

## ES1 PE Week 4 Term 2

**Learning intention** - Student to participate in fun activities to develop catching skills.

**Skill focus** – *See attached Skill Card for The Catch*

Equipment required – closed in shoe, a pair of socks, a pencil and the activity log book (see below) or download at [www.sports.det.nsw.edu.au](http://www.sports.det.nsw.edu.au)

### SUGGESTED ACTIVITIES

#### Warm Up

Student warms up while watching video by jogging on the spot for 20 seconds followed by 15 star jumps, 10 lunges and 4 high kicks.

#### Daily activity

Using a pair of socks folded together to make a ball shape. Pretend the socks are an egg. Toss and catch the egg following the activities below.

**GETACTIVE@Home** - <https://vimeo.com/413420570/0a66eb3963> (Episode 1- The Catch)

Use activity log book to record your results for each activity. You can practise each day and improve on your 'personal best'.

#### Challenges

- Throw and catch.
- Throw, clap and catch - throw the ball in the air and clap as many times as possible before trying to catch the ball.
- Throw, spin and catch - throw the ball in the air and try to spin on the spot before catching the ball.
- Drop and catch - drop the ball from shoulder height and try to catch it before it hits the ground.

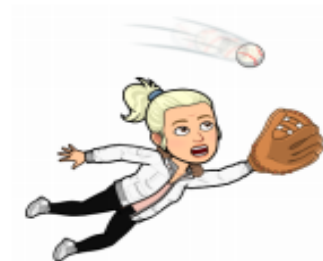
#### Mega Challenges

- Throw and catch while running on the spot.
- Creative challenge - move in any way you can while throwing and catching the ball.

#### Other variations

Using a wall or with a partner try:

- Two handed catching.
- One handed (dominant/non-dominant) use a big ball/object to make it easier.



#### Teaching Cues

Parent or family member can use the following catching teaching cues to support student:

- Throw the ball - 'toss the egg'
- Eyes on the ball - 'laser eyes'
- Arms extended and hands together - 'make the nest'
- Bend the knees and slightly lower hands - 'soften the nest'

**Discussion Questions** - Parent or family member can ask the following questions-

Where do you look to catch the ball?

How do you move to make catching easier?

What do we say to make catching easier?

#### Cool Down

Watch and join in with the move and freeze action songs for children by the Learning Station

<https://www.youtube.com/watch?v=388Q44ReOWE>

## Extension Activity

**How High:** Follow the instructions on the card below to practice your catching skills.

playing for life

MOVEMENT EXPLORATION

SPORTING  
SCHOOLS

SPORTAUS



## How high?

Players work in pairs, one player is the 'clown' and the other is the lion tamer, positioned at the starting line (centre of diagram). Clowns throw their juggling object and try to run to the line behind them before the lion tamer catches it.

### What you need

- > 1 juggling object per pair e.g. scarves, plastic shopping bags (easier), bean bags, juggling balls or juggling rings (harder)

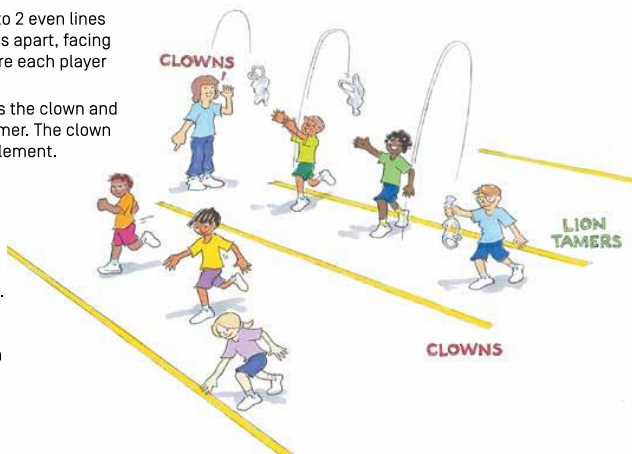
### What to do

#### Setting up

- > Arrange the players into 2 even lines approximately 2 metres apart, facing each other, making sure each player is facing their partner.
- > One player in the pair is the clown and the other is the lion tamer. The clown holds the juggling implement.

#### Playing:

- > On the call 'THROW', the clown throws the juggling object as high as possible and sprints to the line behind them. The lion tamer tries to catch the juggling object before the clown reaches the line.
- > After 3-5 attempts, partners switch roles.



### Safety

- > Check there is enough space between each pair.
- > Make sure players run in a straight line when running to the line.

### Ask the players

- > What is the cue you use to move to catch the thrown object (e.g. verbal, visual)?
- > How can you change your throw so the object travels higher?
- > What's the best way to throw the juggling object high?
- > Are some objects easier to throw high than others?
- > Why do you think this is the case?

### LEARNING INTENTION

*How high?* is a simple energetic and fun activity that teaches proper throwing and catching technique and helps develop hand-eye coordination.

PHYSICAL  
LITERACY  
ELEMENTS

OBJECT MANIPULATION  
REACTION TIME

PERCEPTUAL AWARENESS

REASONING

AC:HP  
CONTENT  
DESCRIPTIONS

ACPMPO08  
ACPMPO25  
ACPMPO43

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Sporting Schools

## THE CATCH SKILL CARD

### Skill components



1



2



3



4

5

6

- 1. Eyes focused on the object throughout the catch.**
  - 2. Feet move to place the body in line with the object.**
  - 3. Hands move to meet the object.**
  4. Hands and fingers relaxed and slightly cupped to catch the object.
  5. Catches and controls the object with hands only (well-timed closure).
  6. Elbows bend to absorb the force of the object.
- (Introductory components marked in bold)

# GetActive@Home



## Activity logbook

MONDAY

HOW DID YOU GET ACTIVE TODAY?



TUESDAY

HOW DID YOU GET ACTIVE TODAY?

WEDNESDAY

HOW DID YOU GET ACTIVE TODAY?



THURSDAY

HOW DID YOU GET ACTIVE TODAY?

FRIDAY

HOW DID YOU GET ACTIVE TODAY?



For ideas on how to GetActive visit:

<https://app.education.nsw.gov.au/sport/participation/getactive>



Education

[getactive@det.nsw.edu.au](mailto:getactive@det.nsw.edu.au)



# GetActive@Home



Education



Name

Week 1

Total/

Week 2

Total/

Week 3

Total/

Week 4

Total/

Week 5

Total/

Make a smiley face on a circle each time you watch an episode or do something active.

How many smiley faces can you make in one week?

Remember to write your total down each week.

How many smiley faces do you have altogether?

11 - 15 = Active Challenger

16 - 20 = Super Active Challenger

21 - 25 = Mega Active Challenger

What is your total?



## Library Week 4— Families

Imagine yourself twenty years in the future. What things would you tell people about your life when you were five years old? Think about the things you enjoy doing, what school is like, the toys you have and the games you play. Draw or write what you would tell someone below.





# Australian Guide to Healthy Eating

Enjoy a wide variety of nutritious foods from these five food groups every day.

Drink plenty of water.

Grain (cereal) foods, mostly wholegrain and/or high cereal fibre varieties



Vegetables and legumes/beans



Lean meats and poultry, fish, eggs, tofu, nuts and seeds and legumes/beans



Milk, yoghurt, cheese and/or alternatives, mostly reduced fat



Fruit



Use small amounts



Only sometimes and in small amounts







# SPUD SCIENCE

Observe the reaction of the potatoes in each type of water to see the effects of hydration vs. dehydration!

## MATERIALS:

1 potato • 3 small saucers for water • Salt • Sugar • Help from a parent or guardian!

## STEP BY STEP:

First have an adult cut the potato into three even strips. Leave the potato skins attached! Then add water to each saucer. Make sure it is enough water to cover the entire piece of potato. Label one **plain**, one **salt**, and one **sugar**.

Next, add salt to the saucer labeled **salt**. Make sure it is at least two tablespoons and stir until it is completely dissolved.

In the third saucer labeled **sugar**, add the same amount of sugar as you did salt.

Leave the first saucer with plain water!

Now add your potato pieces! Leave the potato piece alone in the different types of water for 1-2 hours, then come back and observe!

## FOOD FOR THOUGHT:

What do you observe?

Why is the potato in plain water different from the ones in sugar and salt water?

What do you think would happen if you placed the salt water potato back into plain water?

BONUS: Make a connection! After playing outside for an hour, would soda or water hydrate you faster?

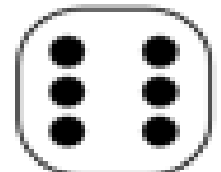
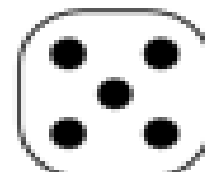
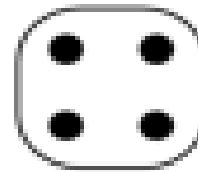
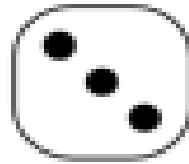
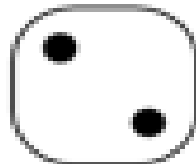
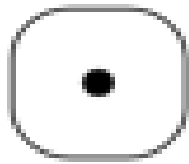
## DID YOU KNOW...

Humans are made up of about 60% water! Water is what helps make up large portions of our skin, internal organs, and brain. When we are in hot environments or participating in activities that make us sweat a lot, we lose some of that water and need to replenish it. If not, we can get cranky, tired, or even dizzy! That's why it's important to always stay hydrated to make sure our bodies are working properly.

Name \_\_\_\_\_

Term 2 Week 4

# Roll A Sight Word



him

his

her

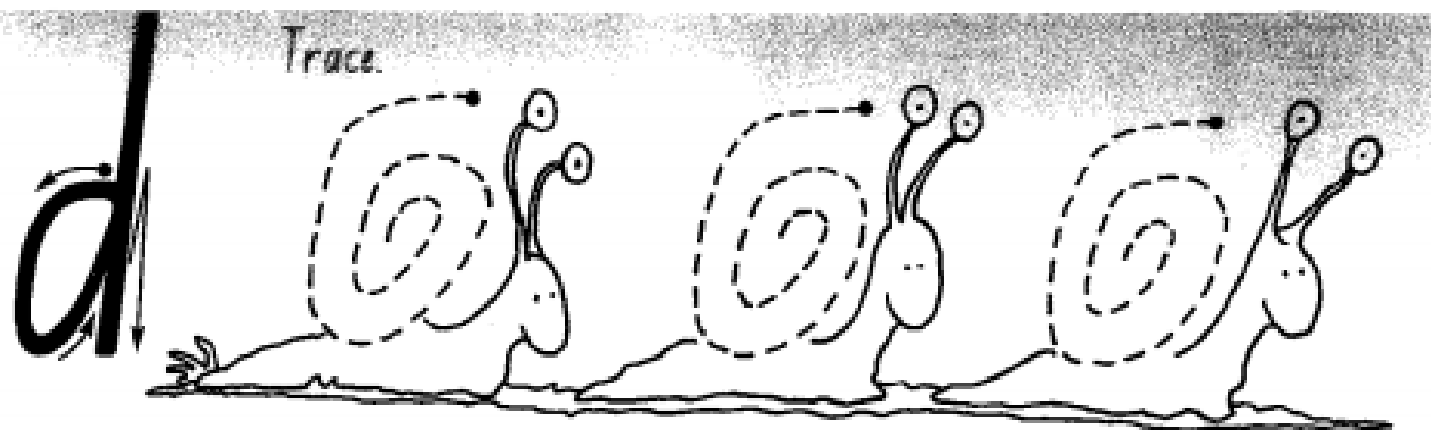
she

me

my

him	his	her	she	me	my

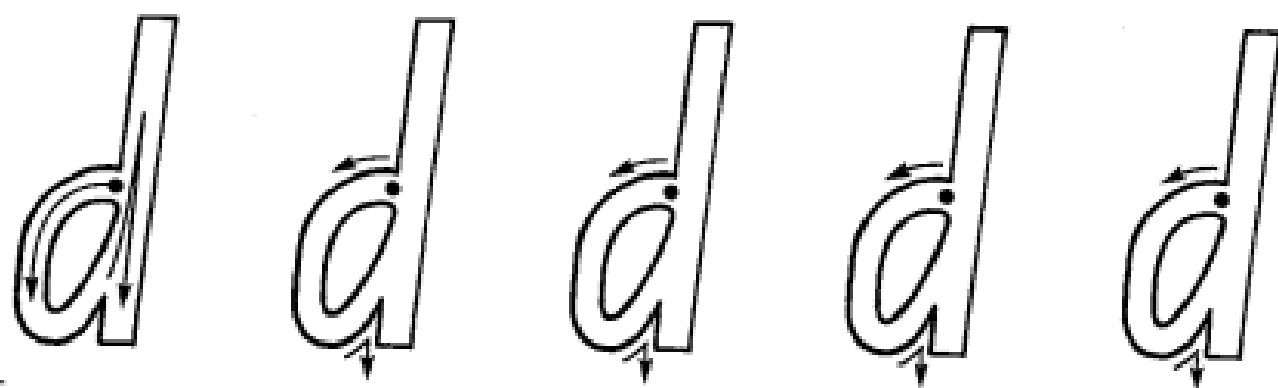
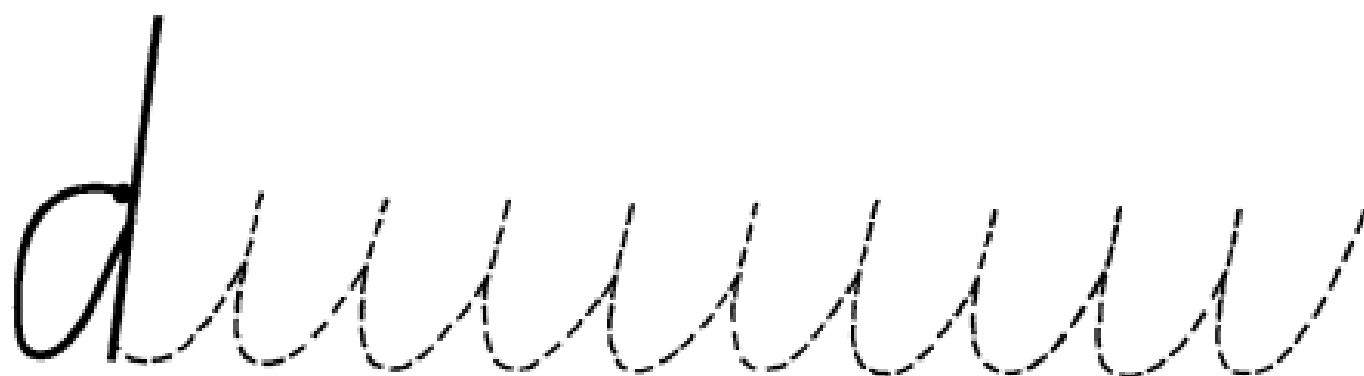




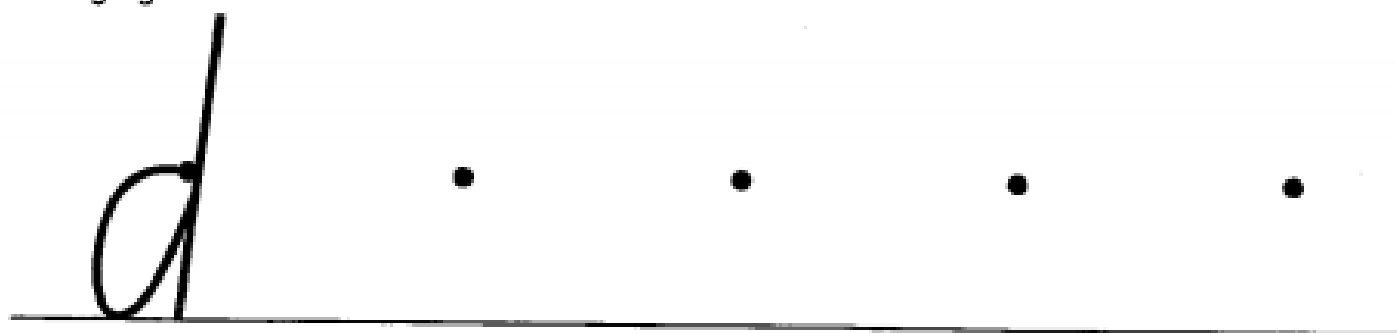
Trace. Turn the waves into faces.



Trace. Find d.

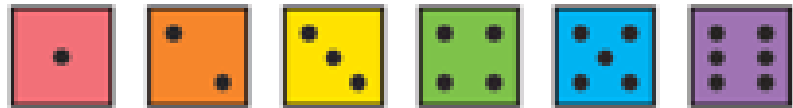


Try your own.



## Roll a Sound

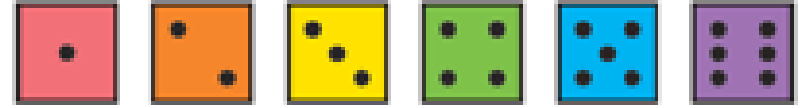
k r m c d g



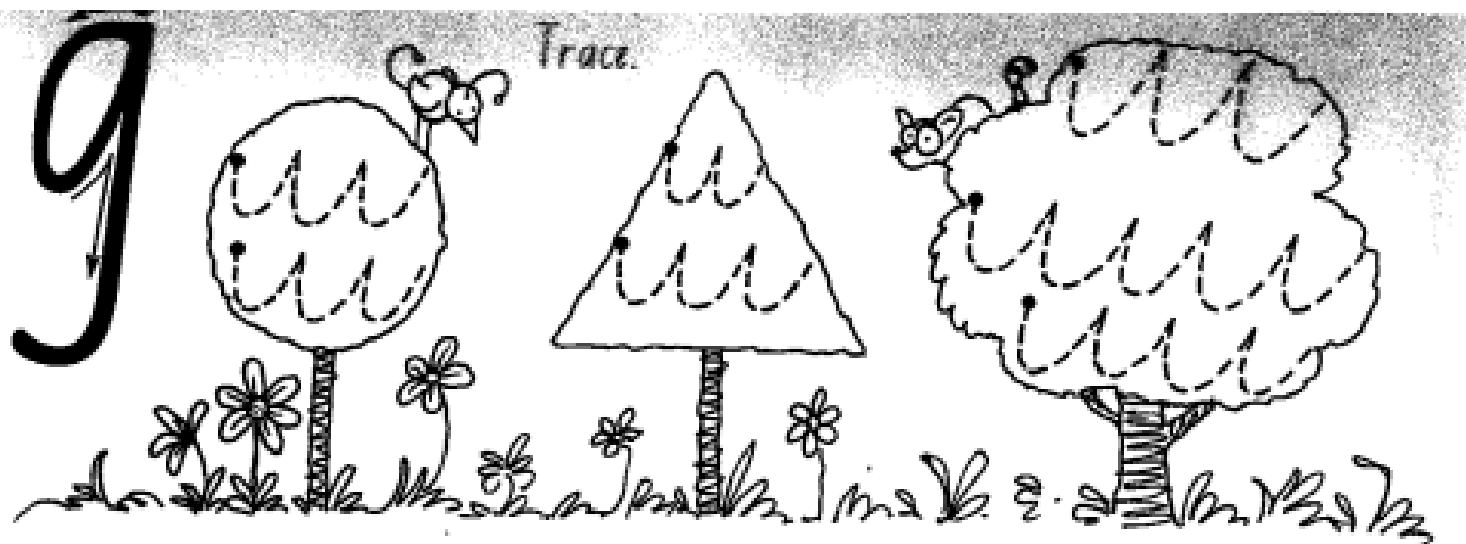
r	m	g	d
d	t	k	m
r	c	d	g
c	r	m	k
g	k	c	d

## Roll a Sound

k r m c d g



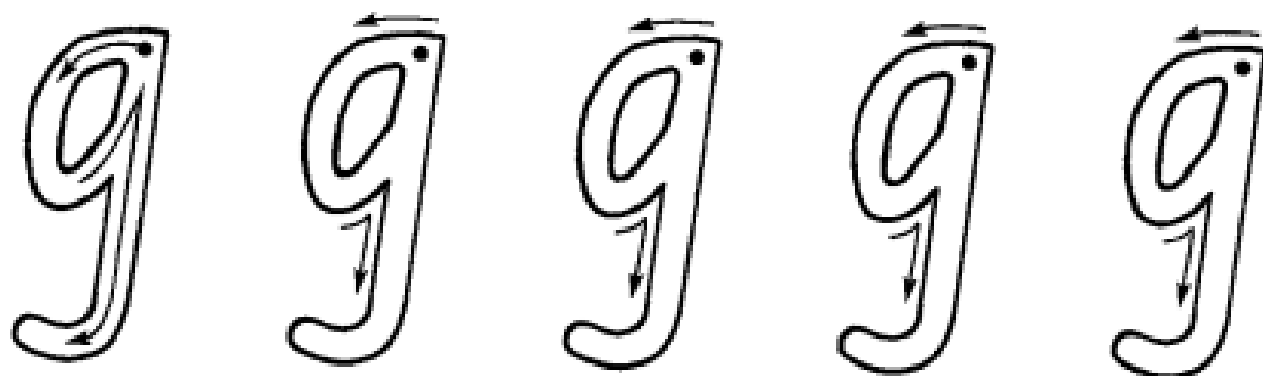
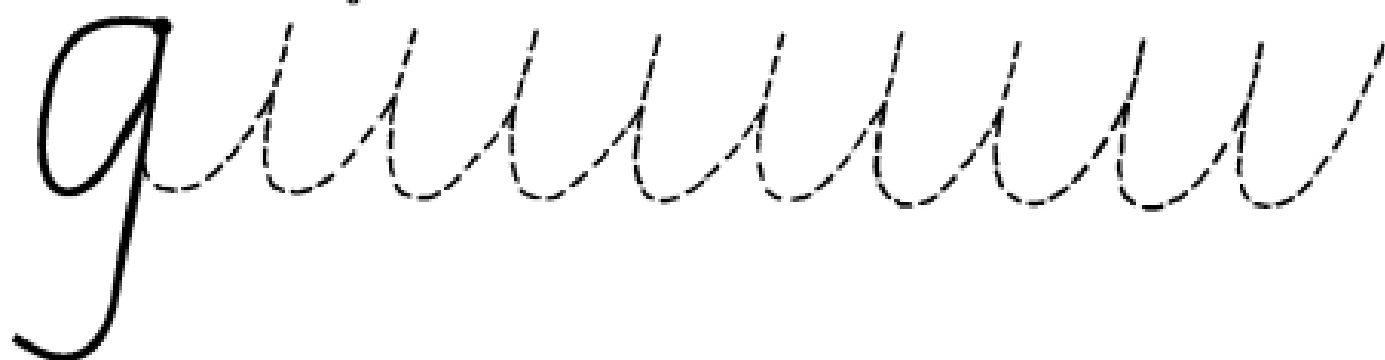
r	m	g	d
d	t	k	m
r	c	d	g
c	r	m	k
g	k	c	d



Trace the waves with your fingers, then use a thick texta to trace them.



Trace. Find the g's.



Try your own.

