

# FPD 2023 T4 PE Y2

<b>General Capabilities</b>	<b>Literacy</b>	<b>Numeracy</b>	<b>ICT capability</b>
	Students become literate as they develop the knowledge, skills and dispositions to interpret and use language confidently for learning and communicating in and out of school and for participating effectively in society. Literacy involves students in listening to, reading, viewing, speaking, writing and creating oral, print, visual and digital texts, and using and modifying language for different purposes in a range of contexts.	Students become numerate as they develop the knowledge and skills to use mathematics confidently across all learning areas at school and in their lives more broadly. Numeracy involves students in recognising and understanding the role of mathematics in the world and having the dispositions and capacities to use mathematical knowledge and skills purposefully.	Students develop ICT capability as they learn to use ICT effectively and appropriately to access, create and communicate information and ideas, solve problems and work collaboratively in all learning areas at school, and in their lives beyond school. ICT capability involves students in learning to make the most of the technologies available to them, adapting to new ways of doing things as technologies evolve and limiting the risks to themselves and others in a digital environment.
<b>Critical and creative thinking</b>	<b>Personal and social capability</b>	<b>Ethical behaviour</b>	<b>Intercultural understanding</b>
Students develop capability in critical and creative thinking as they learn to generate and evaluate knowledge, clarify concepts and ideas, seek possibilities, consider alternatives and solve problems. Critical and creative thinking are integral to activities that require students to think broadly and deeply using skills, behaviours and dispositions such as reason, logic, resourcefulness, imagination and innovation in all learning areas at school and in their lives beyond school.	Students develop personal and social capability as they learn to understand themselves and others, and manage their relationships, lives, work and learning more effectively. The personal and social capability involves students in a range of practices including recognising and regulating emotions, developing empathy for and understanding of others, establishing positive relationships, making responsible decisions, working effectively in teams and handling challenging situations constructively.	Students develop the capability to behave ethically as they identify and investigate the nature of ethical concepts, values, character traits and principles, and understand how reasoning can assist ethical judgment. Ethical behaviour involves students in building a strong personal and socially oriented ethical outlook that helps them to manage context, conflict and uncertainty, and to develop an awareness of the influence that their values and behaviour have on others.	Students develop intercultural understanding as they learn to value their own cultures, languages and beliefs, and those of others. They come to understand how personal, group and national identities are shaped, and the variable and changing nature of culture. The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect.
<b>School Curriculum &amp; Standards Authority SCSA</b>	<b>Physical Education Syllabus</b>		
<b>Year Level Description</b>	<p><b>Year 2</b>            Students broaden the range and <a href="#">complexity</a> of <a href="#">fundamental movement skills</a> practised, and gain confidence in applying skills in game situations. Through active participation, they continue to explore changes to the body during exercise, and <a href="#">develop</a> personal and <a href="#">social skills</a> to cooperate with, and include, others in physical activities. They are provided with opportunities to work collaboratively, and <a href="#">develop</a> skills to make positive choices and play fairly with others in <a href="#">physical activity</a> challenges.</p> <p>The Health and Physical Education curriculum provides opportunities for students to <a href="#">develop, enhance</a> and exhibit attitudes and <a href="#">values</a> that promote a healthy lifestyle.</p>		
<b>Achievement Standard</b>	<p><b>Year 2</b>            At Standard, students perform a number of <a href="#">fundamental movement skills</a>, including body management, locomotor and object <a href="#">control</a> skills. They <a href="#">apply</a> a combination of these skills when they participate in simple games or physical activities.</p> <p>Students <a href="#">describe</a> ways their body reacts and the positive feelings they have when participating in <a href="#">physical activity</a>. They <a href="#">demonstrate</a> positive ways to interact with others in games and <a href="#">describe</a> why rules and fair play are important.</p>		

## Year 2

Physical Education Curriculum Outcomes		
Moving Our Body	Understanding Movement	Learning Through Movement
<p>Body management skills:</p> <ul style="list-style-type: none"> <li>- forward roll (<a href="#">ACPMP025 opens in new window</a>)</li> </ul> <p>Locomotor skills:</p> <ul style="list-style-type: none"> <li>- jump for height (<a href="#">ACPMP025 opens in new window</a>)</li> </ul> <p>Object <u>control</u> skills:</p> <ul style="list-style-type: none"> <li>- overarm throw</li> <li>- punt</li> <li>- two-hand side strike (<a href="#">ACPMP025 opens in new window</a>)</li> </ul> <p>Fundamental movement skills involving the <u>control</u> of objects in simple games:</p> <ul style="list-style-type: none"> <li>- overarm throw</li> <li>- kick (<a href="#">ACPMP027 opens in new window</a>)</li> </ul> <p>Simple games that use a combination of movement skills (<a href="#">ACPMP027 opens in new window</a>)</p>	<p>Positive responses to <u>physical activity</u>, such as a feeling of <u>wellbeing</u> (<a href="#">ACPMP028 opens in new window</a>)</p> <p>Ways in which the body reacts during <u>physical activity</u> (<a href="#">ACPMP028 opens in new window</a>)</p> <p>Ways to maintain a balanced position while performing various skills (<a href="#">ACPMP029 opens in new window</a>)</p>	<p>Positive choices when participating in group activities, such as:</p> <ul style="list-style-type: none"> <li>- dealing with winning and losing</li> <li>- encouraging team-mates (<a href="#">ACPMP030</a>)</li> </ul> <p>Alternatives and their effectiveness when solving <u>movement challenges</u>, such as:</p> <ul style="list-style-type: none"> <li>- gaining possession</li> <li>- scoring</li> <li>- changing positions</li> <li>- use of equipment (<a href="#">ACPMP031</a>)</li> </ul> <p>Importance of rules and fair play in partner, group activities and <u>minor games</u> (<a href="#">ACPMP032</a>)</p>

Wk	Learning Experience	Teaching & Learning Strategies
1 & 2	<p>Warm up game – Castle</p> <ul style="list-style-type: none"> <li>• Students in pairs, standing 3-5m from each other</li> <li>• Cone to be placed between the pairs</li> <li>• Students throw ball at target to see how many they can get.</li> <li>• Play for 10 mins.</li> </ul> <p>Racquet Familiarisation Activity</p> <ul style="list-style-type: none"> <li>• Model the following activities to students, who will then repeat them.               <ol style="list-style-type: none"> <li>1. Ask students what they know about tennis and the racquet. Ask how to hold the racquet, etc.</li> <li>2. Balance the ball on the racquet</li> <li>3. Roll the ball around the edge of the racquet</li> <li>4. Drop the ball on the floor and then try and catch it on the racquet again</li> <li>5. Small taps into the air with the racquet</li> <li>6. Tapping the ball onto the floor. How many times can do they do it consistently.</li> <li>7. Hitting the ball into the air. How many times can they do it consistently</li> </ol> </li> </ul>	

3 & 4.

Walk the dog activity

- Students to have 1 cone, ball and tennis racquet
- Students to use racquet to walk ball around the cone
- Students to walk the first time, and then they can do it quicker and quicker each go after.
- Model the activity to students.

Conclusion:

Walk the dog activity race

Warm up activity

Ask students what they know about tennis and the racquet. Ask how to hold the racquet, etc.

- Balance the ball on the racquet
- Roll the ball around the edge of the racquet
- Drop the ball on the floor and then try and catch it on the racquet again
- Small taps into the air with the racquet
- Tapping the ball onto the floor. How many times can do they do it consistently.
- Hitting the ball into the air. How many times can they do it consistently

Activity: Tennis along the line

- Each student to have a racquet each and a ball between them.
- Each student to stand on a cone, 6m apart from each other. In between each pair is a witches hat.
- A line is drawn from each of the student's cones to the witches hat.
- Students to roll the ball along the line with their hands first, from one end to the other.
- Students then to use their racquets to push the ball and try and hit the cone.

Activity: Keep control

- Students to have their own racquet and tennis ball, and are to stand in their own space. Boundary set out for students.
- Students to stand in one spot, balancing the ball on their racquet.
- When I say green, students need to run around the boundary trying to balance their ball on the racquet.
- When I say stop, students need to stop in their position and continue to balance their ball on the racquet.
- Any students who lose their ball, come and sit out.

Conclusion

Tennis dribble relay

5.

Warm up activity

Keep control game

Activity 1: Hitting ball against the fence (Forehand)

- Model to students how to hit the ball using forehand. (Correct way to throw the ball in the air, grip the racquet, hit the ball, etc.).
- Students before starting to get a ball and practice throwing the ball in the air.
- Students to get their own racquet and stand behind a cone. Students to demonstrate hitting a forehand (minus the ball). Relate the stance to throwing a ball overarm (stand sideways, arm in the shape of an L, etc.). Move onto point 4 when students have grasped these concepts.
- Students to have a tennis racquet, ball and cone.
- Students to stand behind cone.
- Students to wait for instructions before hitting the ball.
- Monitor students and help students who need help.
- Continue activity for 10 minutes.

Activity 2: Throw, bounce and catch.

- Students to have one cone each and find a partner to work with in open space.
- Students to stand apart from each other (2-3m) on their own cones and to stand with their cone holding it like an ice cream cone.
- Students to work together, underarm throwing the ball to each other, catching the ball in the cone after once bounce.
- Students to keep count of their own scores.

Activity 3: Throw bounce, hit and catch.

- Students are to put into pairs with one racquet, one ball and one bucket cone per pair.
- Students to be placed on cones, app – 3m apart from each other.
- One student is the hitter (using the racquet) and their partner is the catcher (with the ball and bucket cone).
- Catcher serves (throws) ball under arm to the hitter, who will then hit the ball back forehand to the catcher.
- The catcher has to try and catch the ball in the cone and then again serves the ball to the hitter.
- Rotate after they have had 10 attempts each and switch roles.

Conclusion:

Re-cap lesson on appropriate way to hit the ball.

6.

Warm up activity: Tennis dribble relay

Activity 1: Hitting ball against the fence (Forehand) – Last weeks activity.

- Model to students how to hit the ball using forehand. (Correct way to throw the ball in the air, grip the racquet, hit the ball, etc.).
- Students before starting to get a ball and practice throwing the ball in the air.

- Students to get their own racquet and stand behind a cone. Students to demonstrate hitting a forehand (minus the ball). Relate the stance to throwing a ball overarm (stand sideways, arm in the shape of an L, etc.). Move onto point 4 when students have grasped these concepts.
- Students to have a tennis racquet, ball and cone.
- Students to stand behind cone.
- Students to wait for instructions before hitting the ball.
- Monitor students and help students who need help.
- Continue activity for 10 minutes.

Activity 2: Throw, bounce and catch.

- Students to have one cone each and find a partner to work with in open space.
- Students to stand apart from each other (2-3m) on their own cones and to stand with their cone holding it like an ice cream cone.
- Students to work together, underarm throwing the ball to each other, catching the ball in the cone after once bounce.
- Students to keep count of their own scores.

Activity 3: Throw bounce, hit and catch.

- Students are to put into pairs with one racquet, one ball and one bucket cone per pair.
- Students to be placed on cones, app – 3m apart from each other.
- One student is the hitter (using the racquet) and their partner is the catcher (with the ball and bucket cone).
- Catcher serves (throws) ball under arm to the hitter, who will then hit the ball back forehand to the catcher.
- The catcher has to try and catch the ball in the cone and then again serves the ball to the hitter.
- Rotate after they have had 10 attempts each and switch roles.

Conclusion: Tennis Dribble

7.

Warm up activity:  
Keep control game

Activity 1: Hitting ball against the fence (Forehand) – Last weeks activity.

- Model to students how to hit the ball using forehand. (Correct way to throw the ball in the air, grip the racquet, hit the ball, etc.).
- Students before starting to get a ball and practice throwing the ball in the air.
- Students to get their own racquet and stand behind a cone. Students to demonstrate hitting a forehand (minus the ball). Relate the stance to throwing a ball overarm (stand sideways, arm in the shape of an L, etc.). Move onto point 4 when students have grasped these concepts.
- Students to have a tennis racquet, ball and cone.
- Students to stand behind cone.
- Students to wait for instructions before hitting the ball.
- Monitor students and help students who need help.
- Continue activity for 10 minutes.

Activity 2: Throw bounce, hit and catch.

- Students are to put into pairs with one racquet, one ball and one bucket cone per pair.
- Students to be placed on cones, app – 3m apart from each other.
- One student is the hitter (using the racquet) and their partner is the catcher (with the ball and bucket cone).
- Catcher serves (throws) ball under arm to the hitter, who will then hit the ball back forehand to the catcher.
- The catcher has to try and catch the ball in the cone and then again serves the ball to the hitter.
- Rotate after they have had 10 attempts each and switch roles.

Activity 3: Home run

- Split students into 2 teams.
- Set up 4 bases (exactly the same as t-ball) and a fielder's home base where they must return the ball to. Relate the game to throw ball the students played in Term 1 for cricket.
- Fielders to take a place in the field.
- The batter (hitter) bounces the ball and hits it aiming to find an open space along the ground through the fielders. Once hit, the place the racquet on the floor and run to first base.
- Fielders must stop the ball and pass it to the fielder who is on the fielders home base. If they get it there before the batters get a base than the batter is out.
- Continue game until both teams have had a go.

8.

Warm up activity:  
Tennis dribble relay

Activity 1: Hitting ball against the fence (Forehand) – Last weeks activity.

- Model to students how to hit the ball using forehand. (Correct way to throw the ball in the air, grip the racquet, hit the ball, etc.).
- Students before starting to get a ball and practice throwing the ball in the air.
- Students to get their own racquet and stand behind a cone. Students to demonstrate hitting a forehand (minus the ball). Relate the stance to throwing a ball overarm (stand sideways, arm in the shape of an L, etc.). Move onto point 4 when students have grasped these concepts.
- Students to have a tennis racquet, ball and cone.
- Students to stand behind cone.
- Students to wait for instructions before hitting the ball.
- Monitor students and help students who need help.
- Continue activity for 10 minutes.

Activity 2: Singles storm

- Each student to find an opponent to play against
- Each student is to have one racquet each and a ball between them.
- Boundary to be set out for students to play in.
- Each student will serve under arm hit with serves alternating after every point. Students to try and have a rally against each other.
- Model the game to students and monitor.

Activity 3: Home run

- Split students into 2 teams.
- Set up 4 bases (exactly the same as t-ball) and a fielder's home base where they must return the ball to. Relate the game to throw ball the students played in Term 1 for cricket.
- Fielders to take a place in the field.
- The batter (hitter) bounces the ball and hits it aiming to find an open space along the ground through the fielders. Once hit, the place the racquet on the floor and run to first base.
- Fielders must stop the ball and pass it to the fielder who is on the fielders home base. If they get it there before the batters get a base than the batter is out.
- Continue game until both teams have had a go.

Combine these two weeks activities

Warm up activity:  
Racquet control game

9 &  
10

Activity 1: Hitting ball against the fence (backhand) – Last weeks activity.

- Model to students how to hit the ball using backhand. (Correct way to throw the ball in the air, grip the racquet, hit the ball, etc.).
- Students before starting to get a ball and practice throwing the ball in the air.
- Students to get their own racquet and stand behind a cone. Students to demonstrate hitting a backhand (minus the ball). Relate the stance to throwing a ball overarm (stand sideways, arm in the shape of an L, etc.). Move onto point 4 when students have grasped these concepts.
- Students to have a tennis racquet, ball and cone.
- Students to stand behind cone.
- Students to wait for instructions before hitting the ball.
- Monitor students and help students who need help.
- Continue activity for 15 minutes.

Activity 2: Home run

- Split students into 2 teams.
- Set up 4 bases (exactly the same as t-ball) and a fielder's home base where they must return the ball to.
- Fielders to take a place in the field.
- The batter (hitter) bounces the ball and hits it aiming to find an open space along the ground through the fielders. Once hit, the place the racquet on the floor and run to first base.
- Fielders must stop the ball and pass it to the fielder who is on the fielders home base. If they get it there before the batters get a base than the batter is out.
- Continue game until both teams have had a go.