

What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Prep	Semester: TWO	Subject: Physical Education Health	Team Members: Ainsley Gravett & Kelleigh Evans		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can perform fundamental motor skills in different situations. Learning Targets: - I can follow the correct techniques to complete different Fundamental Motor Skills	<p>Catch:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the catch 2. Preparatory position with elbows bent and hands in front of body 3. Hands move to meet the ball <p>Kick:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the kick 2. Step forward with non-kicking foot placed near the ball <p>Run:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the run 2. Knees bend at right angles during the recovery phase <p>Vertical Jump:</p> <ol style="list-style-type: none"> 1. Eyes focused forwards or upwards throughout the jump 5. Balanced landing with no more than one step in any direction <p>Overhand Throw:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the target throughout the throw 	<p>Experience playing with different sporting equipment for example:</p> <ul style="list-style-type: none"> - Balls - Striking equipment 	<p>Anecdotal Assessment Video Assessments FMS Checklists</p>	<p>Term 3 W 1-10 Forehand Strike W1-3 Two Hand Strike W4-5 Punt W6-8 Running, Leaping & Dodging W9-10</p> <p>Term 4 W 1-7 Catching and Throwing W1-2 Kicking W3-4 Minor Games FMS Focus W5-7 Minor Games W11</p>	<p>Catch:</p> <ol style="list-style-type: none"> 4. Hands and fingers positioned correctly to catch the ball 5. Catch and control the ball with hands only 6. Elbows bend to absorb force of the ball <p>Kick:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the kick 2. Step forward with non-kicking foot placed near the ball 3. Bend knee of kicking leg during the backswing for the kick 4. Hip extension and knee flexion of at least 90 Degrees during preliminary kicking movement 5. Contact the ball with the top of the foot 6. Forward and sideward swing of arm opposite kicking leg 7. Kicking leg follows through towards the target after ball contact <p>Run:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the run

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	<p>Leap:</p> <ol style="list-style-type: none"> 1. Forward movement sustained throughout the leap 3. Take off from one foot and land on the opposite foot <p>Dodge:</p> <ol style="list-style-type: none"> 1. Eyes focused in direction of travel throughout the dodge <p>Punt:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the punt 2. Ball held at about hip height in front of punting leg 3. Step forward onto non-punting foot <p>Forehand Strike:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the strike <p>Two Hand Strike:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the strike 2. Preferred hand grips bat above non-preferred hand 				<ol style="list-style-type: none"> 2. Knees bend at right angles during the recovery phase 3. Arms bend at elbows and move in opposition to legs 5. Body leans slightly forward <p>Overhand Throw:</p> <ol style="list-style-type: none"> 2. Stand side-on to the target 3. Throwing arm nearly straightened behind the body 4. Step towards the target with foot opposite throwing arm during the throw 6. Throwing arm follows through down and across the body <p>Ball Bounce:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the bounce 2. Contact the ball with the fingers of one hand at about hip height 3. Wrist and elbows bend then straighten to push the ball 4. Hips and knees slightly flexed during the bounce 5. Ball bounces in front of and to the side of the body <p>Leap:</p> <ol style="list-style-type: none"> 2. Eyes focused forward throughout the leap 4. During flight legs are straightened with the arms held in opposition to legs 5. Controlled landing without losing balance <p>Dodge:</p> <ol style="list-style-type: none"> 2. Change direction by pushing off outside foot 3. Body lowered during change of direction 4. Change of direction occurs in one step 5. Dodge repeated from right to left, left to right, and so on <p>Punt:</p> <ol style="list-style-type: none"> 4. Bend knee of kicking leg during the backswing for the punt 5. Hip extension and knee flexion of at least 90 degrees during preliminary punting movement
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					<p>6. Guide ball down, with one hand, so it makes contact with the top of the foot</p> <p>7. Forward and sideward swing of arm opposite punting leg</p> <p>8. Punting leg follows through towards the target after ball contact</p> <p>Forehand Strike:</p> <p>2. Stand side-on to the target with bat held in one hand</p> <p>3. Striking hand nearly straightened behind shoulder at end of backswing</p> <p>4. Step towards target with foot opposite striking arm during the strike</p> <p>6. Ball contact made opposite front foot with straight arm</p> <p>7. Follow through towards the target then around body</p> <p>Two Hand Strike:</p> <p>3. Stand side-on to the target</p> <p>4. Bat held behind shoulder prior to the strike</p> <p>5. Step towards target with foot opposite preferred hand during the strike</p> <p>7. Ball contact made opposite front foot with straight arms</p> <p>8. Follow through with bat around body</p>
<p>I can describe and follow procedures to keep me safe and healthy during Physical Activity.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I know the expectations for my behaviour in PE. - I know the process we need to follow when in PE. - I know how to be safe in PE. 	<p>I can practise:</p> <ul style="list-style-type: none"> - Participating in games that require me to be aware of personal safety and game boundaries - Recognising and following safety symbols and procedures at home and in water and road environments - Following instructions for personal safety and fair play - Responding to a whistle and commands when participating in physical activities 	<p>Students can identify right from wrong.</p> <p>Students can explain what safety means.</p>	<p>Anecdotal Notes</p> <p>Video Interviews</p>	<p>Term 3 W 1 - 5</p>	<p>I can explain why we need rules in PE.</p>

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	<ul style="list-style-type: none"> - Identifying boundaries such as personal space and playing area - Demonstrating appropriate use of equipment 				
<p>I can describe parts of the body and how they react during movement.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I can identify my body parts. - I can describe what happens to my body parts during movement. - I can recognise and describe how I am growing and changing. 	<p>I can describe the feelings I have when I do an activity. Eg: I feel my muscles push me off the ground when I jump.</p> <p>I know the parts of my body and can point to them when instructed.</p> <p>I can recognise how my body grows and changes over time</p>	<p>Vocabulary development of body words:</p> <p>Head Shoulders Ears Lips Mouth Chest Hips Feet Knees</p>	Anecdotal Assessment	Term 4 W8-10	I can explain which muscle area/group is being used during activity.
<p>I can identify the things and places that help people to be healthy, physically active and safe.</p>	<ul style="list-style-type: none"> - I can explain what safety means - I can select people I trust. - I can talk about sometimes and always foods. - I can follow good safety and hygiene procedures. 	<p>Can identify the important people people in my life.</p>	Anecdotal Assessment	Term 4 W8-10	I can explain Stranger Danger and why it is important for me to remember.

What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year One and Two	Semester: TWO	Subject: Physical Education Health	Team Members: Ainsley Gravett & Kelleigh Evans		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed	Common Assessments	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already

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		for a student to master this essential learning?	What assessment/s will be used to measure student mastery?		learned this essential learning?
<p>I can demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I can demonstrate my fundamental motor skills in different games. - I can complete fundamental motor skills using a variety of equipment. 	<p>Catch:</p> <ol style="list-style-type: none"> 4. Hands and fingers positioned correctly to catch the ball 5. Catch and control the ball with hands only 6. Elbows bend to absorb force of the ball <p>Kick:</p> <ol style="list-style-type: none"> 3. Bend knee of kicking leg during the backswing for the kick 4. Hip extension and knee flexion of at least 90 Degrees during preliminary kicking movement 5. Contact the ball with the top of the foot 6. Forward and sideward swing of arm opposite kicking leg 7. Kicking leg follows through towards the target after ball contact <p>Run:</p> <ol style="list-style-type: none"> 3. Arms bend at elbows and move in opposition to legs 5. Body leans slightly forward <p>Overhand Throw:</p> <ol style="list-style-type: none"> 2. Stand side-on to the target 3. Throwing arm nearly straightened behind the body 4. Step towards the target with foot opposite throwing arm during the throw 6. Throwing arm follows through down and across the body <p>Ball Bounce:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the bounce 2. Contact the ball with the fingers of one hand at about hip height 3. Wrist and elbows bend then straighten to push the ball 4. Hips and knees slightly flexed during the bounce 5. Ball bounces in front of and to the side of the body <p>Leap:</p> <ol style="list-style-type: none"> 2. Eyes focused forward throughout the leap 	<p>Catch:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the catch 2. Preparatory position with elbows bent and hands in front of body 3. Hands move to meet the ball <p>Kick:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the kick 2. Step forward with non-kicking foot placed near the ball <p>Run:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the run 2. Knees bend at right angles during the recovery phase <p>Vertical Jump:</p> <ol style="list-style-type: none"> 1. Eyes focused forwards or upwards throughout the jump 5. Balanced landing with no more than one step in any direction <p>Overhand Throw:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the target throughout the throw <p>Leap:</p> <ol style="list-style-type: none"> 1. Forward movement sustained throughout the leap 3. Take off from one foot and land on the opposite foot <p>Dodge:</p> <ol style="list-style-type: none"> 1. Eyes focused in direction of 	<p>Anecdotal Assessment Video Assessments FMS Checklists</p>	<p>Term 3 W 5-10 Ball Bounce W5-7 Catching and Throwing W8-10 Leaping, Dodging and Running</p> <p>Term 4 W 5-11 Kicking W5-6 Punt W5-6 Forehand Strike W7-10 Two Hand Strike W7-10 Minor Games W11</p>	<p>Run:</p> <ol style="list-style-type: none"> 4. Contact ground with front part of foot <p>Vertical Jump:</p> <ol style="list-style-type: none"> 2. Crouch with knees bent and arms behind body 3. Forceful upward thrust of arms as legs straighten to take off 4. Contact ground with front part of feet and bend knees to absorb force of landing <p>Overhand Throw:</p> <ol style="list-style-type: none"> 5. Marked sequential hip to shoulder rotation during the throw <p>Forehand Strike:</p> <ol style="list-style-type: none"> 5. Marked sequential hip to shoulder rotation during the strike <p>Two Hand Strike:</p> <ol style="list-style-type: none"> 6. Marked sequential hip to shoulder rotation during the strike

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	<p>4. During flight legs are straightened with the arms held in opposition to legs</p> <p>5. Controlled landing without losing balance</p> <p>Dodge:</p> <p>2. Change direction by pushing off outside foot</p> <p>3. Body lowered during change of direction</p> <p>4. Change of direction occurs in one step</p> <p>Punt:</p> <p>4. Bend knee of kicking leg during the backswing for the punt</p> <p>5. Hip extension and knee flexion of at least 90 degrees during preliminary punting movement</p> <p>6. Guide ball down, with one hand, so it makes contact with the top of the foot</p> <p>7. Forward and sideward swing of arm opposite punting leg</p> <p>8. Punting leg follows through towards the target after ball contact</p> <p>Forehand Strike:</p> <p>2. Stand side-on to the target with bat held in one hand</p> <p>3. Striking hand nearly straightened behind shoulder at end of backswing</p> <p>4. Step towards target with foot opposite striking arm during the strike</p> <p>6. Ball contact made opposite front foot with straight arm</p> <p>7. Follow through towards the target then around body</p> <p>Two Hand Strike:</p> <p>3. Stand side-on to the target</p> <p>4. Bat held behind shoulder prior to the strike</p> <p>5. Step towards target with foot opposite preferred hand during the strike</p> <p>7. Ball contact made opposite front foot with straight arms</p> <p>8. Follow through with bat around body</p>	<p>travel throughout the dodge</p> <p>2. Change direction by pushing off outside foot</p> <p>3. Body lowered during change of direction</p> <p>4. Change of direction occurs in one step</p> <p>5. Dodge repeated from right to left, left to right, and so on</p> <p>Punt:</p> <p>1. Eyes are focused on the ball throughout the punt</p> <p>2. Ball held at about hip height in front of punting leg</p> <p>3. Step forward onto non-punting foot</p> <p>Forehand Strike:</p> <p>1. Eyes are focused on the ball throughout the strike</p> <p>Two Hand Strike:</p> <p>1. Eyes are focused on the ball throughout the strike</p> <p>2. Preferred hand grips bat above non-preferred hand</p>			
I can perform movement sequences that incorporate the elements of movement.	Dance Unit:	I can follow a rhythm or a beat in a song.	Anecdotal Assessment Video Assessments	Term 3 W1-4 4 Weeks 3 Weeks organised dances	I can perform my own dance to a song using different techniques.

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	I can complete a repeated dance routine which has a beginning, middle and end. e.g. The Macarena, Nutbush, Cultural Dances			1 Week Free Dance	
I demonstrate positive ways to interact with others. - I can understand how emotional responses impact on others' feelings.	Partner and Group Work: - I can work effectively with a group. - I can work cooperatively with a partner when practising new skills - I can create rules and play fair when participating in physical activities. Games Creation: I can invent games with rules using one or two pieces of equipment.	I can talk nicely to people in my group. I can: - Talk about how I might feel if someone excluded me - Share how it feels to be included in activities - Talk about my feeling with my friends.	Anecdotal Assessment Video Assessments	Term 3 W1-4 4 Weeks Matched to Dance	I can communicate my opinion with my partner. I can actively listen to my partner or group. I can participate and discuss issues in group activities fairly.
I can identify areas where I can be active and how my body reacts to different physical activities.	I can describe the physical feelings I have when I do an activity. Eg: I feel my leg muscles push me off the ground when I jump. I feel puffed. I feel my heart pumping. I can describe the emotions I feel after physical activity eg: I feel happy after playing that game.	I can describe parts of the body and how they react during movement. - I can identify my body parts. - I can describe what happens to my body parts during movement. - I can recognise and describe how I am growing and changing.	Anecdotal Assessment Video Assessments	Term 3 W 1-4	??
I can explore messages related to health and explain how to help keep myself and others healthy, safe and physically active.	I can look at health advertisements and explain the message they are trying to convey about health. I can explain why there are advertisements about health in our community. I can decide which advertisements are effective and why. I can explain how these messages affect me and the people I care about.	Understanding that the media shares messages about Health and Wellbeing.	Anecdotal Assessment Video Assessments	Term 4 W 1-4	I can examine health messages from different places and explore choices, behaviours and outcomes shared in these messages.

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					I can investigate how health messages influence health decisions.
I can describe changes that occur as I grow older.	I can describe how my body changes over time by: <ul style="list-style-type: none"> - describing changes in my physical appearance now compared to when I was younger - identifying and describing significant relationships in my life and how these have changed over time - discussing tasks I am allowed to do by myself and explain how this has changed since I was younger 	With assistance I can measure and record my height.	Anecdotal Assessment Video Assessments	Term 4 W 1-4	I can discuss physical, social and emotional changes that occur as I get older, and explore how these changes impact on how I think and feel about myself in different situations.
I can recognise how my strengths and achievements contribute to my identity.	I can explain what makes me the person I am by: <ul style="list-style-type: none"> - describing personal achievements such as doing something on my own for the first time and sharing how they felt and how it influenced their personal identity. - participating in games and physical activities and describing how others' strengths contribute to successful outcomes 	I can identify the things I'm good at I can describe how I feel when I learn something new I can help others learn skills I'm confident in	Anecdotal Assessment Video Assessments	Term 4 W 1-4	I can persist with new activities and examine how success through persistence can have positive outcomes and strengthen identities. I can examine factors that support personal achievement and development of personal identities, such as the influence of family, friends and school.

What is it that we want our students to know, understand, do and communicate KUDCO?

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Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills

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What is the essential learning? Describe in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	What assessment/s will be used to measure student mastery?	When will this essential learning be taught?	What will we do when students have already learned this essential learning?
<p>I can improve my ability to use fundamental movement skills</p> <ul style="list-style-type: none"> - I can apply movement concepts and strategies in different physical activities - I can apply movement concepts and strategies to solve movement challenges. 	<p>I can demonstrate my running, one hand and two handed strikes in Hotshots Tennis games.</p> <p>I can demonstrate my running, leaping, dodging, vertical jumping, throwing and catching skills when playing netball games. (Year 3)</p> <p>I can demonstrate my running, leaping, dodging, vertical jumping, punting, throwing and catching skills when playing AFL 9's games. (Year 4)</p> <p>I can demonstrate my running, leaping, dodging, vertical jumping, ball bouncing, throwing and catching skills when playing basketball games.</p> <p>I can demonstrate my running, dodging and kicking skills when playing soccer games.</p>	<p>Catch:</p> <ol style="list-style-type: none"> 4. Hands and fingers positioned correctly to catch the ball 5. Catch and control the ball with hands only 6. Elbows bend to absorb force of the ball <p>Kick:</p> <ol style="list-style-type: none"> 1. Eyes are focused on the ball throughout the kick 2. Step forward with non-kicking foot placed near the ball 3. Bend knee of kicking leg during the backswing for the kick 4. Hip extension and knee flexion of at least 90 Degrees during preliminary kicking movement 5. Contact the ball with the top of the foot 6. Forward and sideward swing of arm opposite kicking leg 7. Kicking leg follows through towards the target after ball contact <p>Run:</p> <ol style="list-style-type: none"> 1. Eyes focused forward throughout the run 2. Knees bend at right angles during the recovery phase 3. Arms bend at elbows and move in opposition to legs 4. Contact ground with front part of foot 5. Body leans slightly forward <p>Overhand Throw:</p> <ol style="list-style-type: none"> 2. Stand side-on to the target 	<p>Anecdotal Assessment Video Assessments FMS Checklists</p>	<p>Term 3 W 1-3 AFL 9's W1-3 Yr4 Netball W1-3 Yr3 (Health W4) (Dance W5-7) Basketball W8-10</p> <p>Term 4 W 1-10 Soccer W1-2 (Health W3-5) Newcombe/VolleyStars W6-7 Tennis (Hotshots) W8-10 Minor Games W11</p>	<p>I can apply my fundamental motor skills to more complex sports eg:</p> <ul style="list-style-type: none"> - Lacrosse - Hockey - European Handball

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		<p>3. Throwing arm nearly straightened behind the body</p> <p>4. Step towards the target with foot opposite throwing arm during the throw</p> <p>5. Marked sequential hip to shoulder rotation during the throw</p> <p>6. Throwing arm follows through down and across the body</p> <p>Ball Bounce:</p> <p>1. Eyes focused forward throughout the bounce</p> <p>2. Contact the ball with the fingers of one hand at about hip height</p> <p>3. Wrist and elbows bend then straighten to push the ball</p> <p>4. Hips and knees slightly flexed during the bounce</p> <p>5. Ball bounces in front of and to the side of the body</p> <p>Leap:</p> <p>2. Eyes focused forward throughout the leap</p> <p>4. During flight legs are straightened with the arms held in opposition to legs</p> <p>5. Controlled landing without losing balance</p> <p>Dodge:</p> <p>2. Change direction by pushing off outside foot</p> <p>3. Body lowered during change of direction</p> <p>4. Change of direction occurs in one step</p> <p>Punt:</p> <p>4. Bend knee of kicking leg during the backswing for the punt</p> <p>5. Hip extension and knee flexion</p>			
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		<p>of at least 90 degrees during preliminary punting movement</p> <p>6. Guide ball down, with one hand, so it makes contact with the top of the foot</p> <p>7. Forward and sideward swing of arm opposite punting leg</p> <p>8. Punting leg follows through towards the target after ball contact</p> <p>Forehand Strike:</p> <p>2. Stand side-on to the target with bat held in one hand</p> <p>3. Striking hand nearly straightened behind shoulder at end of backswing</p> <p>4. Step towards target with foot opposite striking arm during the strike</p> <p>5. Marked sequential hip to shoulder rotation during the strike</p> <p>6. Ball contact made opposite front foot with straight arm</p> <p>7. Follow through towards the target then around body</p> <p>Two Hand Strike:</p> <p>3. Stand side-on to the target</p> <p>4. Bat held behind shoulder prior to the strike</p> <p>5. Step towards target with foot opposite preferred hand during the strike</p> <p>6. Marked sequential hip to shoulder rotation during the strike</p> <p>7. Ball contact made opposite front foot with straight arms</p> <p>8. Follow through with bat around body</p>			
I can create and perform movement sequences using fundamental	I can work with others to learn a dance routine.	I can follow a rhythm or a beat in a song with five various movements.	Anecdotal Assessment Video Assessments	Term 3 W 7-10	I can apply the elements of movement when composing and

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movement skills and the elements of movement.			Final Dance performance		creating movement sequences.
I understand the benefits of being fit and physically active and can describe them.	I can explain how people try to stay fit and healthy. I can explain the benefits to being fit and healthy. I can explain how my family and I can stay fit and healthy.	I can explore the benefits of regular physical activity and identify opportunities when I can be active at school, at home and in the community.	Anecdotal Assessment Exit Tickets	Term 4 W3	I can examine the benefits of physical activity to social health and mental wellbeing. I can participate in a range of physical activities and exploring their health, skill and fitness benefits.
I can describe what influences can strengthen individuals identities.	I can explain what makes me the person I am. I can identify what can changes people's perspectives about others.	I know and can explain what I like. I know and can explain what I don't like.	Anecdotal Assessment Video Assessments	Term 4 W 4	I can explain what makes me the person that I am. I can explain the way that my actions affect the way people perceive me.
I understand and recognise strategies for managing change in my life.	I can explain strategies I can use to handle the changes that occur in my life eg: - Positive thinking. - Mindfulness - Talking with someone I trust	I can identify and practise strategies I can use when I need assistance, such as asking an adult or solving a problem with friends	Anecdotal Assessment Exit Tickets	Term 3 W4	I can identify people or sources of information that I can access if I have questions about the changes that are occurring to me.
I understand how to interact positively with others in different situations including in physical activities. - I know how emotional responses vary, how they can impact others and how to manage my interactions with others.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by: - recognising the emotional responses of myself and other in different situations, including home and at school - describing strategies they can use to identify and manage their emotions before making a decision to act.	- I can work effectively with my peers. - I can work cooperatively with my peers when practising new skills - I can understand how my emotional responses impact on others' feelings.	Anecdotal Assessment	Term 4 W5	I can explore reasons why relationships may change, such as starting a new school, changing priorities or interests or joining a new sports team. I can explore situations where emotions can influence decision making, including in peer-group, family and movement situations
I can select and demonstrate strategies that help me to stay safe,	- I can look at community health advertisements and explain the message	I can explore the benefits of regular physical activity and identify chances for me to be active at	Anecdotal Assessment	Term 4 W5	I can investigate and justify actions that help promote and maintain health and wellbeing, such as

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<p>healthy and active at home, at school and in the community.</p> <ul style="list-style-type: none"> - I can interpret health messages and discuss their influences on healthy and safe choices. - I can describe the connections I have to my community and how they can promote health and wellbeing. 	<p>they are trying to convey about health.</p> <ul style="list-style-type: none"> - I can explain why there are advertisements about health in our community. - I can decide which advertisements are effective and why. - I can explain how these messages affect me and the people I care about. 	<p>school, at home and in the community.</p> <p>I can explore messages related to health and explain how to help keep myself and others healthy, safe and physically active.</p>			<p>meeting recommendations for daily physical activity and creating connections with others to enhance social health</p> <p>I can propose and suggest actions that promote safe participation in physical activities.</p>
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What is it that we want our students to know, understand, do and communicate KUDCO?					
Year Level: Year Five and Six	Semester: TWO	Subject: Physical Education Health	Team Members: Matt Symmons, Ainsley Gravett & Kelleigh Evans		
Essential Learning	Example-Rigor	Prior Skills Needed	Common Assessments	When taught?	Extension Skills

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What is the essential learning? Describe in student friendly vocabulary.	What does proficient student work look like? Provide an example and/or description.	What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	What assessment/s will be used to measure student mastery?	When will this essential learning be taught?	What will we do when students have already learned this essential learning?
I can perform specialised movement skills for different scenarios. - I can propose and combine movement concepts and strategies to achieve movement outcomes. - I can solve different movement challenges.	I can demonstrate my running, leaping, dodging, vertical jumping, throwing and catching skills when playing netball games. I can demonstrate my running, leaping, dodging, vertical jumping, throwing and catching skills when playing AFL 9's games. I can demonstrate my running, dodging and kicking skills when playing soccer games. I can demonstrate my running, leaping, dodging, vertical jumping, throwing and catching skills when playing European Handball games.			Term 3 W 1-10 Netball W1-3 Health W4-5 Soccer W6-7 European Handball W8-10 Term 4 W 1-10 AFL W1-3 Health W4-5 Dance W6-9 Health W10 Minor Games W11	
I can apply the elements of movement when composing and creating movement sequences.	I can create a dance routine that flows with the rhythm/beat of the music with my group. I can include different techniques, movement patterns and formations during our dance performance. I can work cooperatively with my group.			Term 4 W6-9	
I can investigate the developmental changes and transitions my body is undergoing.	I can explain what puberty is. I can list the resources and people I trust to find more information. I can list the strategies I can use to manage these changes as they occur.	I can explain how my body reacts to physical activity. I can explain how people try to stay fit and healthy. I can explain how my body has changed since Prep.	Anecdotal Assessment Video Assessments	Term 3 W4-5	Investigating the way that puberty affects human development.
I understand the influences people and places have on personal identities including my own.	I can explain what makes me the person that I am. I can explain the way that my actions affect the way people perceive me.	I can explain what makes me the person I am. I can identify what can changes people's perspectives about others.	Anecdotal Assessment Video Assessments Self Assessments	Term 4 W4-5	Investigate sporting stars or people in the limelight and what has contributed to their identities.

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<p>I can describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. - I can access and interpret health information.</p>	<p>Proposing and implementing opportunities to increase their physical activity levels at school and at home.</p>			<p>Term 4 W10</p>	
<p>I can describe my own and others' contributions to health, physical activity, safety and wellbeing. - I can explain and apply strategies to enhance my own and others' health, safety and wellbeing at home, at school and in the community.</p> <p>Year 6</p>	<p>Comparing product labels on food items or nutritional information in recipes and suggesting ways to improve the nutritional value of meals.</p> <p>Learning Outcomes for students:</p> <p>I can differentiate between healthy and non-healthy foods.</p> <p>I can label and place foods appropriately in their basic food groups.</p> <p>I can describe why it is important to eat healthy foods and exercise regular.</p> <p>I can describe what I need to keep my body strong and healthy.</p>	<p>Healthy Life Style Nutrition Food Pyramid Diet Balanced Groups/ grouping Marketing Food Groups</p>	<p>Listing and describing the 5 Food Groups</p> <p>Describing and illustrating what a healthy/ balanced diet is.</p>	<p>Term 3 1-10</p>	
<p>I can examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built</p>	<p>I can research how the wider community engages in supporting diversity.</p>	<p>Knowledge of community resources or businesses that promote health and wellbeing.</p>	<p>Anecdotal Assessment Video Assessments Homework Research</p>	<p>Term 4 W1-11</p>	<p>Investigate different initiatives in the community that are available to different community groups.</p>

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environment.					
Year 6					

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