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| **UNIT TITLE: Two Hand Strike(FMS)- Stage 2** | | | | | **GRADE: One and Two** | | | | | |
| ***Learning Intentions*** | **Week 1**  ***Children will:***  **Practise to hit ball using the correct 2HS sequence** | | **Week 2**  ***Children will:***  **Engage in a game of Rapid fire demonstration batting and fielding techniques** | | | | **Week 3**  ***Children will:***  **Cooperatively work in teams and be given the chance to demonstrate 2HS and fielding skills** | | | **Week 4**  ***Children will:***  **Work in teams and use hockey as a sport to foster the 2HS development.** |
| ***AUSVELS*** | **Sub-strand 1: Moving our body- Perform fundamental movement skills in different movement situations** | | | | | | | | | |
| **Below Expected Level**  performing locomotor skills in any direction from one point to another (AP, FMS, RE) | | | **At Expected Level**  performing locomotor movements to travel in different directions using different body parts (AP, FMS, RE) | | | | **Above Expected Level**  performing activities where locomotor and manipulative skills are combined (AP, FMS, RE) | | |
| **Quality Tasks**  **Week 1** | **Rotation**  **Hitting ball off tee with cricket bat**  **Hitting ball underarmed to them by partner**  **Hitting ball for power off tee with cricket bat**  **Hitting ball off tee at cones to knock down** | | | | | | | | | |
| **Quality Tasks**  **Week 2** | **Rapid Fire Cricket- Two teams- One fields one bats.**  **Batting Team- Take it in turn to hit the four balls off the tees then run between the wickets to score runs.**  **Fielding- Start behind designated line. After last ball is hit the field team can rush in and place the balls back on the tees. With the last ball placed they yell stop.** | | | | | | | | | |
| **Quality Tasks**  **Week 3** | **Circle Softball**  **Fundamental Motor Skills Manual Page 109** | | | | | | | | | |
| **Quality Tasks**  **Week 4** | **Indoor Polo Hockey**  **Children are to split into 4 groups. Each group plays another team in indoor polo hockey using foam hockey sticks and large foam ball. Swap teams around** | | | | | | | | | |
| **References/Resources**  **Fundamental Motor Skills Manual** | | | | | | | | | | |
| **Teacher Assessment** | **Children Show:**   * **Correct Grip** * **Step forward with opposite foot** * **Eyes on ball** * **Contact with ball** | **Children can:**   * **Hit ball with 2HSthat is coming towards them** * **Ball should generally be hit in a straight direction.** | | | | **Children can:**   * **Consistently strike the ball in a game situation using the 2HS technique.**   **e.g. Rapid fire, circle softball, hockey** | | | **Personal/Interpersonal**   * **How does each child perform individually and within team situations during class** | |
| ***Differentiation/Success Criteria:***  **Practise Sessions- Pairing ‘At Level’ students with ‘below level’ students.**  **Advanced: have them hit with a ball coming to them rather than stationary or off a rebound net**  **Groups: Allow a mixture of all levels in each team**  **Success: Celebrate small improvements and correct attempts.** | | | | | | | | | | |