



ORANGE STAGE
YEARS 5 AND 6

**Orange
Stage**

Years 5 and 6

CURRICULUM BAND SUMMARY

Years 5 and 6 Band Description

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and other's health, wellbeing, safety and physical Activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical Activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Focus areas to be addressed in Years 5 and 6 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)
- Challenge and adventure activities (CA)
- Fundamental movement skills (FMS)
- Games and sports (GS)
- Lifelong physical activities (LLPA)
- Rhythmic and expressive movement activities (RE).

Years 5 and 6 Achievement Standards

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical Activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical Activity participation to health and wellbeing. They examine how physical Activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

YEARS 5 AND 6



LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Apply the forehand groundstroke	- Holidays - Treasure - Climb the ladder
2	Apply the backhand groundstroke	- Jackpot 6 o'clock - Top of the rock
3	Apply and integrate the forehand and backhand groundstroke	- Spider web - Budge - Switch
4	Apply and integrate the forehand and backhand groundstroke	- Short ball scramble 10 up - Skittles
5	Explore transition – passing shot and lob	- Chip charge - Give me 4 - Ambush
6	Develop the accuracy of the serve	- Serve it up - Left and right - Serving statues
7	Develop the accuracy of the return	- Serve and return - Feeding frenzy - Red and green
8	Apply depth and accuracy to create space	- Tram tracks - Baseline warrior - The accordion
9	Apply the rally in a competitive situation (doubles)	England doubles challenge
10	Apply the rally in a competitive situation (singles)	- End Game - England singles challenge

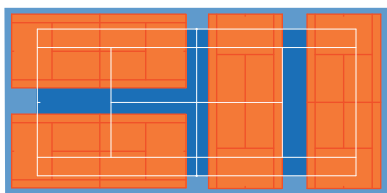
IMPORTANT INFORMATION

Court Area

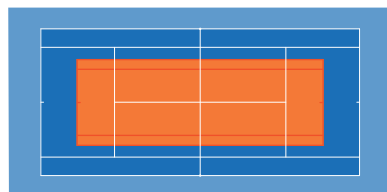
At this stage teachers can define a playing area with an Orange court area. There are two variations to the Orange court, 5.5m in width x 13m in length or 6.4m in width x 18.29m in length. In the school setting we recommend a 5.5m x 13m court to maximise participation.

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

Students can also participate in the activities on a Red court, which is 5.5m x 11m.



Orange 1 Court dimension
5.5m x 13m (**NEW COURT**)
(net height – 75 cm)



Orange 2 Court dimension
6.4m x 18.29m
(net height – 65 cm)

Equipment

The orange low compression tennis ball (50% of a yellow tennis ball) is the key piece of equipment for this stage. The orange tennis ball bounces lower and slower for the student to make contact with. Students will use 23 or 25 inch tennis racquets.

End game

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

England singles challenge is a competitive game played between pairs on a orange tennis court 6.4m wide x 18.29m length. 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 Orange Stage are related to the Grand Slam, Wimbledon.

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 4

Time

40 minutes

Learning intention

Explore transition –approach shot and smash

Content description

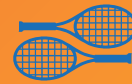
Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)

Propose and apply movement concepts and strategies with and without equipment (ACPMP063)

Area

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

Equipment



2 racquets
per pair



1 orange tennis ball
per pair



2 drop down
lines per pair



2 cones/markers
per pair

Notes for this lesson

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

Focus questions

- When should you hit an approach shot?
- Where should you hit an approach shot from?
- Where should you move to after hitting an approach shot?

Basic technical tips for teachers

- When making contact with the ball, point the strings of the racquet toward the target
- The racquet follows a low to high path and the follow through is a natural extension of the swing

Fun facts

An approach shot is a shot you hit that will bring you to the net. It is usually performed after your opponent has hit a short ball. It is commonly hit deep into the opponent's court to apply pressure.

Student reflection

Where might you hit an approach shot to place pressure on your opponent?

ACTIVITY 1

SHORT BALL SCRAMBLE

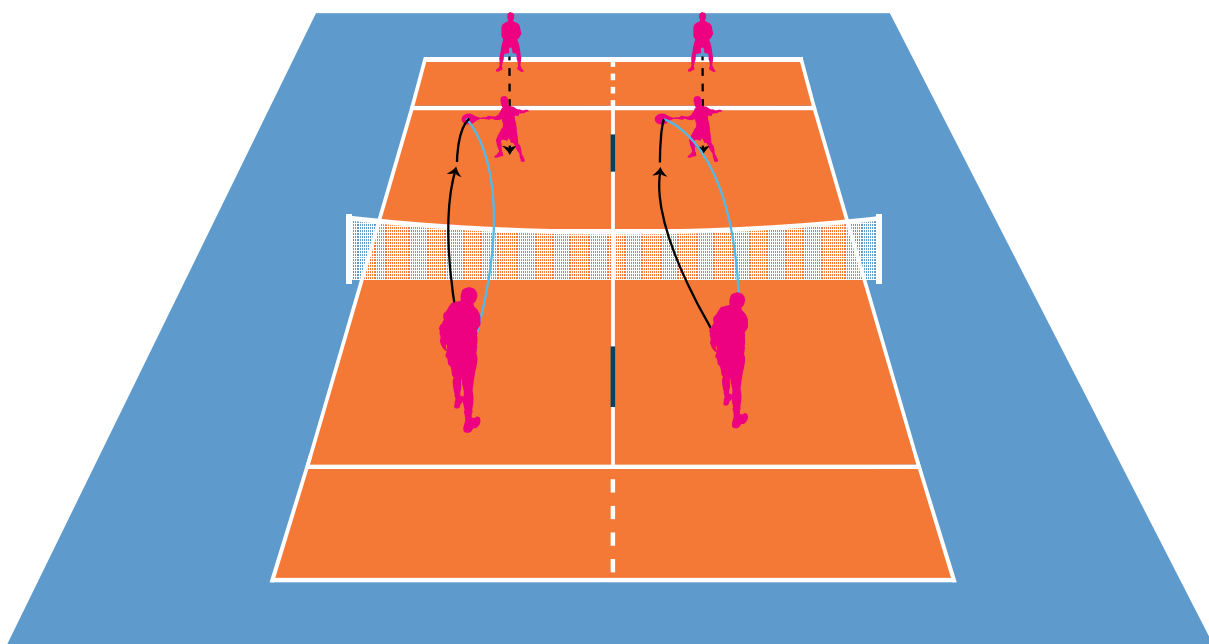
10 minutes

Instruction

- Students form pairs and are positioned opposite each other in an orange playing area with one tennis ball, one racquet and two drop down lines
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Student 1 is positioned two metres back from the net and student 2 is to positioned on the baseline of the court
- Student 1 commences the rally by projecting the ball with an underarm throwing action, aiming to land the ball just over the net and into the court of student 2
- Student 2 tracks the movement of the ball and moves forward, attempting to return the ball with a forehand action after one bounce
- Student 1 attempts to catch the ball
- Students score one point for each return made and one bonus point if the return is caught
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Student 2 decreases their playing area
- Both students have racquets and play the point out



ACTIVITY 2

10 UP

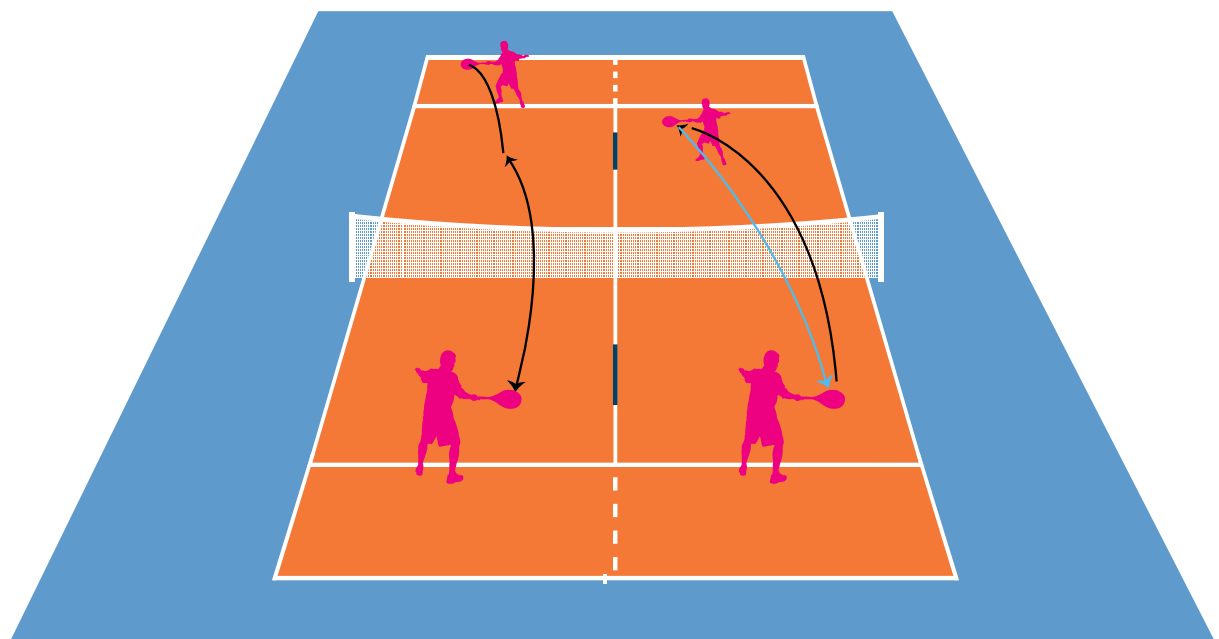
15 minutes

Instruction

- Students form pairs and are positioned opposite each other in a service box playing area with one tennis ball and two racquets
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Students are to be positioned on the service line of the court on either side
- Student 1 commences the rally by projecting the ball with a drop and hit serving action down the line to student 2
- Student 2 tracks the movement of the ball, either allowing it to bounce once or on the full before returning the ball cooperatively over the net to student 1
- The rally continues with students cooperatively rallying the ball in the service box area only, aiming to achieve the nominated number of rallies (10) before the other teams
- Pairs score one point each time the rally is made and a bonus point if the return is made on the full (e.g. a volley)
- Students alternate serving after each point
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Ball must only be returned on the full
- One student plays without a racquet



ACTIVITY 3

SKITTLES

15 minutes

Instruction

- Students form pairs and are positioned opposite each other on the baseline in an orange playing area with one tennis ball, two racquets, two drop down lines and four soft cones
- Drop down lines are positioned in the middle on either side of the net, dividing the court into two halves
- Soft cones are positioned approximately one metre from student 1's baseline
- Student 1 commences the rally by projecting the ball down the line with a drop and hit serving action to student 2, attempting to land the ball on their service line
- Student 2 tracks the movement of the ball and moves forward returning the ball with a forehand action aiming to 'skittle' the cones in student 1's court
- Students score one point each time a cone is 'skittled'
- The rally continues, with student 2 attempting to 'skittle' all cones in student 1's court. Student 2 should be near or at the net after their first shot
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Rally is not played out
- Smash substituted as the first return

