



**Blue
Stage**

Years 1 and 2

BLUE STAGE
YEARS 1 AND 2

CURRICULUM BAND SUMMARY

Years 1 and 2 Band Description

The curriculum for Year 1 and 2 builds on the learning from Foundation, and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement settings.

Focus areas to be addressed in Years 1 and 2 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).

Years 1 and 2 Achievement Standards

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.

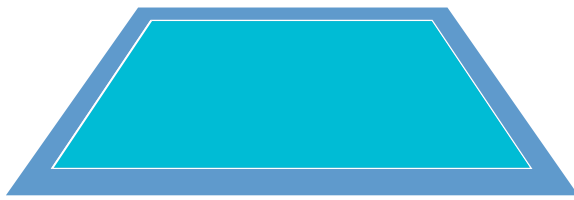
Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.

LESSON	LEARNING INTENTION	GAME PROGRESSION
1	Develop and understand projection through the air	• Skydiver • Ready, aim, fire! • Supermarket
2	Develop and understand reception through the air	• Seal clap • Catching butterflies • Beekeeper
3	Integrate projection and reception through the air	• Seal colony • Fan • The joker
4	Integrate projection and reception through the air	• Trapdoor • Over the bridge • Swiss cheese
5	Develop and understand consistency	• Spell it • Numbers • Clothesline
6	Develop and understand accuracy	• Circles • Black out • Pirates
7	Develop the rally with a racquet	• Racquet familiarisation • Throw, hit and catch forehand • Throw, hit and catch backhand
8	Develop the serve (underarm drop and hit) with a racquet	• Twister • Bullseye • Guess who
9	Develop a cooperative rally with a racquet	• Salad sandwich • Sky high
10	Maintain a cooperative rally	• Look out! • End Game - Australian singles challenge

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 tennis racquets.

End game

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

Australian singles challenge is a game played between pairs within a large, safe playing area with a net (line on the ground). Students must project the ball at knee height or above across the net, until one student wins the point. The serve for Australian singles challenge is a drop and hit serve.

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 also may relate to a particular Grand Slam. The fun facts for the Blue Stage are related to the end game Grand Slam, the Australian 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. The student reflection process commences in the Red Stage.

Lesson 2

Time

30 minutes

Learning intention

Develop and understand reception through the air

Content description

Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Use strategies to work in group situations when participating in physical activities (ACPMP030)

Area

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

Equipment



1 red tennis ball per student



1 drop down line per student



1 spot marker per student



1 bucket per student

Notes for this lesson

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

Focus questions

- How do you position your body when receiving a ball?
- How do you move your feet when receiving a ball?
- Where should your eyes be focused when receiving a ball?

Basic technical tips for teachers

- Students are encouraged to stand in a balanced position (ready position) facing their partner with their knees slightly bent and eyes facing forward
- Use small, quick steps when moving toward the ball

Fun facts

The 'ready position' is used before and after each shot you hit during a tennis rally.

ACTIVITY 1

SEAL CLAP

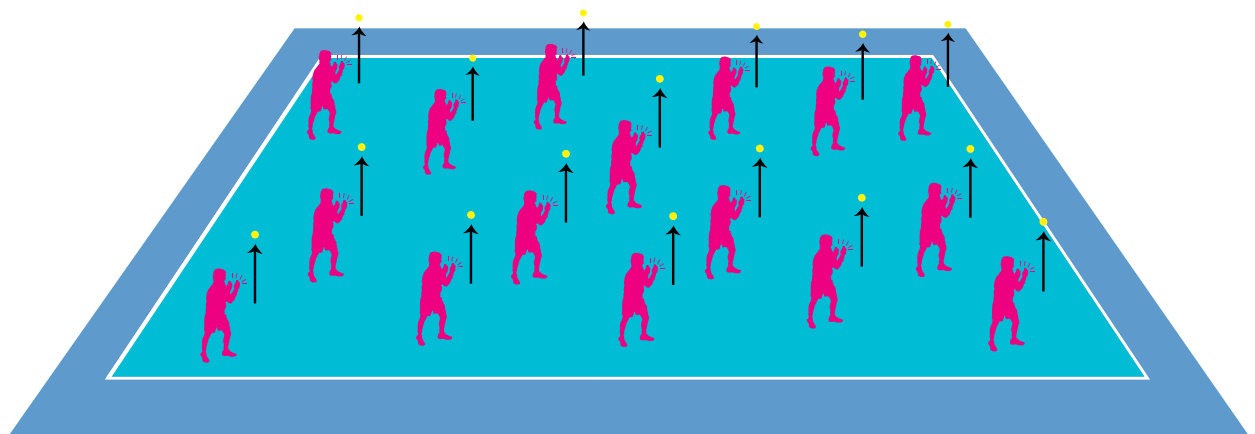
5 minutes

Instruction

- Teacher to define a playing area with cones
- Students find a safe space on their own with one tennis ball
- Students release the ball into the air with an underarm throwing action, clap once, allow the ball to bounce on the ground, and then catch the ball with two hands
- After successfully completing this sequence, students then attempt to clap twice
- Students are attempting to complete as many 'claps' as possible whilst still maintaining control

Variations

- The ball is not permitted to bounce
- Students are not allowed to move their feet after releasing the ball in the air



ACTIVITY 2

CATCHING BUTTERFLIES

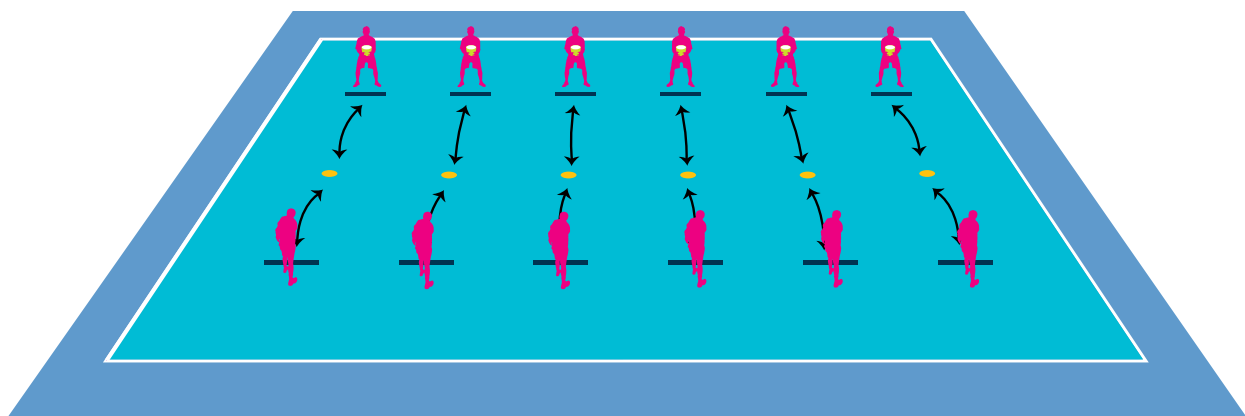
10 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other, approximately three metres apart with a bucket each, one tennis ball and a spot marker
- A spot marker is to be positioned in the middle of the pair
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the butterfly (ball) with an underarm throwing action on their forehand side (dominant hand), aiming to land the butterfly on the spot marker
- Student 2 tracks the movement of the butterfly and receives the ball in their butterfly catcher (bucket)
- Student 2 continues the rally by removing the butterfly from the butterfly catcher and projecting the butterfly with an underarm throwing action on their forehand side (dominant hand), back to student 1
- Students score one point each time the butterfly is caught in the butterfly catcher
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Increase or decrease the size of the butterfly catcher (bucket)
- Students use their hands instead of the bucket



ACTIVITY 3 BEEKEEPER

15 minutes

Instruction

- Teacher to define a playing area with cones
- Students form pairs and are positioned opposite each other approximately three metres apart with a bucket each, one tennis ball and a spot marker
- A flower (spot marker) is to be positioned in the middle of the pair
- Drop down lines are positioned to indicate all starting positions for students
- Student 1 commences the rally by projecting the bee (ball) with an underarm throwing action on their backhand side (non-dominant), aiming to land the bee on the flower
- Student 2 tracks the movement of the bee and receives the ball in their hive box (bucket)
- Student 2 continues the rally by removing the bee from the hive box and projecting the bee with an underarm throwing action on their backhand side (non-dominant) back to student 1
- Students score one point each time the bee is caught in the hive box and a bonus point each time the bee lands on the flower and collects the nectar
- The teacher indicates an appropriate amount of time or a number of points the students are to achieve

Variations

- Increase or decrease the size of the flower (spot marker)
- Increase or decrease the size of the bee (ball)

