





# Term 4, 2014

Physical Education  
Leopold Primary School  
Andy Hair



UNIT TITLE: Fitness				GRADE: Sixes		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.						
Learning Intentions	Week 1: Children will: Develop the unit, rubric, assessment.  What is your Heart rate? How can we change out heart rate?	Week 2 Children will: Develop fitness in isolated activities using cross fit training and fitness blender workouts.	Week 3 Children will: Develop fitness through bike riding.	Week 4 Children will: Demonstrate knowledge of fitness training by training a small group of Junior Students	Week 5 Children will: Be involved the in the Leopold Team ½ Marathon Relay.	
	Week 6 Children will: Be involved in the Leopold Ultimate Warrior Championships.					
AUSVELS	Movement and Physical Activity <u>Ausvels Descriptor:</u> 6.10 Participate in physical activities designed to enhance fitness and 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, FMS, GS, LLPA, HBPA)					
	Below Expected Level Doesn't have a go at all physical activities Working at a level allows student to be comfortable Can describe in basic terms how their body is feeling during different activities Stops activity that may be too difficult	At Expected Level Having a go at all physical activities Working at a level that creates the body to sweat Can describe how their body is feeling during different activities Modifies activity to allow successful achievement	Above Expected Level Having a go at all physical activities Working at a level that creates the body to sweat and heavy breathing. Can describe how their body is feeling during different activities using technical language Modifies activity to make it harder			
	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.						
Teacher Assessment	Task 1- Engagement How are the students participating?	Task 2- Knowledge Can the students explain and show knowledge of Heart rate and fitness connections	Task 3- Training Are students giving 100% on all activities.	Task 4- Team Work Are students giving other students support and assisting others learning?		
Quality Tasks Week 1	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.  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.  Inquiry--- Using Ipad- <b>CARDIO APP</b> —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.					
Quality Tasks Week 2	Tasks for Session 2: Cross Fit and Fitness Blender Cross Fit Circuit Training Multiple Stations as per Term 3  Fitness Blender workout. <a href="http://www.fitnessblender.com">www.fitnessblender.com</a> - Selecting a 30-40 minute cardio workout					

Quality Tasks Week 3	<p>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'?</p> <p>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.</p> <p><i>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.</i></p>
Quality Tasks Week 4	<p>Tasks for Session 4: Train the Trainees 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 basketball court we will invite their buddy grades to join us and be involved in the fitness circuit.</p> <p>Teacher: Be sure to approach Prep Team Teachers prior to do this so that pre planning can take place.</p>
Quality Tasks Week 5	<p>Tasks for Session 5: Half Marathon Break the group into small teams of 5-6 students.</p> <p>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.</p> <p>The team is finished when 21 laps of the 1km circuit is completed.</p>
Quality Tasks Week 6	<p>Tasks for Session 6: Ultimate Warrior Challenge</p> <p>Previous to this week the students will have submitted their request for the top 10 activities to be involved in the Ultimate Warrior Challenge.</p> <p>Today is the championships day- Just to finish the course declares you as the winner!!</p>


UNIT TITLE: USA Sports				GRADE: Sixes		SIXES FITNESS
Unit Goal: In this unit students will develop a deeper appreciation of three prominent USA Sports.						
Learning Intentions	Week 1: Children will: Understand the Unit Select Teams Develop Rubric Start NFL	Week 2 Children will: Further develop their knowledge of NFL by playing mini games with defence and offence strategies	Week 3 Children will: Further develop their knowledge of NFL by playing mini games with defence and offence strategies	Week 4 Children will: Break into teams and train each other in NBA. Split into teams and play round 1	Week 5 Children will: Split into teams and play rounds 2,3,4 and 5 of their round robin.	
Learning Intentions	Week 6 Children will: Understanding Baseball- Train in teams with batting and fielding. Play against other teams in mini matches.					
AUSVELS	<p><u>Movement and Physical Activity</u></p> <p><u>Ausvels Descriptor:</u></p> <p>Design and perform a variety of movement sequences (ACPMPO62)</p> <p></p> <ul style="list-style-type: none"><li>composing movement sequences including balances to travel from point to point</li><li>performing activities that involve a transition from one skill to another, such as from dribbling to shooting or from leaping to balancing</li><li>experimenting with different music genres such as Indian Bhangra music when performing creative dances</li><li>designing a sequence of passes between team-mates to maintain possession or move a piece of equipment from one point to another</li><li>designing and participating in a simple fitness circuit involving activities that require different types of movement</li></ul> <hr/> <p>Propose and apply movement concepts and strategies (ACPMPO63)</p> <p></p> <ul style="list-style-type: none"><li>demonstrating defensive and offensive play in modified games</li><li>proposing and applying movement concepts and strategies to perform movement sequences at different levels using different types of equipment</li><li>proposing and applying movement concepts and strategies to safely traverse a natural environment</li></ul>					
	Below Expected Level Stands to the side and waits to be chosen No engaging in team situations Not extending themselves to try new tasks. At times withdrawn.		At Expected Level Willing to find a partner quickly. Accepts the team they are in. Happy to try new tasks. Always involved.		Above Expected Level Quickly finds a team and helps others Leads the team they are in. Risk taker with new skills. Always involved and engaging others to do they same.	
	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.						
Teacher Assessment	Task 1- Willingness to find a partner and be part of a team	Task 2- Understanding of rules are demonstrated through effective execution of skills	Task 3- Adapting skills across a range of sports. Using strategies learnt from another sport.	Task 4- Seeks advice as how to better their own performances. Asks how and why?		
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 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 3	<p>Tasks for Session 3: NFL Round Robin</p> <p>In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition</p> <p>Set up Field- 50m long x 30 metre wide</p> <p>Tournament Game 1- Using Tournament Maker App- Announce the round one teams</p> <p>Tournament Game 2</p> <p>Tournament Game 3</p>
Quality Tasks Week 4	<p>Tasks for Session 4: Introduce NBA Basketball.</p> <p>In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition</p> <p>Set up Tournament to last three weeks:</p> <p>Tournament Game 1- Using Tournament Maker App- Announce the round one teams</p> <p>Tournament Game 2</p> <p>Tournament Game 3</p>
Quality Tasks Week 5	<p>Tasks for Session 5:</p> <p>Introduce NBA Basketball.</p> <p>In this session, teams will start by conducting some self training, developing plays, understanding how to beat the opposition</p> <p>Set up Tournament to last three weeks:</p> <p>Tournament Game 4- Using Tournament Maker App- Announce the round one teams</p> <p>Tournament Game 5</p> <p>Tournament Game 6</p>
Quality Tasks Week 6	<p>Tasks for Session 6: <i>Baseball Day</i></p> <p><i>Can you beat the pitching machine? Students can take turns to face the pitching machine and try to hit home runs.</i></p> <p><i>Split into teams and challenge another team to a quick 3 innings game.</i></p> <p><i>Start with training, fielding practise, batting practise.</i></p> <p><i>Who can stand up and be the leader in this group?</i></p>

UNIT TITLE: App Inquiry in Sport			GRADE: Fives		FIVES NETBALL APP INQUIRY IN SPORT
<b>Unit Goal:</b> Students will be shown an app and taught how the app operates. Students will then apply what they know about physical movement and locomotion skills and then use the app to collect data. At the completion of the class groups will showcase their work using the Apple TV.					
<i>Learning Intentions</i>	<b>Week 1:</b> Children will: Understand how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 2</b> <i>Children will:</i> Further enhance their understandings how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 3</b> <i>Children will:</i> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	<b>Week 4</b> <i>Children will:</i> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	
<i>AUSVELS</i>	<b>4.11 Combine the elements of effort, space, time, objects and people when performing movement sequences</b> demonstrating acceleration and deceleration of movement in physical activities (AP, FMS, RE)  discussing and demonstrating different levels, movement pathways, use of space and flow in movement sequences (RE)  using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (FMS, RE)				
	<b>Below Expected Level</b> Can film and capture the desired action but not always in the right spot Not able to make a judgement on performance where improvement can be make Offers suggestions to groups Finds it hard to work as a team	<b>At Expected Level</b> 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. Works well as a team	<b>Above Expected Level</b> 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 Offers suggestions to groups to ensure positive outcomes but visually and physical. Works exceptionally well as a team		
	<b>References/Resources: See Attached Sheets</b>				
<b>ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.</b>					
<i>Teacher Assessment</i>	Task 1- Team work is of a high standard Task 2- When filming close up of the desired action is taking place Task 3- Assumes roles of both performer and recorder Task 4- Is able to provide positive feedback on how performance can improve				
<b>Quality Tasks</b> 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  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 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  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.				

<p>Quality Tasks Week 3</p>	<p>Tasks for Session 1: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>
<p>Quality Tasks Week 4</p>	<p>Tasks for Session 4: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>



UNIT TITLE: Net/Wall TGFU				GRADE: Fives	
Unit Goal:					
Quick Description: Players/Teams score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces.					
Tactical Problems: Tactical Problems related to Net and Wall Games include setting up an attack, moving the opponent, etc.					
Learning Intentions	Week 1: Children will: Develop their knowledge of moving an opponent using down ball as a game.	Week 2 Children will: 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 knowledge of moving an opponent using Hand Tennis and Bat Tennis as a game	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.
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.				
AUSVELS	Movement and Physical Activity				
	AusVELs Descriptor:				
	Understanding movement		Elaborations		
	Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) 		<ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul>		
Below Expected Level Able to move opponent both left and right Able to play shots that beat opponent Able to describe a variety of ways to beat opponent		At Expected Level Able to move opponent both left and right, forward and backward Able to play shots that beat opponent in different locations on the court Able to describe a multiple of ways to beat opponent		Above Expected Level Able to move opponent both left and right, forward and backward consistently Able to play shots that beat opponent in different locations on the court consistently Able to describe a multiple of ways to beat opponent consistently.	
References/Resources: See Attached Sheets					
ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.					
Teacher Assessment	Task 1- When playing downball children are able to move their opponent around their square	Task 2- When playing modified Volleyball children are able to play shots that help beat their opponent.	Task 3- When playing Tennis children are able to use hard and soft shots to beat their opponent.	Task 4- Children are able to verbalise how they can beat their opponent during a match.	




FIVES NET/WALL TGFU



Quality Tasks Week 1	<p><b>Tasks for Session 1: Various High Intensity Warm up Games</b> <b>Game 1 - Two Square Bounce</b></p> <p><i>Rules</i></p> <p>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></p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 2	<p><b>Tasks for Session 2: Various High Intensity Warm up Games</b> <b>Game 2 - Modified volleyball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 3	<p><b>Tasks for Session 3: Various High Intensity Warm up Games</b> <b>Game 3 - Wall Ball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 4	<p><b>Tasks for Session 4: Various High Intensity Warm up Games</b> <b>Game 4 – Hand Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 5	<p><b>Tasks for Session 5: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 6	<p><b>Tasks for Session 6: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>

UNIT TITLE: App Inquiry in Sport			GRADE: Fours		FOURTH NETBALL APP INQUIRY IN SPORT
<b>Unit Goal:</b> Students will be shown an app and taught how the app operates. Students will then apply what they know about physical movement and locomotion skills and then use the app to collect data. At the completion of the class groups will showcase their work using the Apple TV.					
<i>Learning Intentions</i>	<b>Week 1:</b> Children will: Understand how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 2</b> <i>Children will:</i> Further enhance their understandings how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 3</b> <i>Children will:</i> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	<b>Week 4</b> <i>Children will:</i> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	
<i>AUSVELS</i>	<b>4.11 Combine the elements of effort, space, time, objects and people when performing movement sequences</b> demonstrating acceleration and deceleration of movement in physical activities (AP, FMS, RE)  discussing and demonstrating different levels, movement pathways, use of space and flow in movement sequences (RE)  using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (FMS, RE)				
	<b>Below Expected Level</b> Can film and capture the desired action but not always in the right spot Not able to make a judgement on performance where improvement can be make Offers suggestions to groups Finds it hard to work as a team	<b>At Expected Level</b> 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. Works well as a team	<b>Above Expected Level</b> 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 Offers suggestions to groups to ensure positive outcomes but visually and physical. Works exceptionally well as a team		
<b>References/Resources: See Attached Sheets</b>					
<b>ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.</b>					
<i>Teacher Assessment</i>	Task 1- Team work is of a high standard Task 2- When filming close up of the desired action is taking place Task 3- Assumes roles of both performer and recorder Task 4- Is able to provide positive feedback on how performance can improve				
<b>Quality Tasks Week 1</b>	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  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.				
<b>Quality Tasks Week 2</b>	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  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.				

<p>Quality Tasks Week 3</p>	<p>Tasks for Session 1: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>
<p>Quality Tasks Week 4</p>	<p>Tasks for Session 4: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>




UNIT TITLE: Net/Wall TGFU				GRADE: Fours				
Unit Goal:								
Quick Description: Players/Teams score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces.								
Tactical Problems: Tactical Problems related to Net and Wall Games include setting up an attack, moving the opponent, etc.								
Learning Intentions	Week 1: Children will: Develop their knowledge of moving an opponent using down ball as a game.	Week 2 Children will: 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 knowledge of moving an opponent using Hand Tennis and Bat Tennis as a game	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.			
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.							
AUSVELS	Movement and Physical Activity							
	AusVELS Descriptor:							
	<table><thead><tr><th>Understanding movement</th><th>Elaborations</th></tr></thead><tbody><tr><td>Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) </td><td><ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul></td></tr></tbody></table>					Understanding movement	Elaborations	Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) 
Understanding movement	Elaborations							
Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) 	<ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul>							
Below Expected Level IS able to move opponent both left and right sometimes Able to play a small set of shots that beat opponent Able to describe a few ways to beat opponent		At Expected Level Able to move opponent both left and right Able to play shots that beat opponent Able to describe a variety of ways to beat opponent		Above Expected Level Able to move opponent both left and right, forward and backward Able to play shots that beat opponent in different locations on the court Able to describe a multiple of ways to beat opponent				
References/Resources: See Attached Sheets								
ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.								
Teacher Assessment	Task 1- When playing downball children are able to move their opponent around their square	Task 2- When playing modified Volleyball children are able to play shots that help beat their opponent.	Task 3- When playing Tennis children are able to use hard and soft shots to beat their opponent.	Task 4- Children are able to verbalise how they can beat their opponent during a match.				

Quality Tasks Week 1	<p><b>Tasks for Session 1: Various High Intensity Warm up Games</b> <b>Game 1 - Two Square Bounce</b></p> <p><i>Rules</i></p> <p>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></p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 2	<p><b>Tasks for Session 2: Various High Intensity Warm up Games</b> <b>Game 2 - Modified volleyball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 3	<p><b>Tasks for Session 3: Various High Intensity Warm up Games</b> <b>Game 3 - Wall Ball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 4	<p><b>Tasks for Session 4: Various High Intensity Warm up Games</b> <b>Game 4 – Hand Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 5	<p><b>Tasks for Session 5: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 6	<p><b>Tasks for Session 6: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>

UNIT TITLE: App Inquiry in Sport			GRADE: Threes		THREES NETWALL APP INQUIRY IN SPORT
<b>Unit Goal:</b> Students will be shown an app and taught how the app operates. Students will then apply what they know about physical movement and locomotion skills and then use the app to collect data. At the completion of the class groups will showcase their work using the Apple TV.					
<b>Learning Intentions</b>	<b>Week 1:</b> Children will: Understand how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 2</b> <b>Children will:</b> Further enhance their understandings how Ubersense works and use the slow motion to talk about action comparisons.	<b>Week 3</b> <b>Children will:</b> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	<b>Week 4</b> <b>Children will:</b> Start making comparisons between their actions and the actions of a mate. Record this using the microphone.	
<b>AUSVELS</b>	<b>4.11 Combine the elements of effort, space, time, objects and people when performing movement sequences</b> demonstrating acceleration and deceleration of movement in physical activities (AP, FMS, RE)  discussing and demonstrating different levels, movement pathways, use of space and flow in movement sequences (RE)  using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences (FMS, RE)				
	<b>Below Expected Level</b> Can film and capture the desired action but not always in the right spot Not able to make a judgement on performance where improvement can be make  Offers suggestions to groups Finds it hard to work as a team	<b>At Expected Level</b> 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. Works well as a team	<b>Above Expected Level</b> 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 Offers suggestions to groups to ensure positive outcomes but visually and physical. Works exceptionally well as a team		
	<b>References/Resources: See Attached Sheets</b>				
<b>ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.</b>					
<b>Teacher Assessment</b>	Task 1- Team work is of a high standard Task 2- When filming close up of the desired action is taking place Task 3- Assumes roles of both performer and recorder Task 4- Is able to provide positive feedback on how performance can improve				
<b>Quality Tasks Week 1</b>	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  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.				
<b>Quality Tasks Week 2</b>	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  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.				

<b>Quality Tasks</b> <b>Week 3</b>	<p>Tasks for Session 1: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>
<b>Quality Tasks</b> <b>Week 4</b>	<p>Tasks for Session 4: Various High Intensity Warm up Games  <i>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</i></p> <p><i>Continue to film but with the focus this time being on completing a comparison</i></p> <p><i>Break groups into teams of 4-5. No more</i>  <i>Ask them to select equipment for filming in the following categories:</i>  <i>-Kicking, Stirking, Throwing, jumping and catching</i></p> <p><i>Students then to make their way outside to open area and find a space they can film in.</i></p> <p><i>Show filming technique- whereby close up of action area is very importance so that technique correction can be made.</i></p>



UNIT TITLE: Net/Wall TGFU				GRADE: Fours								
<b>Unit Goal:</b>												
<b>Quick Description:</b> <i>Players/Teams score by hitting an object into a court space in such a way that the opposing player/team cannot hit it back within the allowed amount of bounces.</i>												
<b>Tactical Problems:</b> <i>Tactical Problems related to Net and Wall Games include setting up an attack, moving the opponent, etc.</i>												
<u>Learning Intentions</u>	<b>Week 1:</b> Children will: Develop their knowledge of moving an opponent using down ball as a game.	<b>Week 2</b> <b>Children will:</b> Develop their knowledge of beating an opponent using modified Volleyball.	<b>Week 3</b> <b>Children will:</b> Develop their knowledge of moving an opponent using Wall Ball as a game	<b>Week 4</b> <b>Children will:</b> Develop their knowledge of moving an opponent using Hand Tennis and Bat Tennis as a game	<b>Week 5</b> <b>Children will:</b> Develop their knowledge of tactics by using Hot Shots Tennis as a game to move players and position themselves for success.							
	<b>Week 6</b> <b>Children will:</b> Develop their knowledge of tactics by using Hot Shots Tennis as a game to move players and position themselves for success.											
<u>AUSVELS</u>	<div><div><p><u>Movement and Physical Activity</u></p><p><u>AusVELS Descriptor:</u></p><table><thead><tr><th>Understanding movement</th><th>Elaborations</th></tr></thead><tbody><tr><td>Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) </td><td><ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul></td></tr></tbody></table></div><div><table><tbody><tr><td><b>Below Expected Level</b> IS starting to move opponent both left and right sometimes Is starting to play a small set of shots that beat opponent Is starting to describe a few ways to beat opponent</td><td><b>At Expected Level</b> IS able to move opponent both left and right sometimes Able to play a small set of shots that beat opponent Able to describe a few ways to beat opponent</td><td><b>Above Expected Level</b> Able to move opponent both left and right Able to play shots that beat opponent Able to describe a variety of ways to beat opponent</td></tr></tbody></table></div></div>					Understanding movement	Elaborations	Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) 	<ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul>	<b>Below Expected Level</b> IS starting to move opponent both left and right sometimes Is starting to play a small set of shots that beat opponent Is starting to describe a few ways to beat opponent	<b>At Expected Level</b> IS able to move opponent both left and right sometimes Able to play a small set of shots that beat opponent Able to describe a few ways to beat opponent	<b>Above Expected Level</b> Able to move opponent both left and right Able to play shots that beat opponent Able to describe a variety of ways to beat opponent
Understanding movement	Elaborations											
Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) 	<ul style="list-style-type: none"><li>examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness</li><li>collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness</li><li>exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations</li></ul>											
<b>Below Expected Level</b> IS starting to move opponent both left and right sometimes Is starting to play a small set of shots that beat opponent Is starting to describe a few ways to beat opponent	<b>At Expected Level</b> IS able to move opponent both left and right sometimes Able to play a small set of shots that beat opponent Able to describe a few ways to beat opponent	<b>Above Expected Level</b> Able to move opponent both left and right Able to play shots that beat opponent Able to describe a variety of ways to beat opponent										
<b>References/Resources:</b> See Attached Sheets												
<b>ICT Use:</b> Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.												
<u>Teacher Assessment</u>	Task 1- When playing downball children are able to move their opponent around their square	Task 2- When playing modified Volleyball children are able to play shots that help beat their opponent.	Task 3- When playing Tennis children are able to use hard and soft shots to beat their opponent.	Task 4- Children are able to verbalise how they can beat their opponent during a match.								



Quality Tasks Week 1	<p><b>Tasks for Session 1: Various High Intensity Warm up Games</b> <b>Game 1 - Two Square Bounce</b></p> <p><i>Rules</i></p> <p>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></p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 2	<p><b>Tasks for Session 2: Various High Intensity Warm up Games</b> <b>Game 2 - Modified volleyball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 3	<p><b>Tasks for Session 3: Various High Intensity Warm up Games</b> <b>Game 3 - Wall Ball</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>
Quality Tasks Week 4	<p><b>Tasks for Session 4: Various High Intensity Warm up Games</b> <b>Game 4 – Hand Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><i>Refer to Attachments at the back of planning document.</i></p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 5	<p><b>Tasks for Session 5: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- Advanced learners (20 min)</b></p>
Quality Tasks Week 6	<p><b>Tasks for Session 6: Various High Intensity Warm up Games</b> <b>Game 5- Hot Shots Tennis</b></p> <p><i>Rules</i></p> <p>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.</p> <p><b>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</b></p>

UNIT TITLE: FMS Celebration		GRADE: Twos	
Unit Goal: To refine FMS strategies learnt this year and show case these in challenging rotations. The FMS concepts are Bounce, Throw, Catch, Kick and Punt.			
<u>Learning Intentions</u>	Week 1-5 : Children will: Showcase their knowledge of the above mentioned FMS skills		
<u>AUSVELS</u>	<u>Movement and Physical Activity</u> <b>2.8a Perform fundamental movement skills in different movement situations CCT</b> performing manipulative skills involving handling and controlling objects with equipment and different parts of the body (AP, FMS, RE)		
	Below Expected Level Involved and engaged Understanding rules and strategies Accepts decisions.	At Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies Always Accepts decisions.	Above Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies and applying them within game scenarios Always Accepts decisions and can make decisions without stop starting in games
<b>Quality Tasks</b> Week 1	Tasks for Session 1: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexs are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
<b>Quality Tasks</b> Week 2	Tasks for Session 2: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexs are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
<b>Quality Tasks</b> Week 3	Tasks for Session 3: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexs are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
<b>Quality Tasks</b> Week 4	Tasks for Session 4: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexs are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		

TWOS FMS CELEBRATIONS

Quality Tasks Week 5	Tasks for Session 5: Various High Intensity Warm up Games <b>Rotation Activities:</b> <ol style="list-style-type: none"> <li>1. <i>Bounce basketball around a series of cones and then taking a shot at goal</i></li> <li>2. <i>Bounce Basketballs into the wall and control their return</i></li> <li>3. <i>Rebound Net Throw and Catch</i></li> <li>4. <i>Throwing vortexts are targets for distance</i></li> <li>5. <i>Catch it nets- Using partner catch it nets</i></li> <li>6. <i>Bounce and Catch tennis balls into ground</i></li> <li>7. <i>Kicking balls into block targets</i></li> <li>8. <i>Punting Footballs into make-shift football goals.</i></li> </ol> <i>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</i>			
	References/Resources: FMS, An activities Resource.			
	ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.			
	Teacher Assessment  Task 1- FMS <i>Positive attempt is made to showcase skill</i>	Task 2- FMS <i>Consistent involvement is made in</i>	Task 3- FMS <i>Team work is present and sharing equipment is evident</i>	Task 4- FMS <i>How competent is the student at using FMS skills.</i>

Andy Hair

UNIT TITLE: Minor games concepts			GRADE:Two		
Unit Goal: To refine FMS strategies learnt this year and apply these to minor games to be successful					
Learning 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 both hard kicking and kick control to be successful	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
AUSVELS	Perform fundamental movement skills in different movement situations (ACPMPO25) 		<u>Movement and Physical Activity</u> <ul style="list-style-type: none"><li>performing locomotor movements using different body parts to travel in different directions</li><li>performing fundamental movement skills involving controlling objects with equipment and different parts of the body</li><li>demonstrating balances and describing what helps to maintain stable positions</li><li>demonstrating how to transfer weight from one part of the body to another</li></ul>		
	Construct and perform imaginative and original movement sequences in response to stimuli (ACPMPO26) 		<ul style="list-style-type: none"><li>demonstrating changes in speed, direction and level of movement in response to changes in music tempo</li><li>creating, following, repeating and altering movement sequences in response to rhythm, music or words</li><li>selecting and implementing different movement skills to be successful in a game</li></ul>		
	Below Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies Always Accepts decisions.		At Expected Level Assists others to achieve success Can add minor rules to make the game better Can assist with decision making		Above Expected Level Assists small groups to achieve success Is able to offer suggestions for rule changes to make the experience better Is able to umpire small games and make decisions that is fair
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Minor Games- Throw focus <ul style="list-style-type: none"><li>Run the Gauntlet</li><li>Block Knockout</li><li>Clean up the back yard</li></ul> 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 <ul style="list-style-type: none"><li>Block Soccer</li><li>Footy Elimination</li></ul> 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 <ul style="list-style-type: none"><li>Basketball Elimination</li><li>Bounce Knockout</li><li>Bounce Relays</li></ul> 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 <ul style="list-style-type: none"><li>End Ball- FMS Manual page 11</li><li>Bean Bag Catch step back</li><li>Call a Name- FMS Manual page 13</li></ul> 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 <ul style="list-style-type: none"><li>Modified baseball- Use of T-ball. (No limit on base at one time)</li></ul> Sports Lab- Differentiated Curriculum- Advanced learners (20 min)				
References/Resources: FMS, An activities Resource.					
ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.					

TWOS MINOR GAMES CONCEPTS

Teacher Assessment	<b>Task 1- Minor Games</b> <i>Positive attempt is made to showcase skill</i>	<b>Task 2- Minor Games</b> <i>Consistent involvement is made in</i>	<b>Task 3- Minor Games</b> <i>Team work is present and sharing equipment is evident</i>	<b>Task 4- Minor Games</b> <i>Can describe was good team work feels like.</i>
-----------------------	---	--	--	--

Andy Hair



UNIT TITLE: FMS Celebration		GRADE: Ones	
Unit Goal: To refine FMS strategies learnt this year and show case these in challenging rotations. The FMS concepts are Bounce, Throw, Catch, Kick and Punt.			
<u>Learning Intentions</u>	Week 1-5 : Children will: Showcase their knowledge of the above mentioned FMS skills		
<u>AUSVELS</u>	<u>Movement and Physical Activity</u> <b>2.8a Perform fundamental movement skills in different movement situations CCT</b> performing manipulative skills involving handling and controlling objects with equipment and different parts of the body (AP, FMS, RE)		
	Below Expected Level Involved and engaged Understanding rules and strategies Accepts decisions.	At Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies Always Accepts decisions.	Above Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies and applying them within game scenarios 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 <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
Quality Tasks Week 2	Tasks for Session 2: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
Quality Tasks Week 3	Tasks for Session 3: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		
Quality Tasks Week 4	Tasks for Session 4: Various High Intensity Warm up Games <u>Rotation Activities:</u> <ol style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ol> <u>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</u>		

ONES FMS CELEBRATIONS



Quality Tasks Week 5	Tasks for Session 5: Various High Intensity Warm up Games <b>Rotation Activities:</b> <ol style="list-style-type: none"> <li>1. <i>Bounce basketball around a series of cones and then taking a shot at goal</i></li> <li>2. <i>Bounce Basketballs into the wall and control their return</i></li> <li>3. <i>Rebound Net Throw and Catch</i></li> <li>4. <i>Throwing vortexts are targets for distance</i></li> <li>5. <i>Catch it nets- Using partner catch it nets</i></li> <li>6. <i>Bounce and Catch tennis balls into ground</i></li> <li>7. <i>Kicking balls into block targets</i></li> <li>8. <i>Punting Footballs into make-shift football goals.</i></li> </ol> <i>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</i>			
	References/Resources: FMS, An activities Resource.			
	ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.			
	Teacher Assessment  Task 1- FMS <i>Positive attempt is made to showcase skill</i>	Task 2- FMS <i>Consistent involvement is made in</i>	Task 3- FMS <i>Team work is present and sharing equipment is evident</i>	Task 4- FMS <i>How competent is the student at using FMS skills.</i>


Andy Hair

UNIT TITLE: Minor games concepts			GRADE: One		
Unit Goal: To refine FMS strategies learnt this year and apply these to minor games to be successful					
Learning 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 both hard kicking and kick control to be successful	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
AUSVELS	Perform fundamental movement skills in different movement situations (ACPMP025) 		<b>Movement and Physical Activity</b> <ul style="list-style-type: none"><li>performing locomotor movements using different body parts to travel in different directions</li><li>performing fundamental movement skills involving controlling objects with equipment and different parts of the body</li><li>demonstrating balances and describing what helps to maintain stable positions</li><li>demonstrating how to transfer weight from one part of the body to another</li></ul>		
	Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026) 		<ul style="list-style-type: none"><li>demonstrating changes in speed, direction and level of movement in response to changes in music tempo</li><li>creating, following, repeating and altering movement sequences in response to rhythm, music or words</li><li>selecting and implementing different movement skills to be successful in a game</li></ul>		
	Below Expected Level Involved and engaged Understanding rules and strategies Accepts decisions.		At Expected Level Outstanding level of Involvement and engagement Thoroughly Understanding rules and strategies Always Accepts decisions.		Above Expected Level Assists others to achieve success Can add minor rules to make the game better Can assist with decision making
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Minor Games- Throw focus <ul style="list-style-type: none"><li>Run the Gauntlet</li><li>Block Knockout</li><li>Clean up the back yard</li></ul> 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 <ul style="list-style-type: none"><li>Block Soccer</li><li>Footy Elimination</li></ul> 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 <ul style="list-style-type: none"><li>Basketball Elimination</li><li>Bounce Knockout</li><li>Bounce Relays</li></ul> 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 <ul style="list-style-type: none"><li>End Ball- FMS Manual page 11</li><li>Bean Bag Catch step back</li><li>Call a Name- FMS Manual page 13</li></ul> 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 <ul style="list-style-type: none"><li>Modified baseball- Use of T-ball. (No limit on base at one time)</li></ul> Sports Lab- Differentiated Curriculum- Advanced learners (20 min)				
References/Resources: FMS, An activities Resource.					
ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.					

ONES MINOR GAMES CONCEPTS

Teacher Assessment	<b>Task 1- Minor Games</b> <i>Positive attempt is made to showcase skill</i>	<b>Task 2- Minor Games</b> <i>Consistent involvement is made in</i>	<b>Task 3- Minor Games</b> <i>Team work is present and sharing equipment is evident</i>	<b>Task 4- Minor Games</b> <i>Can describe was good team work feels like.</i>
-----------------------	---	--	--	--

Andy Hair

UNIT TITLE: FMS Celebration		GRADE: Preps		PREPS FMS CELEBRATIONS
Unit Goal: To refine FMS strategies learnt this year and show case these in challenging rotations. The FMS concepts are Bounce, Throw, Catch, Kick and Punt.				
Learning Intentions	Week 1-5 : Children will: Showcase their knowledge of the above mentioned FMS skills			
AUSVELS	<div>Perform fundamental movement skills in different movement situations (ACPMPO25) </div> <div>Movement and Physical Activity<ul style="list-style-type: none"><li>performing locomotor movements using different body parts to travel in different directions</li><li>performing fundamental movement skills involving controlling objects with equipment and different parts of the body</li><li>demonstrating balances and describing what helps to maintain stable positions</li><li>demonstrating how to transfer weight from one part of the body to another</li></ul></div>			
	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 Always Accepts decisions.	
Quality Tasks Week 1	Tasks for Session 1: Various High Intensity Warm up Games Rotation Activities: <ul style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ul> 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: <ul style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ul> 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: <ul style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ul> Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)			
Quality Tasks Week 4	Tasks for Session 4: Various High Intensity Warm up Games Rotation Activities: <ul style="list-style-type: none"><li>1. Bounce basketball around a series of cones and then taking a shot at goal</li><li>2. Bounce Basketballs into the wall and control their return</li><li>3. Rebound Net Throw and Catch</li><li>4. Throwing vortexes are targets for distance</li><li>5. Catch it nets- Using partner catch it nets</li><li>6. Bounce and Catch tennis balls into ground</li><li>7. Kicking balls into block targets</li><li>8. Punting Footballs into make-shift football goals.</li></ul> Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)			

Quality Tasks Week 5	Tasks for Session 5: Various High Intensity Warm up Games <b>Rotation Activities:</b> <ol style="list-style-type: none"> <li>1. <i>Bounce basketball around a series of cones and then taking a shot at goal</i></li> <li>2. <i>Bounce Basketballs into the wall and control their return</i></li> <li>3. <i>Rebound Net Throw and Catch</i></li> <li>4. <i>Throwing vortexs are targets for distance</i></li> <li>5. <i>Catch it nets- Using partner catch it nets</i></li> <li>6. <i>Bounce and Catch tennis balls into ground</i></li> <li>7. <i>Kicking balls into block targets</i></li> <li>8. <i>Punting Footballs into make-shift football goals.</i></li> </ol> <i>Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)</i>			
	References/Resources: FMS, An activities Resource.			
	ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.			
	Teacher Assessment  Task 1- FMS <i>Positive attempt is made to showcase skill</i>	Task 2- FMS <i>Consistent involvement is made in</i>	Task 3- FMS <i>Team work is present and sharing equipment is evident</i>	Task 4- FMS <i>How competent is the student at using FMS skills.</i>

Andy Hair

UNIT TITLE: Minor games concepts			GRADE: Preps		
Unit Goal: To refine FMS strategies learnt this year and apply these to minor games to be successful					
<i>Learning Intentions</i>	Week 1: Throw Children will: Ensure they throw the ball hard when trying to hit Targets	Week 2: Kick Children will: Ensure they use both hard kicking and kick control to be successful	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
<i>AUSVELS</i>	Movement and Physical Activity <b>F.9 Participate in games with and without equipment EB, PSC</b> participating in games that require students to be aware of personal safety and game boundaries (AP)				
	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 Always Accepts decisions.	
<i>Quality Tasks</i> Week 1	Tasks for Session 1: Various High Intensity Warm up Games Minor Games- Throw focus <ul style="list-style-type: none"><li>- Run the Gauntlet</li><li>- Block Knockout</li><li>- Clean up the back yard</li></ul> Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)				
<i>Quality Tasks</i> Week 2	Tasks for Session 2: Various High Intensity Warm up Games Minor Games- Kick <ul style="list-style-type: none"><li>- Block Soccer</li><li>- Footy Elimination</li></ul> Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)				
<i>Quality Tasks</i> Week 3	Tasks for Session 3: Various High Intensity Warm up Games Minor Games- Bounce <ul style="list-style-type: none"><li>- Basketball Elimination</li><li>- Bounce Knockout</li><li>- Bounce Relays</li></ul> Sports Lab- Differentiated Curriculum- At Risk Learners (20 min)				
<i>Quality Tasks</i> Week 4	Tasks for Session 4: Various High Intensity Warm up Games Minor Games- Catch <ul style="list-style-type: none"><li>- End Ball- FMS Manual page 11</li><li>- Bean Bag Catch step back</li><li>- Call a Name- FMS Manual page 13</li></ul> Sports Lab- Differentiated Curriculum- Advanced learners (20 min)				
<i>Quality Tasks</i> Week 5	Tasks for Session 5: Various High Intensity Warm up Games Minor Games- Strike <ul style="list-style-type: none"><li>- Modified baseball- Use of T-ball. (No limit on base at one time)</li></ul> Sports Lab- Differentiated Curriculum- Advanced learners (20 min)				
References/Resources: FMS, An activities Resource.					
ICT Use: Idoceo to assess, Video replay apps to show students their performance, various apps to engage student learning for warm ups etc.					
<i>Teacher Assessment</i>	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.	

# PREPS MINOR GAMES CONCEPTS

## Net/court games

### 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)*

## Net/court games

### 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.

*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 2007 <http://www.tale.edu.au>

## **Net/court games**

### **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)

## Net/court games

### 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)



## Net/court games

### 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?

- 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)