SYLLABUS OUTCOMES

AND

RUNNING SHEETS

Kindergarten

TERM 1
Congratulations and thank you for choosing to implement Sportspro’s Kindergarten Sports Skills Program, one of Australia’s most experienced, renowned and, most importantly, quality assured and approved (by the NSW DET) Sports Skills programs. Effected by our experienced and DET qualified teaching staff, the aim of this program is to provide our youngest generation ample opportunity to participate in fun, exciting and highly beneficial activities that are both cognitively stimulating and physically challenging. Sportspro have been delivering our highly regarded sports skills programs now within NSW primary schools, including public, independent and catholic, for over 16 years. Such experience has given us an invaluable practical insight into the physical development of young people upon which our programs have continually developed, and will continue to progress to ensure that our children are always experiencing the most up to date teaching and learning environments, advanced educational techniques and most importantly excelling in teaching and learning activities that are directly suitable to their developmental stage.

The purpose of this document is to give you, the client school and classroom teacher, an insight into Sportspro’s sports skills program, where it is placed within the curriculum and assistance when it comes to assessment and reporting of your students physical capabilities. The ‘Program Overview’ has been formatted as follows:

- Page 3 - 4 Sports Skills Program Syllabus Outcomes – A lesson by lesson overview of the targeted Syllabus Outcomes and key learning indicators
- Page 5 – 18 Teaching and Learning Process:
  - Page 5 Phases of Teaching and Learning
  - Page 5 Lesson Structure
  - Page 6 – 15 Individual Lesson Running Sheets
  - Page 16 – 18 Assessment

We hope that this booklet is of assistance to you in your role as teacher and would like to invite you to provide any feedback you may have on this or any aspect of the practical implication of our program. Our desire is to continue to provide NSW primary schools with the best sports skills program available, and any contribution that you may wish to make is highly welcomed.

Thank you once again and we hope all members of your school and school community enjoy the program and relish in the benefits each student will achieve.
## SPORTS SKILLS PROGRAM SYLLABUS OUTCOMES

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<thead>
<tr>
<th>LESSON 1</th>
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3 **SPORTS SKILLS PROGRAM SYLLABUS OUTCOMES – KINDERGARTEN – TERM 1**
## SPORTS SKILLS PROGRAM SYLLABUS OUTCOMES

### LESSON 6
**MOES 1.4** Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

- Walks, runs, slides at different tempos/speeds.
- Demonstrates balance and knee lift when running.
- Maintains stillness and control of head and trunk when hitting the ball off a tee.
- Moves body to adapt to height and placement of oncoming ball.

### LESSON 7
- Walks, runs, slides at different tempos/speeds.
- Demonstrates balance and knee lift when running.
- Maintains stillness and control of head and trunk when hitting and dribbling ball with hockey stick.
- Can hit ball to partner using hockey stick.
- Moves body to adapt to height and placement of oncoming ball.

### LESSON 8
- Walks, runs, slides at different tempos/speeds.
- Demonstrates balance and knee lift when running.
- Maintains stillness and control of head and trunk when hitting and dribbling ball.
- Moves body to adapt to height and placement of oncoming ball.
- Can hit ball to partner using hockey stick.
- Moves body to adapt to height and placement of oncoming ball.
- Body is controlled and balanced when throwing ball.
- Throws ball to partner using an overarm action.
- Moves body to adapt to height and placement of oncoming ball.

### LESSON 9
- Walks, runs, slides at different tempos/speeds.
- Demonstrates balance and knee lift when running.
- Maintains stillness and control of head and trunk when hitting and dribbling ball.
- Moves body to adapt to height and placement of oncoming ball.
- Can hit ball to partner using hockey stick.
- Moves body to adapt to height and placement of oncoming ball.
- Body is controlled and balanced when throwing ball.
- Throws ball to partner using an overarm action.
- Moves body to adapt to height and placement of oncoming ball.
- Climbs up through, under, over apparatus, e.g. benches.

### LESSON 10
- Walks, runs, slides at different tempos/speeds.
- Demonstrates balance and knee lift when running.
- Maintains stillness and control of head and trunk when hitting and dribbling ball.
- Moves body to adapt to height and placement of oncoming ball.
- Can hit ball to partner using hockey stick.
- Moves body to adapt to height and placement of oncoming ball.
- Body is controlled and balanced when throwing ball.
- Throws ball to partner using an overarm action.
- Moves body to adapt to height and placement of oncoming ball.

### SKILLS OUTCOMES:

#### Moving
- Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.
- Participates in games where cooperation is important for success.
- Shows understanding of technique to hit ball from tee e.g. stance, grip action.

#### GSES 1.8 Performs fundamental movement skills with equipment in minor games.
- Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.
- Participates in games where cooperation is important for success.
- Shows understanding of technique when using equipment to hit ball e.g. stance, grip action.

### KNOWLEDGE & UNDERSTANDING:

#### Games and Sports
- Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.
- Participates in games where cooperation is important for success.
- Shows understanding of technique to hit ball from tee e.g. stance, grip action.

### VALUES & ATTITUDES

#### V5 Willingly participates in regular physical activity
- Appreciates the need to participate in physical activity with safety

#### V6 Commits to realising their full potential
- Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.
- Appreciates the features of a skilled Sport Skills performance.
- Strives to achieve quality in personal Sport Skills performances.
PHASES OF LEARNING - The Sportspro Sports Skills program will consist of two (2) phases of teaching and learning:

**Phase 1** - Skill acquisition and minor games. (Lesson 1 - 10)
Objective: Children will be introduced to many new and challenging fundamental movement skills and techniques that are vital to the effective execution of skills in minor game situations. Once children become competent in demonstrating these movements and techniques they will be provided the opportunity to try them out in a range of minor and modified games.

**Phase 2** - Assessment (throughout)
Objective: Students will be assessed throughout the program by Sportspro staff. Assessment will be focused on two key areas; Effort and Ability.

LESSON STRUCTURE:

**Warm-up:** 5 minute game encompassing cardiovascular activities that will increase heart rate and blood flow to muscles.

**Stretch:** Dynamic and Static stretches increasing the mobility and range of movement of joints to prepare the body for sports activities

**Lesson Body:**
- **Stage 1:** Skill acquisition and minor games. Children will participate in structured ‘skill based’ drills, repeating movement patterns until they become competent in performing the desired technique achieving the targeted performance outcome.
- **Stage 2:** Game practice. If time remains, children will be given the opportunity to participate in a minor game that emphasises the technique or movement pattern that was the focus of the lesson body. During this Stage, games rather than skills become the main focus of the lesson.

**Conclusion:** Class review of teaching and learning content covered, the specific skills and any correlation of these techniques with game performance / success; possibly showing some good demonstrations of students that performed well during the lesson.
LESSON 1 (Phase 1)

<table>
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<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
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</table>
| Students will develop the correct technique for an underarm throw and chest pass | • It is important that when throwing and catching that you keep your eyes on the ball.  
• When catching a ball hold your arms out like a bowl of fruit. When the ball comes into your arms hug the ball into your chest. Remember to move feet so body and arms can meet the ball.  
• Chest pass - arms out like chicken wings, thumbs pointing down to the ground, push the ball away from body so that fingers end up pointing towards the target. Don't forget to take a step forward as you push the ball forward to get more distance and power.  
• When throwing the ball underarm (one handed) children hold the ball in their pencil hand.  
• Ball rests in the palm of the hand and the arm is kept straight as it is swung from behind the body to the front of the body.  
• The arm is swung underneath the shoulder. As you swing forward take a step forward with the opposite foot to the pencil hand.  
• When throwing the ball 2 handed place the ball in both hands with your legs shoulder width apart. The arms should swing through the legs then back again releasing the ball in front of the stomach.  
• Aim the ball at the stomach or bowl of fruit of the other person. When throwing a ball always look at the target. | • Warm – up game and stretch.  
• One handed underarm throw – Fill the bin.  
• Two handed underarm throw – throw against a wall the catch it.  
• Chest pass | • Skills MOES1.4  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Body is controlled and balanced when throwing ball.  
• Throws ball to partner.  
• Moves body to adapt to height and placement of oncoming ball.  
• Knowledge and Understanding GSES1.8  
• Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
• Participates in games where cooperation is important for success  
• Moves and catches ball.  
• Values and Attitudes V5  
• Appreciates the need to participate in physical activity with safety  
• Values and Attitudes V6  
• Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
• Appreciates the features of a skilled Sport Skills performance.  
• Strives to achieve quality in personal Sport Skills performances. | • Cones/domes  
• Large, soft balls  
• Tennis balls  
• Wall  
• Bin/Crate |
## LESSON 2 (Phase 1)

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| Students will develop the correct technique for an underarm roll. | • Always keep your eyes on the ball.  
• Chest pass - arms out like chicken wings, thumbs pointing down to the ground, push the ball away from body so that fingers end up pointing towards the target. Don't forget to take a step forward as you push the ball forward to get more distance and power.  
• When throwing the ball underarm (one handed) children hold the ball in their pencil hand. Ball rests in the palm of the hand and the arm is kept straight as it is swung from behind the body to the front of the body.  
• When throwing the ball 2 handed place the ball in both hands with your legs shoulder width apart. The arms should swing through the legs then back again releasing the ball in front of the stomach.  
• When rolling the ball you should hold it in your pencil hand and step forward with the opposite foot. E.g. if your pencil hand is your right hand then step forward with your left foot.  
• You need to bend your knees and release the ball close to your front foot so that it will roll and not bounce.  
• When rolling the ball along the ground, make sure it is hard enough so as to reach your partner. Try not to let the ball bounce to your partner but rather roll to their “bowl of fruit”.  
• Do not reach for the ball with your fingertips, allow for the ball to land in your “Bowl of Fruit” and hug it into your chest. | • Warm – up game and stretch.  
• One handed underarm throw –Fill the bin.  
• Two handed underarm throw – throw against a wall the catch it.  
• Minor Game – Poison Ball | **Skills MOES1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Body is controlled and balanced when throwing and rolling the ball.  
• Throws and rolls ball to partner.  
• Moves body to adapt to height and placement of oncoming ball. | • Cones/ domes  
• Medium balls  
• Tennis balls |
| Knowledge and Understanding GSES1.8 | | | |
| Values and Attitudes V5 | | | |
| Values and Attitudes V6 | | | |
## LESSON 3 (Phase 1)

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| Students will develop the correct technique for dribbling and passing (soccer). | • Always keep your eyes on the ball when kicking, trapping or dribbling the ball.  
• When kicking the ball for a pass, use the inside part of the foot.  
• Whole leg is used to propel the ball forward. Place the non-kicking foot beside the ball and kick remembering to follow through with the foot.  
• When trapping the ball you can use either the sole of the foot or the side of the foot. Have children practice the ‘sole trap’ using the bottom part of their foot to stop the ball.  
• The aim of dribbling is to keep close control of the ball while moving from one spot to the other.  
• The ball kept under control with small, gentle taps.  
• Use the inside of the foot when dribbling with both feet, remembering the tap the ball gently. When dribbling with one foot use the inside and outside part of the foot, again tap the ball gently. | • Warm – up game and stretch.  
• Poison Ball – using inside of foot.  
• Dribbling the ball through cones.  
• Dribble and pass trying to knock down the cones. | **Skills MOES1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Body is controlled and balanced when kicking and dribbling the ball.  
• Moves body to adapt to height and placement of oncoming ball.  

**Knowledge and Understanding GSES1.8**  
• Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
• Participates in games where cooperation is important for success  
• Moves and stops ball with their feet. | • Cones/ domes  
• Soccer Balls |
| Values and Attitudes V5 | • Appreciates the need to participate in physical activity with safety | | |
| Values and Attitudes V6 | • Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
• Appreciates the features of a skilled Sport Skills performance.  
• Strives to achieve quality in personal Sport Skills performances. | | |
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| Students will develop the correct technique for a punt kick and revise dribbling skills (soccer). | • Always keep your eyes on the ball when kicking, trapping & dribbling.  
• The aim of dribbling is to keep close control of the ball while moving from one spot to the other.  
• When dribbling the ball, use inside part of the both foot for most control.  
• When trapping the ball, use either the sole of the foot or the inside part of the foot.  
• For the punt kick, the ball is released (not thrown) from hip height so that it drops onto the kicking foot as the foot swings from behind the body to the front. The ball should not touch the ground.  
• The ball should hit the shoelaces not the toe when punt kicking. Make sure to follow through and toes point down towards the ground once contact is made. | • Warm – up game and stretch.  
• Dribbling the ball – shuttle relay.  
• Punt kick – shuttle relay.  
• Minor game (beat the ball). | Skills MOES1.4  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Body is controlled and balanced when kicking and dribbling the ball.  
• Moves body to adapt to height and placement of oncoming ball. | • Cones/ domes  
• Soccer Balls  
• Footballs  
• Hoops |

#### Knowledge and Understanding GSES1.8

- Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
- Participates in games where cooperation is important for success  
- Moves and stops ball with their feet.

#### Values and Attitudes V5

- Appreciates the need to participate in physical activity with safety

#### Values and Attitudes V6

- Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
- Appreciates the features of a skilled Sport Skills performance.  
- Strives to achieve quality in personal Sport Skills performances.
## SPORTS SKILLS PROGRAM  
### TEACHING AND LEARNING PROCESS

#### LESSON 5 (Phase 1)

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| Students will develop striking skills using a cricket bat. | • Always keep your eyes on the ball.  
• When lining up to hit ball off the tee, remember to set up a safety zone so no one gets injured.  
• When hitting the tee stand side-on, one leg is placed either side of the tee. Body should be balanced, and head over the ball.  
• The hand that you hold your pencil in is the hand that goes closest to the fat end of the bat. Your other hand is placed underneath along the thinner end.  
• Hands should be together on the bat with the flat side of the bat hitting the ball not the curved part of the bat.  
• Arms swing like a pendulum, with a follow through. Remember to backswing, hit and follow through.  
• Children should stand in the “stance” – bat behind back foot, while waiting for the instruction to hit. | • Warm – up game and stretch.  
• Hitting the ball off a Kanga Tee trying to hit the cones.  
• Hitting the ball from a bowler.  
• Minor games (“Continuous cricket”). | **Skills MOES1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Maintains stillness and control of head and trunk when hitting the ball off a tee.  
• Moves body to adapt to height and placement of oncoming ball.  

**Knowledge and Understanding GSES1.8**  
• Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
• Participates in games where cooperation is important for success  
• Shows understanding of technique to hit ball from Tee e.g. stance, grip action.  

**Values and Attitudes V5**  
• Appreciates the need to participate in physical activity with safety  

**Values and Attitudes V6**  
• Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
• Appreciates the features of a skilled Sport Skills performance.  
• Strives to achieve quality in personal Sport Skills performances. | • Cones/ domes  
• Cricket Bats  
• Kanga Tees  
• Kanga balls / tennis balls |
## LESSON 6 (Phase 1)

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| Students will develop correct technique for forehand and backhand hitting | • Always keep your eyes on the ball.  
• Hold the paddle bat in the hand that you hold your pencil with.  
• Stand side on to the Tee, with feet either side of the tee (bat should be at the back).  
• Bat comes through from the back swing to connect with the ball (hit) in front of the body. After the ball is hit, remember to continue on with a follow through.  
• As they become more confident with their hitting they can add a step forward as they connect with the ball. Stepping forward will increase the distance and power of the hit.  
• When performing a backhand hit your body should be on the other side of the tee with the bat starting over the opposite shoulder.  
• Again remember to ‘back swing’, ‘hit’ and ‘follow through’.  
• When holding the bat for a backhand the knuckles should be facing the sky. During a forehand hit the fingers face the sky.  
• When hitting a moving ball it is important that eyes are ‘fixed’ on the ball.  
• Children are in the forehand or backhand stance preparing to ‘backswing’ as the ball travels towards them, ‘hit’ as the ball reaches them and ‘follow through’ as the ball leaves them. | • Warm – up game and stretch.  
• Hitting ball off a tee with a paddle bat (forehand and backhand).  
• Hitting the ball into the air while walking out and around the cones.  
• Hitting a moving ball. | **Skills MOES1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Maintains stillness and control of head and trunk when hitting the ball off a tee.  
• Moves body to adapt to height and placement of oncoming ball. | • Cones/ domes  
• Paddle Bats  
• Tees  
• Tennis balls |

### Knowledge and Understanding GSES1.8

- Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.
- Participates in games where cooperation is important for success.
- Shows understanding of technique to hit ball from tee e.g. stance, grip action.

### Values and Attitudes V6

- Appreciates the need to participate in physical activity with safety.

### Values and Attitudes V6

- Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.
- Appreciates the features of a skilled Sport Skills performance.
- Strives to achieve quality in personal Sport Skills performances.
## LESSON 7 (Phase 1)

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| Students will develop correct technique for dribbling and passing (hockey) | • Always keep your eyes on the ball.  
• When dribbling, keep close control of the ball whilst moving from one spot to the other.  
• Two main types of dribbling in hockey are the open dribble (gentle taps out in front) and close dribble (ball and stick together, drag the ball to keep it under control).  
• When dribbling, make sure that hands are apart on the stick, left hand up at the top and right hand in the middle of the stick.  
• Important that fingers wrap around the entire stick and no fingers are pointing out. Closed hands and fingers to avoid injury from another child’s stick.  
• Body position should be low to the ground with knees bent.  
• When push passing, the body and hand position is the same as for dribbling. Stick starts on the ball.  
• As you push forward with the stick try to step out with one foot and point your toes towards your target. This will give you more power and direction with your hit.  
• Note: Sticks should not come up above waist height.  
• For hitting, hands are together on the top of the stick with thumbs facing down.  
• Stand side on to the ball with knees bent and feet shoulder width apart for balance.  
• Wrists stay locked while connecting to help maintain control and direction to your target. | • Warm – up game and stretch.  
• Dribbling the ball in and out of the cones.  
• Push passes the ball trying to knock over the cones.  
• Hitting the ball into a crate. | **Skills MOE1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Maintains stillness and control of head and trunk when hitting and dribbling ball with hockey stick.  
• Can hit ball to partner using hockey stick.  
• Moves body to adapt to height and placement of oncoming ball.  
**Knowledge and Understanding GSE1.8**  
• Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
• Participates in games where cooperation is important for success  
• Shows understanding of technique when using equipment to hit ball e.g. stance, grip action. | • Cones/domes  
• Hockey Sticks  
• Soft Balls  
• Crates |
| | | | **Values and Attitudes V5**  
• Appreciates the need to participate in physical activity with safety  
**Values and Attitudes V6**  
• Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
• Appreciates the features of a skilled Sport Skills performance.  
• Strives to achieve quality in personal Sport Skills performances. |
# LESSON 8 (Phase 1)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
</table>
| Students will develop correct technique for dribbling (basketball) | • Always keep your eyes on the ball.  
• When catching have your arms in the “bowl of fruit” position.  
• When bouncing a ball the body needs to be upright and not bending over. It is a ‘push’ with your whole arm and hand not a slap.  
• Push the ball hard enough so that it bounces back up to hip height. If you bounce to high (above the hip area) or to low (below the hip area) it is easy to lose control of the bounce.  
• It is important to use your fingertips and/or pads of your fingers. Do not use the palm of your hand to bounce the ball.  
• Forward dribbling is when you keep the ball bouncing as you move from one spot to another spot. Hand needs to be angled slightly forward so to push the ball forward when dribbling the ball. Again using the fingertips or pads of your fingers.  
• When dribbling the ball, bounce the ball in front and to the side of the body. Bouncing the ball straight down in front as you step forward may cause the ball to hit your foot.  
• All of this applies when walking or running.  
• When pat bouncing the hand should be flat to push the ball straight down.  
• Always use the pads of your fingers, not the palm of the hand. | • Warm – up game and stretch.  
• Dribble or bounce and catch the ball in and out of cones.  
• Shuttle relay while dribbling the ball.  
• Bounce and catch – continuous zigzag relay. | Skills MOES1.4  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Maintains stillness and control of head and trunk when dribbling ball.  
• Moves body to adapt to height and placement of oncoming ball. | Cones/ domes  
Basketballs |

| Knowledge and Understanding GSES1.8 | • Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
• Participates in games where cooperation is important for success  
• Moves and stops ball with their hands. |

| Values and Attitudes V5 | • Appreciates the need to participate in physical activity with safety |

| Values and Attitudes V6 | • Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.  
• Appreciates the features of a skilled Sport Skills performance.  
• Strives to achieve quality in personal Sport Skills performances. |
### LESSON 9 (Phase 1)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
</table>
| Students will develop correct technique for an overarm throw | • Always keep your eyes on the ball.  
• When catching have your arms in the "bowl of fruit" position. After catching the ball in your ‘fruit bowl’ remember to hug it into your chest.  
• When performing an overarm throw the ball rests in the finger tips not the palm of the hand, while the other hand points towards the target. The ball is placed between the fingers to make “rabbit ears”.  
• Students should stand side on to the target, making a letter “L” with their throwing arm, aiming arm and body.  
• Movement of the throw progresses from the hips then shoulders, elbow and finally the wrist.  
• Always take a step with the opposite foot when performing an overarm throw. This increases power and distance of the throw. E.g. if your throwing arm is your right hand then step forward with your left foot (opposite to pencil hand). | • Warm – up game and stretch.  
• Game of “Rugby Octopus”.  
• Game of “Throwing Rounders”.  
• “Knock ‘em down” using overarm throw. | **Skills MOES1.4**  
• Walks, runs, slides at different tempos/speeds.  
• Demonstrates balance and knee lift when running.  
• Body is controlled and balanced when throwing ball.  
• Throws ball to partner using an overarm action.  
• Moves body to adapt to height and placement of oncoming ball. | • Cones/ domes  
• Tennis Balls |

### Activities Completed
- **Warm-up game and stretch.**
- **Game of “Rugby Octopus”.**
- **Game of “Throwing Rounders”.**
- **“Knock ‘em down” using overarm throw.**

### Outcomes
- **Knowledge and Understanding GSES1.8**
  - Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.
  - Participates in games where cooperation is important for success.
  - Moves and stops ball with their hands.
- **Values and Attitudes V5**
  - Appreciates the need to participate in physical activity with safety.
- **Values and Attitudes V6**
  - Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.
  - Appreciates the features of a skilled Sport Skills performance.
  - Strives to achieve quality in personal Sport Skills performances.
# SPORTS SKILLS PROGRAM TEACHING AND LEARNING PROCESS

## LESSON 10 (Phase 1)

<table>
<thead>
<tr>
<th>OBJECTIVE</th>
<th>KEY WORDS, PHRASES &amp; TEACHING POINTS</th>
<th>ACTIVITIES COMPLETED</th>
<th>OUTCOMES (SEE ALSO SYLLABUS OUTCOMES PAGE)</th>
<th>EQUIPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students will complete a movement circuit developing body control</td>
<td>• The body can move in a number of different ways, such as running, walking, hopping, skipping, climbing, crawling, etc.&lt;br&gt;• Obstacle race is a way of learning how to move the body using different movements and equipment.&lt;br&gt;• It is important to be able to control your body while you are moving about in different ways.&lt;br&gt;• When landing, always land with your knees apart and with both feet on the ground. Hold your landing for 3 seconds before moving on.</td>
<td>• Warm – up game and stretch.&lt;br&gt;• Obstacle course and/or Movement Circuit:&lt;br&gt;  a) Jump through high hoops&lt;br&gt;  b) Forward rolls&lt;br&gt;  c) Jumping sideways&lt;br&gt;  d) Marching on hands&lt;br&gt;  e) Walking along a bench or beam&lt;br&gt;  f) Star jumps on a crash mat&lt;br&gt;  g) Throwing coits</td>
<td><strong>Skills MOES1.4</strong>&lt;br&gt;• Walks, runs, slides at different tempos/speeds.&lt;br&gt;• Demonstrates balance and knee lift when running.&lt;br&gt;• Climbs up through, under, over apparatus, e.g. benches.&lt;br&gt;<strong>Knowledge and Understanding GSES1.8</strong>&lt;br&gt;• Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.&lt;br&gt;• Participates in games where cooperation is important for success.&lt;br&gt;• Identifies and is able to use a variety of equipment.&lt;br&gt;<strong>Values and Attitudes V5</strong>&lt;br&gt;• Appreciates the need to participate in physical activity with safety.&lt;br&gt;<strong>Values and Attitudes V6</strong>&lt;br&gt;• Acknowledges and demonstrates effort in achieving results in the desired Sport Skills games and activities.&lt;br&gt;• Appreciates the features of a skilled Sport Skills performance.&lt;br&gt;• Strives to achieve quality in personal Sport Skills performances.</td>
<td>• Balance beam / bench.&lt;br&gt;• Floor mats and crash mats.&lt;br&gt;• Objects for obstacle course (depends on availability).&lt;br&gt;• Cones / domes.&lt;br&gt;• Medicine Balls.&lt;br&gt;• Skipping ropes.&lt;br&gt;• Coits</td>
</tr>
</tbody>
</table>
SPORTS SKILLS PROGRAM TEACHING AND LEARNING PROCESS

ASSESSMENT (Phase 3)

Students will be assessed on two components during the Sports Skills program; Effort and Ability. Please note that the structure displayed below is Sportspro’s own assessment framework. If your school uses an alternative method / system (eg, A - E or 1 – 3 or individual skill components) of grading please notify us prior to the commencement of the Sports Skills program and we will adjust our allocation of grades accordingly to suit your school’s reporting requirements. Also, please be aware that Sportspro is unable to provide unique comments for every individual student. However, if necessary we can make a comment in extreme circumstances for particular individuals i.e., Outstanding or basic performers. To assist us with our assessment process, please could our Staff be issued with a class roll for each class during the initial weeks of the program. Notes can then be made throughout the term on individual students with final grades allocated the end of term on the class rolls provided.

Effort

Students will be given a grade of (H) High (S) Satisfactory (N) Needs Improvement in reference to their effort throughout each phase of the program. This mark will be based on students’ ability to display the relative learning indicators as outlined in the ‘Values and Attitudes Outcomes and Indicators’ section of the NSW K-6 Syllabus.

- **V5 Willingly participates in regular physical activity**
- **V6 Commits to realising their full potential**

<table>
<thead>
<tr>
<th>Mark</th>
<th>Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>(H)</td>
<td>• Appreciates and actively promotes the need to participate in physical activity with safety&lt;br&gt;• Acknowledges and demonstrates effort in achieving results in the desired sporting disciplines&lt;br&gt;• Appreciates, supports and demonstrates the features of a skilled performance&lt;br&gt;• Continually strives to achieve quality in personal sporting performances</td>
</tr>
<tr>
<td>(S)</td>
<td>• Understands the need to participate in physical activity with safety&lt;br&gt;• Makes sufficient effort in achieving results in the desired sporting disciplines&lt;br&gt;• Recognizes and attempts the features of a skilled performance</td>
</tr>
<tr>
<td>(N)</td>
<td>• Fails to consider safety features in specific sports fields&lt;br&gt;• Makes little attempt to achieve desired performance outcome&lt;br&gt;• Does not seek quality in personal performance</td>
</tr>
</tbody>
</table>
SPORTS SKILLS PROGRAM TEACHING AND LEARNING PROCESS

Ability

Students will be given a grade of 1 – 5 depending on their ability to display the relative learning indicators as outlined in the ‘Moving Outcomes and Indicators’ and ‘Games and Sports Outcomes and Indicators’ section of the NSW K-6 Syllabus. The total ability mark will be calculated as follows:

Total ability mark = Mark 1-5 for MOES 1.4 (.........) plus (+) Mark 1-5 for GSES 1.8 (.........) divided by (/) two (resulting grade is out of 5)

MOES 1.4 Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences

<table>
<thead>
<tr>
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| 5    | • Walks and runs at different tempos/speeds independently and with confidence whilst demonstrating optimal techniques including high knee lift and balance when running.  
  • Displays outstanding body control, awareness and balance when throwing dribbling, kicking and hitting a ball.  
  • Regularly throws, kicks, rolls and hits ball to partner with superior accuracy and power.  
  • Consistently tracks movement accurately and moves body to adapt to height and placement of oncoming ball. |
| 4    | • Walks & runs at different tempos/speeds independently and whilst showing a desire to achieve techniques including high knee lift & balance when running.  
  • Displays excellent body control, awareness and balance when throwing dribbling, kicking and hitting a ball.  
  • Regularly throws, kicks, rolls and hits ball to partner with accuracy and power.  
  • Regularly tracks movement accurately and moves body to adapt to height and placement of oncoming ball. |
| 3    | • Walks and runs at different tempos/speeds whilst displaying knowledge of techniques including high knee lift and balance when running.  
  • Displays sound body control, awareness and balance when throwing dribbling, kicking and hitting a ball.  
  • Throws, kicks, rolls and hits ball to partner with accuracy and power.  
  • Demonstrates a regular desire to track movement accurately and moves body to adapt to height and placement of oncoming ball. |
| 2    | • Lacks Confidence and motivation to walk and run at at different tempos/speeds.  
  • Displays some body control, awareness and balance when throwing dribbling, kicking and hitting a ball.  
  • Inconsistently throws, kicks, rolls and hits ball to partner or at a target.  
  • Demonstrates a regular desire to track movement accurately however inconsistently achieves displays body movements that adapt to height and placement of oncoming ball. |
| 1    | • Demonstrates a limited ability to walk and run at at different tempos/speeds.  
  • Lacks body control, awareness and balance when throwing dribbling, kicking and hitting a ball.  
  • Requires assistance when throwing, kicking, rolling or hitting a ball at a target  
  • Unsuccessfully tracks movement of an oncoming object. |
**GSES 1.8 Demonstrates fundamental movement skills while playing and sharing equipment**

<table>
<thead>
<tr>
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</table>
| 5    | • Demonstrates a superior understanding of the language used in games by interpreting and responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
    • Participates in games where cooperation is essential for success at an outstanding standard.  
    • Consistently and independently selects efficient movements required to catch/stop ball with hands and feet.  
    • Identifies, describes and performs key techniques required to hit a ball from a tee, explaining how each contributes to enhanced power and accuracy e.g. stance, grip and action.  
    • Independently identifies and investigates the use a variety of equipment. |
| 4    | • Displays sound understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
    • Participates in games where cooperation is essential for success to an excellent standard.  
    • Consistently selects efficient movements required to catch/stop ball with hands and feet.  
    • Describes and performs key techniques required to hit a ball from a tee, showing how each contributes to enhanced power and accuracy e.g. stance, grip and action. |
| 3    | • Shows understanding of the language used in games by responding to verbal and nonverbal directions e.g. run, hop, roll, chase, bounce and skip.  
    • Participates in games where cooperation is essential for success.  
    • Regularly selects efficient movements required to catch/stop ball with hands and feet.  
    • Performs key techniques required to hit a ball from a tee. |
| 2    | • Responds to some verbal and non verbal prompts used in games e.g. run, hop, roll, chase, bounce and skip.  
    • Inconsistently participates in games where cooperation is essential for success.  
    • Irregularly selects efficient movements required to catch/stop ball with hands and feet.  
    • Performs key techniques required to hit a ball from a tee with assistance. |
| 1    | • Unable to comprehend verbal and non verbal prompts used in games e.g. run, hop, roll, chase, bounce and skip.  
    • Displays great difficulty in working as part of a group or team.  
    • Relies on assistance when selecting efficient movements required to catch/stop ball with hands and feet.  
    • Makes little attempt to perform key techniques required to hit a ball from a tee. |