

UNIT TITLE: Fitness GRADE: Sixes FITNESS Unit Goal: IN this unit children will develop their fitness through a variety of forms that will challenge the student to take risk and further enhance their understanding of Physical Education and Health. Week 1: Week 2 Week 3 Week 4 Week 5 SIXES Learning Intentions Children will: Children will: Children will: Children will: Children will: Develop fitness through Develop the unit, Develop fitness in Demonstrate Be involved the in rubric, assessment. isolated activities using bike riding. knowledge of the Leopold Team 1/2 cross fit training and fitness training by Marathon Relay. What is your Heart fitness blender training a small group of Junior rate? How can we workouts. change out heart Students rate? Week 6 Children will Be involved in the ntentions earning Leopold Ultimate Warrior Championships. **Movement and Physical Activity** 6.10 Participate in physical activities designed to enhance fitness and Ausvels Descriptor: discuss the impact regular participation can have on health and wellbeing LIT participating in a range of physical activities and exploring the health, skill and fitness benefits (CA, AUSVELS FMS, GS, LLPA, HBPA) **Below Expected Level** At Expected Level Above Expected Level Doesn't have a go at all physical activities Having a go at all physical activities Having a go at all physical activities Working at a level allows student to be Working at a level that creates the body to Working at a level that creates the body comfortable sweat to sweat and heavy breathing. Can describe how their body is feeling Can describe in basic terms how their body Can describe how their body is feeling is feeling during different activities during different activities during different activities using technical Stops activity that may be too difficult Modifies activity to allow successful language Modifies activity to make it harder achievement **References/Resources:** ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc. Task 1- Engagement Task 2- Knowledge Task 3- Training Task 4- Team Work How are the students Can the students explain Are students giving 100% Are students giving other Teacher Assessment participating? and show knowledge of on all activities. students support and Heart rate and fitness assisting others learning? connections Tasks for Session 1: Learning the Program Setting the scene. Explain all lesson intentions. Develop an assessment rubric that students want to be guided by. Quality Tasks Understand the heart rate- Use language like: Max H/R, 80%, resting H/R. Perform the BEEP TEST- Rather than remember score at the end of beep test, record heart rate for 15 seconds then x it by 4. Record this score as the MAX heart rate. (Children should finish the beep test only when they feel like they are going to collapse- This will give the closest MAX Heart rate test. Inquirv---Using Ipads- CARDIO APP----Students to map their heart zones- 80%, 60%, 40% and resting. They need to find activities that they can perform that fit into these categories. Record this information. Tasks for Session 2: Cross Fit and Fitness Blender **Quality Tasks Cross Fit Circuit Training** Week 2 Multiple Stations as per Term 3 Fitness Blender workout. www.fitnessblender.com - Selecting a 30-40 minute cardio workout

sks	Tasks for Session 3: Bike Riding Bikes are required for session 3. Students encourage to bring a relative to come and ride with us. The theme is ' How well do you know Leopold'?
Quality Tasks Week 3	We will be riding for approximately two hours and will take in the Lake views areas and roads. Students will also have input and take the group on their favourite ride destinations.
QL	Ultimate Warrior Activity Survey- Email the UWA survey to the students. Google Form- Ask them the 10 activities that they would like to include into an ultimate challenge.
s	Tasks for Session 4: Train the Trainees
ks -	Students will work in small groups- 4-5 and design a small training circuit in which they will set up. After all activities are set up on the
цц Ч	basketball court we will invite their buddy grades to join us and be involved in the fitness circuit.
Quality Tasks Week 4	Teacher: Be sure to approach Prep Team Teachers prior to do this so that pre planning can take place.
	Tasks for Session 5: Half Marathon
ks	Break the group into small teams of 5-6 students.
Quality Tasks Week 5	The aim in this session is to run a ½ Marathon as a team. The team will have a base and then decide who is going to run first through to sixth. Each person is to run one lap of the half marathon course, which equals 1km, and then swap with the next runner. The team is finished when 21 laps of the 1km circuit is completed.
	Tasks for Session 6: Ultimate Warrior Challenge
Quality Tasks Week 6	Previous to this week the students will have submitted their request for the top 10 activities to be involved in the Ultimate Warrior Challenge.
ď	Today is the championships day- Just to finish the course declares you as the winner!!

	ITLE: USA Sports			ADE: Sixes			
Jnit Go	oal: In this unit stud	ents will develo	p a deeper appr	eciation of thr	ee prominent	USA Sports.	
<u>Learning</u> Intentions	Week 1: Children will: Understand the Unit Select Teams Develop Rubric Start NFL	Week 2 Children will: Further develop the knowledge of NFL b playing mini games defence and offence strategies	with playing mi	ill: 6 velop their 1 of NFL by 1 ni games with 1 d offence 5	Week 4 Children will: Break into teams an train each other in NBA. Split into teams and olay round 1	play rounds 2,3,4 and 5 of their round robin.	
<u>Learning</u> Intentions	Week 6 Children will: Understanding Baseball- Train in teams with batting and fielding. Play against other teams in mini matches.						
ELS	Ausvels Descriptor: Design and perform a varie sequences (ACPMPD62)	tc • p s • e w • • • • • • • • • • • • • • • • • •	bomposing movement seque point erforming activities that im- uch as from dribbling to sh experimenting with different hen performing creative d esigning a sequence of pa possession or move a piece esigning and participating at require different types of	volve a transition from or looting or from leaping to trunsic genres such as lances usses between team-ma a of equipment from one in a simple fitness circui	ne skill to another, o balancing Indian Bhangra music tes to maintain point to another		
AUSVELS	 Propose and apply movement concepts and strategies (ACPMP063) edemonstrating defensive and offensive play in modified games proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment proposing and applying movement concepts and strategies to safely traverse a natural environment 						
	Below Expect Stands to the side and v No engaging in tea Not extending thems tasks.	waits to be chosen am situations elves to try new	Accepts the team they are in. Happy to try new tasks.			ive Expected Level Is a team and helps others the team they are in. aker with new skills. ved and engaging others to	
Deferer	At times with nces/Resources:	ndrawn.				do they same.	
CT Use earning	2: Idoceo to assess, Vig g for warm ups etc. Task 1- Willingness to find a	Task 2-	o show students	their performan Task 3- Adapting skills a	Task		
Teacher Assessment	partner and be part o team	ated through execution of skills			er their own ormances. Asks how and ?		
Quality Tasks Week 1	Tasks for Session 1: Develop Rubric for assessment Break into self selected groups and name teams. Each team to have a small group of girls mixed within. Understanding the game- Offence team- Centre, QB, Blockers, wide receivers, running back. Have the teams work on set plays firstly without defence then introduce defence once plays have been understood. Plays- Passing to wide receivers, pass to running backs, blocking plays, short and long throws, QB movements Find a second team and play against this team						
Quality Tasks Week 2	Tasks for Session 2: NFL In this session, teams wi Set up Field- 50m long x Tournament Game 1- Us Tournament Game 2 Tournament Game 3	Round Robin Il start by conducting 30 metre wide	some self training, de		erstanding how to b	peat the opposition	

Quality Tasks Week 3	Tasks for Session 3: NFL Round Robin In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition Set up Field- 50m long x 30 metre wide Tournament Game 1- Using Tournament Maker App- Announce the round one teams Tournament Game 2 Tournament Game 3
Quality Tasks Week 4	Tasks for Session 4: Introduce NBA Basketball. In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition Set up Tournament to last three weeks: Tournament Game 1- Using Tournament Maker App- Announce the round one teams Tournament Game 2 Tournament Game 3
Quality Tasks Week 5	Tasks for Session 5: Introduce NBA Basketball. In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition Set up Tournament to last three weeks: Tournament Game 4- Using Tournament Maker App- Announce the round one teams Tournament Game 5 Tournament Game 6
Quality Tasks Week 6	Tasks for Session 6: Baseball Day Can you beat the pitching machine? Students can take turns to face the pitching machine and try to hit home runs. Split into teams and challenge another team to a quick 3 innings game. Start with training, fielding practise, batting practise. Who can stand up and be the leader in this group?

	TLE: App Inquiry in Spo	ort		GRADE: Fives			
Unit Go Students w Students w	al: vill be shown an app and taugh vill then apply what they know	t how the app o about physical r	novement and		se the app to collect data.	WAL IRY II SPAR	
Learning Intentions	pletion of the class groups will Week 1: Children will: Understand how Ubersense works and use the slow motion to talk about action comparisons.	Week 2 Children will: Further enhan understanding Ubersense wo the slow motio about action c	ce their s how rks and use on to talk	Week 3 Children will: Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	Week 4 <i>Children will:</i> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	FIVES NET App inqu	
	movement sequence	es	-		eople when performing		
S	discussing and demor pathways, use of spac using the body to den	ce and flow i	n moveme				
AUSVELS		metry, shap	es and ang	gles when performing quences (FMS, RE)			
	Below Expected Le Can film and capture the de but not always in the ri Not able to make a judg performance where improve make	esired action ght spot ement on	At Expected Level Can film and capture the desired action Can make a judgement on performance where improvement can be make Offers suggestions to groups to ensure positive outcomes.		Above Expected Level Can film and capture the desired action and perform the correct movement patterns Can make a judgement on performance where improvement can be make and share this with performer		
Deferen	Offers suggestions to Finds it hard to work as a tea Inces/Resources: See At	m	Works well as a team		Offers suggestions to groups to ensure positive outcomes but visually and physical. Works exceptionally well as a team		
	-			dents their performanc	e, various apps to engage student		
Teacher Assessment	for warm ups etc. Task 1- Team work is of a Task 2- When filming close Task 3- Assumes roles of k Task 4- Is able to provide	e up of the des both performe	r and record	er			
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Introduce Ubersense on the IPAD- Screen share this app on the large screen, show examples of others work						
ð	Tasks for Session 1: Various H	reby close up of ligh Intensity W	<i>action area is</i> arm up Games	very importance so that tech	nique correction can be made. oles of others work		
Quality Tasks Week 2	Break groups into teams of 4 Ask them to select equipmen -Kicking, Stirking, Throwing, j	-5. No more t for filming in tl	ne following c		-		
ğ	Students then to make their w	-	-				
	Show filming technique- whe	reby close up of	action area is	very importance so that tech	nique correction can be made.	J	

isks Quality Tasks t Week 3	Tasks for Session 1: Various High Intensity Warm up Games Introduce Ubersense Microphone on the App- When groups of two videos to compare show the language that is to be used to make judgements- Give examples Continue to film but with the focus this time being on completing a comparison Break groups into teams of 4-5. No more Ask them to select equipment for filming in the following categories: -Kicking, Stirking, Throwing, jumping and catching Students then to make their way outside to open area and find a space they can film in. Show filming technique- whereby close up of action area is very importance so that technique correction can be made. Tasks for Session 4: Various High Intensity Warm up Games Introduce Ubersense Microphone on the App- When groups of two videos to compare show the language that is to be used to make judgements- Give examples Continue to film but with the focus this time being on completing a comparison
Quality Tasks Week 4	Break groups into teams of 4-5. No more
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	copyright

	TLE: Net/Wall TGFU	J	GRAD	E: Fives					
Unit Go	bal:								
the allowe	d amount of bounces.	re by hitting an object into a c related to Net and Wall Games	-						
Learning Intentions	Week 1: Children will: Develop their knowledge of moving an opponent using down ball as a game.	Week 2 <i>Children will:</i> Develop their knowledge of beating an opponent using modified Volleyball.	Week 3 Children will: Develop their knowledge of moving an opponent using Wall Ball as a game	Week 4 Children will: Develop their kno moving an oppone Tennis and Bat Ter	wledge of ent using Hand	Week 5 <i>Children will:</i> Develop their knowledge of tactics by using Hot Shots Tennis as a game to move players and position themselves for success.			
Learning Intentions	Week 6 Children will: Develop their knowledge of tactics by using Hot Shots Tennis as a game to move players and position themselves for success.				~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~	3			
	Movement and Physical Activity Ausvels Descriptor:								
	Understanding movement Elaborations								
AUSVELS	 Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) Collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations 								
	Below Expecte Able to move opponent I Able to play shots that Able to describe a variet opponer	both left and right beat opponent y of ways to beat nt di	fferent locations	nt both left and I backward beat opponent in on the court ile of ways to beat	Able to move right, forward a Able to play sho different lo co Able to descrit	Expected Level opponent both left and nd backward consistently ots that beat opponent in ocations on the court onsistently be a multiple of ways to onent consistently.			
Referen	nces/Resources: See	Attached Sheets							
	: Idoceo to assess, Vid for warm ups etc.	leo replay apps to show	students the	ir performance,	various apps to	o engage student			
Teacher Assessment	Task 1- When playing downball children are to move their opponer around their square	•	n are able to	Task 3- When pl Tennis children able to use hard soft shots to bea their opponent.	are verbali and their of at match.	Children are able to se how they can beat pponent during a			

	Tasks for Session 1: Various High Intensity Warm up Games Game 1 - Two Square Bounce
ks	Rules
Quality Tasks Week 1	Play in pairs on a small court approx 6m x 4m (4 players per court 2 v 2). Players bounce the ball into the opposition's court. The opposition catch the ball and return it across the centre line. Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball. One point is scored for winning the rally. The serve alternates between players. Time allowed in possession of the ball is 3 seconds. Play to a specified number of points (eg. first pair to 5 win), or a set time limit (eg. 5 minutes). <i>Explicit teaching of catching and anticipation may be included here</i> .
	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 2: Various High Intensity Warm up Games Game 2 - Modified volleyball
sks	Rules
Quality Tasks Week 2	Play in groups of 3 on a court approximately 8m x 4m (6 players per court 3 v 3). Players throw a volleyball over the centre line from the baseline as a serve. Throws must be above waist height in a straight or upward action (no downwards throws). The ball must be passed 3 times between players before it is returned over centre line. Serving is alternated between teams after each point (rally points). Play first to 10 points or 5 minute time limit.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 3: Various High Intensity Warm up Games
S	Game 3 - Wall Ball Rules
ask 3	
Quality Tasks Week 3	Locate a wall in the school where students can play ball games. Break into small groups eg. 4 students, and ask students to design a small space activity for 1-2 people using a tennis ball and the wall that involves catching and throwing the ball (if no wall available, just use a court space). Each group member participates in the game. Groups then share their game with another group and play their each other's game.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 4: Various High Intensity Warm up Games Game 4 – Hand Tennis
Tasks	Rules
Quality Tasks Week 4	Use a long and narrow court. The game begins with an underarm serve, striking the ball with an open hand. The ball can be court on the full after one bounce and then return over the halfway line (net) with a throw, crossing the net above knee height. Students must remain on the spot they catch the ball until they throw it back over the net.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
iks	Tasks for Session 5: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
Quality Tasks Week 5	Rules
Quali W	Children to break into teams of 4. They can select to either play with hands, bat tennis bats or Hot Shots tennis rackets. Use the same scoring system as per the previous sessions. Objective is to play a game and attempt to move opponent around the court.
	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
	Tasks for Session 6: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
sks	
Tas < 6	Rules
Quality Tasks Week 6	Children to break into teams of 4. They can select to either play with hands, bat tennis bats or Hot Shots tennis rackets. Use the same scoring system as per the previous sessions. Objective is to play a game and attempt to move opponent around the court.
-	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)

UNIT TI	TLE: App Inquiry in Sp	ort		GRADE: Fours		0 . r	
Students w	vill be shown an app and taugh vill then apply what they know	about physical m	ovement an		se the app to collect data.	OURS L API	
Learning Intentions	will showcase their work is Week 1: Week 2 Children will: Children will: Understand how Further enhance their Ubersense works and use the slow motion to talk about action comparisons. Ubersense works and		e their how ks and use h to talk	Week 3 Children will: Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	Week 4 Children will: Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	F NET WAL	
	movement sequence	es	-		sical activities (AP, FMS, RE)		
	discussing and demor pathways, use of space	ce and flow in			2		
AUSVELS	using the body to der understanding of sym movement skills, bala	nmetry, shape		gles when performing quences (FMS, RE)			
	Below Expected Le Can film and capture the de but not always in the ri Not able to make a judg performance where improv make	esired action ight spot ement on ement can be	Can film and capture the desired action Can make a judgement on performance where improvement can be make Offers suggestions to groups to ensure positive outcomes.		Above Expected Level Can film and capture the desired action and perform the correct movement patterns Can make a judgement on performance where improvement can be make and share this with performer		
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	for warm ups etc.		o show stu	dents their performance	e, various apps to engage student		
Teacher Assessment	Task 1- Team work is of a Task 2- When filming clos Task 3- Assumes roles of I Task 4- Is able to provide	e up of the desided the both performer and the both performance an	and record	er			
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Quality Tasks Week 2	Ask them to select equipmen -Kicking, Stirking, Throwing,	nt for filming in the jumping and catcl	hing	-			

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Quality Tasks Week 4	Break groups into teams of 4-5. No more
Quali	Ask them to select equipment for filming in the following categories: -Kicking, Stirking, Throwing, jumping and catching
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	copyright

	ITLE: Net/Wall TGFL	J	GRAD	E: Fours				
nit Go	oal:							
allow	scription: Players/Teams sco red amount of bounces.							
	Problems: Tactical Problems I Week 1: Children will: Develop their knowledge of moving an opponent using down ball as a game.	related to Net and Wall Gam Week 2 Children will: Develop their knowledge of beating an opponent using modified Volleyball.	Week 3 <i>Children</i> <i>will:</i> Develop their	p an attack, moving Week 4 Children will: Develop their kno moving an oppon Tennis and Bat Te	wledge of ent using Hand	Week 5 Children will: Develop their knowledge of tactics by using Hot Shots Tennis as a game to move players and position themselves for success.		
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		Δ	Novement and Phys	sical Activity				
	Ausvels Descriptor:							
<u>AUSVELS</u>	Understanding movement Elaborations Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) • examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness • collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness • exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations							
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	Tasks for Session 3: Various High Intensity Warm up Games
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0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 4: Various High Intensity Warm up Games Game 4 – Hand Tennis
Fasks	Rules
Quality Tasks Week 4	Use a long and narrow court. The game begins with an underarm serve, striking the ball with an open hand. The ball can be court on the full after one bounce and then return over the halfway line (net) with a throw, crossing the net above knee height. Students must remain on the spot they catch the ball until they throw it back over the net.
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	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
iks	Tasks for Session 5: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
Quality Tasks Week 5	Rules
Quali W	Children to break into teams of 4. They can select to either play with hands, bat tennis bats or Hot Shots tennis rackets. Use the same scoring system as per the previous sessions. Objective is to play a game and attempt to move opponent around the court.
	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
	Tasks for Session 6: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
sks	
Tas k 6	Rules
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	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)

	TLE: App Inquiry in Sp	ort		GRADE: Threes		• •	
	vill be shown an app and taugh					API	
	vill then apply what they know pletion of the class groups will				se the app to collect data.	HREI LL A	
At the con	Week 1: Children will:	Week 2 Children will:		Week 3 Children will:	Week 4 Children will:	I I I I	
<u>Learning</u> Intentions	Understand how Ubersense works and use the slow motion to talk about action comparisons.	Further enhance understandings Ubersense wor the slow motio about action co	e their s how ks and use n to talk	Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	NET V	
			ort, space	e, time, objects and pe	eople when performing		
	movement sequence		ocoloratio	n of movement in nhy	sical activities (AP, FMS, RE)		
			eceleratio	in or movement in pily			
	discussing and demor	nstrating diff	erent leve	ls, movement			
	pathways, use of space	ce and flow i	n moveme	ent sequences (RE)			
S	using the hedute dee	a a a strata a a					
VEL	using the body to den			gles when performing			
AUSVELS	understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (FMS, RE)						
4						-	
	Below Expected Level Can film and capture the desired action Can film			At Expected Level d capture the desired action	Above Expected Level Can film and capture the desired action and		
	but not always in the right spot Can make a ju			judgement on performance	perform the correct movement patterns		
	performance where improve		where improvement can be make Offers suggestions to groups to ensure where improvement can be make and si				
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	Finds it hard to work as a tea		positive outcomes but visually an Works exceptionally well as a				
Referen	nces/Resources: See At	tached Shee	ts	×. '	works exceptionally well as a team	•	
		replay apps t	o show stu	dents their performance	e, various apps to engage student		
learning	for warm ups etc. Task 1- Team work is of a	high standard	\sim				
ier nent	Task 2- When filming close up of the desired action is taking place						
Teacher Assessment	Task 3- Assumes roles of both performer and recorder Task 4- Is able to provide positive feedback on how performance can improve						
Ass		positive recube					
	Tasks for Session 1: Various H		-		des of others work	1	
ks	Introduce Ubersense on the IPAD- Screen share this app on the large screen, show examples of others work						
Quality Tasks Week 1	Break groups into teams of 4-5. No more Ask them to select equipment for filming in the following categories:						
ality Ta Week 1	Ask them to select equipment for filming in the following categories: -Kicking, Stirking, Throwing, jumping and catching						
Qua	Students then to make their way outside to open area and find a space they can film in.						
	Show filming technique- whereby close up of action area is very importance so that technique correction can be made.						
	Tasks for Session 1: Various High Intensity Warm up Games Introduce Ubersense on the IPAD- Screen share this app on the large screen, show examples of others work						
asks 2	Break groups into teams of 4	-5. No more					
ality Ta: Week 2	Ask them to select equipmen	t for filming in th		ategories:			
Quality Tasks Week 2	-Kicking, Stirking, Throwing, Students then to make their		-	find a space they can film in.			
					nique correction can be made		
	Show Jinning technique- whe	neby close up of	uction area is	very importance so that tech	nique correction can be made.	J	

isks Quality Tasks t Week 3	Tasks for Session 1: Various High Intensity Warm up Games Introduce Ubersense Microphone on the App- When groups of two videos to compare show the language that is to be used to make judgements- Give examples Continue to film but with the focus this time being on completing a comparison Break groups into teams of 4-5. No more Ask them to select equipment for filming in the following categories: -Kicking, Stirking, Throwing, jumping and catching Students then to make their way outside to open area and find a space they can film in. Show filming technique- whereby close up of action area is very importance so that technique correction can be made. Tasks for Session 4: Various High Intensity Warm up Games Introduce Ubersense Microphone on the App- When groups of two videos to compare show the language that is to be used to make judgements- Give examples Continue to film but with the focus this time being on completing a comparison
Quality Tasks Week 4	Break groups into teams of 4-5. No more
Quali	Ask them to select equipment for filming in the following categories: -Kicking, Stirking, Throwing, jumping and catching
U	Students then to make their way outside to open area and find a space they can film in.
	Show filming technique- whereby close up of action area is very importance so that technique correction can be made.
	copyright

it Go	ITLE: Net/Wall TGFU Dal:		·						
ck Des	cription: Players/Teams sco	pre hv hitting an ohiect int	o a court space in such	a way that the opp	osina nlaver/team	cannot hit it back within			
allowe	ed amount of bounces.	, , ,		<i>i</i>	. , .				
tical P	roblems: Tactical Problems				the opponent, etc				
	Week 1:	Week 2	Week 3	Week 4		Week 5			
	Children will: Develop their	Children will:	Children	Children will:	woladaa af	Children will:			
	knowledge of moving	Develop their knowledg of beating an opponent	,	Develop their kno moving an oppon	-	Develop their knowledge of tactics			
	an opponent using	using modified Volleyba		Tennis and Bat Te	-	by using Hot Shots			
	down ball as a game.		moving an			Tennis as a game to			
			opponent			move players and position themselves			
			using Wall Ball as a			for success.			
			game			Tor success.			
			8						
	Week 6								
	Children will:								
	Develop their								
	knowledge of tactics by using Hot Shots								
	Tennis as a game to								
	move players and				×	Ŧ			
	position themselves								
	for success.								
			Movement and Phys	sical Activity					
	Ausvels Descriptor:								
	Understanding movement Elaborations								
	Examine the benefits of physical activity and								
	SPECIAL ROOM AND A DEPOSIT OF THE	ealth and wellbeing		entration and fitnes		icidaling the initidence			
	(ACPMP046)	iounin und nonzoning	 collecting, reco 	ording and organisir	information to in	nvestigate which			
	et at at	physical activities people engage in to maintain health, wellbeing and							
	1 4 4 MI	fitness							
1	 exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations 								
				roposing now uney c	an moor mose re-	commendations			
	Below Expecte	ed Level	At Expected	Level	Above	Expected Level			
	IS starting to move oppo		able to move oppone		Able to move	opponent both left and			
	right some		right somet		A 6 1 - 4 - 1	right			
	Is starting to play a sma beat oppo		ole to play a small set o opponer			hots that beat opponent a variety of ways to beat			
	Is starting to describe a		Able to describe a fev			opponent			
	oppone		opponer	-					
erei	nces/Resources: See	Attached Sheets							
Use	e: Idoceo to assess, Vio	deo replay apps to sl	how students the	ir performance,	various apps t	o engage student			
	g for warm ups etc.			-					
	Task 1- When playing	Task 2- When	playing modified	Task 3- When p	laying Task 4	- Children are able to			
Ĕ	downball children are		idren are able to	Tennis children		ise how they can beat			
	to move their oppone	nt play shots the	at help beat their	able to use hard	l and 🛛 their o	pponent during a			
	1			coft chots to bo	at match				
Assessment	around their square	opponent.		soft shots to be		•			

	Tasks for Session 1: Various High Intensity Warm up Games Game 1 - Two Square Bounce
ks	Rules
Quality Tasks Week 1	Play in pairs on a small court approx 6m x 4m (4 players per court 2 v 2). Players bounce the ball into the opposition's court. The opposition catch the ball and return it across the centre line. Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball. One point is scored for winning the rally. The serve alternates between players. Time allowed in possession of the ball is 3 seconds. Play to a specified number of points (eg. first pair to 5 win), or a set time limit (eg. 5 minutes). <i>Explicit teaching of catching and anticipation may be included here</i> .
	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 2: Various High Intensity Warm up Games Game 2 - Modified volleyball
sks	Rules
Quality Tasks Week 2	Play in groups of 3 on a court approximately 8m x 4m (6 players per court 3 v 3). Players throw a volleyball over the centre line from the baseline as a serve. Throws must be above waist height in a straight or upward action (no downwards throws). The ball must be passed 3 times between players before it is returned over centre line. Serving is alternated between teams after each point (rally points). Play first to 10 points or 5 minute time limit.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 3: Various High Intensity Warm up Games
S	Game 3 - Wall Ball Rules
ask 3	
Quality Tasks Week 3	Locate a wall in the school where students can play ball games. Break into small groups eg. 4 students, and ask students to design a small space activity for 1-2 people using a tennis ball and the wall that involves catching and throwing the ball (if no wall available, just use a court space). Each group member participates in the game. Groups then share their game with another group and play their each other's game.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
	Tasks for Session 4: Various High Intensity Warm up Games Game 4 – Hand Tennis
Tasks 4	Rules
Quality Tasks Week 4	Use a long and narrow court. The game begins with an underarm serve, striking the ball with an open hand. The ball can be court on the full after one bounce and then return over the halfway line (net) with a throw, crossing the net above knee height. Students must remain on the spot they catch the ball until they throw it back over the net.
0	Refer to Attachments at the back of planning document.
	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
ks	Tasks for Session 5: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
Quality Tasks Week 5	Rules
Quali W	Children to break into teams of 4. They can select to either play with hands, bat tennis bats or Hot Shots tennis rackets. Use the same scoring system as per the previous sessions. Objective is to play a game and attempt to move opponent around the court.
	Sports Lab- Differentiated Curriculum- Advanced learners (20 min)
	Tasks for Session 6: Various High Intensity Warm up Games Game 5- Hot Shots Tennis
sks	
Tas < 6	Rules
Quality Tasks Week 6	Children to break into teams of 4. They can select to either play with hands, bat tennis bats or Hot Shots tennis rackets. Use the same scoring system as per the previous sessions. Objective is to play a game and attempt to move opponent around the court.
-	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)

	TLE: FMS Celebration GRADE: Twos
	al: To refine FMS strategies learnt this year and show case these in challenging rotations. The FMS
oncep	ts are Bounce, Throw, Catch, Kick and Punt.
<u>Intentions</u>	Week 1-5 : Children will: Showcase their knowledge of the above mentioned FMS skills
	Movement and Physical Activity
2	2.8a Perform fundamental movement skills in different movement situations CCT performing manipulative skills involving handling and controlling objects with equipment and different parts of the body (AP, FMS, RE)
AUSVELS	Below Expected Level At Expected Level Above Expected Level Involved and engaged Outstanding level of Involvement and engagement Outstanding level of Involvement and engagement Outstanding level of Involvement and engagement Accepts decisions. Thoroughly Understanding rules and strategies Thoroughly Understanding. Always Accepts decisions. Always Accepts decisions. Always Accepts decisions and can make decisions without stop starting in games
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
Quality Tasks Week 2	Tasks for Session 2: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)
Quality Tasks Week 3	Tasks for Session 3: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals.
Quality Tasks Week 4	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min) Tasks for Session 4: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)

		-	Intensity Warm up Games		
	Rotation	Activities:			
S	1.	Bounce basketball aro	und a series of cones and then tal	king a shot at goal	
sk	2.	Bounce Basketballs in	to the wall and control their return	n	
Ta: < 5	3.	Rebound Net Throw a	nd Catch		
ty '	4.	Throwing vortexs are	targets for distance		
ality Ta Week	5.	Catch it nets- Using pa	rtner catch it nets		
Quality Tasks Week 5	6.	Bounce and Catch ten	nis balls into ground		
0	7.	Kicking balls into bloc	c targets		
	8.	Punting Footballs into	make-shift football goals.		
	Sports La	-	lum- At Risk Learners (20 min)		
Referen	ces/Res	ources: FMS, An a	ctivities Resource.		
ICT Use	Idoceo	o assess. Video rep	lay apps to show students	their performance, variou	s apps to engage student
		n ups etc.	.,		0.0
icaring		•	Took 2 FMC	Tool: 2 FMC	Took A FRAS
÷	Task 1- I		Task 2- FMS	Task 3- FMS	Task 4- FMS
er Jen	Positive	attempt is made to	Consistent involvement is	Team work is present	How competent is the
Teacher Assessment	showcas	e skill	made in	and sharing equipment is	student at using FMS skills.
Tea				evident	
As					

	oal: To refine FMS st	rategies learnt	this yea	r and apply these to	minor games to be	successful	
Intentions	Week 1: Throw Children will: Ensure they throw the ball hard when trying to hit Targets	Week 2: Kick Children will: Ensure they use b hard kicking and control to be succ	both kick	Week 3: Bounce Children will: Ensure they control the ball when bouncing at speed	Week 4: Catch Children will: Use hands to control catch of ball and stop its forward motion	Week 5: Strike Children will: Ensure a two hand deliberate swing strikes the ball at speed	
	Perform fundamental n	novement skills in	• pe	ment and Physical Activity rforming locomotor moveme	ents using different body p	arts to travel in	
	different movement site	uations (ACPMP025)	• pe	ferent directions rforming fundamental move uipment and different parts	-	olling objects with	
			• de	monstrating balances and d sitions	Contraction of the second s	aintain stable	
			*27	monstrating how to transfer	weight from one part of th	e body to another	
AUSVELS	Construct and perform			monstrating changes in spe sponse to changes in music		novement in	
AU	original movement sec stimuli (ACPMP026)	juences in response	• cn	eating, following, repeating a sponse to rhythm, music or v	and altering movement see	quences in	
	♥ ■ ♥ ₩			lecting and implementing di ime	fferent movement skills to	be successful in a	
	Below Expect Outstanding level of I		Assis	At Expected Level ts others to achieve success		xpected Level ups to achieve success	
	engagem Thoroughly Understa strategi	anding rules and ies		minor rules to make the ga better assist with decision making	changes to make Is able to umpire	suggestions for rule the experience better small games and make	
S	Always Accepts Tasks for Session 1: Vari	ous High Intensity Wa	arm up Gan	nes	decisio	ns that is fair	
Quality Lasks Week 1	Minor Games- Throw for - Run the Gaun - Block Knocko - Clean up the I Sports Lab- Differentiate	ntlet out back yard	Learners (air		
Quality Lasks Week 2	Tasks for Session 2: Vari Minor Games- Kick - Block Soccer - Footy Elimina Sports Lab- Differentiate	ntion					
	Tasks for Session 3: Vari Minor Games- Bounce - Basketball Eli - Bounce Knock	imination	arm up Gan	nes			
ry I sek	- Bounce Relay	rs ed Curriculum- At Risk	k Learners (J	20 min)			
Quairty Tasks Week 3	Sports Lab- Differentiate	Tasks for Session 4: Various High Intensity Warm up Games Minor Games- Catch - End Ball- FMS Manual page 11 - Bean Bag Catch step back - Call a Name- FMS Manual page 13 Sports Lab- Differentiated Curriculum- Advanced learners (20 min)					
Quality Lasks Quality La Week 4 Week	Tasks for Session 4: Vari Minor Games- Catch - End Ball- FMS - Bean Bag Cat - Call a Name-	S Manual page 11 tch step back FMS Manual page 13		s (20 min)			
Quality Lasks Week 4	Tasks for Session 4: Vari Minor Games- Catch - End Ball- FMS - Bean Bag Cat - Call a Name-	S Manual page 11 tch step back FMS Manual page 13 ed Curriculum- Advan ous High Intensity Wa e of T-ball. (No limit on	ced learner arm up Gan n base at ol	nes time)			
Week 5 Week 4	Tasks for Session 4: Vari Minor Games- Catch - End Ball- FMS - Bean Bag Cat - Call a Name- Sports Lab- Differentiate Tasks for Session 5: Vari Minor Games- Strike - Modified baseball- Use	S Manual page 11 tch step back FMS Manual page 13 ed Curriculum- Advand ous High Intensity Wa e of T-ball. (No limit of ed Curriculum- Advand	ced learner arm up Gan n base at oi ced learner	nes ne time) s (20 min)			

Teacher Assessment	Task 1- Minor Games Positive attempt is made to showcase skill	Task 2- Minor Games Consistent involvement is made in	Task 3- Minor Games Team work is present and sharing equipment is evident	Task 4- Minor Games Can describe was good team work feels like.
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UNIT TI	TLE: FMS Celebration GRADE: Ones						
	al: To refine FMS strategies learnt this year and show case these in challenging rotations. The FMS						
oncep	ts are Bounce, Throw, Catch, Kick and Punt.						
<u>Learning</u> Intentions	Week 1-5 : Children will: Showcase their knowledge of the above mentioned FMS skills						
	Movement and Physical Activity						
<u>17</u>	2.8a Perform fundamental movement skills in different movement situations CCT performing manipulative skills involving handling and controlling objects with equipment and different parts of the body (AP, FMS, RE)						
AUSVELS	Below Expected Level At Expected Level Above Expected Level Involved and engaged Outstanding level of Involvement and engagement Outstanding rules and engagement Outstanding rules and engagement Accepts decisions. Thoroughly Understanding rules and strategies Thoroughly Understanding rules and strategies Strategies Always Accepts decisions. Always Accepts decisions. Always Accepts decisions and can make decisions without stop starting in games						
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)						
Quality Tasks Week 2	Tasks for Session 2: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)						
Quality Tasks Week 3	Tasks for Session 3: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals.						
Quality Tasks Week 4	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min) Tasks for Session 4: Various High Intensity Warm up Games Rotation Activities: 1. Bounce basketball around a series of cones and then taking a shot at goal 2. Bounce Basketballs into the wall and control their return 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for distance 5. Catch it nets- Using partner catch it nets 6. Bounce and Catch tennis balls into ground 7. Kicking balls into block targets 8. Punting Footballs into make-shift football goals. Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)						

		-	Intensity Warm up Games		
	Rotation	Activities:			
S	1.	Bounce basketball aro	und a series of cones and then tal	king a shot at goal	
sk	2.	Bounce Basketballs in	to the wall and control their return	n	
Ta: < 5	3.	Rebound Net Throw a	nd Catch		
ty '	4.	Throwing vortexs are	targets for distance		
ality Ta Week	5.	Catch it nets- Using pa	rtner catch it nets		
Quality Tasks Week 5	6.	Bounce and Catch ten	nis balls into ground		
0	7.	Kicking balls into bloc	c targets		
	8.	Punting Footballs into	make-shift football goals.		
	Sports La	-	lum- At Risk Learners (20 min)		
Referen	ces/Res	ources: FMS, An a	ctivities Resource.		
ICT Use	Idoceo	o assess. Video rep	lay apps to show students	their performance, variou	s apps to engage student
		n ups etc.	.,		0.0
icaring		•	Took 2 FMC	Tool: 2 FMC	Took A FRAS
÷	Task 1- I		Task 2- FMS	Task 3- FMS	Task 4- FMS
er Jen	Positive	attempt is made to	Consistent involvement is	Team work is present	How competent is the
Teacher Assessment	showcas	e skill	made in	and sharing equipment is	student at using FMS skills.
Tea				evident	
As					

	oal: To refine FMS st	trategies learnt	this ye	ear and apply these to	minor games to be	successful
Intentions	Week 1: Throw Children will: Ensure they throw the ball hard when trying to hit Targets	Week 2: Kick Children will: Ensure they use hard kicking and control to be sud	l kick	Week 3: Bounce Children will: Ensure they control the ball when bouncing at speed	Week 4: Catch Children will: Use hands to control catch of ball and stop its forward motion	Week 5: Strike Children will: Ensure a two hand deliberate swing strikes the ball at speed
	Perform fundamental n different movement site		• • •	performing locomotor moveme different directions performing fundamental move equipment and different parts demonstrating balances and d positions demonstrating how to transfer	ment skills involving contr of the body lescribing what helps to m	olling objects with aintain stable
	Construct and perform original movement sec stimuli (ACPMP026)		• to •	demonstrating changes in spe response to changes in music creating, following, repeating a response to rhythm, music or selecting and implementing di game	ed, direction and level of tempo and altering movement se words	movement in quences in
	Below Expect Involved and Understanding rules Accepts dec	engaged and strategies		At Expected Level tanding level of Involvement a engagement roughly Understanding rules ar strategies Always Accepts decisions.	nd Assists other Can add minor r nd	Expected Level s to achieve success ules to make the game better ith decision making
Quality 145KS Week 1	Tasks for Session 1: Vari Minor Games- Throw fou - Run the Gaun - Block Knocko - Clean up the I Sports Lab- Differentiate	tlet ut back yard	n	dy Ha	air	
Quaiity Lasks Week 2	Tasks for Session 2: Vari Minor Games- Kick - Block Soccer - Footy Elimina Sports Lab- Differentiate	ition	-			
Quality Lasks Week 3	Tasks for Session 3: Vari Minor Games- Bounce - Basketball Eli - Bounce Knock - Bounce Relay Sports Lab- Differentiate	imination kout Is				
Quaiity Lasks Week 4	Tasks for Session 4: Various High Intensity Warm up Games Minor Games- Catch - End Ball- FMS Manual page 11 - Bean Bag Catch step back - Call a Name- FMS Manual page 13 Sports Lab- Differentiated Curriculum- Advanced learners (20 min)					
Quality Tasks Week 5	Tasks for Session 5: Vari Minor Games- Strike - Modified baseball- Use Sports Lab- Differentiate	of T-ball. (No limit o	on base at	t one time)		
Qualit We						

Teacher Assessment	Task 1- Minor Games Positive attempt is made to showcase skill	Task 2- Minor Games Consistent involvement is made in	Task 3- Minor Games Team work is present and sharing equipment is evident	Task 4- Minor Games Can describe was good team work feels like.
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JNIT TI	TLE: FMS Celebration	GRADE: Preps	
nit Go	al: To refine FMS strategies learnt	this year and show case these in	challenging rotations. The FMS
oncep	ts are Bounce, Throw, Catch, Kick a	nd Punt.	
Intentions	Week 1-5 : Children will: Showcase their knowledge	of the above mentioned FMS skills	
		Movement and Physical Activity	
	Perform fundamental movement skills in different movement situations (ACPMP025)	 performing locomotor movements u different directions performing fundamental movement equipment and different parts of the 	skills involving controlling objects with body
AUSVELS		 demonstrating balances and descripositions demonstrating how to transfer weig 	bing what helps to maintain stable
AI		ALE - 11 1	AL
	Below Expected Level Sometimes Involved and engaged A little unsure of rules and strategies Has trouble accepting decisions.	At Expected Level Involved and engaged Understanding rules and strategies Accepts decisions.	Above Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies
	Tasks for Session 1: Various High Intensity Wa	rm up Games	Always Accepts decisions.
Quality Tasks Week 1	 Bounce Basketballs into the wall an Rebound Net Throw and Catch Throwing vortexs are targets for di Catch it nets- Using partner catch it Bounce and Catch tennis balls into Kicking balls into block targets Punting Footballs into make-shift for 	stance t nets ground potball goals. Learners (20 min)	ir
Quality Tasks Week 2	Tasks for Session 2: Various High Intensity Wa Rotation Activities: 1. Bounce basketball around a series 2. Bounce Basketballs into the wall ar 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for di 5. Catch it nets- Using partner catch it 6. Bounce and Catch tennis balls into 7. Kicking balls into block targets 8. Punting Footballs into make-shift for Sports Lab- Differentiated Curriculum- At Risk	of cones and then taking a shot at goal nd control their return stance t nets ground potball goals.	
Quality Tasks Week 3	 Bounce Basketballs into the wall an Rebound Net Throw and Catch Throwing vortexs are targets for di Catch it nets- Using partner catch it Bounce and Catch tennis balls into Kicking balls into block targets Punting Footballs into make-shift for 	of cones and then taking a shot at goal nd control their return stance t nets ground potball goals.	
Quality Tasks Week 4	Sports Lab- Differentiated Curriculum- At Risk Tasks for Session 4: Various High Intensity Wa Rotation Activities: 1. Bounce basketball around a series 2. Bounce Basketballs into the wall ar 3. Rebound Net Throw and Catch 4. Throwing vortexs are targets for di 5. Catch it nets- Using partner catch it 6. Bounce and Catch tennis balls into 7. Kicking balls into block targets 8. Punting Footballs into make-shift fu Sports Lab- Differentiated Curriculum- At Risk Catch	rm up Games of cones and then taking a shot at goal nd control their return stance t nets ground potball goals.	

		-	Intensity Warm up Games								
Quality Tasks Week 5	Rotation Activities:										
	1.	Bounce basketball around a series of cones and then taking a shot at goal									
	2.	Bounce Basketballs into the wall and control their return									
	3.	Rebound Net Throw and Catch									
	4.	Throwing vortexs are targets for distance									
	5.	Catch it nets- Using partner catch it nets									
	6.	Bounce and Catch tennis balls into ground									
	7.	Kicking balls into block targets									
	8.	Punting Footballs into make-shift football goals.									
	Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)										
Referen	ces/Res	ources: FMS, An a	activities Resource.								
ICT Use	Idoceo	o assess, Video rep	lay apps to show students	their performance, variou	s apps to engage student						
learning	for warn	n ups etc.									
	Task 1- F	MS	Task 2- FMS	Task 3- FMS	Task 4- FMS						
Teacher Assessment	Positive	attempt is made to	Consistent involvement is	Team work is present	How competent is the						
	showcas	•	made in	and sharing equipment is	student at using FMS skills.						
	Showcus	e skill	maaem	evident	student at using Fivis skins.						
T Ass				evident							

	TLE: Minor games o	concepts	(GRADE: Preps							
	oal: To refine FMS st	-		-	ninor gam	es to be successful					
<u>Learning</u> Intentions	Week 1: Throw Children will: Ensure they throw the ball hard when trying to hit Targets	Week 2: Kick Children will: Ensure they use hard kicking and control to be suc	Week 3 <i>Childre</i> <i>both</i> Ensure <i>l kick</i> ball wh	Week 3: Bounce Children will: Ensure they control the ball when bouncing at speed		tch Week 5: Strike II: Children will: to Ensure a two h th of ball deliberate swir strikes the ball tion speed	nand ng				
	Movement and Physical Activity F.9 Participate in games with and without equipment EB, PSC participating in games that require students to be aware of personal safety and game boundaries										
AUSVELS	(AP) Below Expecte Sometimes Involved A little unsure of rules Has trouble accepti	Involve Understandin	At Expected Level Involved and engaged Ierstanding rules and strategies Accepts decisions.		Above Expected Level Outstanding level of Involvement and						
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Minor Games- Throw focus - Run the Gauntlet - Block Knockout - Clean up the back yard Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)										
Quality Tasks Week 2	Tasks for Session 2: Various High Intensity Warm up Games Minor Games- Kick - Block Soccer - Footy Elimination Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)										
Quality Tasks Week 3	Tasks for Session 3: Various High Intensity Warm up Games Minor Games- Bounce Basketball Elimination Bounce Knockout Bounce Relays Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)										
Quality Tasks Week 4	Tasks for Session 4: Various High Intensity Warm up Games Minor Games- Catch - End Ball- FMS Manual page 11 - Bean Bag Catch step back - Call a Name- FMS Manual page 13 Sports Lab- Differentiated Curriculum- Advanced learners (20 min)										
Quality Tasks Week 5	Tasks for Session 5: Various High Intensity Warm up Games Minor Games- Strike - Modified baseball- Use of T-ball. (No limit on base at one time) Sports Lab- Differentiated Curriculum- Advanced learners (20 min)										
	nces/Resources: FMS	-									
	: Idoceo to assess, Vic g for warm ups etc.	leo replay apps	to show student	s their performa:	nce, variou	s apps to engage studer	nt				
Teacher Assessment	Task 1- Minor Games Positive attempt is ma showcase skill		Ainor Games nt involvement is	Task 3- Minor (Team work is p and sharing eq evident	present	Task 4- Minor Games Can describe was good t work feels like.	ream				

Game 1 - Two Square Bounce

Rules

Play in pairs on a small court approx 6m x 4m (4 players per court 2 v 2). Players bounce the ball into the opposition's court. The opposition catch the ball and return it across the centre line. Play continues until one player cannot return the ball after one bounce, or the ball is thrown out of court, or the receiver drops the ball. One point is scored for winning the rally. The serve alternates between players. Time allowed in possession of the ball is 3 seconds. Play to a specified number of points (eg. first pair to 5 win), or a set time limit (eg. 5 minutes). *Explicit teaching of catching and anticipation may be included here*.

Discuss

- What do you need to think about when catching the ball?
- Where is the best place to bounce the ball?
- How do you get your opponent out of position so you can win the point?
- How can you deceive your opponent so they don't know where the ball will bounce?
- Where is a good position for you to stand ready to catch the ball after it bounces?
- Can you anticipate where your opponent will bounce the ball? How will this help?
- How can you cover the space on your side of the court to make scoring difficult for your opponents?

Progression

Have 3 players per team, alternating serves between teams, ensuring each player has the chance to serve. Players can have up to two passes on their side of the court before returning the ball to the opposition.

Discuss

- With 3 opponents covering the space, what changes might be necessary?
- How do you decide which team mate to pass the ball to?
- How can you work as a team in attack and defence to enhance success?

Progression

Use different equipment eg. smaller ball, use a hand or bat to hit the ball. Have four-six squares with one player per square. Place a net or space





between each player's playing area. *Explicit teaching of striking skills can be implemented here eg. forehand drive, serving, lob, volley.*

Discuss

- Has changing the equipment changed the game? Why/why not?
- How does the new court area change your positioning?
- How does the game change when there is a net or space between the courts?
- Has this changed how you try and win points?
- How are the elements of composition (force and flow) used in this game?

Adapted from Active Australia Game sense cards 30 cards to develop thinking players Australian sports commission (1999)





Game 2 - Modified volleyball

Rules

Play in groups of 3 on a court approximately 8m x 4m (6 players per court 3 v 3). Players throw a volleyball over the centre line from the baseline as a serve. Throws must be above waist height in a straight or upward action (no downwards throws). The ball must be passed 3 times between players before it is returned over centre line. Serving is alternated between teams after each point (rally points). Play first to 10 points or 5 minute time limit.

Discuss

- What is the purpose of the game?
- Which movement skills do you need to perform successfully in this game?
- How did you decide who to pass to on your team?
- What can you do individually to prevent the ball touching the ground on your side of the court?
- How do you work as a team to prevent the ball from touching the ground on your side of the court?
- What is the role of your team when you are defending?

Progression

Incorporate an underarm serve at the start of each point. Add another volleyball skill i.e. there must be one other volleyball skill included in the 3 passes among team mates before the ball crosses the centre line, eg set and dig.

Explicit teaching of volleyball skills using drills can be implemented here to provide opportunities for students to develop and practise these skills.

Discuss

- How has the game become more challenging after these progressions?
- How do you decide when to include a volleyball skill?
- How do you work as a team to prevent the ball from touching the ground on your side of the court?
- How can you deceive the opposition so they don't know where the ball is going?

Progression

Incorporate a block and a double block at the centreline. Add a net where possible and introduce the spike. Increase player numbers to 4 V 4 or 5 V 5.



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Explicit teaching of the block can be implemented here to provide opportunities for students to develop and practise this defensive skill.

Discuss

- What role does anticipation and timing play in this game?
- How would you increase the effectiveness of the block?
- How do you decide on which side to set up the double block?
- When might you use a dig and a set?
- When might you use a spike? What are you hoping to achieve by using a spike?
- Where should the defensive players move when the attacking player is spiking?
- How did you use space when you were attacking and defending?
- How did you use force to change the way your team attacked?

Explicit teaching of volleyball rules can be implemented here. The above modified games can be used as an introduction to a full-court volleyball game.

Adapted from Skills and Strategies for Games – Multimedia resource Available Term 4 2007http://www.tale.edu.au





Game 3 - Wall Ball

Rules

Locate a wall in the school where students can play ball games. Break into small groups eg. 4 students, and ask students to design a small space activity for 1-2 people using a tennis ball and the wall that involves catching and throwing the ball (if no wall available, just use a court space). Each group member participates in the game. Groups then share their game with another group and play their each other's game.

Discuss

- What are the rules of your game? Were they effective?
- What is the purpose of the game?
- What are the movement skills required to play this game?
- Where should you throw the ball to?
- Where should you best position yourself to receive the ball?
- What kind of pass/throw is necessary to win points?
- How can you defend space to prevent your opposition scoring?

Progression

Students are to modify the rules/incorporate more rules to make the game more challenging. Perhaps introduce another player/s.

Discuss

- How successful were your rule changes?
- How do you cover space to win points?
- What strategies can you incorporate in attack and defence to increase your success in the game?
- What modifications are needed to increase the success and enjoyment of your game?

Progression

Students are to modify the game further so it can be played by more players in a different space eg. on the oval.

Discuss

- Would this game be more difficult on an oval compared to a court? How would the game change?
- If a player is at the back of the playing area, where should you throw the ball to score a point?





- If a player is at the front of the playing area, where should you throw the ball to score a point?
- What type/s of passes are effective for progressing the ball to the front/back of the court?
- When did you improvise your movements to solve problems eg. defending or attacking strategies, expressing ideas to team mates?

Adapted from Active Australia Game sense cards 30 cards to develop thinking players Australian sports commission (1999)

Adapted from ACHPER: Play with Purpose – Shane Pill (2007)





Game 4 – Hand Tennis

Rules

Use a long and narrow court. The game begins with an underarm serve, striking the ball with an open hand. The ball can be court on the full after one bounce and then return over the halfway line (net) with a throw, crossing the net above knee height. Students must remain on the spot they catch the ball until they throw it back over the net.

Discuss

- What is the purpose of the game?
- How do you find space on the opposition's side of the court to aim for?
- How can you move your opponent around the court?

Progression

An attack which is won at the net receives an extra point. Serve must land in the service box. *Explicit teaching of serving may be included here.*

Discuss

- Where is the best place to stand to receive the serve?
- Where is the best place to hit the serve to?
- When is the best time to hit the serve on the full/let the ball bounce?
- How do you get back into position once you have hit the ball?
- How can you cover space on the court?
- How can you deceive your opposition with where you are hitting the ball to?

Progression

Introduce striking with the hand for all shots, then introduce paddle bats. Explicit teaching of tennis skills can be implemented here eg. forehand drive, serving, lob, volley.

Discuss

- When is the best time to use a forehand drive, lob and volley?
- What are the steps involved in performing these skills?
- How can you anticipate your opponent's shot to plan the type of shot you will use?







• How have your strategies changed from using your hand to using a paddle bat?

Adapted from Active Australia– Game Sense Cards 30 games to develop thinking players – Australian Sports Commission (1999)





Game 5 - Modified Tennis

Rules

Locate a wall in the school where some students can play wall tennis and some can play modified tennis. Break into small groups eg. 4 students. Some students will play 2 v 2 wall tennis devising their own rules/scoring system, while others play modified tennis 2 v 2 on small courts devising their own rules/scoring system. Players should serve alternatively. Use tennis balls and hands or small paddle bats as the racquets. Groups then share their game with another group and play each other's game. Play for a set time limit or a set number of points eg. 10.

Discuss

- Where should you try and throw/hit the ball to score a point?
- Where should you position yourself to receive the ball?
- What are the options available to the server when they have the ball? What are the advantages of these options?
- Where should the receiver stand to have the best chance of returning the service?
- When was it hardest to return the ball? How can this information help you decide what type of throw/hit to use to score a point?

Progressions

Students modify the rules/incorporate more rules to make the game more challenging. Students may introduce other players and/or equipment and/or incorporate a net or no-go zone. NB: The variations are endless and all could be used for game sense games of tennis, squash, badminton, volleyball etc. *Explicit teaching of tennis skills can be implemented here eg. forehand drive, serving, lob, volley.*

Discuss

- How will you throw/hit the ball eg. soft, hard, low, high? When will you use these particular types of throw/hit?
- Did you try to score a point every time you had the ball? Why/why not?
- Can you position yourself in such a way as to make it difficult for your opponent to score?
- How do you respond to the movement of other players, in attack and defence?
- What advantages/disadvantages are there in standing close to the wall/net?



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- What advantages/disadvantages are there in standing at the base line/back of court?
- How can you disguise your shot to make it difficult for your opponent?
- When should you use a soft or hard throw/hit?
- When would you use a forehand drive, lob or volley?
- View a partner playing a game and provide feedback on how they can perform their performance in relation to their skills and strategies.

The above modified games can be used as an introduction to a net/court unit of work involving large court games eg. tennis, squash or badminton.

Adapted from Active Australia– Game Sense Cards 30 games to develop thinking players – Australian Sports Commission (1999)



