



**Purple
Stage**
Foundation Year

PURPLE STAGE
FOUNDATION YEAR

CURRICULUM BAND SUMMARY

Foundation Year Band Description

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Focus Areas to be addressed in Foundation Year include:

- Safe use of medicines (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships (RS)
- Safety (S)
- Active play and minor games (AP)
- Fundamental movement skills (FMS)
- Rhythmic and expressive movement activities (RE).

Foundation Year Achievement Standards

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active, and demonstrate how to move and play safely.

They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop locomotion skills	• Here, there, where • Scrambled eggs • Crazy patterns • Copy cat
2	Develop spatial awareness	• Animals • Luigis • Rabbits
3	Develop balance	• Tightrope • Aeroplanes • Traffic lights
4	Develop and understand projection	• Mirrors • Pyramid • Jack in a box
5	Develop and understand reception	• Cuckoo • Toe tappers • Far and wide • Surprise
6	Integrating projection and reception	• Snakes and ladders • Feed the crocodiles • Target tennis
7	Racquet familiarisation	• Hot coals • Racquet familiarisation • Walk the dog
8	Develop a cooperative rally with a racquet	• Remote control • Roll and splat singles
9	Develop a cooperative rally with a racquet	• Rob the nest • Roll and splat doubles
10	Maintain a cooperative rolling rally	• Eye spy • End Game Radical rallies

IMPORTANT INFORMATION

Court area

At this stage teachers can define a playing area which is large, safe, flat and appropriate for the number of students who are participating. Playing areas can be defined by soft cones or drop down lines.



Equipment

Students will use different balls of varying sizes, however the red low compression tennis ball (25% of a yellow tennis ball) is the key piece of equipment for this stage. The red tennis ball bounces lower and slower for the student to make contact with.

Students will use a foam bat, paddle tennis bat and/or 19 or 21 inch racquets.

End game

At the completion of the Purple Stage, every student will have developed the confidence and competence to participate in the end game, **Radical rallies.**

Radical rallies is a game played between pairs within a large, safe playing Area with a net (line on the ground). Students project the ball along the ground with an underarm action across the net, continuing the rally until one student wins the point.

Radical rallies is the first stage of playing a game of tennis with a partner.

Take a flexible view of lessons

It may be appropriate to re-visit or repeat lessons more than once to permit additional practice opportunities for students. Similarly, teachers are not obligated to adhere to the lessons in each stage in a sequential fashion. The order in which the lessons are presented may be varied based on a number of potential factors. For instance, time of the lesson, student engagement and student ability.

Other features of the lesson

Focus questions

Focus questions are designed to guide the students' learning and encourage them to appraise and reflect on the technical or tactical aspects of the game.

Variations

A series of suggested variations are provided in each lesson. They are designed to provide teachers with additional options for each activity. Variations in a lesson are based on the *CHANGE IT* formula (Schembri, 2005) where teachers and students are encouraged to vary different aspects of the game including, teaching style, scoring, playing Area, number of students, game rules, equipment, inclusion and time.

Basic technical tips for teachers

Tips are provided to emphasise a technical point which will assist teachers in improving students' performance and learning.

Fun facts

Fun facts provide specific information on a new stroke or interesting fact about tennis. They commence in the Blue Stage and may relate to a particular Grand Slam.

Student reflection

At the completion of a lesson, students can be asked to reflect on what they have participated in, and also what they have learnt during the activities. This will help facilitate their learning and understanding of the game. Teachers may also use the student reflection process as an assessment tool for students. The student reflection process commences in the Red Stage.

Lesson 6

Time

30 minutes

Learning Intention

Integrating projection and reception

Content description

Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)

Area

A large, safe, flat playing area appropriate for the number of students participating

Equipment



2 drop down lines per pair



1 red tennis ball per pair



1 beanbag per pair



1 bucket per pair



2 soft cones per pair

Notes for this lesson

Please review the following information, as you guide students through this lesson's activities:

Focus questions

- After projecting the ball where must your body move?
- After receiving the ball where must your body move?
- What environmental cues do you observe when projecting and receiving the ball?

Basic technical tips for teachers

- Ensure students lower their centre of gravity, and step forward with the opposite foot to their dominant hand, with their palm facing towards the target
- Ensure students are facing forward, and take small, quick steps when moving towards a target

ACTIVITY 1

SNAKES AND LADDERS

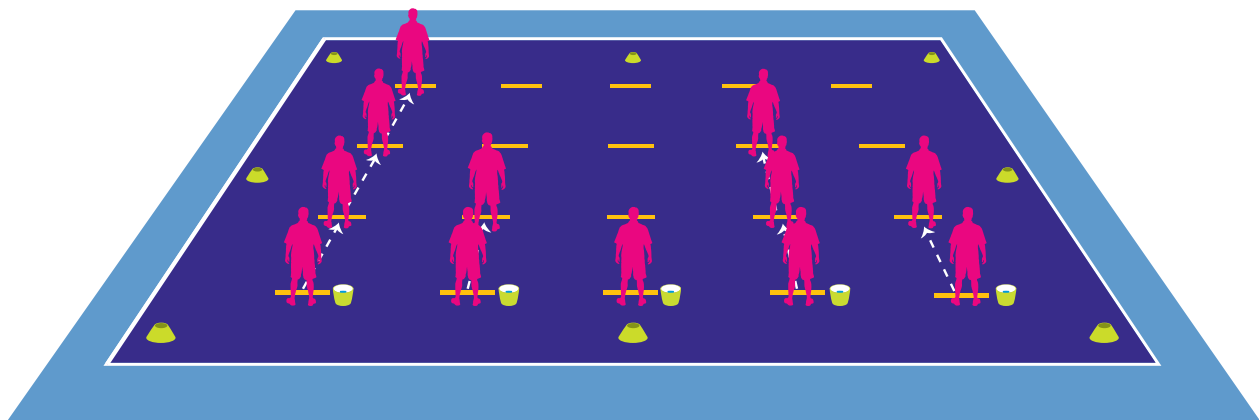
10 minutes

Instruction

- Teacher to define a playing area with cones
- Teacher creates a ladder formation using four drop down lines, one metre apart
- A bucket is positioned approximately one metre before the first ladder rung, with a beanbag placed inside
- Teacher is to create four identical ladder formations
- Teacher to form teams depending upon the class size, with each team positioned behind a bucket
- Teacher announces “snakes” and the first student from each team collects the beanbag from the bucket and moves through the ladder without touching the rungs
- On reaching the final rung, the student turns around and moves back through the ladder and places the beanbag in the bucket
- Once the beanbag is back in the bucket, the next student repeats the task
- Each time the beanbag is returned to the bucket, the team receives one point
- The teacher indicates an appropriate amount of time, or a number of points, the teams are to achieve

Variations

- Students can balance the beanbag on a part of their body
- Change the pace and/or type of movement pattern



ACTIVITY 2

FEED THE CROCODILES

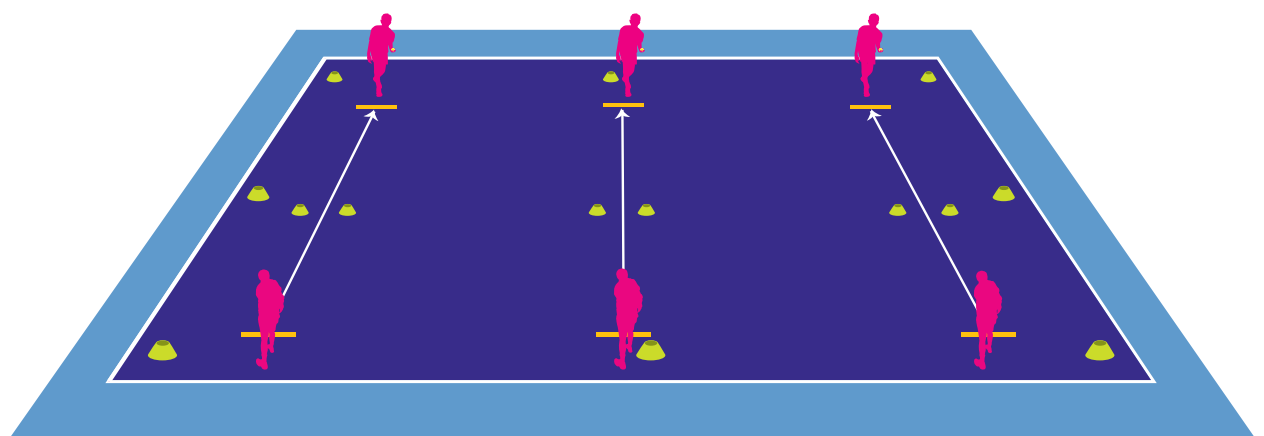
10 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students position two soft cones approximately one metre apart in the middle of the playing area (this indicates the crocodile's mouth)
- Students alternate projecting the ball along the ground with an underarm action, attempting to roll the ball in the crocodile's mouth
- Each time the ball is successfully rolled into the crocodile's mouth, the pair scores one point
- The teacher indicates an appropriate amount of time, or a number of points the pairs are to achieve

Variations

- Increase or decrease the distance between the cones (crocodile's mouth)
- Increase or decrease the distance that students are required to project the ball



ACTIVITY 3

TARGET TENNIS

10 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately two metres apart
- Each pair is to have one tennis ball
- Drop down lines are positioned to indicate the starting position for each student
- Students position a soft cone in the middle of the playing area (this indicates the target)
- Students alternate projecting the ball along the ground with an underarm action, attempting to hit the target
- Each time the ball successfully hits the target, the pair scores one point
- The teacher indicates an appropriate amount of time, or a number of points, the pairs are to achieve

Variations

- Increase or decrease the size of the target
- Increase the number of targets in the playing area

