at this phase find it difficult to make the implement contact the object. The focus for this phase is on exploring striking with a variety of implements (bats, sticks) and stationary objects (large and small balls).</p> <p>Striking with an implement</p> <ul style="list-style-type: none"> • feet tend to be stationary • body tends to face the direction of the ball, and there is no trunk rotation • force of the strike comes from the straightening of bent joints <p>Trapping/blocking with an implement</p> <ul style="list-style-type: none"> • difficulty getting in line with the object • body is stiff and there is no 'give' with the ball as it makes contact 	<p>Children at this phase demonstrate more consistency in striking and controlling an object with an implement. The focus for activities in this phase is on practising striking a rebound ball or a tossed ball, striking in a desired direction (accuracy) and varying the force (speed) applied to it (distance).</p> <p>Striking with an implement</p> <ul style="list-style-type: none"> • body is side on to strike • weight shifted forwards, before the point of contact with the ball • force of the hit comes from the combined extension of flexed joints, and combined trunk and body rotation <p>Trapping/blocking with an implement</p> <ul style="list-style-type: none"> • movements lack fluidity, and are poorly timed and sequenced • eyes don't track the ball • children 'give' with the ball and can trap a rolled ball 	<p>Children at this phase consistently apply the skills of striking and controlling an object with an implement in a variety of changing contexts, moving into different positions to play a shot or to control a ball in varying directions and force.</p> <p>Striking with an implement</p> <ul style="list-style-type: none"> • body is side-on, with the weight on the back foot • children shift their weight forwards as the ball is moving towards you • strike with a complete straightening of arms like a long arc – in either a horizontal or a vertical pattern <p>Trapping/blocking with an implement</p> <ul style="list-style-type: none"> • eyes track the ball • body 'gives' on contact • children can trap objects approaching from a variety of levels, angles and speeds

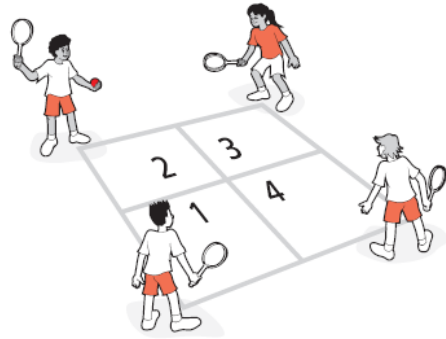
Exploring Short Implements (Discovering phase)	Activity	Teacher to look out for:	Teacher ask questions:
<p>Movement skills/concepts Bouncing, balancing and striking a ball with a bat/racquet, space awareness, (levels and pathways), and relationships.</p>	<p>Racquets, padder tennis bats, small balls/balloons, hoops. In a defined hard area, children spread out with a ball and racquet/bat each.</p> <p>Activity Can you ...?</p> <ul style="list-style-type: none"> • put your racquet on the ground and pick it up • balance the ball on one side of the racquet • balance the ball and move around • without changing grip, balance the ball on the other side of the racquet • hit the ball up to head height with palm up/down, then alternating palm up/down • try the above with the other hand • hit the ball up moving forwards/backwards/sideways/along specified lines and in a circle • hit the ball up 10 times without letting it hit the ground • using the racquet bounce the ball on the ground standing still/running <p>In pairs, who can ...?</p> <ul style="list-style-type: none"> • drop the ball and hit it a short distance for your partner to catch • drop the ball and hit it to bounce to your partner • hit the ball backwards and forwards with a partner • find a wall and take alternate hits against it • hit the ball backwards and forwards over a net/bench/rope • continue the above while facing side on to the direction of your hit • continue the above alternating forehand and backhand 	<ul style="list-style-type: none"> ✓ eyes on the ball ✓ 'shake hands grip' ✓ swing straight back, weight on back foot ✓ swing forward transferring weight onto front foot ✓ following through in the direction of the hit 	<ul style="list-style-type: none"> • Which activities were easy/hard? • What makes the activity easy/hard? <p>Variations</p> <ul style="list-style-type: none"> • <i>Vary the type of implement:</i> Try different racquets, bats, balls and shuttlecocks ,modifying activities to suit

<p>Racquet Relays (Discovering phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Bouncing and striking a ball a with a bat/racquet while running.</p> 	<p>Set-up Hard area with a start line, a return line about 3 metres away and a marker 10 metres away. Racquets/bats, small balls, markers/cones.</p> <p>Each group of four children stands one behind the other, with a racquet/bat each and a ball for the group, behind a start line.</p> <p>From the start line, the first player runs and bounce dribbles the ball around the marker and back to the return line.</p> <p>They then stop and bounce hit the ball to the next player in line.</p> <p>Now each group changes position. Two players stand at each end, with a ball and a neutral space between. The front player at each end bounce dribbles to the neutral space, stops, hits the ball across to the other player, then bounce dribbles back to the waiting player.</p>	<ul style="list-style-type: none"> ✓ eyes on the ball ✓ swinging with whole arm ✓ wrist up 	<ul style="list-style-type: none"> • Where do you aim to bounce the ball when you are moving forwards? • How will you make it easy for the player to receive the ball at the neutral zone? <p>Variations</p> <ul style="list-style-type: none"> • <i>Vary action:</i> Bounce the ball on the racquet instead of dribbling. • <i>Vary hit:</i> Designate backhand or forehand. • <i>Vary type of implement/object:</i> Use a shuttlecock, a table tennis bat and ball, or a hockey stick and ball.

<p>Having Fun with Hockey (Discovering phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Controlling a ball with a hockey stick, pushing and hitting a stationary ball, space awareness, body awareness, time and energy, and relationships (with others).</p> 	<p>Set-up Small balls, (e.g. soft/tennis balls), hockey sticks, markers/cones. Children are spread out in a defined level grass or hard area, each with a stick and ball.</p> <p>Activity Who can ...?</p> <ul style="list-style-type: none"> • push the ball a short distance, follow and stop it • push the ball to a space, stop it, then push it to another space in a different direction • push the ball as softly/firmly/quickly as you can • push the ball in different pathways (forwards, backwards, in a straight line, in a circle) • push the ball with jerky/smooth movements • hit the ball with everyone else, when all are facing the same way <p>In pairs with a stick each and one ball, can you ...?</p> <ul style="list-style-type: none"> • push the ball gently to each other • move back, approximately 5 metres apart, and see how many pushes you can do in 30 seconds • hit the ball to each other • put a marker between you and push/hit the ball at the marker • push/hit the ball to your partner, then move to a new place to receive the return 	<p>Can you see ...?</p> <p>Pushing</p> <ul style="list-style-type: none"> • hands apart, left hand on top • low stance with stick on ball • transfer of weight from back to front foot and follow through <p>Hitting</p> <ul style="list-style-type: none"> • hands together with left hand on top • eyes on ball and easy swing • left shoulder pointing in direction of ball • hitting bottom half of ball and follow through. 	<ul style="list-style-type: none"> • What are some important safety rules we need to have for this activity? • What is the difference between a push and a hit in hockey? <p>Variations</p> <ul style="list-style-type: none"> • <i>Vary equipment:</i> Use different implements, (e.g. golf club or cricket bat). • <i>Accuracy:</i> Include a variety of stationary targets for the children to aim for by either pushing or hitting the ball.

<p>Bus Stop (Developing phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Dribbling with a long implement, trapping a moving ball, stick, changing speed and direction.</p>	<p>Set-up Hockey sticks and small balls, hoops/chalk. Groups of two–three, with one ball per group and one stick per player. A course (level grass or hard surface) is marked out with hoops or chalked circles, which function as ‘bus stops’ and are numbered in order.</p>  <p>Activity In each group, each player in turn dribbles the ball around the course, stopping on each bus stop. How quickly can you do it?</p>	<ul style="list-style-type: none"> ✓ controlling the ball with the implement ✓ placing stick over the ball to stop it 	<ul style="list-style-type: none"> • How will you position your body to stop the ball? • How will you position your stick to stop the ball? <p>Variations</p> <ul style="list-style-type: none"> • <i>Vary equipment:</i> Try hand or foot dribbling. • <i>Vary Set-up:</i> Put a ball at each bus stop. When players get to a bus stop, they exchange their ball with the one that is there and move on to the next bus stop. The second player starts when the first reaches bus stop 3.

<p>Call ball (Developing phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Striking a ball up in the air, judging flight path, and moving to receive a ball.</p> 	<p>Set-up Bats/racquets, small balls. Children in groups of five, with one bat each and one ball per group, form a circle in a hard or grass area.</p> <p>Activity One person stands in the middle of a circle, hits the ball straight up in the air and calls out the name of another person in that group.</p> <p>The named person runs to the middle, hits the ball up in the air before it touches the ground and calls out another person's name. Meanwhile, the caller moves to the outside of the circle, taking the place of this named person.</p> <p>How many hits in a row can your group do?</p>	<ul style="list-style-type: none"> ✓ eyes on ball ✓ keeping bat fl at – fl at surface ✓ moving quickly to get in position 	<ul style="list-style-type: none"> • Where should you position yourself to hit the ball up? • How will you keep the ball up in the air? <p>Variations</p> <ul style="list-style-type: none"> • <i>Vary skill:</i> Use striking with hand(s). • <i>Vary difficulty level:</i> Increase or decrease, the size of the circle.

<p>Racquet Square (Consolidating phase)</p>	<p>Activity</p>	<p>Teacher to look out for:</p>	<p>Teacher ask questions:</p>
<p>Movement skills/concepts Underhand serve/strike with a short implement (bat/racquet) to target, and receiving a ball.</p>	<p>Set-up Racquets/bats, balls. A large square in a hard area is divided into four, with a semicircle in one corner (square 1) as a service area. Each group of five–six has a player with a bat/racquet at each square; the other players are waiting.</p> <p>Activity The player at square 1 drops the ball in the service area and hits to any other square. The next player lets it bounce and hits to any square. When a ball misses a square, the player who hit it gives their racquet to the next waiting player, who joins in at square 4 while the other participating players move towards square 1 to fill the gap. The player at square 1 then serves. The ball must be hit upwards at all times.</p> 	<ul style="list-style-type: none"> ✓ side on to hit ✓ eyes on ball ✓ repositioning with every hit 	<ul style="list-style-type: none"> • What should you do to get ready to receive the ball when it comes into your square? <hr/> <ul style="list-style-type: none"> • <i>Vary area and equipment:</i> Divide the square with four benches to act as nets, and • increase the size of the squares. • <i>Introduce umpire:</i> Use a waiting player as an umpire. • <i>Vary skill:</i> Strike with the hand(s).