

Unit Title:	7.3 Throw it and catch it			Stage/Year:	Stage 4/Year 7
Strand(s):	Strand 2 Movement Skill and Performance			Unit length:	12 lessons
Unit Description:	Students engage in a variety of throwing and catching movements that range from fundamental to more specialised and manipulative skills. Activities using equipment such as Frisbees, vortex, scoops, Velcro mits and gator/dimple balls are used to highlight the development of core skills that can be adapted for use in a range of movement contexts.				
Major outcomes A student:			Evidence of Learning A student:		
▪4.4 – demonstrates and refines movement skills in a range of contexts and environments			▪participates in a variety of throwing & catching games (End Ball)		
Contributing outcomes					
▪4.14 – engages successfully in a wide range of movement situations that displays an understanding of how and why people move					
Cross Curriculum Content	✓	Key Competencies	✓	Catholic Dimension:	
ICT		Collecting, Analysing		Strand 2: This strand recognises the enjoyment and active participation present in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Just as Strand 1 focused on the link between self and others, so too this Strand is understood in the Catholic Christian tradition in terms of a link between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit. This tradition is based on God’s word in Genesis that all creation is good, as well as the Incarnation where Jesus took on human, bodily form and lived as fully human yet fully divine. The clearest expression of this unity of body and spirit comes from Paul: ‘Do you not know that your body is a temple of the Holy Spirit within you, which you have from God, and that you are not your own?’ (1Cor 6:19).	
Work & Employment		Communicating Ideas			
Aboriginal & Indigenous		Planning			
Civics & Citizenship		Working with others			
Difference & Diversity		Work mathematically			
Environment		Solving problems			
Gender		Work with ICT applications			
Literacy					
Multicultural					

Students learn about:	Students learn to:
<p>Types of movement skills</p> <ul style="list-style-type: none"> - fundamental - specialised - locomotor and non-locomotor - manipulative <p>Aspects of movement skill development</p> <ul style="list-style-type: none"> - body control and awareness - object manipulation and control - anticipation and timing - technique <p>Influences on skill development and performance</p> <ul style="list-style-type: none"> - applying skills across contexts - predictable and dynamic environments - importance of practice - safety 	<ul style="list-style-type: none"> ▪ practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments ▪ participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing ▪ participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts ▪ participate safely in movement activities

