Unit Title:	7.2 Run, Jump, Throw	**Stage/Year:**	Stage 4/Year 7
Strand(s):	Strand 2 Movement Skills and Performance	**Unit length:**	5 lessons

Unit Description:	In this unit students will practice and refine fundamental and specialised movement skills in a games and athletics movement context. In groups, students will complete a series of tabloids and minor games. They will participate in a range of movement opportunities associated with the run, jump and throw. This will involve an introduction to athletics and games and will emphasise fun, safety and skills development.

Major outcomes A student:	**Evidence of Learning** A student:
• 4.4 – demonstrates and refines movement skills in a range of contexts and environments. • 4.5 – combines the features and elements of movement composition to perform in a range of contexts and environments. **Contributing outcomes** • 4.13 – demonstrates cooperation and support of others in social, recreational and other group contexts.	• performs selected Fundamental Movement Skills (FMS) displaying competency (4.4). • displays an ability to transfer the FMS to a game involving the use of equipment (4.4, 4.5). • evaluates and provides verbal or visual feedback on their own and their peers performance of the FMS and its application to a game (4.13). • designs a tabloid to show how the FMS are performed in a range of contexts and environments (4.4, 4.5). • applies the FMS to specialised games and athletics contexts (4.4, 4.5). • works cooperatively in a range of movement contexts (4.13).

Cross Curriculum Content	✓	**Key Competencies**	✓	**Catholic Dimension:**
ICT		Collecting, Analysing		**Strand 2—Movement Skill and Performance:** This strand recognises the enjoyment and active participation presents in a range of movement contexts, and encourages students to make clear and concrete choices about their preferred forms of physical activity. Catholic Christian tradition inspires us to make links between the beauty, inherent skill and complexity of the body and other necessary dimensions such as the soul, heart or spirit.
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:
• **types of movement skills** – fundamental – specialised – locomotor and non-locomotor – manipulative	• practise and refine fundamental and specialised movement skills in predictable and dynamic learning environments.
• **aspects of movement skill development** – body control and awareness – object manipulation and control – anticipation and timing – technique	• participate in a variety of movement activities to demonstrate and enhance body control, body awareness, object manipulation, anticipation and timing.
• **influences on skill development and performance** – applying skills across contexts – predictable and dynamic environments – importance of practice – safety	• participate in movement activities that demonstrate and reinforce the transfer of skills across different movement contexts. • participate safely in movement activities.
• **contexts for specialised movement skills** – athletics – games	• demonstrate movement skills through a range of experiences including: – track and field activities – games from categories such as target, striking/fielding, invasion and net/court

Teaching, learning and assessment activities	Resources
Teacher Note: Select a range of fun activities that allow for the development and refinement of running, jumping, and throwing FMS skills. These activities need to be developed in conjunction with modified games and athletics. Teachers can either design three activity practice stations where small groups rotate or do whole class review of the FMS skills or a combination of the above. Students can then break into small practice groups and then apply the skills to a modified game or an athletics activity. Teachers may also use the FMS assessment sheets or the videos in the ACHPER FMS resource which outline the components for each FMS skill and a range of performance standards. Notes and ideas for teaching the FMS skills can be found in the FMS resource kit.	DET NSW *Get skilled: Get active* Resource

• **(A) FMS Learning and Assessment Group Activity:** Using their individual student copy of the FMS Assessment Booklet, students are to work in small groups to develop and refine their FMS. Self, peer and teacher assessment will be provided as students practice and develop the following FMS skills; the jump, the throw/pass and the sprint/run. Throughout the unit each student must record their performance for each of the skill components for the run, jump and throw. The teacher briefly discusses and reviews the types of FMS eg fundamental, specialised, manipulative, locomotor and non locomotor. *FEEDBACK – verbal feedback from teacher, peer or self in relation to the development and refinement of skills.* **Lessons 1-3** Select one to two activities from the following for each skill for each lesson. • **Activities that develop and refine running ability:** Beanbag Scramble (FMS p 28), Belly Starts (FMS p. 29), Radar Run (FMS p. 29), Silent Sprint (FMS pg. 2), Circle Sprint (FMS p 30), Short Sharp Shuttles (FMS p. 30), Novelty Starts (FMS p. 32), World Records (FMS p 33), Loop Relay (FMS p 35) or any other activities that develop and refine running ability. • **Activities that develop and refine jumping ability:** Jumping Circuit (FMS p 38), Helicopter jumps (FMS p 39), Different jumps (FMS p 40), Bench Hops (FMS p. 40), Hoop Jumps (FMS p 40), Jumping Rope (FMS p. 41), Sack relay (FMS p 41), Ladder Game (FMS p. 42), Elastics (FMS p 43), Cane Relay (FMS p 44), Jockeys Up (FMS p 45) or any other activities that develop and refine jumping ability. • **Activities that develop and refine throwing ability:** eg Odd Ball (FMS pg. 49), Point Score (FMS pg. 50), Overhand Overtake (FMS pg 51) Personal Best (FMS pg 52), Wall Targets (FMS pg 53), Run the Gauntlet (FMS pg 54), Goal Shot (FMS pg. 55), or any other activities that develop and refine throwing ability. *FEEDBACK – verbal feedback from teacher, peer or self in relation to the development and refinement of skills.* • **Lesson 4 - Transfer of FMS to a specialised movement athletic skill:** Introduce equipment that develops specific athletic skills. (vortex/javelin, softball/shotput, frisbee/discus, elastic high jump bar/firm high jump bar. Students identify which specialised athletics skills are an extension of the run, jump and throw.	ACHPER *Fundamental Motor Skills* Running p 26, Jumping p 36 and Throwing p 46. DET NSW *Get Skilled Get Active* Resource ACHPER *Fundamental Motor Skills*

• **(A) Lesson 5 - Design a tabloid:** In small groups using a selection of previous activities design a tabloid that incorporates any of the above skills and shows how the FMS are performed in a range of contexts and environments. Students also identify safety issues and which specialised games/athletics skills are an extension of the skill(s) they have selected. The emphasis is on safety, fun, continuous movement and performance not point scoring. The teacher should ensure that the three skills are represented across the whole class (the run, throw and jump) and that activities are not repeated by two groups to ensure variety. *FEEDBACK – verbal feedback from teacher, peers and self in relation to the design a tabloid task and the student's ability to identify which specialised games/athletics skills are an extension of the skill(s) they have selected. The teacher needs to check and provide feedback on the recording and performance of the run, jump and throw FMS skills. Students identify which components of each skill they have achieved and which components need further development and practice.*	