

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

Year Level: Prep		Semester: ONE		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>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 1 W 4-9</p> <p>Term 2 W 1-10</p> <p>Term 3 W 1-10</p> <p>Term 4 W 1-10</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>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 travel throughout the dodge 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"> 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 Backhand 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 <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 6. Guide ball down, with one hand, so it makes contact with the top of the foot
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					<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 Backhand 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 solve movement challenges.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I can follow rotations and complete movement tasks. - I can follow directions to complete movement patterns. 	<p>I can practise performing locomotor skills in any direction from one point to another.</p> <p>I can can begin at one activity station and then move on to another with instructions.</p> <p>Students build foundation level skills in:</p> <ul style="list-style-type: none"> - locomotor and non-locomotor skills: rolling, balancing, sliding, jogging, running, leaping, jumping, hopping, dodging and skipping, - object control skills: bouncing, throwing, catching, kicking, striking 	<p>Students have experienced developmental play during prior years.</p> <p>Students have played on play equipment apparatus before.</p>	<p>Anecdotal Assessment</p> <p>Video Assessments</p>	<p>Term 1 W 4-9</p> <p>Term 2 W 1-10</p>	<p>I can demonstrate performing locomotor skills in any direction from one point to another.</p> <p>I can can begin at one activity station and then move on to another on a whistle blow..</p>

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<p>I can use personal and social skills to work effectively with others.</p> <p>Learning Targets:</p> <ul style="list-style-type: none"> - I can demonstrate the Wembley Values on my own and in a group during PE. - I can identify and describe the emotions that people can experience. 	<p>I can:</p> <ul style="list-style-type: none"> - 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. 	<p>Students have played in groups together. Students can follow the safe play rules. Students can identify feelings on a feelings chart.</p>	<p>Anecdotal Assessment Video Assessments</p>	<p>Term 1 W 4-9 Term 3 W 1-10</p>	<ul style="list-style-type: none"> - 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.
<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:</p> <ul style="list-style-type: none"> - Play in games safely. - Follow the rules of PE sessions. - Follow the instructions given in class. - Stop, look and listen on a whistle. - Play in my own space. - Use equipment safely. 	<p>Students can identify right from wrong. Students can explain what safety means.</p>	<p>Anecdotal Assessment Video Assessments</p>	<p>Term 1 W 2 - 6 Term 3 W 1 - 5</p>	<ul style="list-style-type: none"> - I can create rules and play fair when participating in physical activities.

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

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

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<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"> 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 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>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 travel throughout the dodge 2. Change direction by pushing off outside foot 	<p>Anecdotal Assessment Video Assessments</p>	<p>Term 1 W 4-9</p> <p>Term 2 W 1-10</p> <p>Term 3 W 1-10</p> <p>Term 4 W 1-10</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 Backhand Strike:</p> <ol style="list-style-type: none"> 6. Marked sequential hip to shoulder rotation during the strike
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	<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 <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 6. Guide ball down, with one hand, so it makes contact with the top of the foot 7. Forward and sideward swing of arm opposite punting leg 8. Punting leg follows through towards the target after ball contact <p>Forehand Strike:</p> <ol style="list-style-type: none"> 2. Stand side-on to the target with bat held in one hand 3. Striking hand nearly straightened behind shoulder at end of backswing 4. Step towards target with foot opposite striking arm during the strike 6. Ball contact made opposite front foot with straight arm 7. Follow through towards the target then around body <p>Two Hand Backhand Strike:</p> <ol style="list-style-type: none"> 3. Stand side-on to the target 4. Bat held behind shoulder prior to the strike 5. Step towards target with foot opposite preferred hand during the strike 7. Ball contact made opposite front foot with straight arms 8. Follow through with bat around body 	<ol style="list-style-type: none"> 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"> 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 Backhand 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 			
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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.	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 1 W1-9 Term 3 W1-10	I can communicate my opinion with my partner. I can participate and discuss issues in group activities fairly. I can develop and follow fair rules to play games by with my group.
I can identify areas where I can be active and how my body reacts to different physical activities. - I can examine messages related to health decisions and describe how to help keep myself and others healthy, safe and physically active.	Health Unit: I can explain how my body reacts to physical activity. I can explain how people try to stay fit and healthy.	I know my different body parts. I can identify my left and right. I can explain my feelings. Knowledge of what fit and healthy means.	Anecdotal Assessment Video Assessments	Term 2 W 1-10 Term 4 W 1-10	I can ask others what they do to stay fit and healthy.

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

Year Level: Year Three and Four	Semester: ONE	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 improve my ability to use fundamental movement skills - I can apply movement concepts and strategies in different physical activities - I can apply movement concepts and strategies to solve movement challenges.	Run: 4. Contact ground with front part of foot Vertical Jump: 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	Catch: 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 Kick: 1. Eyes are focused on the ball throughout the kick	Anecdotal Assessment Video Assessments	Term 1 W 4-9 Term 2 W 1-10 Term 3 W 1-10 Term 4 W 1-10	I can complete Fundamental Motor Skills in obscure and unique sports and games. I can create and perform a dance routine I can create and play modified sports games with different rules.

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	<p>of feet and bend knees to absorb force of landing</p> <p>Overhand Throw: 5. Marked sequential hip to shoulder rotation during the throw</p> <p>Forehand Strike: 5. Marked sequential hip to shoulder rotation during the strike</p> <p>Two Hand Backhand Strike: 6. Marked sequential hip to shoulder rotation during the strike</p>	<p>2. Step forward with non-kicking foot placed near the ball</p> <p>3. Bend knee of kicking leg during the backswing for the kick</p> <p>4. Hip extension and knee flexion of at least 90 Degrees during preliminary kicking movement</p> <p>5. Contact the ball with the top of the foot</p> <p>6. Forward and sideward swing of arm opposite kicking leg</p> <p>7. Kicking leg follows through towards the target after ball contact</p> <p>Run: 1. Eyes focused forward throughout the run</p> <p>2. Knees bend at right angles during the recovery phase</p> <p>3. Arms bend at elbows and move in opposition to legs</p> <p>5. Body leans slightly forward</p> <p>Overhand Throw: 2. Stand side-on to the target</p> <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>6. Throwing arm follows through down and across the body</p> <p>Ball Bounce: 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>			
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		<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 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>			
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		<p>6. Ball contact made opposite front foot with straight arm 7. Follow through towards the target then around body</p> <p>Two Hand Backhand Strike: 3. Stand side-on to the target 4. Bat held behind shoulder prior to the strike 5. Step towards target with foot opposite preferred hand during the strike 7. Ball contact made opposite front foot with straight arms 8. Follow through with bat around body</p>			
I can use strategies for working cooperatively and apply rules fairly within my group.	I can communicate my opinion with my partner. I can participate and discuss issues in group activities fairly. I can develop and follow fair rules to play games by with my group.	<ul style="list-style-type: none"> - 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. 	Anecdotal Assessment Video Assessments	Term 1 W 1-9 Term 3 W 1-10	I can work with my peers to compete in various games and sports. I can follow the rules of all games and play fairly. I can adjust the way I interact with my peers based on their emotions.
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 2 W 5-10	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.

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

Year Level: Year Five and Six	Semester: ONE	Subject: Physical Education Health	Team Members: Matt Symmons, Ainsley Gravett & Kelleigh Evans
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I can demonstrate skills to work collaboratively and play fairly. - I can recognise the influence of emotions on behaviours and discuss factors that influence how people interact.	I can work with my peers to compete in various games and sports. I can follow the rules of all games and play fairly. I can adjust the way I interact with my peers based on their emotions.	I can communicate my opinion with my partner. I can participate and discuss issues in group activities fairly. I can develop and follow fair rules to play games by with my group.	Anecdotal Assessment Video Assessments	Term 1 W 1-9 Term 3 W 1-10	Explore situations where working with others is necessary outside of the school environment. Investigate the benefits of working with others. Justify the importance of being aware of the emotions that others exhibit.
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 complete Fundamental Motor Skills in obscure and unique sports and games. I can create and perform a dance routine I can create and play modified sports games with different rules.	Consistent capacity to perform Fundamental Motor Skills in varying situations.	Anecdotal Assessment Video Assessments Video Tutorials	Term 1 W 4-9 Term 2 W 1-10 Term 3 W 1-10 Term 4 W 1-10	I can investigate obscure and unique sports and games and make modifications to the rules for a new purpose. I can create and teach a dance routine.
I can investigate the developmental changes and transitions my body is undergoing.	I can research the effect of puberty on the human body. I can research the growth in height and muscle mass I gain during puberty.	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 Human Body CFA	Term 2 W 1-10	Investigation into the human body and the effect that puberty has on the physical and mental state of young people.
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 2 W 1-10	Investigate sporting stars or people in the limelight and what has contributed to their identities.
I can describe my own and others' contributions to health, physical activity, safety and wellbeing.	Comparing product labels on food items or nutritional information in recipes and suggesting ways to improve	Healthy Life Style Nutrition Food Pyramid Diet Balanced Groups/ grouping Marketing	Listing and describing the 5 Food Groups Describing and illustrating what a healthy/ balanced diet is.	Term 1 W1-9	

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	<p>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>	Food Groups			
<p>I can describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.</p> <p>- 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>			Term 1 W1-9	
<p>I can examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment.</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>	Term 2 W1-10	<p>Investigate different initiatives in the community that are available to different community groups.</p>

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