

FPD 2023 T4 PE Year Five & Six

<p>General Capabilities</p>	<p>Literacy</p> <p>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.</p>	<p>Numeracy</p> <p>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.</p>	<p>ICT capability</p> <p>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.</p>
<p>Critical and creative thinking</p> <p>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.</p>	<p>Personal and social capability</p> <p>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.</p>	<p>Ethical behaviour</p> <p>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.</p>	<p>Intercultural understanding</p> <p>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.</p>
<p>School Curriculum & Standards Authority SCSA</p>		<p>Physical Education Syllabus</p>	
<p>Year Level Description</p>	<p><u>Year 5</u></p> <p>Students develop and refine greater proficiency across a range of specialised movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals.</p> <p>Students examine the different roles and responsibilities associated with physical activity participation, and continue to apply ethical behaviour that is consistent with promoting fair play and championing appropriate sporting conduct.</p> <p>The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.</p> <p><u>Year 6</u></p> <p>Students refine, consolidate and develop greater proficiency across a range of specialised skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts.</p> <p>Students develop and refine interpersonal skills that support them to adopt different roles and responsibilities and perform these with competence and confidence. They are encouraged to further develop leadership roles in team situations, with a focus on sound ethical conduct and the application of a broad knowledge of sport-specific rules.</p> <p>The Health and Physical Education curriculum provides opportunities for students to develop, enhance and exhibit attitudes and values that promote a healthy lifestyle.</p>		

Achievement Standard	<p><u>Year 5</u></p> <p>At Standard, students perform a variety of refined fundamental movement skills. They implement simple tactics in physical activity and game contexts and respond to challenges involving people, objects and space to achieve an intended outcome.</p> <p>Students explain some of the benefits of regular physical activity and maintaining physical fitness in relation to physical, mental and emotional wellbeing. They identify the effects on movement skills when effort, space, time, objects and people are manipulated. Students demonstrate ethical behaviour and use this to be effective when taking on the role of player, coach or referee/umpire.</p>
	<p><u>Year 6</u></p> <p>At Standard, students perform a variety of refined fundamental movement skills and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome.</p> <p>Students explain the benefits of regular physical activity and fitness to health and wellbeing. They provide a simple explanation of the effects of manipulating effort, space, time, objects and people on performance. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.</p>

Year 5

Physical Education Curriculum Outcomes		
Moving Our Body	Understanding Movement	Learning Through Movement
<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061 opens in new window; ACPMP065 opens in new window)</p> <p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting (ACPMP061 opens in new window; ACPMP065 opens in new window)</p> <p>Basic strategies and tactics to successfully achieve a movement outcome or goal:</p> <ul style="list-style-type: none"> - body awareness - spatial awareness - relationship to and with objects, people and space <p>(ACPMP063 opens in new window)</p>	<p>Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing:</p> <ul style="list-style-type: none"> - control of blood pressure - reduced risk of heart disease - reduced stress - improved concentration <p>(ACPMP064 opens in new window)</p> <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065 opens in new window)</p>	<p>Responsibilities of different roles in a range of physical activities, such as:</p> <ul style="list-style-type: none"> - player - coach - referee/umpire <p>(ACPMP067 opens in new window)</p> <p>Ethical behaviour in applying rules in all game situations (ACPMP069 opens in new window)</p>

Year 6

Physical Education Curriculum Outcomes		
Moving Our Body	Understanding Movement	Learning Through Movement
<p>Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061 opens in new window; ACPMP065 opens in new window)</p>	<p>Benefits of regular physical activity and physical fitness to health and wellbeing:</p> <ul style="list-style-type: none"> - control of weight and blood fats, such as cholesterol 	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> - encouragement of others

<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer (ACPMPO61 opens in new window; ACPMPO65 opens in new window)</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> - use of appropriate skills - spatial awareness - relationship to and with objects, people and space <p>(ACPMPO63 opens in new window)</p>	<ul style="list-style-type: none"> - improved concentration (ACPMPO64 opens in new window) <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMPO65 opens in new window)</p>	<ul style="list-style-type: none"> - negotiation and sharing roles and responsibilities - dealing with conflicts and disagreements (ACPMPO67 opens in new window) <p>Solutions to movement challenges through the use of basic strategies and tactics (ACPMPO68 opens in new window)</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest (ACPMPO69 opens in new window)</p>
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Students will be starting the term with tennis and will be finishing the term learning about cricket.

Wk	Learning Experience	Teaching & Learning Strategies
1	<p>Racquet Familiarisation – Warm Up Activity</p> <ul style="list-style-type: none"> • Model the following activities to students, who will then repeat them. <ol style="list-style-type: none"> 1. Ask students what they know about tennis and the racquet. Ask how to hold the racquet, etc. 2. Balance the ball on the racquet 3. Roll the ball around the edge of the racquet 4. Drop the ball on the floor and then try and catch it on the racquet again 5. Small taps into the air with the racquet 6. Tapping the ball onto the floor. How many times can do they do it consistently. 7. Hitting the ball into the air. How many times can they do it consistently <p>Activity: Keep control (Part of warm up activity).</p> <ul style="list-style-type: none"> • 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. <p>Rules/Boundaries of Tennis</p> <ul style="list-style-type: none"> • Explain the rules of tennis (one person serves, points, etc.) • Check for their current understanding. • Explain boundaries, how court is split up, etc. 	

Activity : 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.

Conclusion:

- Re-cap lesson.

2.

Warm up activity:

Racquet Familiarisation – Warm Up Activity

Model the following activities to students, who will then repeat them.

- 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: Keep control (Part of warm up activity).

- 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.

Activity: 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: 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 – 10m 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 relay

3.

Warm up activity
Throw, Bounce, Hit and Catch.

Activity: Singles Slam

- Each student is to be paired with another student, facing each other on opposite sides of the net.
- Each student to have one racquet each and two balls between the pair.
- Student 1 is to underarm hit the ball over the net with student 2 letting the ball bounce once before returning it.
- The game is to continue with a rally until a player eventually wins the point.
- First player to 10 points wins.

Activity: 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: Throw, bounce 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 – 10m 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 backhand 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: Keep control

4.

Warm up activity: Throw, bounce 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 – 10m 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 backhand 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: 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: Down the line duet

- Students to form pairs and to stand on opposite ends of the net.
- Student 1 serves the ball to student 2.
- Student 2 returns the ball to student 1 (forehand/backhand) and they continue to rally.
- First to 10 points is the winner.

Conclusion: Tennis dribble relay

<p>5.</p>	<p>Warm up: Racquet Familiarisation – Warm Up Activity</p> <p>Model the following activities to students, who will then repeat them.</p> <ul style="list-style-type: none"> • 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 <p>Activity: Doubles Slam using backhand.</p> <ul style="list-style-type: none"> • Each student is to be paired with another student, facing each other on opposite sides of the net. • Each student to have one racquet each and two balls between the pair. • Student 1 is to underarm hit the ball over the net with student 2 letting the ball bounce once before returning it. • The game is to continue with a rally until a player eventually wins the point. • First player to 10 points wins. <p>Activity: Jail break</p> <p>The kids line up at one end of the court. Feed from the opposite side of the net. Each kid gets a certain number of chances to get a forehand or backhand into the doubles court. If she gets one in, she is safe. If not, she goes to jail: she goes to the other end of the court where she'll try to catch a ball hit by another player. If she makes her catch, she is free from jail, and the player she caught goes to jail. When only one player is left, she tries to get three shots in that don't get caught before she misses three. If she succeeds, she wins the game. If someone catches one of her shots, it's a jailbreak: everyone is free, and a new round begins.</p> <p>Conclusion: Relay</p>	
<p>6.</p>	<p>General prior knowledge:</p> <ul style="list-style-type: none"> • Ask students what they know about catching and throwing a ball. • Ask students what sports require the use of the actions. • Ask students if anyone of them plays a sport that uses these actions. • Ask students who can throw and catch. <p>Discuss aims of following 5 lessons.</p> <ul style="list-style-type: none"> • Students will be learning the correct technique to throw underarm and overarm, catching, bowling and batting. • Learn to field. • Playing a game putting their skills into action. <p>Body:</p> <p>Model to students the correct way to do an underarm throw and emphasise the following points:</p> <ul style="list-style-type: none"> • Stand face on to direction of throw 	

- Stable head and trunk, eyes focused on target area
- Ball held in front of body
- Steps forward with opposite foot
- Well timed release; and
- Follows through with straight arm.

Model to students the correct way to catch a ball and emphasise the following points:

- Feet move to place body in line with the ball
- Eyes focused on the ball
- Hands reach out to meet the ball
- Hands adjust to path and size of ball
- Fingers soft and slightly cupped
- Caught in hands only
- Hand and finger closure well timed
- Elbows bend to absorb impact.

Demonstrate with a student from the class. Repeat and check for understanding.

Split students into pairs and line up on cones placed out.

Students to throw the ball underarm and catch.

Walk around monitoring students throwing and catching.

Conclusion: Game

Set up cricket wickets and split students into five groups of six.

Model to students the game. Game requires students to underarm throw the ball at the wickets.

Check for understanding.

Take students back to class.

7.

Introduction:

Collect students from class.

Quick warm up game – activity from lesson one conclusion.

Recap from last lesson:

Ask students what steps they need to remember when;

- Throwing a ball underarm.

Instruct students they will be continuing activities that involve the use of these techniques.

Body:

Ask students what sports they know uses the technique of overarm throwing.

Model to students the following skills they need to follow when attempting an overarm throw.

- Stands side on to direction of throw
- Throwing arm moves in a downward and backward arc
- Opposite foot to throwing arm steps forward
- Hips then shoulders rotate forward
- Elbow bends as throwing arm moves behind head
- Forearm and hand lag behind upper arm
- Throwing arm follows through across body

Check for understanding.

Model demonstration of the correct way to throw a ball underarm. Model a good and bad example to the students and ask them to tell you which is which and why.

Model to students the following skill of bowling.

- Grip – 1st and 2nd fingers are placed on the seam. Thumb is underneath on the seam. Last two fingers are tucked into the palm.
- Stand side on the stump.
- Stretch the string.
- Pull the string.
- Put your hand into your back pocket (follow through in your action).
- **Check for understanding**
- Ask a student to model.

Game:

Model the game to students.

Split students into pairs.

One set of stumps at one end and a cone about 10 metres apart.

One student bowls 6 balls to the other student who will return the ball throwing over arm. Students switch after 6 balls.

Monitor students.

Conclusion:

Ask students what points they need to remember when throwing overarm and bowling.

Take students back to class.

<p>8.</p>	<p>Introduction: Re-cap last lesson.</p> <p>Warm-up</p> <p>Body: Students to continue same game that required them to bowl and return the ball overarm (10 minutes)</p> <p>Batting: Model the correct batting technique of a front foot drive</p> <ul style="list-style-type: none"> • Grip – Place the bat face down. Pick the bat up with V’s, made by the thumb and index finger, pointing down the spine of the bat. • Stance and Backlift – Stand in comfortable side-on position with feet a shoulder-width apart. Lift back straight back. • Demonstrate with student bowling the ball and play the shot. <p>Activity: Game</p> <p>Four wicket cricket</p> <p>Conclusion: Re-cap lesson.</p>	
<p>9.</p>	<p>Introduction: Re-cap last lesson.</p> <p>Warm-up</p> <p>Body: Students to continue same game that required them to bowl and return the ball overarm (10 minutes)</p> <p>Batting: Model the correct batting technique of a front foot drive</p> <ul style="list-style-type: none"> • Grip – Place the bat face down. Pick the bat up with V’s, made by the thumb and index finger, pointing down the spine of the bat. • Stance and Backlift – Stand in comfortable side-on position with feet a shoulder-width apart. Lift back straight back. • Demonstrate with student bowling the ball and play the shot. <p>Activity: Drive to your partner</p> <ul style="list-style-type: none"> - Continuous cricket 	