



RED STAGE
YEARS 3 AND 4

**Red
Stage**

Years 3 and 4

CURRICULUM BAND SUMMARY

Years 3 and 4 Band Description

The Year 3 and 4 curriculum further develops student's knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations.

They also develop a further understanding of how their bodies grow and change as they get older. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests, and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.

Focus areas to be addressed in Years 3 and 4 include:

- Alcohol and other drugs (AD)
- Food and nutrition (FN)
- Health benefits of physical activity (HBPA)
- Mental health and wellbeing (MH)
- Relationships and sexuality (RS)
- Safety (S)
- Active play and minor games (AP)
- Challenge and adventure activities (CA)
- Fundamental movement skills (FMS)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

Years 3 and 4 Achievement Standards

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary, and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

YEARS 3 AND 4



LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop the forehand groundstroke	• Singles doubles • Partner catch forehand • Forehand scramble
2	Develop the backhand groundstroke	• Back to back • Partner catch backhand • Backhand scramble
3	Develop the integration of groundstrokes	• Shout out! • Alphabet tennis • Diamonds and rubies
4	Develop the volley	• Ice-cream • Double scoop • Show me your hand
5	Develop the volley	• Egg carton • Cross the river • Checklist
6	Develop the serve	• Countdown • Silver service • Serve it up
7	Develop and understand accuracy	• Hot potato • Cross court chargers • Battle cones
8	Develop and understand depth	• Mount Everest • Deep trouble • Top 10
9	Explore the rally in a competitive situation (doubles)	• Double up • French doubles challenge
10	Explore the rally in a competitive situation (singles)	• Marathon tennis • End Game • French singles challenge

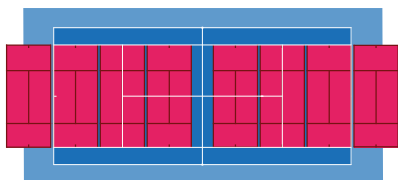
IMPORTANT INFORMATION

Court area

At this stage teachers can define a playing area with a Red court area. There are two variations to the red court, 3m in width x 8m in length or 5.5m in width x 11m in length.

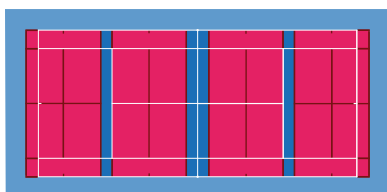
In the school setting we recommend a 3m x 8m court as this will allow maximum participation.

Alternatively students can define their own court by marking out an area with soft cones or drop down lines.



Red 1 Court dimension

– 3m x 8.23m
(net height - 75 cm)



Red 2 & 3 Court dimension

– 5.5m x 10.97m
(net height - 75 cm)

Equipment

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 21 or 23 inch tennis racquets.

End game

At the completion of the Red Stage, every student will have developed the confidence and competence to participate in the end game, French singles challenge.

French singles challenge is a competitive game played between pairs on a red tennis court 3m wide x 8m in length with a physical net. Students serve, return and rally the ball until one student wins the point.

Take a flexible view of lessons

It may be appropriate to re-visit or repeat lessons more than once to provide 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 also may relate to a particular Grand Slam. The Fun facts for the Red Stage are related to the end game Grand Slam, the French Open.

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.

Lesson 3

Time

40 minutes

Learning intention

Develop the integration of groundstrokes

Content description

Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)

Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

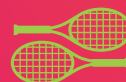
Area

A large, safe, flat playing area with the appropriate number of red tennis courts for the number of students participating

Equipment



1 net (3m)
per pair



2 racquets
per pair



1 red tennis
ball per pair



2 drop down
lines per pair



2 pegs
per pair

Notes for this lesson

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

Focus questions

- Why is it important to begin in a ready position at the beginning of a rally?
- Which direction should your shoulders be facing when making contact with the ball?
- Which direction should your shoulders be facing after making contact with the ball?

Basic technical tips for teachers

- Commence in a ready position when preparing to return. Knees should be slightly flexed and the racquet should be held out in front with both hands (dominant hand on the bottom) with a comfortable grip. Feet comfortable distance apart
- Shoulders turn to face the net after contact

Fun facts

The official name of the French Open is Les Internationaux De France De Roland-Garros.

Student reflection

Why is it important to return to a ready position after hitting the ball during a rally?

ACTIVITY 1

SHOUT OUT!

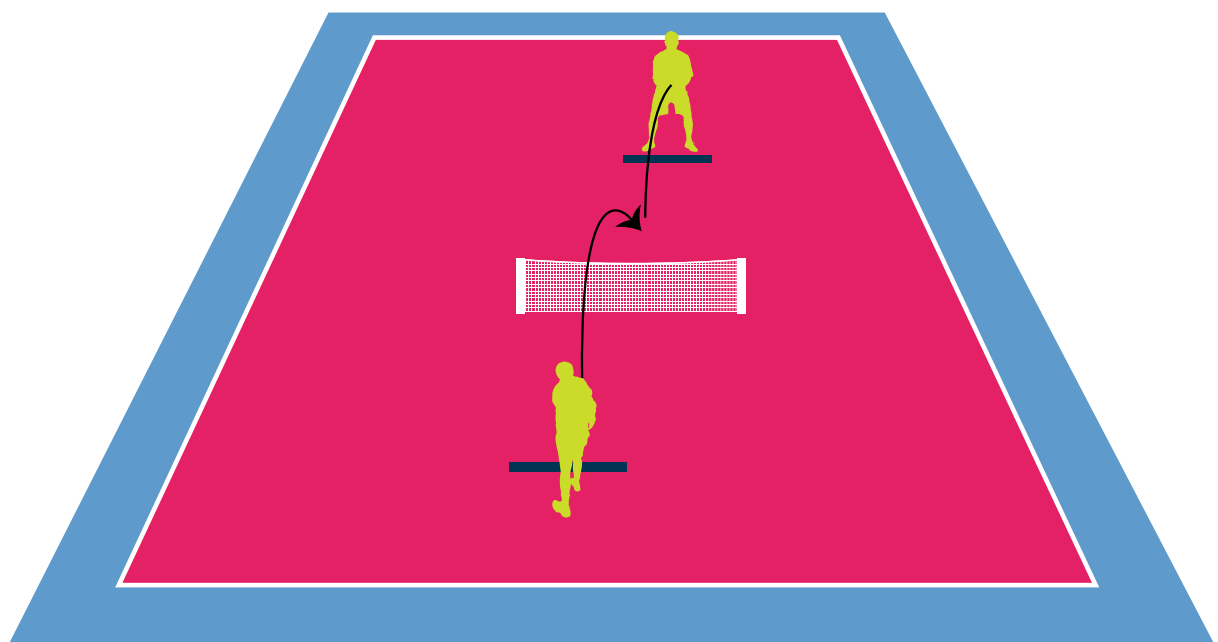
10 minutes

Instruction

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 is to be positioned on their drop down line facing into the court and student 2 is to be positioned on their drop down line facing away from student 1 (back to the court)
- Student 1 is to 'shout out' student 2's name and release the ball with a cooperative underarm throw over the net to either the forehand or backhand side of student 2
- Student 2 is to rotate quickly and move towards the ball aiming to catch after one bounce
- Students score one point each time the ball is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Both students commence facing into the court
- Students alternate between the forehand and backhand side



ACTIVITY 2

ALPHABET TENNIS

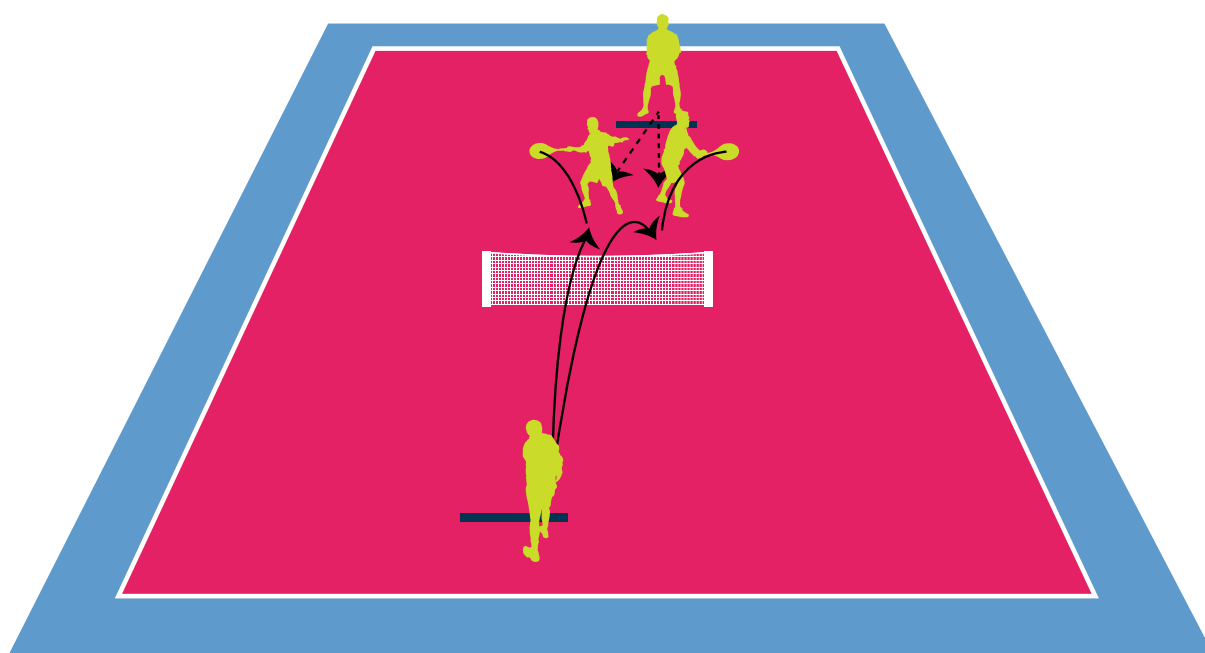
15 minutes

Instruction

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, one racquet and two drop down lines
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with an underarm throwing action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 continues the rally by projecting the ball with an underarm throwing action over the net, aiming to land the ball on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Students announce the first letter of the alphabet - 'A'
- Students continue the forehand and backhand sequence aiming to complete the alphabet from A to Z
- The teacher indicates an appropriate amount of time or the letter in the alphabet the students are to achieve

Variations

- Increase or decrease the distance between each student
- Forehand or backhand side only



ACTIVITY 3

DIAMONDS AND RUBIES

15 minutes

Instruction

- Students form pairs and are positioned opposite each other on either side of a net approximately four metres apart with one tennis ball, two racquets, two drop down lines and two different coloured pegs
- Drop down lines are positioned approximately two metres back from the net on each side and indicate all starting positions for students
- Student 1 commences the rally by projecting the ball with a drop and hit forehand action over the net, aiming to land the ball on the forehand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a forehand action across the net
- Student 1 attempts to trap the ball with their racquet
- Student 1 continues the rally by projecting the ball with a drop and hit forehand action over the net, aiming to land the ball on the backhand side of student 2
- Student 2 tracks the movement of the ball, allowing it to bounce once before returning the ball with a backhand action across the net
- Student 1 attempts to trap the ball with their racquet
- Students score one 'diamond' for each returned ball and one 'ruby' if two successful traps are made in a row
- Students use the different coloured pegs at the bottom of the net to move up the rungs after each return and catch to the forehand and backhand. Use one peg for the 'diamonds' and one for the 'rubies'
- The teacher indicates an appropriate amount of time or the number of 'diamonds' and 'rubies' the students are to achieve

Variations

- Decrease the height of the net
- Trap to be made with hands instead of the racquet (e.g. catching the ball)

