

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

<b>Year Level:</b> Prep	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Dance Health	<b>Team Members:</b> Ainsley Gravett & Matt Symmons		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
I can practice and develop my use of Fundamental Movement Skills in different situations. - I can practice and begin to demonstrate the correct techniques for Fundamental Movement Skills. - I can solve challenges using my Fundamental Movement Skills.	I can practice and attempt to perform the correct technique for the following fundamental motor skills: <ol style="list-style-type: none"><li>1. Running</li><li>2. Leaping</li><li>3. Dodging</li><li>4. Catching</li><li>5. Throwing</li><li>6. Kicking</li><li>7. Punting</li><li>8. Forehand Strike</li><li>9. Two Handed Strike</li><li>10. Vertical Jump</li></ol> I can use different equipment to develop my skills when: <ol style="list-style-type: none"><li>1. Balancing</li><li>2. Sliding</li><li>3. Rolling on a board</li></ol>	Experience with small games using different equipment.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 1</b> Weeks 1-5 Balancing Sliding Rolling Sending and Receiving Establishing Right and Left  Week 6-9 Running Leaping Dodging  <b>Term 2</b> Week 1-5 Throwing and Catching Week 6-8 Kicking	I can apply my Fundamental Motor Skills with greater precision in modified games with my peers.

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	<p>4. Sending and receiving items</p> <p>5. Establishing right and left</p>			<p><b>Term 3</b> Week 6-8 One handed Strike Week 9-10 Two Handed Strike</p> <p><b>Term 4</b> Week 1-4 Punt Week 5- 10 FMS Minor Games and FMS Revision</p>	
<p>I can play safely and respectfully with my peers in Physical Education.</p> <ul style="list-style-type: none"> <li>- I can identify and follow the rules of PE games and activities.</li> <li>- I can demonstrate the Wembley Values when playing with others.</li> </ul>	<p>I can follow the Golden rules of PE.</p> <p>I understand and can demonstrate the Wembley values in PE.</p> <p>I can follow the rules of different games in PE.</p>	<p>Understand the idea of rules and knowledge of consequences.</p>	<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<p><b>Term 1</b></p>	
<p>I can make and perform dance routines using different movements.</p> <ul style="list-style-type: none"> <li>- I can perform dance movements following the safety guidelines in PE.</li> <li>- I can describe my dance and how it feels when dancing.</li> </ul>	<p>I can listen to music and move my body to the rhythm.</p> <p>I can follow and mimic the dance steps of a leader.</p> <p>I can perform my dancing safely.</p>	<p>Experience listening to music and the beat of songs.</p>	<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<p><b>Term 3</b> Week 1-5</p>	
<p>I can explain how my body is growing, changing and reacting to physical activity.</p> <ul style="list-style-type: none"> <li>- I can identify different emotions that I can feel.</li> <li>- I can describe how my body feels during physical activity.</li> </ul>	<p>I can recognise parts of my body that are growing.</p> <p>I can explain why we need to keep some body parts private at school.</p> <p>I can explain the different emotions that people can feel.</p>	<p>Knowledge of Vocabulary: Head, shoulders, arms, finger, chest, hips, legs, knees, feet, toes, left, right, tired, heavy, sore.</p>	<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<p><b>Term 2</b> Week 8-9</p>	
<p>I can identify what it means to be healthy, safe and active.</p> <ul style="list-style-type: none"> <li>- I can identify what food is healthy for me.</li> <li>- I can explain where people might play and try to stay active.</li> </ul>	<p>I can talk about different types of food and how they make me feel.</p> <p>I can investigate food that I should eat all of the time and food that I should eat sometimes.</p> <p>I can talk about where people are active in my life,</p>	<p>Knowledge of different types of food.</p>	<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<p><b>Term 2</b> Week 10-11</p>	

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

<b>Year Level:</b> Year One	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Ainsley Gravett & Matt Symmons		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
I can practice and perform Fundamental Movement Skills in different situations. - I can practice and demonstrate the correct techniques for Fundamental Movement Skills. - I can solve multi stage problems using my Fundamental Movement Skills.	I can practice and perform the correct technique for the following fundamental motor skills:  <ol style="list-style-type: none"> <li>1. Running</li> <li>2. Leaping</li> <li>3. Dodging</li> <li>4. Catching</li> <li>5. Throwing</li> <li>6. Kicking</li> <li>7. Punting</li> <li>8. Forehand Strike</li> <li>9. Two Handed Strike</li> <li>10. Vertical Jump</li> <li>11. Ball Bounce</li> </ol>	Experience and practice using different equipment to complete different Fundamental Motor Skills.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 1</b> Weeks 1-5 Establishing Rules and Procedures in PE Running Leaping Dodging  Week 6-9 Throwing and Catching  <b>Term 2</b> Week 4-5 Ball Bounce Week 6-10 Kicking  <b>Term 3</b>	

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	I can apply the above Fundamental Motor Skills with greater precision in modified games with my peers.			Week 1-3 One handed Strike Week 4-6 Two Handed Strike Week 7-10 Mini Athletics  <b>Term 4</b> Week 1-4 Punt Week 5- 10 FMS Minor Games and FMS Revision	
I can interact with my peers in a positive way by understanding how they might be feeling. - I can explore the emotions that I feel and how emotional reactions might affect others.	I can follow the Golden rules of PE. I can demonstrate the Wembley values when talking to people at school. I can explain different emotions that people can feel and how to help them.	I can follow the Golden rules of PE. I understand and can demonstrate the Wembley values in PE. I can follow the rules of different games in PE.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 1</b>	
I can recognise my own personal strengths and achievements. - I can celebrate things I have done.	I can explain what things make me proud of myself. I can list the things that make me happy. I can explain why these things make me feel good. I can explain how it feels when other people are proud or happy with something I have done.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 2</b> Week 1-3	

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

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

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<p>I can perform Fundamental Movement Skills in modified sporting situations.</p> <ul style="list-style-type: none"> <li>- I can demonstrate the correct techniques for Fundamental Movement Skills in modified sports.</li> <li>- I can solve multi stage problems using my Fundamental Movement Skills.</li> </ul>	<p>I can practice, perform and improve upon my Fundamental Motor Skills in different games and sports.</p> <p>I can follow the rules for different games and modified sports.</p> <p>I can demonstrate my FMS in:</p> <p>Handball: Running, Dodging, Throwing and Catching  T-Ball: Two Handed Strike, Throwing and Catching  AFL: Punting, Catching, Dodging, Leaping and Running.  Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce  Soccer: Kicking, Catching, Dodging, Leaping and Running.</p>	<p>I can practice and perform Fundamental Movement Skills in different situations.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 1</b>  Week 1-5  Establishing Rules and Expectations in PE &amp; Minor Games Practice  Week 5-9  Handball</p> <p><b>Term 2</b>  Week 1-5  Teeball  Week 6-11  AFL</p> <p><b>Term 4</b>  Week 1-5 Basketball  Week 6-10 Soccer</p>	
<p>I can select strategies to solve problems I might face at school or at home.</p> <ul style="list-style-type: none"> <li>- I can describe how my strategy keeps me safe and healthy.</li> <li>- I know that it is ok to ask for help when facing a challenge or problem.</li> </ul>	<p>I can list strategies and trusted adults who can support when something is wrong.</p> <p>I can explain the strategies that I choose to use when facing a problem.</p> <p>I can understand how my emotional responses impact on others' feelings.</p>	<p>I can explain different emotions that people can feel and how to help them.</p> <p>I can talk about problems that I have faced in the past.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 3</b>  Week 6-7</p>	
<p>I can make and perform dance routines that convey a message, have a theme or share ideas.</p> <ul style="list-style-type: none"> <li>- I can explain some of the reasons why people dance and explore where dances come from.</li> <li>- I can perform dance movements following the safety guidelines in PE.</li> </ul>	<p>I can complete a repeated dance routine which has a beginning, middle and end. e.g. The Macarena, Nutbush, Cultural Dances</p> <p>I can listen to music and make my own movement to the beat.</p> <p>I can create a short dance to go to a song.</p>	<p>I can make and perform dance routines using different movements.</p> <ul style="list-style-type: none"> <li>- I can perform dance movements following the safety guidelines in PE.</li> <li>- I can describe my dance and how it feels when dancing.</li> </ul>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 3</b>  Week 1-5</p>	
<p>I can explain the changes that happen as I grow older.</p> <ul style="list-style-type: none"> <li>- I can explain how my body feels during physical activity.</li> </ul>	<p>I can describe how my body changes over time by:</p> <ul style="list-style-type: none"> <li>- describing changes in my physical appearance now compared to when I was younger</li> </ul>	<p>I can recognise parts of my body that are growing.</p> <p>I can explain why we need to keep some body parts private at school.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 3</b>  Week 8-9</p>	

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	<ul style="list-style-type: none"> <li>- identifying and describing significant relationships in my life and how these have changed over time</li> <li>- discussing tasks I am allowed to do by myself and explain how this has changed since I was younger</li> </ul>	I can explain the different emotions that people can feel.			
I can explain how to keep myself healthy and where I can go to stay active and safe.	<p>I can explain what healthy and safe mean to me.</p> <p>I can list places that I feel are safe.</p> <p>I can explain where I can participate in Physical Activity.</p> <p>I can explain what can help people to stay healthy.</p>	<p>I can talk about different types of food and how they make me feel.</p> <p>I can investigate food that I should eat all of the time and food that I should eat sometimes.</p> <p>I can talk about where people are active in my life,</p>	<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<b>Term 3</b> Week 9-10	

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

<b>Year Level:</b> Year Three	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Ainsley Gravett & Matt Symmons		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
I can develop and improve upon my Fundamental Motor Skills in sporting situations. - I can use Fundamental Movement Skills to participate in modified games and challenges.	<p>I can follow the rules for different games and modified sports.</p> <p>I can develop and improve upon my FMS in:</p> <p>Athletics: Throwing, Leaping, Jumping, Tennis: Running, Throwing, Two Handed Strike and One Handed Strike Hockey: Two Handed Strike, Running, Dodging</p>		<p>Video Assessments</p> <p>Anecdotal Assessment</p> <p>FMS Checklists</p> <p>Exit Tickets</p> <p>Work Samples</p>	<p>Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games.</p> <p>Week 4-9 Athletics</p> <p>Term 2 Week 2-6</p>	

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	AFL: Punting, Catching, Dodging, Leaping and Running. Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce. Volleyball/VolleyStars: Catching, Throwing, One Handed Strike, Running and Vertical Jumping.			Tennis  Term 3 Week 5-7 Volleyball  Week 8-10 Basketball  Term 4 Week 1-5 AFL  Week 6-11 Hockey	
I can develop and follow my own and others sets of rules for modified games.	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.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1	
I can create and perform a basic gymnastics routine using safe and correct techniques.			Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 2 Week 7-10</b>	
I can identify and explain different emotional situations and develop strategies to deal with these situation.	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.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-2	
I can understand and explain the benefits of being fit and healthy.	- I can look at health resources and explain the core message they are trying to convey about health.		Video Assessments Anecdotal Assessment FMS Checklists	Term 3 Week 1-4	

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<p>- I can explain what healthy and fit mean.</p>	<ul style="list-style-type: none"> <li>- I can explain why there are advertisements about health in our community.</li> <li>- I can use the information from community and reputable websites to explain what health and fitness mean.</li> <li>- I can explain how these messages affect me and the people I care about.</li> </ul>		<p>Exit Tickets Work Samples</p>		
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<p align="center"><b>What is it that we want our students to know, understand, do and communicate KUDCO?</b></p>					
<p><b>Year Level:</b> Year Four</p>	<p><b>Semester:</b> ONE</p>	<p><b>Subject:</b> Physical Education Dance Health</p>	<p><b>Team Members:</b> Ainsley Gravett &amp; Matt Symmons</p>		
<p><b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.</p>	<p><b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.</p>	<p><b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?</p>	<p><b>Common Assessment</b> <b>S</b> What assessment/s will be used to measure student mastery?</p>	<p><b>When taught?</b> When will this essential learning be taught?</p>	<p><b>Extension Skills</b> What will we do when students have already learned this essential learning?</p>
<p>I can refine my Fundamental Motor Skills in sporting situations. - I can use Fundamental Movement Skills to modified games and challenges.</p>	<p>I can follow the rules for different games and modified sports.</p> <p>I can refine and build upon my FMS in:</p> <p>Athletics: Throwing, Leaping, Jumping, Handball: Running, Throwing, Two Handed Strike and One Handed Strike Lacrosse: Throwing, Catching, Running, Dodging</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games.</p> <p>Week 4-9 Athletics</p> <p>Term 2</p>	

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	<p>Soccer: Kicking, Catching, Dodging, Leaping and Running.</p> <p>Netball: Throwing, Catching, Running, Dodging and Leaping.</p> <p>Cricket: Catching, Throwing, Two Handed Strike, Running.</p>			<p>Week 2-6 Netball</p> <p>Term 3 Week 5-7 Handball</p> <p>Term 3 Week 8-10 Soccer</p> <p>Term 4 Week 1-5 Cricket</p> <p>Week 6-11 Lacrosse</p>	
I can demonstrate an understanding of what can help me to stay safe, healthy and active	<p>I can explore the benefits of regular physical activity and identify chances for me to be active at 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>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	Term 3 Week 1-2	
<p>I can create and evaluate a dance routine that includes different elements of movement and dance.</p> <p>- I can create a dance that conveys a message or theme.</p> <p>- I can perform a choreographed dance with safety, accuracy, projection and focus.</p> <p>- I can evaluate and describe differences between dances.</p>	<p>I can work with others to learn a dance routine.</p> <p>I can use the dance clinics to develop my understanding of basic dance principles and choreography.</p> <p>I can use the dance clinics to create a group dance.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	Term 2 Week 7-10	
<p>I can identify and use strategies that help me to manage the changes in my life.</p> <p>- I can identify my own strengths and the people in my</p>	<p>I can explain strategies I can use to handle the changes that occur in my life eg:</p> <ul style="list-style-type: none"> <li>- Positive thinking.</li> <li>- Mindfulness</li> <li>- Talking with someone I trust</li> </ul> <p>I can explain what makes me the person I am.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	Term 3 Week 3-4	

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life who have a positive impact on me.	I can identify what can changes people's perspectives about others.				
I can identify places in the community that promote options for people's health and wellbeing. - I can explain the connections I have with community organisations and the programs they offer.	<ul style="list-style-type: none"> <li>- I can look at community health advertisements and explain the message they are trying to convey about health.</li> <li>- I can explain why there are advertisements about health in our community.</li> <li>- I can decide which advertisements are effective and why.</li> <li>- I can explain how these messages affect me and the people I care about.</li> </ul>		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-2	

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

<b>Year Level:</b> Year Five	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Ainsley Gravett & Matt Symmons		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
I can practice specialised movement skills in different sporting situations. - I can combine my knowledge of movement skills to achieve greater results in different challenges.	I can follow the rules for different games and modified sports.  I can perform FMS with precise and complex movements in:  Athletics: Throwing, Leaping, Jumping, Tennis: Running, Throwing, Two Handed Strike and One Handed Strike Hockey: Two Handed Strike, Running, Dodging		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games.  Week 4-9 Athletics  Term 2 Week 3-6	

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	AFL: Punting, Catching, Dodging, Leaping and Running. Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce. Volleyball/VolleyStars: Catching, Throwing, One Handed Strike, Running and Vertical Jumping.			Tennis  Term 3 Week 5-7 Volleyball  Term 3 Week 8-11 Basketball  Term 4 Week 1-5 AFL  Week 6-11 Hockey	
I can demonstrate effective strategies for working with my peers fairly and collaboratively.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by: <ul style="list-style-type: none"> <li>- recognising the emotional responses of myself and other in different situations, including home and at school</li> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1	
I can list, explain and apply strategies that can improve my own and others' health, safety and wellbeing.	I can differentiate between always and sometimes foods.  I can label and place foods appropriately in their basic food groups.  I can describe why it is important to eat healthy foods and exercise regular.  I can describe what I need to keep my body strong and healthy.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1-2	
I can apply elements of movement to create a			Video Assessments Anecdotal Assessment	<b>Term 2 Week 7-10</b>	

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continuous gymnastics routine.			FMS Checklists Exit Tickets Work Samples		
I can identify and explain the influence that people and places have on a person's identity.	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.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-2	
I can recognise and explore responses and strategies when dealing with emotions.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by: <ul style="list-style-type: none"> <li>- recognising the emotional responses of myself and other in different situations, including home and at school</li> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 3-4	

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

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

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		student to master this essential learning?			
<p>I can perform specialised movement skills in various sporting situations.</p> <ul style="list-style-type: none"> <li>- I can combine specialised movement skills to engage in and create modified sports.</li> </ul>	<p>I can follow the rules for different games and modified sports.</p> <p>I can perform FMS with precision and purpose in:</p> <p>Athletics: Throwing, Leaping, Jumping,  Handball: Running, Throwing, Two Handed Strike and One Handed Strike  Lacrosse: Throwing, Catching, Running, Dodging  Soccer: Kicking, Catching, Dodging, Leaping and Running.  Netball: Throwing, Catching, Running, Dodging and Leaping.  Cricket: Catching, Throwing, Two Handed Strike, Running.</p>		<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p>Term 1  Week 1-3  Establishing Routines and Introduction to Minor Games.</p> <p>Week 4-9  Athletics</p> <p>Term 2  Week 3-6  Netball</p> <p>Term 3  Week 5-7  Handball</p> <p>Term 3  Week 8-11  Soccer</p> <p>Term 4  Week 1-5  Cricket</p> <p>Week 6-11  Lacrosse</p>	
<p>I can create a choreographed piece of dance with a group that conveys a message or theme through movement.</p> <ul style="list-style-type: none"> <li>- I can perform a dance demonstrating technical and expressive movement skills.</li> <li>- I can explain how the elements of dance can convey ideas and messages.</li> </ul>	<p>I can create a dance routine that flows with the rhythm/beat of the music with my group.</p> <p>I can include different techniques, movement patterns and formations during our dance performance.</p> <p>I can work cooperatively with my group.</p>		<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p>Term 3 Week 1-4</p>	
<p>I can investigate the developmental changes and transition my body is going through.</p>	<p>I can explain what puberty is.</p> <p>I can list the resources and people I trust to find more information.</p>		<p>Video Assessments  Anecdotal Assessment  FMS Checklists</p>	<p>Term 2 Week 1-2</p>	

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<p>- I can investigate the resources and people that can support me through these changes. - I can explain and apply strategies I can use to help manage my emotions during this change.</p>	<p>I can list the strategies I can use to manage these changes as they occur.</p>		<p>Exit Tickets Work Samples</p>		
<p>I can identify areas in the community that promote health and wellbeing messages. - I can investigate the types of messages promoted to our diverse community.</p>	<p>I can look at community 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. I can research how the wider community engages in supporting diversity.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 Week 7-8</p>	
<p>I can describe the key feature of health related fitness and how important it is to my health. - I can identify my own and others' contributions to physical activity and wellbeing.</p>	<p>Proposing and implementing opportunities to increase their physical activity levels at school and at home.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 9-10</p>	

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