

Manipulative Skills



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Throwing and Catching

Description

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. Throwing and catching skills in this resource include: overarm throw, underarm throw and roll, as seen in cricket and softball games; and a variety of two-handed passes, like the chest, bounce, spiral pass that are prevalent in netball, basketball and rugby.

Applying movement principles

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).

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.

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.

Learning cues

Throwing

These learning cues are for the overarm throw, some of which could be applied to other throwing skills included in this resource.

- 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

Catching/receiving

- 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

Learning phases

Discovering phase

Activities in this phase focus on exploration of a variety of throwing and catching experiences involving a variety of balls. Characteristics of the throwing and catching performance include the following.

Throwing

- 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

Catching/receiving

- 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

Developing phase

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. The characteristics of throwing and catching at this phase are listed below.

Throwing

- 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

Catching/receiving

- 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

Consolidating phase

Applying different throwing actions to changing environments, like throwing to a moving target, is the focus of learning in this phase. Characteristics of this phase are listed below.

Throwing

- 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

Catching/receiving

- 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

Overview

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Discovering	Catching Solo	Catching a variety of objects, catching while moving around in different pathways and at different levels and speeds.	1	Hard flat area	192
	The Wonderful World of Passing and Throwing	Exploring passing, throwing, catching and rolling, time and energy, and body awareness.	1-2	Hard or grass area	194
	Let's Roll the Ball	Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others).	2, 3 or 5	Smooth flat surface	196
	How to Throw Underarm	Exploring underarm throwing, space awareness (direction) and relationships (with others).	2	Hard or grass area	198
	Exploring Overarm Throwing	Throwing overarm, time and energy, and relationships (with others).	1 or 2	Indoor or outdoor area with a wall	199
	Catching with a Partner	Catching a ball rolled or thrown from different angles and levels and at different speeds.	2	Hard flat area	200
	Passing Pathways	Two-handed pass to stationary target, space awareness (pathways and patterns) and relationships (with others).	5-6	Grass or hard area	202
Developing	Circle Catch	Catching a ball approaching from different levels, angles and at different speeds, passing and throwing.	6-7	Grass or hard area	204
	Ten Pin	Rolling a ball to a stationary target, accuracy.	2-4	Smooth hard surface	205
	Spider Ball	Rolling to a target, space awareness and relationships (with others).	6-8	Smooth hard surface	206
	Unders	Throwing underarm for accuracy.	2-3	Grass or hard area	207
	Wall Guard	Catching a high ball, throwing a lob/high ball, running and dodging.	5-7	Grass or hard area	208
	Wall Passing	Passing to a stationary target, passing and catching a ball on the rebound, judging the flight path of the ball.	2-3	Indoor or outdoor area with a wall	209
	Corner Spry	Quick passing, running and reaction time, relationships (with others).	4	Grass or hard area	210
	Shuttle Passes	Passing and catching, carrying a ball, throwing and relationships (with others).	3	Grass or hard area	211

Learning phase	Activity name	Movement skills/concept	Suggested group size	Suggested space	Page
Developing	Tap and Pass	Passing to a moving target, receiving a pass while moving.	4	Grass or hard area	212
	Passing in Circles	Passing to a moving target, receiving a pass while moving.	4-7	Grass or hard area	213
	Diagonal Running and Passing	Running with the ball, passing and running into space.	8	Grass or hard area	214
	Force Back	Overarm throwing for distance, and catching.	2	Large grass area	215
	All Against One	Throwing a ball at a moving target, dodging evading and space awareness.	4-5	Hard or grass area	216
	Three Court Ball	Throwing a ball for accuracy and distance, and fielding a thrown ball.	6-8	Hard or grass area	217
	Long Chase Ball	Passing and receiving the pass, running and dodging to evade a throw.	10+	Hard or grass area	218
Consolidating	Catch It	Catching a ball approaching at different angles, levels and speeds, and throwing a high ball.	3	Hard or grass area	219
	Five Catches	Throwing and catching, fielding a ball and running.	12+	Hard or grass area	220
	Moving Target	Throwing at a moving target.	16+	Hard flat area	221
	Rolling Rounders	Rolling a ball into space, running as a team and fielding a ground ball.	12+	Smooth surface area	222
	Noughts and Crosses	Underarm throw at a target, judging distance and strategy.	4-6	Hard area	223
	Corner Ball	Throwing at a stationary target, passing and receiving while moving, running, dodging, moving into space.	12+	Marked hard surface area	224
	Scatter Ball	Overarm throwing, running, fielding or catching a small ball.	10+	Hard or grass area	225
	Two vs Two	Passing a large ball to a moving target, passing into space, defending a pass, evading, intercepting and relationships (with others).	4	Hard or grass area	226
	Skittle Ball	Passing a large ball, moving into space, defending, evading and relationships (with others).	16+	Hard surface area	227
	Aranga Touch	Passing and catching, moving into space, defending, passing for accuracy.	10+	Hard or grass area	228
	Touch Tag	Passing and catching, running with the ball, passing and moving into space, faking and dodging.	10	Hard or grass area	229

Discovering Throwing and Catching

Catching Solo

Movement skills/concepts

Catching a variety of objects, catching while moving in different pathways and at different levels and speeds.

*Children learn
by discovering
for themselves*



Set-up

A variety of balls (small, large, soft, hard, spiky) and objects (beanbags, quitoes).

Children, with a ball/object each, are spread out in a defined hard flat area.

Activity

Can you ...?

- describe how the ball/object feels – think of the texture/hardness
- roll the ball/object over your body – up and down, round and round, down a leg or arm
- roll it along the ground slowly, run round in front of it and pick it up
- holding the ball/object in a two-hand 'nest', drop it and catch it while standing/kneeling/walking along
- drop the ball/object from one hand and catch it in the two-hand 'nest'
- throw the ball/object up, a little higher each time, and catch it – how high can you go?
- throw the ball/object up with one hand and catch it in the two-hand 'nest'
- bounce or throw the ball/object and clap your hands then catch it
- see which ways you can catch as you move around (e.g. one hand and then the other)

Can you see ...?

- relaxed fingers forming a 'nest' about the size of the ball/object
- eyes on the ball/object
- reaching for the ball/object

You could ask ...

Which way of catching was easy? Why was this?

Which way of catching was difficult? Why was this?

The Wonderful World of Passing and Throwing

Movement skills/concepts

Exploring passing, throwing, catching and rolling, time and energy, and body awareness.

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 in a defined hard or grass area.

Activity

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.

Can you throw/pass ...?

- 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

Can you see ...?

- children enjoying themselves
- trying out different types of balls
- keeping eyes on the ball

You could ask ...

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?

Variations

Vary equipment: Complete the tasks with other objects like beanbags, frisbees, quoits, plastic containers, juggling balls and scarves.

Let's Roll that Ball!

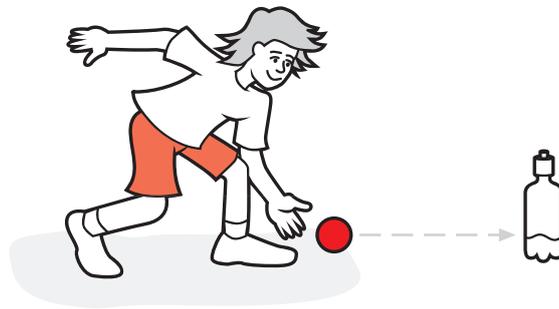
Movement skills/concepts

Rolling a ball along the ground, at a target, in different pathways and directions, and relationships (with others).

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.



Activity

In pairs

Can you ...?

- 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

In threes

Can you ...?

- 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

In fives

Can you ...?

- 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

Can you see?

- 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

You could ask ...

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?

How to Throw Underarm

Movement skills/concepts

Exploring underarm throwing, space awareness (direction) and relationships (with others).

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.

Activity

Using an underarm throw, who can ...?

- 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



Still using an underarm throw, can you ...?

- 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

Can you see ...?

- 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

You could ask ...

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

Movement skills/concepts

Throwing overarm, space awareness (levels and direction), time and energy, and relationships (with others).

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.

Activity

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



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

Can you see ...?

- ball in fingers
- eyes on target
- side on – weight on the rear foot
- stepping forward on opposite foot to throwing arm
- following through

You could ask ...

How do you throw the ball a long way? How do you throw it very high?

Catching with a Partner

Movement skills/concepts

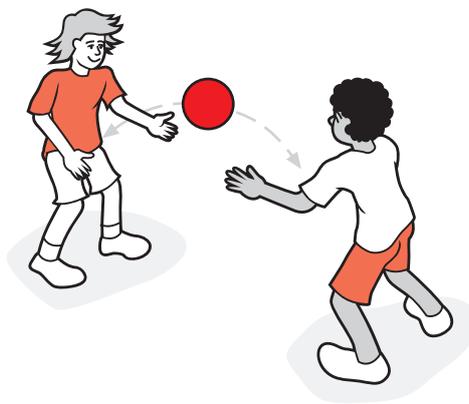
Catching a ball rolled or thrown from different angles and levels and at different speeds.

Set-up

A variety of balls.

Children in pairs are spread out in a hard flat area.

Are children
working
together?



Activity

Can you ...?

- 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

Can you see ...?

- 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

You could ask ...

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?

Variations

Vary equipment: Try the throwing and catching activities with different types of ball/objects.

Passing Pathways

Movement skills/concepts

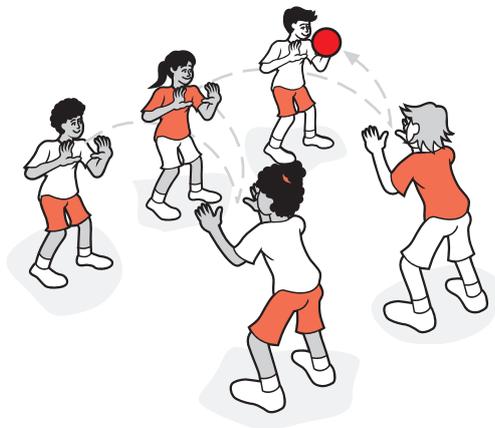
Two-handed pass to stationary target, space awareness (pathways and patterns) and relationships (with others).

Set-up

Large balls.

Grass or hard area.

Groups of five–six.



Activity 1: Circles

In a circle of five–six with two balls.

Can you ...?

- throw/pass a ball around the circle, then reverse the direction on a signal
- throw/pass two balls in the same direction – play Dog and Rabbit: can one ball catch the other?
- throw/pass to anyone – one ball then two balls
- throw/pass to every second person
- face outwards and pass back overhead
- pass to anyone except an adjacent player. How many passes can you make in 30 seconds?
- surround a leader in the centre, who throws/passes to each player in turn, to anyone, passes a ball out as the other is passed in (In and Out)

Activity 2: Zigzag

Groups of five or six in two lines facing each other.

Can you ...?

- pass a ball and zigzag up and down
- pass it up one line and pass it down the other line
- pass one ball, then, when it reaches the end, pass the next, then the next ,etc
- pass one ball, then the next, then the next, etc
- pass one ball as many times as possible in ... seconds
- using two balls, throw to anyone on the other line who doesn't have a ball

Can you see ...?

- fingers spread
- stepping in the direction of the pass
- following through

You could ask ...

How do you change the way you pass when you are passing quickly? Why?

What do you do to be ready to receive a pass?

Variations

Vary skill: Use a push pass (soccer, hockey), chest pass, two-handed overhead pass.

Vary equipment: Use different balls, (e.g. rugby ball for spiral pass).

Vary distance: Increase or decrease the distance required for the pass.