# PDHPE Early Stage 1 movement learning sequence –Lesson 3 and 4

**Learning sequence description - How can we solve problems when moving?**

Students explore and trial different techniques when throwing an object towards a target. They describe their body position when performing different throws and identify successful and unsuccessful throws. Students demonstrate how to use equipment safely and be aware of activity boundaries

## Syllabus outcomes and content

**PDe-4 -** practises and demonstrates movement skills and sequences using different body parts

**PDe-5** - explores possible solutions to movement challenges through participation in a range of activities

**PDe-9 -** practises self-management skills in familiar and unfamiliar scenarios

**Key Inquiry Question – How do our bodies move?**

* demonstrate a variety of movement skills and movement sequences, for example:
* perform object control skills to send, control and receive objects at different levels and in different ways, e.g. throwing, catching, bouncing, striking, kicking, rolling
* identify and describe how their body moves in relation to space, time, objects, effort and people, for example:
* describe body positions when performing a range of different movements
* participate in games with and without equipment, for example: (ACPMP009)
  + participate in games that require students to be aware of personal safety, the safe use of equipment and game boundaries

**Key Inquiry Question - How can we solve problems when moving?**

* test possible solutions to movement challenges through trial and error, for example: (ACPMP013)
* attempt different ways to solve a movement challenge and discuss which ways were successful or not, e.g. use signals, cooperation, modify rules, change formations
* trial a number of techniques when trying new movement activities, e.g. position, focus, direction

[PDHPE K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/pdhpe/pdhpe-k-10-2018) © 2018 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 3 – Step or no step?

Students are learning to:

* explore and trial different throwing techniques when throwing an object towards a target
* describe their body position when performing different throws
* use equipment safely and be aware of activity boundaries.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Students create a target that they can safely throw a soft object towards. They choose a ‘starting point’ where they will throw the object from. |  | Soft objects that are safe to throw.  An object that is safe to use as a target.  [Resource 1 - Student workbook – Table 1 Step or no step examples](https://education.nsw.gov.au/content/dam/main-education/teaching-and-learning/curriculum/key-learning-areas/pdhpe/media/documentse/pdhpe-es1-student-workbook-movement-lesson-3-4.docx) |
| 3.2 | Students discuss with their teacher/parent/caregiver what contributed to a successful throw in the activities they completed in previous weeks (Using three different types of throw – overarm, 1-handed underarm and 2-handed underarm). |  |  |
| 3.3 | Students throw the object towards the target. They should aim to hit the target. Students pick up the object from where it landed and throw the object again until the target has been hit. |  | Soft objects that are safe to throw.  An object that is safe to use as a target. |
| 3.4 | Repeat the challenge 5 times for each type of throw attempting to hit the target in a fewer number of throws. |  |  |
| 3.5 | Students record how many throws it took to hit the target |  | Resource 1 - Student workbook – Table 2 Step or no step? – Target 1 |
| 3.6 | Students discuss the following reflective questions with their teacher or parent/caregiver.  What type of throw was successful? Why?  What type of throw was unsuccessful? Why?  Which type of throw was most comfortable for you to perform? Why?  Describe why you might choose to step and throw?  Why would a step help you when you throw? |  |  |
| 3.7 | Students move the target or the starting line so they have to throw the object a different distance. |  |  |
| 3.8 | Repeat the challenge 5 times for each type of throw attempting to hit the target in a fewer number of throws. |  | Resource 1 - Student workbook – Table 2 Step or no step? –Target 2 |
| 3.9 | Students discuss the following reflective questions with their teacher or parent/caregiver.  What type of throw was successful? Why?  What type of throw was unsuccessful? Why? |  |  |
| 3.10 | **Opportunity for monitoring student learning**  Student self-assessment – students reflections identifying successful performances  **What to look for:**   * identifies what type of throw was successful and unsuccessful * describes how their body moved differently when performing a throw without a step and with a step forward. |  |  |

## Lesson 4 – The overarm throw

Students are learning to:

* perform the overarm throw to hit a target
* identify how they moved their body differently to perform throws at different distances
* use equipment safely and be aware of activity boundaries.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | Students create a target that they can safely throw a soft object towards. They choose a ‘starting point’ where they will throw the object from. They try to create a target that is different to previous lessons or in a different place. |  | Soft objects that are safe to throw.  An object that is safe to use as a target. |
| 4.2 | Students discuss with their teacher/parent/caregiver what contributed to a successful throw in the activity they completed last week.  What type of throw was more successful? Stand and throw? Or step and throw? |  |  |
| 4.3 | Look at the example of the overarm throw. You can view a video example of the overarm throw here or look at the ‘overarm throw early stage 1’ card. Focus on the three key components.  Eyes focused on the target.  Stand side-on.  Step towards target area with opposite foot to throwing arm. |  | [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.4 | Reinforce the three key components of the overarm throw by asking them to remember the single words cues of: eyes, side-on and step |  | [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.5 | Students throw their object and attempt to hit the target in as few throws as possible. They have 5 attempts throwing from the starting line. |  | Soft objects that are safe to throw.  An object that is safe to use as a target  [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.6 | Students move the target or the starting line so that they have to throw a different distance. |  |  |
| 4.7 | Students repeat the challenge 5 times at 5 different targets or from different starting lines. |  |  |
| 4.8 | Students record how many throws are used in each attempt for each throw. |  | [Fundamental Movement Skills in Action p.194](https://www.healthykids.nsw.gov.au/downloads/file/teacherschildcare/fms-in-action.pdf) |
| 4.9 | Students discuss the following reflective questions with their teacher or parent/caregiver.  What were the three components you had to remember when performing the overarm throw?  How do you think these three components help you when performing the overarm throw?  Did you adjust the way your body moved when throwing the object a different distance? Why/Why not?  Which target was easiest for you to hit or nearly hit with your throw? Why?  Which target was hardest for you to hit or nearly hit with your throw? Why? |  |  |
| 4.10 | **Opportunity for monitoring student learning**  Recording observations – during student discussions  Students perform an overarm throw to hit a target. They explain how their body moved differently to perform throws at different distances.  **What to look for:**   * eyes focused on the target * stand side-on * step towards target area with opposite foot to throwing arm * explains how body moved differently (stand and throw, step and throw) * safe use of equipment * adheres to activity boundaries. |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?