



HEALTH AND PHYSICAL EDUCATION: PHYSICAL EDUCATION

Teaching, learning and assessment exemplar
Year 3



Acknowledgment of Country

Kaya. The School Curriculum and Standards Authority (the Authority) acknowledges that our offices are on Whadjuk Noongar boodjar and that we deliver our services on the country of many traditional custodians and language groups throughout Western Australia. The Authority acknowledges the traditional custodians throughout Western Australia and their continuing connection to land, waters and community. We offer our respect to Elders past and present.

Background

This teaching, learning and assessment exemplar (the exemplar) has been developed by the School Curriculum and Standards Authority (the Authority) as part of the *School Education Act Employees (Teachers and Administrators) General Agreement 2017* (Clause 61.1–61.3).

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Disclaimer

Any resources such as texts, websites and so on that may be referred to in this document are provided as examples of resources that teachers can use to support their learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the course. Teachers must exercise their professional judgement as to the appropriateness of any they may wish to use.

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the *Outline* – <https://k10outline.scsa.wa.edu.au>) sets out the mandated curriculum, guiding principles for teaching, learning and assessment and support for teachers in their assessment and reporting of student achievement. The *Outline* recognises that all students in Australian schools, or international schools implementing the Western Australian Curriculum, are entitled to be given access to the eight learning areas described in the *Alice Springs (Mparntwe) Education Declaration*, December 2019.

The Health and Physical Education curriculum

The mandated curriculum is presented in the year-level curriculum documents.

The year-level curricula for each learning area deliver a sequential and age-appropriate progression of learning and have the following key elements:

- a year-level description that provides an overview of the context for teaching and learning in the year
- a series of content descriptions, populated through strands and sub-strands, that sets out the knowledge, understanding and skills that teachers are expected to teach and students are expected to learn
- an achievement standard that describes an expected level that the majority of students are achieving by the end of a given year of schooling. An achievement standard describes the quality of learning (e.g. the depth of conceptual understanding and the sophistication of skills) that would indicate the student is well-placed to commence the learning required in the next year.



This exemplar

This Year 3 Physical Education exemplar articulates the content in the *Outline* and approaches to teaching, learning and assessment reflective of the Principles of Teaching, Learning and Assessment. This exemplar demonstrates a sequence of teaching and learning, including assessment points, for eight lessons each term.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. This Physical Education exemplar has been informed by these same propositions:


- Focus on educative purposes
- Take a strengths-based approach
- Value movement
- Develop health literacy
- Include a critical inquiry approach.

Consistent with a strengths-based approach, a successful Health and Physical Education program is where teachers select ongoing contexts that are accessible and meaningful to students as a focus for building on their strengths and interests.

While the exemplar has been written for one hour per week, school systems/sector, including the Department of Education, Catholic Education Western Australia, and the Association of Independent Schools of Western Australia, may have programs additional to the Western Australian Health and Physical Education curriculum that are taught in schools.

Catering for diversity

This exemplar provides a suggested approach for the delivery of the curriculum and reflects the rationale, aims and content structure of the learning area. When planning the learning experiences, consideration has been given to ensuring that they are inclusive and can be used in, or adapted for, individual circumstances. It is the classroom teacher who is best placed to consider and respond to (accommodate) the diversity of their students. Reflecting on the learning experiences offered in this exemplar will enable teachers to make appropriate adjustments (where applicable) to better cater for students' gender, personal interests, achievement levels, socio-economic, cultural and language backgrounds, experiences and local area contexts.



Using this exemplar

This teaching, learning and assessment exemplar provides suggestions to support the delivery of the mandated curriculum content. The exemplar provides:

- a teaching and learning sequence
- the mandated curriculum content to be taught at each point of the teaching and learning sequence, suggested resources, sample assessment tasks and marking keys
- the number of lessons to deliver the teaching and learning experiences
- learning intentions and support notes that may provide focus questions and additional information and/or examples to assist with the interpretation of curriculum content
- support notes to assist teachers to unpack the content and support teaching and learning experiences
- teaching and learning experiences that outline the structure of the lesson. These explicitly state each activity that the lesson will progress through and the key focus area for that activity.

Links to electronic resources

This sequence of lessons may utilise electronic web-based resources, such as videos and image galleries. Teachers should be present while an electronic resource is in use and close links immediately after a resource, such as a video has played to prevent default 'auto play' of additional videos. Where resources are referred for home study, they should be uploaded through Connect, or an equivalent system, that filters advertising content.



Best practice

Teaching and learning

The teaching and learning opportunities offered in this exemplar are not exhaustive. Thus, teachers are encouraged to make professional decisions about which learning experiences, and the sequence in which they are delivered, are best suited to their classroom context, taking into account the availability of resources and student ability.

Teachers may find opportunities to incorporate the General capabilities and the Cross-curriculum priorities into the teaching and learning program.

Ways of teaching – teachers can locate additional information on the Ways of teaching from the School Curriculum and Standards Authority (the Authority) website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-teaching/health-and-physical-education-ways-of-teaching>.

Assessing

Assessment, both formative and summative, is an integral part of teaching and learning. Assessment should arise naturally out of the learning experiences provided to students. In addition, assessment should provide regular opportunities for teachers to reflect on student achievement and progress. As part of the support it provides for teachers, this exemplar includes suggested assessment points. It is the teacher's role to consider the contexts of their classroom and students, the range of assessments required, and the sampling of content descriptions selected to allow their students the opportunity to demonstrate achievement in relation to the year-level achievement standard.

Ways of assessing – a range of assessment strategies that can enable teachers to understand where students are in their learning is available on the Authority website <https://k10outline.scsa.wa.edu.au/home/wa-curriculum/learning-areas/health-and-physical-education/p-10-hpe-assessing/health-and-physical-education-ways-of-assessing>.

Reflecting

Reflective practice involves a cyclic process during which teachers continually review the effects of their teaching and make appropriate adjustments to their planning. The cycle involves planning, teaching, observing, reflecting and replanning.

Teachers may choose to expand or contract the amount of time spent on developing the required understandings and skills according to their reflective processes and professional judgements about their students' evolving learning needs.



Western Australian Curriculum | What will be taught

In the middle to late childhood phase of schooling, students develop a sense of self, their world expands, and they begin to see themselves as members of larger communities. Learning experiences emphasise and lead to an appreciation of both the commonality and diversity of human experience and concerns.

Health and Physical Education provides opportunities for the development of students' ability to work collaboratively and to develop their social skills by activities that require group planning and decision-making, and interaction with people inside and outside their classroom. Through such experiences students assume increased responsibilities, develop decision-making skills, explore values and further refine their social and collaborative work skills.

In Year 3, students develop strategies for managing the physical, emotional and social changes they may experience as they grow older. They continue to develop relationship skills and their understanding of the importance of showing empathy and respect for others outside their classroom. Students interpret the accuracy of health information communicated in the media and online environments and make responsible choices and decisions.

Students are introduced to new fundamental movement skills, consolidate previously learnt skills and explore ways to select, transfer and apply simple movement skills. They combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity.



Achievement standard | What is assessed

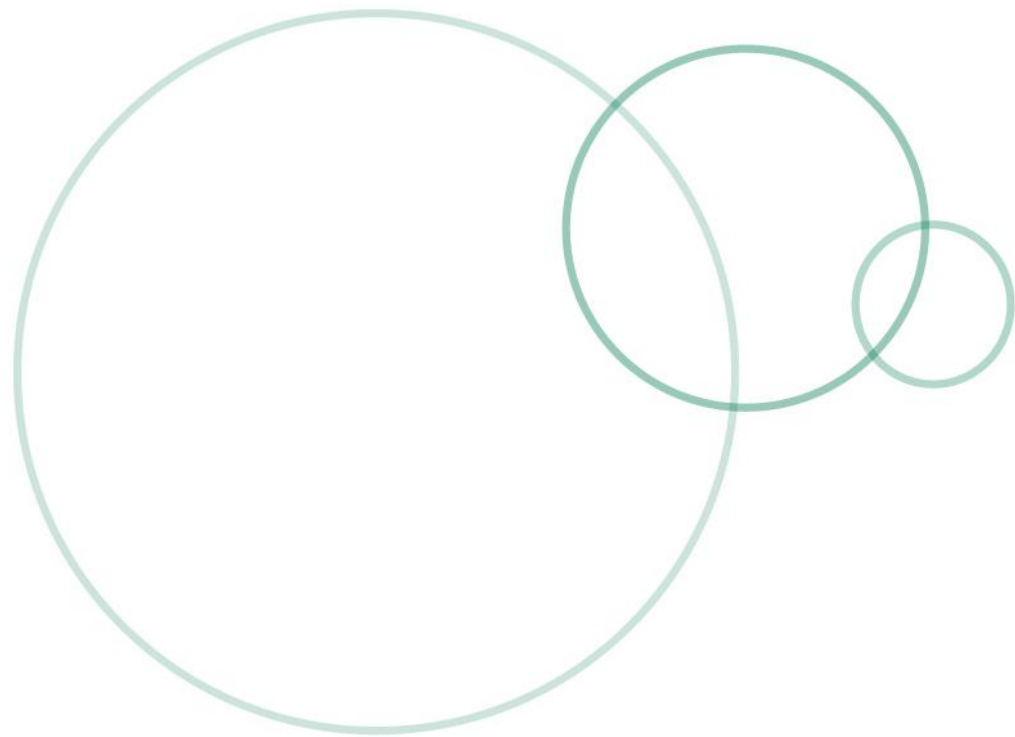
By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.



TERM 1 WEEKS 1–8

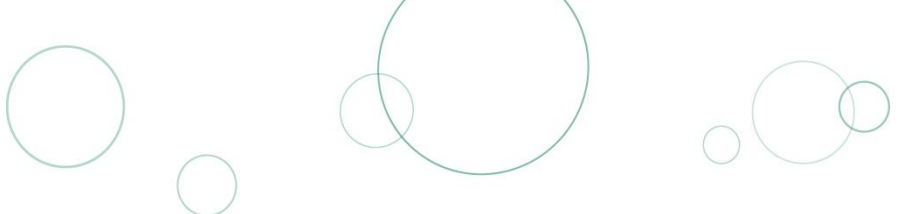
Physical Education

Overview Term 1

Simple tactics and foot dribbling							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Simple tactics	Simple tactics	Foot dribble	Foot dribble	Foot dribble	Foot dribble	Summative assessment	Summative assessment
Attention getters <ul style="list-style-type: none"> • response to commands • gain possession 	Space hunters <ul style="list-style-type: none"> • use space • follow rules 	Toe juggling on the laces <ul style="list-style-type: none"> • ball control • movement challenge 	Knee juggling <ul style="list-style-type: none"> • ball control • movement challenge 	Balance and kick <ul style="list-style-type: none"> • lofted kick • balance 	Trap and roll <ul style="list-style-type: none"> • object control • balance 	Dribble tip over <ul style="list-style-type: none"> • object control • foot dribble 	Musical hoops <ul style="list-style-type: none"> • object control • foot dribble
Captain's orders <ul style="list-style-type: none"> • moving safely • playing fairly 	Pirate game <ul style="list-style-type: none"> • evasion • invasion 	Treasure grab: soccer <ul style="list-style-type: none"> • foot dribble • movement challenge 	Switch <ul style="list-style-type: none"> • ball control • foot dribble 	Gates <ul style="list-style-type: none"> • foot dribble • push pass 	Mini-coaching <ul style="list-style-type: none"> • push pass • peer feedback 	Squirrels <ul style="list-style-type: none"> • foot dribble • gain possession • summative assessment (Appendix B) 	Squirrels <ul style="list-style-type: none"> • foot dribble • gain possession • summative assessment (Appendix B)
Treasure grab <ul style="list-style-type: none"> • following rules • gain possession 	The cursed ship <ul style="list-style-type: none"> • evasion • invasion 	Across the river <ul style="list-style-type: none"> • lofted kick 	Marshmallow kickers <ul style="list-style-type: none"> • cooperation • object control 	Soccer golf <ul style="list-style-type: none"> • lofted kick • push pass 	Push back <ul style="list-style-type: none"> • lofted kick • finding space 		

Term 1 Week 1


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules in a variety of physical activities and the ways in which they keep activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the ability to respond to a given call quickly, maintain a well-balanced position and use space to move about a play area in a safe manner</p> <p>Demonstrate simple tactics of evasion in attack and invasion to defend during game play activities</p> <p>Describe the purpose and importance of rules in game play and the classroom</p> <p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to stop, look and listen to the teacher when instructed? • How do you gain possession of a ball in a minor game? • What other game can you think of that you might have to respond to a call quickly? • Why is it important to respond to the whistle in game play? In the PE classroom? • What offensive tactics can be used to avoid being tagged in this game? • As the pirate, what defensive tactics can you use to stop the adventurers from raiding your treasure? • What is the purpose of rules in a game and in the classroom? 	<p>Activity 1 – Attention getters Focus: perform response to commands demonstrating fundamental movement skills and retaining/gaining possession of the ball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Captain’s orders Focus: demonstrate movement skills that combine elements in game play activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Treasure grab Focus: demonstrate movement skills that combine elements in game play activity while demonstrating an understanding of the rules</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions. • Create a set of class rules for the PE classroom.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support material – Appendix A <ul style="list-style-type: none">• Resource links in Appendix A	

Term 1 Week 2

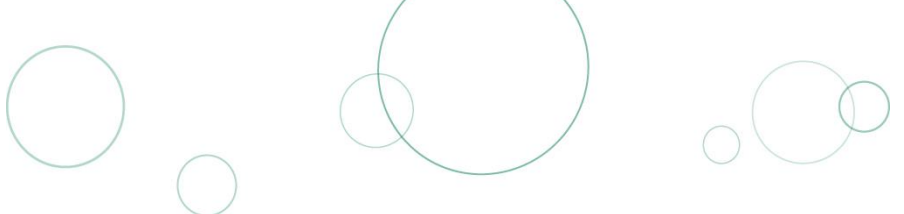
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the tactic of scanning the play while on the move to remain in space</p> <p>Demonstrate application of classroom rules</p> <p>Demonstrate simple tactics of evasion in attack and invasion to defend during game play activities</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What does it mean to find space? How will you know you have been successful? • What did you do to maintain space around you? <ul style="list-style-type: none"> ▪ What tactics do we call these? • What would happen to your movement if we changed the size of the boundaries? • How did you work together to achieve a common goal? • What offensive tactics can you use to avoid being tagged in ‘Pirate game’? • As the pirate, what defensive tactics can you use to stop the adventurers from raiding your treasure? • What makes ‘The cursed ship’ harder than ‘Pirate game’? What element is being manipulated to make it harder? 	<p>Activity 1 – Space hunters Focus: remain in space and scan the play while on the move; demonstrate classroom rule application</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pirate game Focus: demonstrate movement skills that combine elements of evasion and invasion in game play activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – The cursed ship Focus: demonstrate movement skills that combine elements of evasion and invasion in game play activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • How did the new rules adjust the way you played the game in 'The cursed ship'? What did you do differently? • When would be a good time to run across to Treasure Island? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills:</p> <p>Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt 	<p>Learning intentions</p> <p>Demonstrate attempts to juggle the soccer ball using the laces</p> <p>Demonstrate the object control skill of foot dribbling through exploration of timing and contact placement on the foot</p> <p>Demonstrate a lofted kick off the ground</p> <p>Focus questions</p> <ul style="list-style-type: none"> Why do soccer players juggle the ball when it's not used in a game? Where is the best area of contact on the ball to maintain control when juggling? What happens to the ball when you contact it on your laces with the toes pointing down/up? What angle do the laces need to be at to get the ball to go straight up? What is the best way to keep control of your ball when juggling and dribbling? What happens to the ball when you move faster while dribbling? Why is it better to be able to use both feet when dribbling? 	<p>Activity 1 – Toe juggling on the laces Focus: maintain control of a soccer ball when juggling on the laces</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Treasure grab: soccer Focus: demonstrate foot dribbling fundamental skills in game play activity</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Across the river Focus: demonstrate a lofted kick off the ground</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • What happens to the ball when you move faster while dribbling? • What are the key points of a lofted kick? (Appendix A) • When do you think a lofted kick could be used in a game of soccer? (Appendix A) <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	

Term 1 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions Manipulate movement to create well-timed contact with the ball to maintain control of the bounce</p> <p>Demonstrate object control skills through dribbling a ball with the feet in space, altering speeds from fast to slow</p> <p>Create a simple scoring system to a given game that allows all students to achieve success</p> <p>Focus questions</p> <ul style="list-style-type: none"> How can you make the soccer ball go straight up when juggling? What is the best way to keep control of the ball when dribbling? What tactics did you put into place when you were moving the ball through the play area? What tactics did you apply when you could lose possession of the ball on the switch? If the ball is not going far enough, what can you do to get it to go further? How can you work together as a team to create the most scoring opportunities in the allocated time? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Knee juggling Focus: demonstrate the ability to juggle a soccer ball on the thighs</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Switch Focus: demonstrate the ability to dribble and trap a soccer ball with control</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Marshmallow kickers Focus: work with teammates to kick the ball to a goal target; create a scoring system to promote all students achieving success</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate a balanced position during the object control skill of kicking (lofted kick and push pass)</p> <p>Identify space through game play activities</p> <p>Focus questions</p> <ul style="list-style-type: none"> How can you stay balanced on one leg while kicking? How can you work with your teammate to increase your score? When moving through the play area how do you avoid a collision with other players? How did the addition of a defender change the way you transitioned? Is it better to focus on accuracy or distance? Why is it important to not rush your shot? How can you improve performance to obtain a lower score on a hole? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 'Gates' drill modified from Australian rules football to soccer 	<p>Activity 1 – Balance and kick Focus: maintain balance while performing a lofted kick</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Gates Focus: combine movement skills of dribbling and push passing in game play activity</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Soccer golf Focus: demonstrate the ability to use a lofted kick and push pass in a minor game</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 6

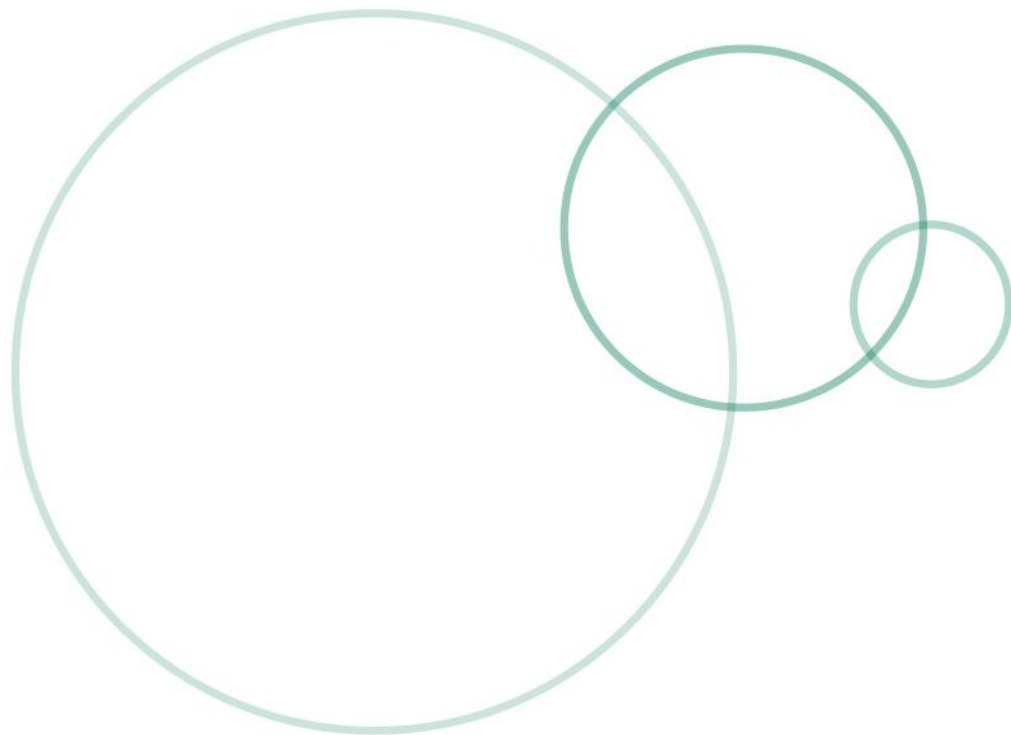
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate control of the soccer ball while changing direction, maintaining a well-balanced position</p> <p>Combine locomotor skills with object control skills while experiencing defensive pressure in game play activity</p> <p>Work cooperatively with team players to provide feedback on key elements of the object control skill of push passing</p> <p>Demonstrate the tactic of finding space to gain an advantage in game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> When might the trap and roll be used in a game of soccer? How can you stay in control of your ball? How can you ensure better accuracy of the ball to hit its target? How does focusing on one key element at a time help to improve performance? How do you use a lofted kick to stop the opposing team from advancing? Where is the best place to aim the ball when kicking to avoid the other team intercepting the ball? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Trap and roll Focus: demonstrate the ability to trap and roll the ball</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Mini-coaching Focus: demonstrate the push pass and provide quality peer feedback</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Push back Focus: demonstrate the lofted kick in game play and use space to score a goal</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Learning intentions</p> <p>Demonstrate proficiency in the locomotor fundamental movement skill of the foot dribble</p> <p>Develop the game tactic of peripheral vision</p> <p>Demonstrate the ability to maintain possession of the ball while dribbling in game play activity</p> <p>Focus questions</p> <ul style="list-style-type: none"> Where do our eyes look throughout the activity ‘Dribble tip over’? When can peripheral vision be used in a soccer game? What tactics could you use to avoid being near a hawk in ‘Squirrels’? As the hawk what tactics could you use to gain possession? <p>Support material</p> <ul style="list-style-type: none"> Summative assessment in Appendix B 	<p>Activity 1 – Dribble tip over Focus: demonstrate foot dribbling skills to maintain control of the ball during game play</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Squirrels Focus: demonstrate foot dribbling skills to maintain possession of the ball</p> <ul style="list-style-type: none"> Complete summative assessment (Appendix B). <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Learning intentions</p> <p>Demonstrate proficiency in the skill of the foot dribble</p> <p>Demonstrate the ability to maintain possession of the ball while dribbling in game play activity</p> <p>Focus questions</p> <ul style="list-style-type: none"> How can you successfully dribble the soccer ball to move around a defending player? What are ways you can retain possession of the ball? What are ways you can take possession from the ball from another player? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A Summative assessment in Appendix B 	<p>Activity 1 – Musical hoops Focus: demonstrate foot dribbling skills to maintain control of the ball during game play</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Squirrels Focus: demonstrate foot dribbling skills to maintain possession of the ball</p> <ul style="list-style-type: none"> Complete summative assessment (Appendix B). <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 2 WEEKS 1–8


Physical Education

Overview Term 2

Benefits of regular physical activity, safe and fair activities, cooperation skills							
Week 1 Benefits of regular physical activity	Week 2 Benefits of regular physical activity	Week 3 Safe and fair activities	Week 4 Safe and fair activities	Week 5 Cooperation skills	Week 6 Cooperation skills	Week 7 Cooperation skills	Week 8 Cooperation skills
Partner tag <ul style="list-style-type: none"> heart rate benefits of physical activity 	Partner tag <ul style="list-style-type: none"> breathing rate benefits of physical activity 	Clap and catch <ul style="list-style-type: none"> object control catch 	Dribble tip over <ul style="list-style-type: none"> object control rules and fair play 	Chicken coop countdown <ul style="list-style-type: none"> cooperation run 	Batting practice <ul style="list-style-type: none"> cooperation two-handed strike 	Batting practice <ul style="list-style-type: none"> cooperation two-handed strike 	Ant ambush <ul style="list-style-type: none"> cooperation dodge rules and safety
Ball exploration <ul style="list-style-type: none"> object control 	Catch the cheese <ul style="list-style-type: none"> catch respond to commands 	In, around and over <ul style="list-style-type: none"> bounce rules and safety ball control 	Dribble tag <ul style="list-style-type: none"> bounce rules and safety 	Egg farm fielding <ul style="list-style-type: none"> cooperation communication 	Race to the bases <ul style="list-style-type: none"> two-handed strike identify space 	Kangaroos and wallabies <ul style="list-style-type: none"> benefits of physical activity jump for height 	Mini tee-ball <ul style="list-style-type: none"> two-handed strike rules and fair play cooperation
Station rotations <ul style="list-style-type: none"> cooperation movement skills 		Squirrels <ul style="list-style-type: none"> bounce gain possession 		Chuck the chicken <ul style="list-style-type: none"> use space cooperation rules and fair play 	Babe Ruth <ul style="list-style-type: none"> simple tactics identify space inclusion 	Hit 4 and go <ul style="list-style-type: none"> minor game 	

Term 2 Week 1

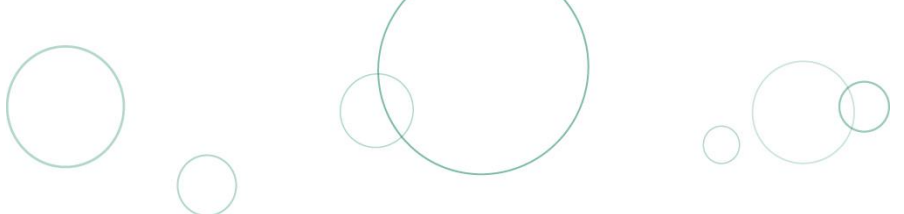
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Describe the effects of movement on the heart and how this influences physical health</p> <p>Describe the importance of ball manipulation to improve control in game play</p> <p>Demonstrate cooperation skills to include everyone in physical activities</p> <p>Develop tactics to gain and maintain possession while dribbling under pressure</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can we make our heart rate faster? • How can we make our heart rate slower? • If you exercise regularly long-term, what effects does it have on the heart? • How does a healthy person’s body feel during physical activity? • How does playing with a ball help improve your skills? • How does your heartbeat feel after the ball exploration activity compared to the partner tag activity? Why? • Do you have more control of the ball with a high bounce or a low bounce? Why? 	<p>Activity 1 – Partner tag Focus: describe how an increase in heart rate affects a person’s health and wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students • Provide feedback and check for understanding. <p>Activity 2 – Ball exploration Focus: become familiar with the characteristics of the ball</p> <ul style="list-style-type: none"> • Drill-based practice for students • Provide feedback and check for understanding. <p>Activity 3 – Station rotations Focus: cooperate with others to ensure everyone is included; develop tactics while dribbling under pressure</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • Where is the easiest place, in relation to the player, to take the ball from them? • How can you protect the ball from an attacking player? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	

Term 2 Week 2


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Describe the effects of movement on the lungs and body, and how this influences physical health</p> <p>Demonstrate the ability to respond quickly to a call through game play activities</p> <p>Demonstrate cooperation skills to include everyone in physical activities</p> <p>Develop tactics to gain and maintain possession while dribbling under pressure</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How does physical activity affect the breathing rate? • What happens if you get puffed and out of breath while playing, what strategy could be used to slow it down? • If you exercise regularly long-term, what effects does it have on the lungs? • What effect does long-term exercise have on the rest of the body? • How can 'Catch the cheese' be changed to accommodate a player who is working at a different level to you? 	<p>Activity 1 – Partner tag Focus: describe how an increase in breathing rate affects a person’s health and wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students • Provide feedback and check for understanding. <p>Activity 2 – Catch the cheese Focus: respond quickly to a call while maintaining control in a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students • Provide feedback and check for understanding. <p>Activity 3 – Station rotations Focus: cooperate with others to ensure everyone is included; develop tactics while dribbling under pressure</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • How do you create a balanced stance ready to run when you catch the ball? • How is 'Catch the cheese' like playing basketball? • Do you have more control of the ball with a high bounce or a low bounce? Why? • Where is the easiest place, in relation to the player, to take the ball from them? • How can you protect the ball from an attacking player? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	

Term 2 Week 3


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate hand-eye coordination when throwing and catching a basketball</p> <p>Demonstrate a hand dribble while running in a controlled environment</p> <p>Demonstrate use of space effectively to move through the play area safely</p> <p>Demonstrate cooperation skills to include everyone in activities</p> <p>Demonstrate the ability to follow basic rules and participate fairly</p> <p>Focus questions</p> <ul style="list-style-type: none"> • Where do your eyes look when performing the ‘Clap and catch’ activity? • How can your performance be affected by changing the height of the ball throw? • How can you improve your control while dribbling? • How can using peripheral vision improve dribbling? • What tactics could you use to avoid being near a hawk in ‘Squirrels’? 	<p>Activity 1 – Clap and catch Focus: develop hand-eye coordination</p> <ul style="list-style-type: none"> • Drill-based practice for students. • Provide feedback and check for understanding. <p>Activity 2 – In, around and over Focus: maintain control while demonstrating correct dribbling technique, moving through the area safely</p> <ul style="list-style-type: none"> • Drill-based practice for students. • Provide feedback and check for understanding. <p>Activity 3 – Squirrels Focus: work cooperatively with others to participate fairly by following basic rules</p> <ul style="list-style-type: none"> • Drill-based practice for students. • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• As the hawk, what tactics could you use to gain possession?• How does following the rules in 'Squirrels' keep the game safe and fair?	

Term 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Describe how the modification of rules could change the safety and fairness of a game</p> <p>Demonstrate and describe the use of tactics with or without possession of the ball in game play</p> <p>Demonstrate use of space effectively to move through the play area safely</p> <p>Demonstrate cooperation skills to include everyone in activities</p> <p>Demonstrate the ability to follow basic rules and participate fairly</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How could the rules be modified to make the game ‘Dribble tip over’ less safe/safer? • How could the rules be modified to make the game ‘Dribble tip over’ less fair/fairer? • What tactics do you need to use in ‘Dribble tag’ to not get tagged? • How could the rules be modified in ‘Dribble tag’ to make the game less safe/safer and less fair/fairer? 	<p>Activity 1 – Dribble tip over Focus: discuss how the modification of rules could change the safety and fairness of the game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Dribble tag Focus: discuss how the modification of rules could change the safety and fairness of the game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Squirrels Focus: work cooperatively with others to participate fairly by following basic rules</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



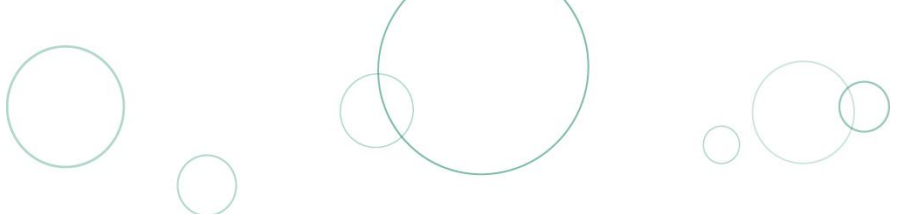
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none"> • What tactics could you use to avoid being near a hawk in 'Squirrels'? • As the hawk, what tactics could you use to gain possession? • How does following the rules in 'Squirrels' keep the game safe and fair? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	

Term 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions Demonstrate cooperation skills to complete team movement challenges</p> <p>Describe basic rules in tee-ball and how rules keep the game fair</p> <p>Focus questions</p> <ul style="list-style-type: none"> • As the runner, how can you increase the speed you complete the lap? • How can you assist our team to complete the lap as quickly as possible? • How are rules in the ‘Chicken coop countdown’ and ‘Egg farm fielding’ activities like tee-ball? • How can you work together as a team to progress the ball down the line in ‘Egg farm fielding’? • How is communication used in tee-ball? • What penalty could be imposed on a player that calls ‘got it’ before it reaches the end of the line? • What can your team do in ‘Chuck the chicken’ to gain the most time to complete runs? • What tee-ball rules promote fair play? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	<p>Activity 1 – Chicken coop countdown Focus: cooperate to complete a team challenge while running in a circle</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Egg farm fielding Focus: cooperate and use communication skills to complete a team movement challenge in the fastest possible time</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Chuck the chicken Focus: work cooperatively with others to use space and gain a time advantage</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions Demonstrate cooperation skills with team members to complete a practice activity</p> <p>Describe the effects of space and effort when batting and apply this understanding to place the ball in a target location</p> <p>Demonstrate use of tactics on offence and defence during game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is correct batting form, including hand grip and bat swing? • Why is correct batting form important? • How can you increase the amount of points you score when batting and running? • How do I hit the ball to a specific location? • How do you stop the running player from scoring a lot of points when fielding? • What tactics can the team use when batting to maximise scoring opportunities and participation of all players? • What tactics can the team use when fielding to minimise the other team’s scoring opportunities while including all players? 	<p>Activity 1 – Batting practice Focus: work cooperatively in small groups to practise hitting a ball off the tee</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Complete ‘Hoppo Bumpo’ post-activity if required to warm up body prior to next activity (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Race to the bases Focus: use effort level in batting and identification of space in game play to hit the ball to a target location, resulting in scoring more points</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Babe Ruth Focus: use tactics while batting and fielding utilising each member of the team</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



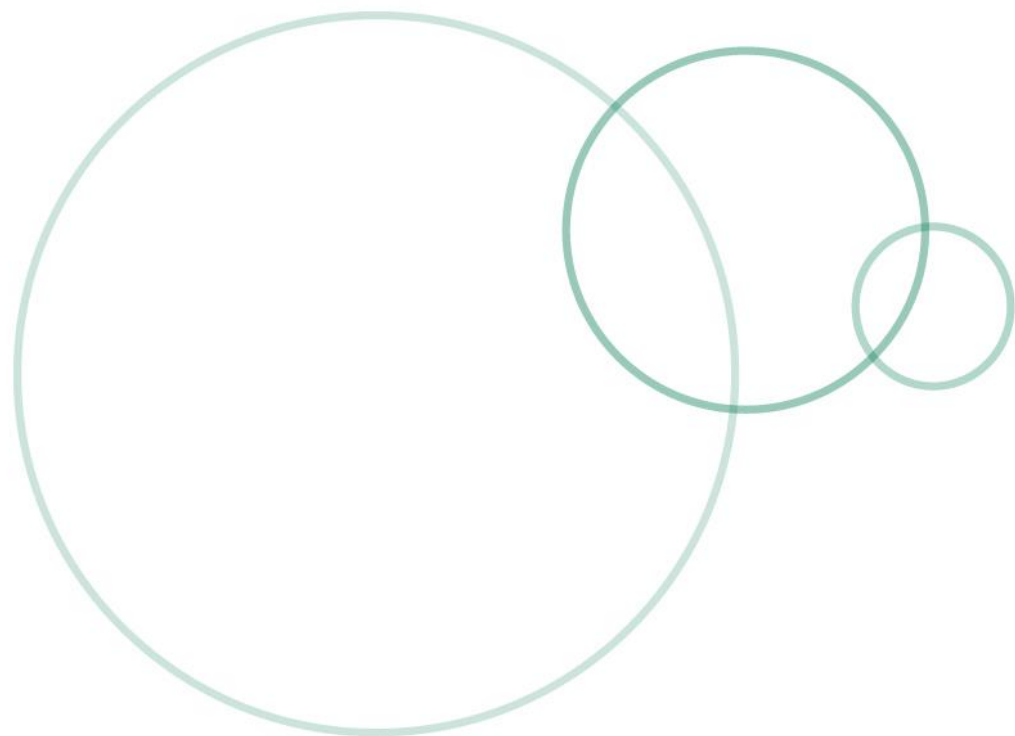
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A • 'Hoppo Bumpo' modification – use bumping to push partner off balance instead of pulling motion 	

Term 2 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate cooperation skills with team members to complete a practice activity</p> <p>Describe benefits of the body’s response to moderate to vigorous physical activity</p> <p>Demonstrate proficiency in the ability to accurately bat a ball to a target location to gain an advantage</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is correct batting form, including hand grip and bat swing? • Why is correct batting form important? • What are the body’s responses to moderate to vigorous physical activity? • What are the benefits of moderate to vigorous physical activity? • As fielders, how can you work together to get the balls back to home base as quick as you can? • As the batter, where is your best option to hit the balls? • To maintain a fair game, what penalty can you put in place for the player that calls stop before time is up? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	<p>Activity 1 – Batting practice Focus: work cooperatively in small groups to practise hitting a ball off the tee</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Kangaroos and wallabies Focus: work with a partner in completing the movement challenge while analysing the body’s response to physical activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Hit 4 and go Focus: demonstrate accuracy in ball placement to gain an advantage</p> <ul style="list-style-type: none"> • Drill-based practice for students . • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 2 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Interpersonal skills Cooperation skills to include everyone in physical activities</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Learning intentions Demonstrate cooperation skills with team members to complete movement challenges, including batting and fielding, during game play</p> <p>Demonstrate adherence to basic rules that keep an activity safe and fair</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What aspects of safety are important in ‘Ant ambush’? • How can you and your team achieve safe play? • What skills/tactics in ‘Ant ambush’ are utilised in a game of tee-ball? • As the batter where is the best place to play the ball to allow you time to get to first base? • As the fielding team, where should you stand to get the best possible chance of fielding the ball quickly? • As the fielder, how do you stop the runners from progressing between bases? • How can you support your teammate in the outer field to get the ball back into the diamond? • How can you be a supportive teammate on offence and defence? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	<p>Activity 1 – Ant ambush Focus: use cooperation skills and follow safety rules to complete a movement challenge during game play</p> <ul style="list-style-type: none"> • Drill-based practice for students. • Provide feedback and check for understanding. <p>Activity 2 – Mini tee-ball Focus: work as a team to score as many points as possible while batting (touching each base) and fielding (getting batters out)</p> <ul style="list-style-type: none"> • Drill-based practice for students. • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 3 WEEKS 1–8

Physical Education

Overview Term 3

Leap and dodge							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Long jump – leap	Long jump – leap	Long jump – leap, relays	Long jump – leap	Team games – dodge	Team games – dodge	Team games – dodge	Team games – dodge
Toe fencing <ul style="list-style-type: none"> • cooperation • balance 	Loggers <ul style="list-style-type: none"> • jump • movement challenge 	3 hands, 2 feet <ul style="list-style-type: none"> • cooperation • balance 	Everybody’s it <ul style="list-style-type: none"> • benefits of physical activity 	Glue <ul style="list-style-type: none"> • evasion • dodge 	RPS Tug-o-war <ul style="list-style-type: none"> • reaction time 	Drop the biscuit <ul style="list-style-type: none"> • retain possession • dodge 	Shark attack <ul style="list-style-type: none"> • dodge
Running relay <ul style="list-style-type: none"> • running 	Long jump development 2 <ul style="list-style-type: none"> • run • jump 	Long jump exploration <ul style="list-style-type: none"> • jump • balance 	Long jump assessment rotations <ul style="list-style-type: none"> • jump • run • balance 	Beaches, bridges and boats <ul style="list-style-type: none"> • chase • dodge 	Fish frenzy <ul style="list-style-type: none"> • invasion • dodge 	Three blind mice <ul style="list-style-type: none"> • chase • dodge 	Ghosts and ghouls <ul style="list-style-type: none"> • reaction time • respond to call
Long jump development 1 <ul style="list-style-type: none"> • jump • balance 	Sprint starts <ul style="list-style-type: none"> • balance • run 	Shuttle relay <ul style="list-style-type: none"> • run • baton passing 			Zigzag relay <ul style="list-style-type: none"> • run • dodge 	Slide tag <ul style="list-style-type: none"> • invasion • evasion 	Ghostbusters <ul style="list-style-type: none"> • invasion • evasion

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate cooperation skills with a partner to complete a balance movement challenge</p> <p>Describe the effects arms have on maintaining a well-balanced position in running</p> <p>Demonstrate a well-balanced landing after a long jump</p> <p>Demonstrate the ability to follow the basic rules of long jump</p> <p>Focus questions</p> <ul style="list-style-type: none"> What techniques did you try to complete ‘Toe fencing’? What happens to your body positioning when you are on the attack? Defence? What effect does restricting arm movement have on the rest of the body? How do arms affect performance? How is your landing affected by what you do with your legs? What is the difference in your body movement between a short jump and a long jump? How can you jump further? 	<p>Activity 1 – Toe fencing Focus: maintain a balanced position while completing a movement challenge</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Running relay Focus: explore the use of arms while running</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Long jump development 1 Focus: explore the basic rules of long jump and demonstrate a balanced landing</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support material <ul style="list-style-type: none">• Resource links in Appendix A• Formative assessment using summative assessment (Appendix C)	

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate cooperation skills with a small group to complete a movement challenge</p> <p>Demonstrate proficiency in a combination of movement skills of running, jumping and landing</p> <p>Identify the angle at which the body becomes unstable in a standing start</p> <p>Focus questions</p> <ul style="list-style-type: none"> How can you get to the opposite end faster in ‘Loggers’? How can you decrease the time it takes to reset the pool noodle ready to be jumped over? How can you work better as a team to improve timing of when to jump? How do your arms and legs move when jumping? Why is it important to have your weight forward in a standing start? Where does the power come from when driving off at the start? What is the role of your back foot in a standing start? 	<p>Activity 1 – Loggers Focus: complete a set jumping challenge in the fastest possible time</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Long jump development 2 Focus: combine running and jumping to complete an effective long jump for distance</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Sprint starts Focus: identify the point when the body becomes unstable in a standing start</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support material <ul style="list-style-type: none">• Resource links in Appendix A• Formative assessment using summative assessment (Appendix C)	

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate cooperation skills with a partner to complete a movement challenge</p> <p>Describe how the distance of a run-up in long jump affects movement skills and the jump outcome</p> <p>Demonstrate the skill of baton passing in a relay</p> <p>Focus questions</p> <ul style="list-style-type: none"> What strategies did you use with your partner to feel more balanced? What was the right distance for you and why? What was the difference in the performance between the different distances? Why don't you hold the baton out until you are almost there? How can I help my team make a quicker baton change? What are the rules in a baton relay to promote fairness? What are the key points of an effective baton pass? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A Formative assessment using summative assessment (Appendix C) 	<p>Activity 1 – 3 hands, 2 feet Focus: develop balance through a cooperative movement challenge</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Long jump exploration Focus: explore run-up distance for the long jump</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Shuttle relay Focus: proficiency at passing a baton during a relay</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p>	<p>Learning intentions Describe the effects movement has on the body and how this benefits health and wellbeing</p> <p>Demonstrate proficiency of the locomotor movement skill leap through the long jump</p> <p>Focus questions</p> <ul style="list-style-type: none"> What makes your heart rate increase? What was different about the two strategies of increasing your heart rate? How does increasing your heart rate improve your fitness? What are the three phases of the long jump? What are the key points of the run-up? What are the key points of the take-off and flight? What are the key points of landing? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A Formative assessment feedback (Weeks 1–3) Summative assessment (Appendix C) 	<p>Activity 1 – Everybody’s it Focus: describe the effects that movement has on the body</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Students measure heart rate for analysis. Provide feedback and check for understanding. <p>Activity 2 – Long jump assessment rotations Focus: demonstrate proficiency in the long jump</p> <ul style="list-style-type: none"> Alternate drill-based activities for students (Appendix A). Complete summative assessment (Appendix B). <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate proficiency in the locomotor skill of dodging</p> <p>Demonstrate cooperation skills while working in a team</p> <p>Demonstrate a variety of chasing and dodging tactics during game play</p> <p>Demonstrate the ability to know and apply basic rules during game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> What techniques did you use to dodge your partner in 'Glue'? What happens to your body positioning when you are on the attack? Defence? What strategies did you use to avoid being tagged? What strategies did you use to complete a successful tag? How did your tactics change with the addition of the beach, bridges and boats? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Glue Focus: evade a partner by using the dodge</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Beaches, bridges and boats Focus: use tactics to chase and dodge during game play</p> <ul style="list-style-type: none"> Drill-based practice for students; Build one to four (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Learning intentions</p> <p>Describe how improving reaction time can affect performance</p> <p>Describe the use of movement skills and tactics to move through a playing field without getting tagged by the opposition</p> <p>Demonstrate locomotor skills of dodging and running, utilising weight transfer to efficiently complete a team activity</p> <p>Demonstrate the ability to follow the basic rules of game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> How can you improve your reaction time? How can improving reaction time affect your ability to dodge opponents? What are fair and safe rules in 'Fish frenzy'? What tactics are used in 'Fish frenzy'? If Suzy keeps making the mistake of not zigzagging to the front, how can you help her to get it right and follow the rules? How can a leader and end person communicate to improve team performance? How can you help your team be able to move through the course quickly? 	<p>Activity 1 – RPS tug-o-war Focus: understand reaction time and its effect on performance</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Fish frenzy Focus: use evasion tactics to dodge a tag in game play</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Zigzag relay Focus: use dodging skills to weave in and out of the team</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



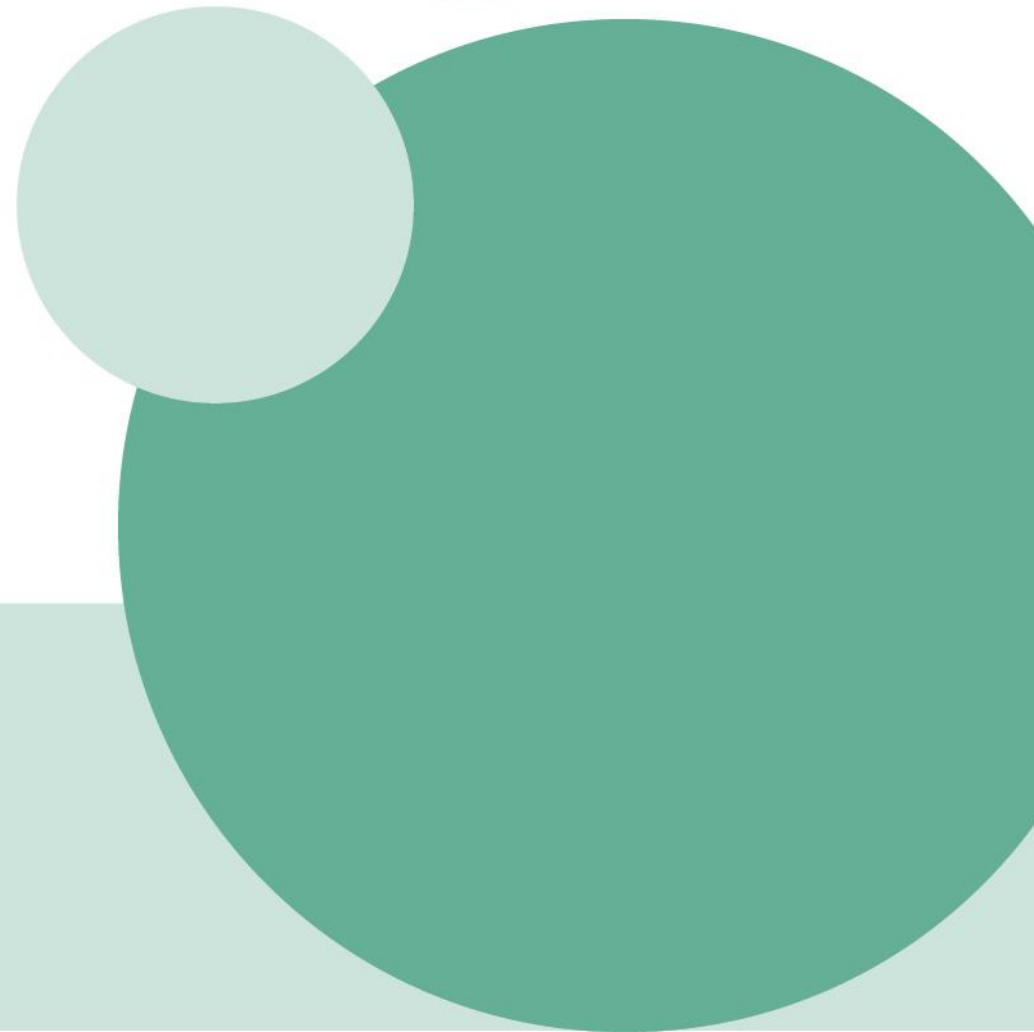
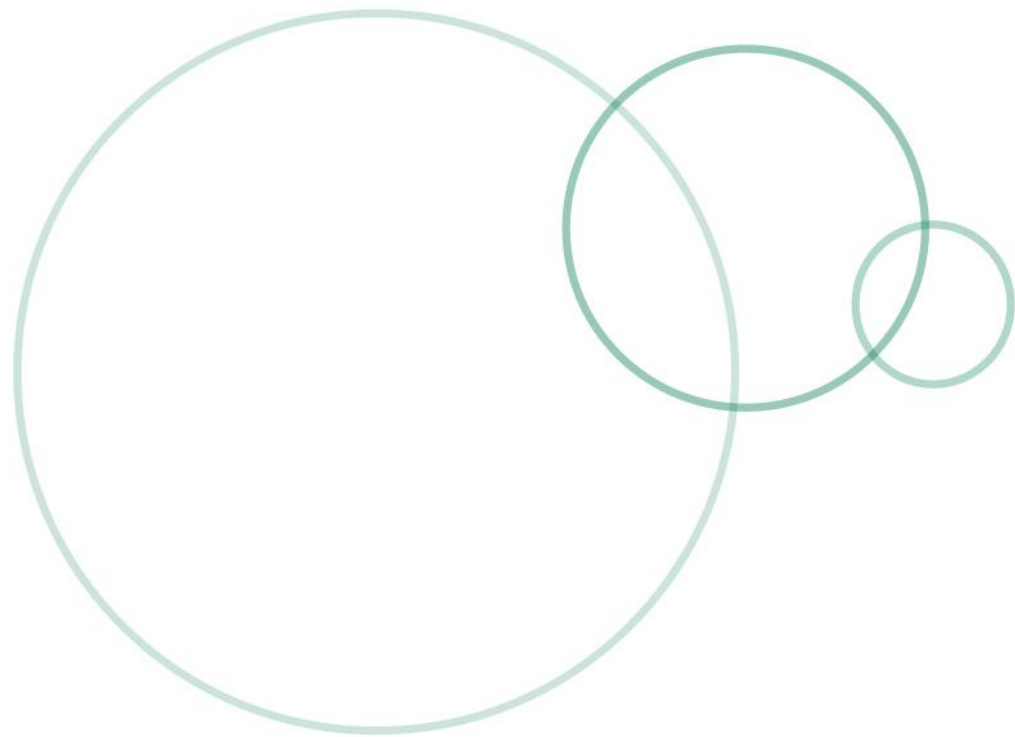
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	Support material <ul style="list-style-type: none">• Resource links in Appendix A• Formative assessment using summative assessment (Appendix C)	

Term 3 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the ability to retain possession of an object by using evasion skills</p> <p>Demonstrate the ability to gain possession of an object by using invasion skills</p> <p>Demonstrate the ability to use chase and dodge to gain or retain objects within a time constraint</p> <p>Focus questions</p> <ul style="list-style-type: none"> What tactics can be used to maintain possession of the cone in ‘Drop the biscuit’? What tactics can be used to collect as many cones as possible as a chaser? What did your body position look like when you worked to maintain possession of your tail? How did your team work together to collect as many tails as possible? How did you move past defensive players without being tagged in ‘Slide tag’? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Drop the biscuit Focus: retain possession by using evasion skills</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – three blind mice Focus: use the chase and dodge to gain/retain objects in time-bound rounds</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Slide tag Focus: use offensive tactics to move past defending players without being tagged</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p>	<p>Learning intentions Demonstrate the use of movement skills and tactics to move through a playing field without getting tagged by the opposition</p> <p>Demonstrate quick reaction time in response to a call</p> <p>Focus questions</p> <ul style="list-style-type: none"> What tactics did you use as a fish to avoid being tagged by a shark? How do you improve your reaction time to calls in 'Ghosts and ghouls'? What tactics did you use to avoid being tagged by a Ghostbuster? What tactics did you use as a Ghostbuster to tag as many ghosts and ghouls as possible? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Shark attack Focus: use tactics to avoid being tagged by the opposition</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Ghosts and ghouls Focus: respond to a call to complete a running task</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Ghostbusters Focus: use tactics to evade being tagged by a pool noodle</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



TERM 4 WEEKS 1–8

Physical Education

Overview Term 4

Punt, overarm throw, cooperation and fair play							
Week 1 Punt	Week 2 Punt	Week 3 Punt	Week 4 Punt	Week 5 Overarm throw	Week 6 Overarm throw	Week 7 Cooperation and fair play	Week 8 Cooperation and fair play
Cool kicks <ul style="list-style-type: none"> punt accuracy 	Kick in threes <ul style="list-style-type: none"> punt catch 	Footy racetrack <ul style="list-style-type: none"> punt accuracy 	Goal master <ul style="list-style-type: none"> goal kicking 	Overarm throw <ul style="list-style-type: none"> throw catch 	Hit the target <ul style="list-style-type: none"> throw accuracy 	Ships and sailors <ul style="list-style-type: none"> respond to call fair play 	Form a group <ul style="list-style-type: none"> respond to call fair play
Coast to coast <ul style="list-style-type: none"> punt cooperation 	Collect the coins <ul style="list-style-type: none"> goal kicking 	Island to island <ul style="list-style-type: none"> accuracy 	Kicking on the run <ul style="list-style-type: none"> goal kicking accuracy 	L-o-n-g throw <ul style="list-style-type: none"> throw catch accuracy 	Keep the ball up <ul style="list-style-type: none"> throw catch 	Hula hut relays <ul style="list-style-type: none"> cooperation teamwork fair play 	
Save the castle <ul style="list-style-type: none"> cooperation accuracy 	Total teamwork <ul style="list-style-type: none"> retain possession 	Round the bend <ul style="list-style-type: none"> evasion retain possession 	Mini matches level 3 <ul style="list-style-type: none"> invasion evasion 	Battleship <ul style="list-style-type: none"> simple tactics cooperation 	Keentan <ul style="list-style-type: none"> retain possession simple tactics 	Hula hut throwdown <ul style="list-style-type: none"> cooperation teamwork fair play 	

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions Describe how to punt a ball in Australian rules football</p> <p>Demonstrate punting/kicking skills in a movement activity</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you punt/kick a ball in Australian rules football? What are ways to make the 'Coast to coast' relay more challenging? What strategies did your team use to earn more points in 'Save the castle'? 	<p>Activity 1 – Cool kicks Focus: introduction of punting/kicking a ball in Australian rules football using ball drops and kicking to a target</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Coast to coast Focus: utilise kicking and cooperating with teammates to complete a movement activity</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Save the castle Focus: cooperate with team members to kick a footy in the team's castle</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Learning intentions</p> <p>Demonstrate how to kick and mark a ball in Australian rules football</p> <p>Demonstrate how to kick a goal</p> <p>Demonstrate the ability to retain possession of the ball using kicking skills</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you punt/kick a ball in Australian rules football? How do you kick a ball to a target in Australian rules football? How do you kick a ball to score a goal in Australian rules football? What tactics did your team use to retain possession of the ball? How do you kick a ball to a target while you are moving in Australian rules football? 	<p>Activity 1 – Kick in threes Focus: practise kicking and marking skills in small groups</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Collect the coins Focus: kick goals from various locations</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Total teamwork Focus: retain possession of the ball by kicking it to teammates</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Learning intentions</p> <p>Demonstrate how to kick a ball to a stationary target while on the move in Australian rules football</p> <p>Demonstrate kicking accuracy to and from stationary targets</p> <p>Demonstrate the ability to evade a defender and kick a goal on the move</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you kick a ball to a stationary target while on the move in Australian rules football? How do you improve your kicking accuracy? How do you kick a ball to score a goal in Australian rules football? What tactics did you use to retain possession of the ball? How do you kick a goal while evading a defender? 	<p>Activity 1 – Footy racetrack Focus: practise kicking skills in small groups</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Island to island Focus: improve kicking accuracy</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Round the bend Focus: evade being tagged to score a goal</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills:</p> <p>Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p>	<p>Learning intentions</p> <p>Demonstrate how to kick a goal on the run</p> <p>Demonstrate kicking in modified game play</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you kick a goal on the run? How do you kick a ball to a target while you are moving in Australian rules football? What tactics can your team use to gain or regain possession of the ball? How did your team use kicking to gain an advantage over the other team? 	<p>Activity 1 – Goal master Focus: practise kicking goals on the run</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 2 – Kicking on the run Focus: kick goals and improve kicking accuracy</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Activity 3 – Mini matches level 3 Focus: use kicking in modified game play</p> <ul style="list-style-type: none"> Drill-based practice for students. Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>Demonstrate how to throw a ball accurately over distance</p> <p>Combine movement skills and tactics to complete a movement challenge with teammates</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you perform the overarm throw? How do you perform a catch? How does your body movement look when trying to throw further? How do you sink other ships and stay afloat in 'Battleship'? How do you gain better accuracy when throwing the ball? How do you select the target to throw the ball at? <p>Support material</p> <ul style="list-style-type: none"> Resource links in Appendix A 	<p>Activity 1 – Overarm throw Focus: practise overarm throwing and catching</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – L-o-n-g throw Focus: throw and catch accurately over increasing distances</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Battleship Focus: combine movement skills and tactics to sink the opponent's ships</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Introduce fundamental movement skills: Locomotor</p> <ul style="list-style-type: none"> dodge leap <p>Object control</p> <ul style="list-style-type: none"> foot dribble overarm throw punt <p>Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate throwing accuracy by completing a movement challenge</p> <p>Demonstrate various strategies for keeping a ball off the ground</p> <p>Combine movement skills and tactics to complete a movement challenge with teammates</p> <p>Demonstrate the ability to catch and throw accurately while in the air</p> <p>Focus questions</p> <ul style="list-style-type: none"> How do you perform an overarm throw to hit a target? What strategies did you use to score points in ‘Hit the target’? What can you learn from your performances to determine your next strategy? What strategies can you use to keep you and your teammates positive when you are finding a game difficult? Did you change the way you kept the ball off the ground in ‘Keep the ball up’? Why? What is the history of the game ‘Keentan’? 	<p>Activity 1 – Hit the target Focus: throw a ball to hit a target</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 2 – Keep the ball up Focus: use different strategies to keep the ball off the ground</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Activity 3 – Keentan Focus: pass the ball to teammates without interception to score points</p> <ul style="list-style-type: none"> Drill-based practice for students (Appendix A). Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> Instruct students to identify, describe and/or demonstrate responses to the focus questions.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• How can you throw and catch while in the air?• What tactics did your team use to score points in 'Keentan'? <p>Support material</p> <ul style="list-style-type: none">• Resource links in Appendix A	

Term 4 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Understanding movement Basic rules in a variety of physical activities and ways in which they keep activities safe and fair</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the ability to respond to prompts when completing a movement challenge</p> <p>Demonstrate the ability to follow basic rules and promote fair play</p> <p>Combine movement skills and tactics to complete a movement challenge with teammates</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do basic rules and fair play make a game enjoyable? • What strategies did your team use to be successful during the ‘Hula hut relays’? • How did you cooperate with your teammates to be successful in the ‘Hula hut throwdown’? • How did the basic rules in ‘Hula hut throwdown’ keep the activity safe and fair? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	<p>Activity 1 – Ships and sailors Focus: respond correctly to the captain’s orders or risk walking the plank</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Hula hut relays Focus: work cooperatively to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Hula hut throwdown Focus: work cooperatively to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to retain or gain possession in minor games</p> <p>Interpersonal skills Cooperation skills to include everyone in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the ability to respond to prompts when completing a movement challenge</p> <p>Demonstrate the ability to follow basic rules and promote fair play</p> <p>Combine movement skills and tactics to complete a movement challenge with teammates</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do basic rules and fair play make a game enjoyable? • What strategies did your team use to be successful during the ‘Hula hut relays’? • How did you cooperate with your teammates to be successful in the ‘Hula hut throwdown’? • How did the basic rules in ‘Hula hut throwdown’ keep the activity safe and fair? <p>Support material</p> <ul style="list-style-type: none"> • Resource links in Appendix A 	<p>Activity 1 – Form a group Focus: use movement skills to find a space in an area</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Hula hut relays Focus: work cooperatively to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Hula hut throwdown Focus: work cooperatively to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.



APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource	Link/information
1	<p>Bored Teachers 35 Fun Attention-Getters To Keep Your Classroom Under Control</p> <p>Childhood 101 Captain’s Orders</p> <p>ThePhysicalEducator.com Pirate game Build Three: Treasure Grab</p>	<p>Bored Teachers – 35 Fun Attention-Getters to Keep Your Classroom Under Control https://www.boredteachers.com/classroom-management/35-fun-attention-getters-to-keep-your-classroom-under-control</p> <p>Childhood 101 – Games for Kids: How to Play Captain’s Orders https://childhood101.com/games-for-kids-how-to-play-captains-orders/</p> <p>The Physical Educator – Treasure Grab https://thephysicaeducator.com/game/treasure-grab/</p>
2	<p>Bluearth Space Hunters</p> <p>ThePhysicalEducator.com Build Three: Pirate Game Build Four: The Cursed Ship</p>	<p>Bluearth – Challenges & Games https://www.bluearth.org/trc-purpose-6-elements/challenges-and-games/page/5/</p> <p>The Physical Educator – Games https://www.thephysicaeducator.com/pe-games</p>
3	<p>7mlc Juggling</p> <p>The Physical Educator.com Build Three: Treasure Grab</p> <p>Prime Coaching Sport Dribbling: Control & trap</p>	<p>7mlc – How to Juggle a Football/Soccer Ball Beginner Tutorial Improve Your Ball Control https://www.youtube.com/watch?v=QhaCnT0gTYw</p> <p>The Physical Educator – Games https://www.thephysicaeducator.com/pe-games</p> <p>Prime Coaching Sport – How to teach: Dribbling > Control & trap Soccer Skills in PE (grade K–6) https://www.youtube.com/watch?v=vryCHSMIEk</p>

Week	Resource	Link/information
3	Prime Coaching Sport Passing in pairs	Prime Coaching Sport – Pairs: Long passing & big kicks Soccer skills in PE (grade K–6) https://www.youtube.com/watch?v=lpF5W7UIBAI
4	Vogel Soccer Mastery Ball juggling: thighs Benjamin Pirillo Marshmallow Kickers Kagan Cheers	Vogel Soccer Mastery – How to Juggle a Soccer Ball With Your Thighs https://www.youtube.com/watch?v=3FkCOzc7KAs Benjamin Pirillo – Marshmallow Kickers Highly Rated Kicking PE Game https://www.youtube.com/watch?v=tVDZP6e6OM0 Kagan – Teacher Tips and Tools https://www.kaganaustralia.com.au/teacher-tips-tools/
5	Prime Coaching Sport Balance and kick SANFL Coaching GATES Kidzphysz Sports PE at Home Soccer Golf	Prime Coaching Sport – Individual ball challenges: Part 1 Soccer skills in PE (grade K–6) https://www.youtube.com/watch?v=tJ9e_CuSKQg SANFL Coaching – GATES – Under 8’s https://www.youtube.com/watch?v=wGeurNXpCuA PE at Home by Kidzphysz Sports – PE at Home – ‘Soccer Golf’ https://www.youtube.com/watch?v=mNkbis-k8hY

Week	Resource	Link/information
6	Prime Coaching Sport Trap and roll The Physical Educator.com Treasure Grab Build Four: Mini-Coaching	Prime Coaching Sport – Individual ball challenges: Part 1 Soccer skills in PE (grade K–6) https://www.youtube.com/watch?v=tJ9e_CuSKQg The Physical Educator – Treasure Grab https://thephysicaleducator.com/game/treasure-grab/
8	The Physical Educator.com Treasure Grab Build Two: Musical Hoops	The Physical Educator – Treasure Grab https://thephysicaleducator.com/game/treasure-grab/



Term 1 Week 1

Activity 1 – Attention getters

Equipment

- dodgeballs
- soccer balls
- Australian rules footballs
- portable music speaker

Aim of the game is to react to music and/or whistle prompts and execute a movement skill.

- Students respond to a command or a whistle during physical activities.
- Students move through the play area maintaining a balanced position while performing basic fundamental movement skills.

Instructions

Mark a play area into one large zone (e.g. a netball court, soccer field).

- Play music with a strong beat for students to move to as they enter the classroom.
- Students begin to move around the play area without bumping into each other.
- Stop the music and explain to students that when you blow your whistle you want them to stop and respond with your allocated attention getter; for example
 - teacher blows the whistle and says, ‘chicka, chicka’ then students stop and respond, ‘boom, boom!’
 - remember to designate what you want students to do with their body and/or equipment, e.g. foot dribble a ball around the area without it getting taken by another student, leap, maintain possession of a ball with a partner by throwing back and forth, score a point each time you punt a ball.
- Practise the attention getter before recommencing movement.
- Vary the speed or the action of the movement and with each change of motion, practise the attention getter. These are quick sharp changes of movement to get the students moving around the space.

Activity 3 – Treasure grab

- Select a tactic to be the focus tactic for the round.

Examples of offensive (evasion) tactics include: <ul style="list-style-type: none">• space• scan the play• dodge• use speed• find space• use fakes.	Examples of defensive (invasion) tactics include: <ul style="list-style-type: none">• restrict space• scan the play• dodge• use speed• work with another player• block the path• use fakes.
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Term 1 Week 3

Activity 1 – Toe juggling on the laces

Equipment

- soccer ball per student

Aim of the game is for students to maintain control of a soccer ball when juggling on their laces.

Instructions

- As students enter the classroom have them collect a ball, find a space and practise keeping the ball up in the air using their toes.
- Call students in for a class discussion.
- If a big screen is available, have students watch the provided link or observe the class and identify a student with good practice to demonstrate.
- Have all students stop and observe, directing the learning through questioning.
- Students return to juggle exploration allowing for application of understanding.

Activity 3 – Across the river

Equipment

- soccer ball per pair
- cones

Aim of the game is for students to loft the ball over the river to land on the opposite side.

Students love to kick a ball as high and as far as they can. This particular skill can be used for clearing your lines, switching play or popping up into the back of goals. When learning the lofted kick have the students place the ball on a cone to elevate it slightly, allowing students to get their foot under the ball. As they get more practised at it, challenge them to kick it off the ground.

Key teaching points – lofted/long kick

- Arms out wide for balance
- Approach the ball at a slight angle
- Head up to look at the target
- Non-kicking foot plants slightly diagonally behind, next to the ball
- Head down looking at the ball at time of contact
- Lean slightly back, chest open and up
- Contact under the bottom of the ball with your lower laces pointing your toe down
- Strike through the bottom of the ball
- Follow through to your target



Instructions

- Mark out two lines with enough cones for one each, which form the banks of the river.
- Explain and demonstrate the technique for a lofted/long kick.
- Partner students up, have them collect a ball and find a spot on the line opposite each other at a cone.
- Commence practice.
- Teacher to move through playing area adjusting play where needed.
- Recap lesson using a cooperative learning strategy to recall key points of a lofted kick.

Term 1 Week 4

Activity 2 – Switch

Equipment

- one soccer ball per student
- cones

Aim of the game is for students to maintain control of their ball while dribbling, trapping their ball and switching balls with another player.

Instructions

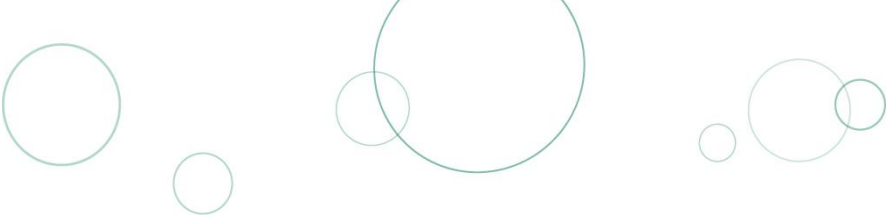
- Mark out a playing area.
- Using a cooperative learning activity, revise the key points of dribbling and trapping from the previous week.
- Explain level one of the activity.
- Students collect a ball, find a space in the play area and commence dribbling with control about the playing area.

Build one

- Players collect a ball and start moving about the play area avoiding collision with anyone else's ball
 - dribble at walking pace
 - dribble at jogging pace.
- On the whistle, players trap their ball on the spot as quick as they can.
- The last person performs an exercise before returning to the play (e.g. 10 toe taps on the ball, dribble the ball around the play, trapping the ball on each sideline etc.).
- On the teacher's signal, students resume dribbling their ball.

Build two

- Add a call of 'switch', where players have to trap their ball, leave it where it is and find another ball within the play area.
- On the teacher's signal, students resume dribbling their ball.
- Lead a discussion on tactics selecting from the focus questions.



Build three

- Remove soccer balls with each round and have players who lose a ball to another player stand around the outside of the play area and complete a task before re-entering the game to regain possession of a ball (e.g. 10 ball juggles off the knee, 10 toe taps, 10 star jumps etc.).

Differentiation: Create two different-sized playing areas. Place the more experienced/skilled players in the smaller playing area to challenge their ability to be able to control the ball.

Term 1 Week 6

Activity 2 – Mini-coaching

Equipment

- soccer ball per team
- hoop per team
- bean bags
- cards with skill criteria for dribbling and the push pass

Aim of the game is for students to use dribbling and the push pass to move around the playing area with their team, collecting bean bags from a centre point and returning them to a home base to score points.

Instructions

- Set up playing area as per Treasure Grab.

Build four – Dribbling (mini-coaching)

- Each team is allocated a card pertaining to a critical element of dribbling for their team to focus on.
- One at a time, students dribble their ball out to the centre of the playing field, collect a bean bag and return to their team's hoop placing the bean bag in the hoop and switching roles with a team player who repeats the process.
- Peer gives them the thumbs up, sideways or down depending on their ability to achieve the given skill criteria.
- Play continues until all the bean bags are gone.

Push pass

- Each team is allocated a card pertaining to a critical element of the push pass as their team focus.
- As for previous build, players dribble their ball out to the centre of the playing field, collect a bean bag but this time return their ball to the next player in line with a push pass.
- This player upon trapping the ball, gives the incoming player the thumbs up, sideways, or down in response to the critical element the team is focusing on.
- On completion of this, the next player can proceed to collect a bean bag from the centre.
- Round concludes once there are no bean bags left.

Build five

- Conclude mini-coaching, allowing raids on other teams once bean bags are gone from centre.

Build six

- Add a defender to each group who is allowed to kick balls away out of the playing area. If your ball is kicked away by a defender, return to your home hoop empty handed and swap over.

Activity 3 – Push back

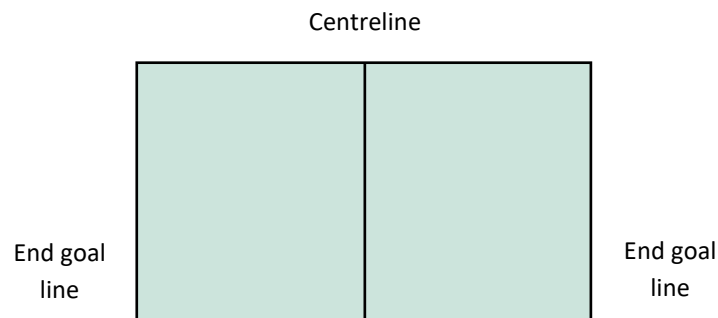
Equipment

- soccer golf/soccer ball/foam ball per game
- cones to mark playing area

Aim of the game is for students to loft kick a ball over the opposing team’s end goal line to land on the ground to score.

Instructions

- Set up a rectangular playing area with a dividing centre line and two end goal lines. These can vary in size, depending on the ability of your students.
- Create small teams of no more than six players that spread out on their side of the play area.



- Players attempt to loft kick the ball over the opposing team’s end goal line to land on the ground.
- The first team to score three points wins.
- Commence play with a kick from the end goal line.
- The ball must go over the centreline in the air.
- The ball must be played by the player who fields it, unless they have had three turns already and then they nominate someone else to play the ball.
- If the ball is caught on the full, the receiving player may advance three steps towards the centreline.
- If the ball is caught in the end zone, no point is awarded.



Term 1 Week 7

Activity 1 – Dribble tip over

Equipment

- marking cones
- one soccer ball per student

Aim of the game is for students to continually foot dribble a soccer ball while tipping over or righting marking cones.

Instructions

- Set up a play area with multiple cones scattered throughout.
- On the teacher’s call, students will move through the play area dribbling their ball, maintaining control and tip cones over or stand them back up.
- Differentiation: increase or decrease the size of the playing area, divide students into groups and have one group tip the cones over and the other stand them up, and add a time element of how long it takes for each group to tip all the cones over or stand them back up.

Term 2

Week	Resource	Link/information
1	<p>PhysEdGames Top 10 TAG Games</p> <p>School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary fundamental movement skills performance assessment support material – bounce (hand dribble)</p> <p>Shot Science Basketball Ball exploration</p> <p>LISTINGSRETPA Sevensies (Squirrels)</p>	<p>PhysEdGames – Top 10 TAG Games https://www.youtube.com/watch?v=W_MLg_tYHps</p> <p>School Curriculum and Standards Authority, Government of Western Australia – Assessment Support Materials https://k10outline.scsa.wa.edu.au/home/assessment-t/assessment-support-materials</p> <p>Shot Science Basketball – Slick’s TOP 5 Ball Handling Warm-Up Drills Harlem Globetrotters & Shot Science Basketball https://www.youtube.com/watch?v=h30n_dZLULk</p> <p>LISTINGSRETPA – Bouncy Basketball Games https://listingsretpa.weebly.com/blog/bouncy-basketball-games</p>
2	<p>PhysEdGames Top 10 TAG Games</p> <p>wikiHow How to Play Four Square (Squirrels)</p> <p>LISTINGSRETPA Sevensies (Squirrels)</p>	<p>PhysEdGames – Top 10 TAG Games https://www.youtube.com/watch?v=W_MLg_tYHps</p> <p>wikiHow – How to Play Four Square https://www.wikihow.com/Play-Four-Square</p> <p>LISTINGSRETPA – Bouncy Basketball Games https://listingsretpa.weebly.com/blog/bouncy-basketball-games</p>
4	<p>Parkland School Division Dribble tag</p>	<p>Parkland School Division – Phys Ed Tutorial: Basketball Activities https://www.youtube.com/watch?v=0qDX9ydn_KQ</p>

Week	Resource	Link/information
5	ThePhysicalEducator.com Build one: Chicken Coop Countdown Build Two: Egg Farm Fielding Build Three: Chuck The Chicken	The Physical Educator – Chuck the Chicken https://thephysicaleducator.com/game/chuck-the-chicken/
6	The Physical Educator Race To The Bases Build One: Batting Practice Build Two: Race To The Bases Build Three: Babe Ruth School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary fundamental movement skills performance assessment support material – two handed strike Dale Sidebottom Hoppo Bumpo	The Physical Educator – Race To The Bases https://thephysicaleducator.com/game/race-to-the-bases/ School Curriculum and Standards Authority, Government of Western Australia – Assessment Support Materials https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials Dale Sidebottom – Hoppo Bumpo – Partner Warm Up Game From The ‘PE Shake’ https://www.youtube.com/watch?v=a9VRcHTTjsE
7	ThePhysicalEducator.com Race to the Bases Build one: Batting Practice Dale Sidebottom Kangaroos & Wallabies	The Physical Educator – Race to the Bases https://thephysicaleducator.com/game/race-to-the-bases/ Dale Sidebottom – Hoppo Bumpo – Partner Warm Up Game From The ‘PE Shake’ https://www.youtube.com/watch?v=AEh2ktZrVBw
8	Australian Sports Commission Mini Tee-ball	Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4!?result_697283_result_page=4



Term 2 Week 1

Activity 3 – Station rotations

Aim of the game is for students to participate in four different activities, developing their ball skills through drills and game play activities while cooperating with others to ensure everyone is included.

Station one – Sevensies or Four square

- Students select between playing off in a game of Sevensies or Four square.
- Four square can be played as two square, if necessary.
- Download and print a reference copy of the Basic four square or Sevensies rules to be available for students to refer to.
- Students can expand the rules by creating their own. They must, however, ensure that all players understand the rules before commencing play.

Equipment

- one basketball per student pair
- rules sheet
- Instructions

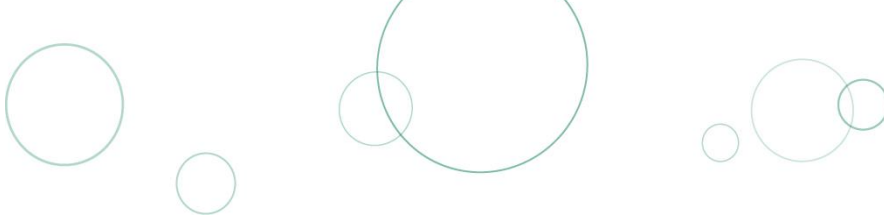
Station two – Tic tac toe

Equipment

- hoops/skipping ropes/chalk
- six bean bags/scarves/bibs (three of each colour)
- cones or poly dots to mark where to shoot from and where the team lines up
- goals to shoot in
 - mobile basketball hoops/mini basketball hoops or a team player holds a hoop up so it is flat like a basketball hoop and students throw the ball into the hoop
- a suitable ball to shoot with, e.g. mini basketball/playball
- one basketball per team

Instructions

- Create a Tic tac toe board.
- Divide the group into two groups and give a team colour.
- Teams line up behind a marked spot with the leader holding the ball.
- On 'go' the first player in line, dribbles out to the designated spot and attempts to shoot
 - if the ball goes in, they collect it and their team's coloured bean bag, place the beanbag on the board and return to the end of the line, giving the next person the ball
 - if the ball misses the hoop, they collect their own rebound and return to the end of the line, giving the ball to the next person in line.
- Game continues until one team makes a Tic tac toe.



Station three – Partner routine

Equipment

- one basketball for each student

Instructions

- Using the warm-up ball manipulation drills and some tricks of their own, students create their own routine and teach it to their partner.
- Partner mirrors the routine.
- Partners create a synchronised routine and perform it side-by-side to show other pairs in the group.

Station four (teacher-led) – Dribble knock out

Equipment

- one basketball between two
- cones to mark out a play area

Instructions

- Mark out a playing area.
- Students pair up and collect one ball between two.
- One student has possession of the ball dribbling around the marked area. The partner without the ball aims to get their hand to it and knock the ball away. Swap over after five knock outs.
- Progress to both players having a ball that they dribble, aiming to knock the other's ball away while maintaining control of their own. First to five wins the round. Swap partners.
- Progress to a small group where, if your ball gets knocked out of the play area you are required to dribble your ball around the play area twice before rejoining the game.

Term 2 Week 3

Activity 2 – In, around and over

Equipment

- one basketball per student
- one hoop per student (preferred, but not necessary)

Aim of the game is for students to dribble the ball through the play area responding to given calls from the teacher.



Instructions

- Students collect a hoop and a ball and find a home somewhere in the play area, laying their hoop flat on the floor.
- Students move about the play area weaving in and out of hoops that have been dispersed around the playing area.
- On a given signal students will perform one of the following
 - in – students bounce the ball inside a hoop
 - around – students bounce their ball around their hoop
 - over – students bounce their ball over their hoop
 - change – students move to another hoop.
- Differentiation
 - on each call, students dribble around, in or over as many hoops as they can before the next call
 - call a number before the call, such as
 - five in, students bounce their ball in a hoop five times in five different hoops
 - six around, students bounce their ball around six different hoops
 - three over, students bounce their ball over three different hoops.
 - call multiple times
 - swap hands each time students change hoops.

Activity 3 – Squirrels

Equipment

- basketballs
- cones to mark out the playing area/s
- hoops for trees (safe space)

Aim of the game is to for students to use hand dribbling skills to maintain possession of the ball from the hawks.

Instructions

- Set up a playing area with hoops scattered around inside.
- Students deemed as ‘squirrels’ have a ball, students deemed as ‘hawks’ do not have a ball.
- Hoops are known as ‘trees’. Squirrels can use the trees as a safe location away from hawks.
- All squirrels must dribble their ball at all times when they are in the playing area unless they are standing in a tree (hoop) where they can hold their ball.
- There is only one squirrel allowed in a tree at any given time.
- If another squirrel wants to get into the tree, the squirrel who is in there must get out immediately and cannot re-enter the same tree. They can go and find another tree and then come back to the same tree.
- There is no time limit in the tree other than another squirrel wanting to enter.
- The ball cannot be carried at any time, including grabbing the ball and turning around.
- Squirrels must remain within the boundaries.
- Hawks cannot contact a player to gain possession of the ball.



Variations

- At random times, teacher can call 'stay' where squirrels must remain on the spot and can protect their ball from the hawk by turning but not running. On 'go' they can move again.
- Ask the students how to make the game harder for the squirrels/hawks and apply the rule change.
- Make the play area bigger or smaller.
- Create two games – make one area bigger, and one smaller to challenge the more able players.
- Overlap games so there is a shared zone between groups where all players are allowed to play.
- Remove the hoops or limit who can use them.

Term 2 Week 4

Activity 1 – Dribble tip over

Equipment

- marking cones
- one basketball per student

Aim of the game is for students to continually foot dribble a basketball while tipping over or righting marking cones.

Instructions

- Set up a play area with multiple cones scattered throughout.
- On the teacher's call students will move through the play area dribbling their ball, maintaining control and tip cones over or stand them back up.
- Differentiation: increase or decrease the size of the playing area, divide students into groups and have one group tip the cones over and the other stand them up, and add a time element of how long it takes for each group to tip all the cones over or stand them back up.



Term 2 Week 8

Activity 1 – Ant ambush

Equipment

- dodgeballs

Aim of the game is for students to work together to protect the abdomen of the ant from the exterminator's poison.

Instructions

- Players form groups of three with one as the head, thorax (body) and abdomen (tail) to make up the ant.
- Players move together holding on to the waist of the person in front.
- Exterminators have a dodgeball which they aim to hit the abdomen of the ant on the full. If successful they become the head of the ant, the head becomes the thorax, and the thorax becomes the abdomen. The abdomen drops off to become the new exterminator and play continues.
- Players must hit the abdomen below the waist on the full to be successful.

Term 3

Week	Resource	Link/information
1	<p>ultimatecampresource Toe Fencing</p> <p>Little Athletics Australia The Events: Sprints The Events: Long Jump</p>	<p>ultimatecampresource – Camp Games – Toe Fencing – Ultimate Camp Resource https://www.youtube.com/watch?v=ZPj_-Jx2W-I</p> <p>Little Athletics Australia – Little Athletics Program for Schools https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/</p>
2	<p>Adapted Physical Activity Loggers</p> <p>Little Athletics Australia The Events: Long Jump The Events: Standing Start</p>	<p>Adapted Physical Activity – 12 Fun Physical Education Games https://www.youtube.com/watch?v=qCQ7BcTG4yQ</p> <p>Little Athletics Australia – Little Athletics Program for Schools https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/</p>
3	<p>Little Athletics Australia The Events: Relays</p>	<p>Little Athletics Australia – Little Athletics Program for Schools https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/</p>
4	<p>PHYSEDGAMES Everybody's It</p> <p>Healthline How To Take Your Pulse</p>	<p>PHYSEDGAMES – Everybody's It https://physedgames.com/everybodys-it/</p> <p>Healthline – How to Take Your Pulse (Plus Target Heart Rates to Aim For) https://www.healthline.com/health/how-to-check-heart-rate</p>

Week	Resource	Link/information
5	<p>School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary fundamental movement skills performance assessment support material – Dodge</p> <p>scoilnet Book Three Activities – Glue</p> <p>The Physical Educator Beaches, Bridges, & Boats Build One, Two, Three and Four</p>	<p>School Curriculum and Standards Authority, Government of Western Australia – Assessment Support Materials https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials</p> <p>scoilnet – Dodging https://www.scoilnet.ie/pdst/physlit/fms-activities/dodging/</p> <p>The Physical Educator – Beaches, Bridges, & Boats https://www.thephysicaleducator.com/games/beaches-bridges-boats</p>
6	<p>The Physical Educator RPS Tug-O-War Build Three: Rock Paper Scissors Tug-O-War</p>	<p>The Physical Educator – RPS Tug-O-War https://www.thephysicaleducator.com/games/rock-paper-scissors-tug-o-war</p>
7	<p>scoilnet Book one activities – Drop The Biscuit, Three Blind mice</p> <p>The Physical Educator Slide Tag Build Three: Zone Penetration</p>	<p>scoilnet – Dodging https://www.scoilnet.ie/pdst/physlit/fms-activities/dodging/</p> <p>The Physical Educator – Slide Tag https://www.thephysicaleducator.com/games/slide-tag</p>
8	<p>scoilnet Book one activities – Shark Attack</p> <p>The Physical Educator Ghostbusters Build One: Ghosts & Ghouls Build Two: Ghostbusters</p>	<p>scoilnet – Dodging https://www.scoilnet.ie/pdst/physlit/fms-activities/dodging/</p> <p>The Physical Educator – Ghostbusters https://www.thephysicaleducator.com/games/ghostbusters</p>



Term 3 Week 1

Activity 2 – Running relay

Equipment

- agility ladders

Aim of the game is for students to work together running relays in a straight line while exploring the use of the arms.

Instructions

- Students form small groups lining up behind a marker, set back approximately two metres off the start line
 - having students stand 2 m back from the start line allows the runner room on the line without being crowded by the next runner. As each runner takes off, the next runner steps up to the line ready for their turn.
- Half of the team waits at one end, half at the other.
- Arm exploration tasks, students run
 - with their hands above their head
 - with their hands clasped behind their back
 - with straight arms
 - with the elbows stopping at the hip in the backswing phase
 - using correct arm technique.
- Place an agility ladder in the running lane between the two ends; students complete the following
 - one foot in each gap using correct sprinting arms
 - moving sideways down the outside of the ladder facing into the ladder – step in, in, out, out, in, in, out, out stepping into every gap as you move down the side of the ladder
 - using a bear crawl position, off your knees, moving down the side of the ladder – in, in, in, in, out, out into every gap with your hands.

Activity 3 – Long jump development 1

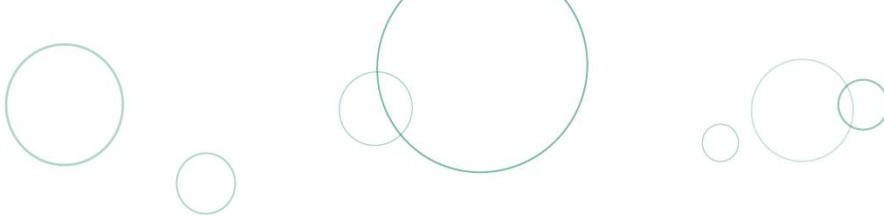
Equipment

- agility ladders

Aim of the activity is for students to develop the skill of jumping for distance (leaping) with a balanced two-foot landing.

Instructions

- Students form small groups lining up behind a marker along the length of the pit.
- Place an agility ladder on the side of the pit, into the pit.
- Students jump with two feet together in every gap without bending their knees, then land with two feet into the pit; then
 - every second gap
 - every third gap.



- Students jump with two feet together in every gap with knee bends, then land on two feet in the pit in a motorbike position; then
 - every second gap
 - every third gap.

Term 3 Week 2

Activity 2 – Long jump development 2

Equipment

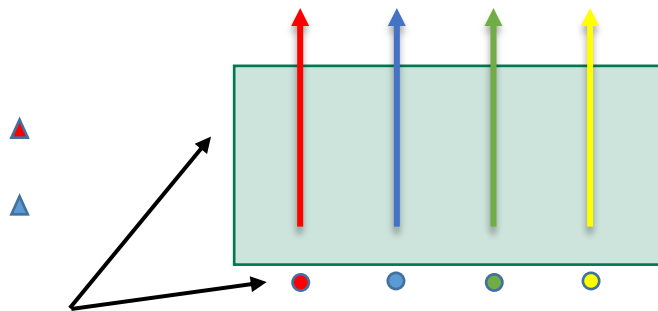
- cones
- hurdles

Aim of the activity is for students to perform a standing jump from one foot to two feet, applying knowledge of the use of arms and a balanced landing.

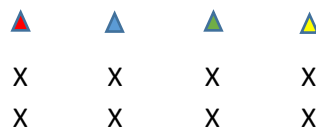
Instructions

- Students select one leg to lead from, jumping from one foot to land on two feet in a motorbike landing.
- Students lead with the opposite leg to land on two feet in a motorbike landing.
- Students elect a favourite take-off leg and add a small five-step run-up taking off from one foot, driving trailing knee and arms up and landing on two feet in a motorbike position.
- Add a small hurdle at the edge of the pit. This will force students to drive their knee up on take-off.

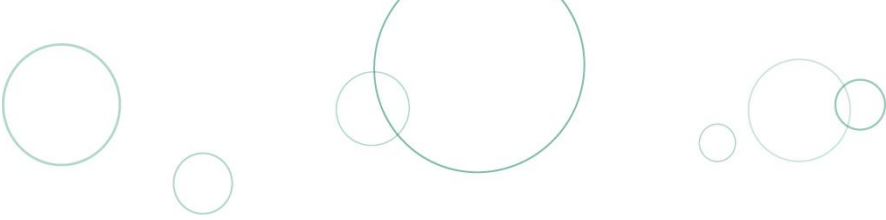
Exit to the back of the pit



Place hurdles here



- Move to the end of the pit and add a short run-up of approximately 10 metres
 - place emphasis on the reaching up with the arms, driving the trailing knee up and landing in a motorbike position.
- Remove hurdles and add a mat.

- 
- Add a competitive element and place cones in intervals along the side of the pit and allocate a point score for each zone
 - have each team keep a tally of their score.

Activity 3 – Sprint starts

Equipment

- cones
- poly dots

Aim of the activity is for students to practise the standing start and explore the point at which balance is lost.

Instructions

- Set up track with a cone at either end of a 20 m track. At the start line, place a poly dot two metres in front of the cone.
- Students form small groups and line up behind a cone facing down the running track.
- Students practise the standing start and run through at their own pace.
- Have the second person in line check and coach the student on the line to ensure their starting technique/position is correct.
- Conclude with some sprint races increasing the distance of each run.

Term 3 Week 3

Activity 2 – Long jump exploration

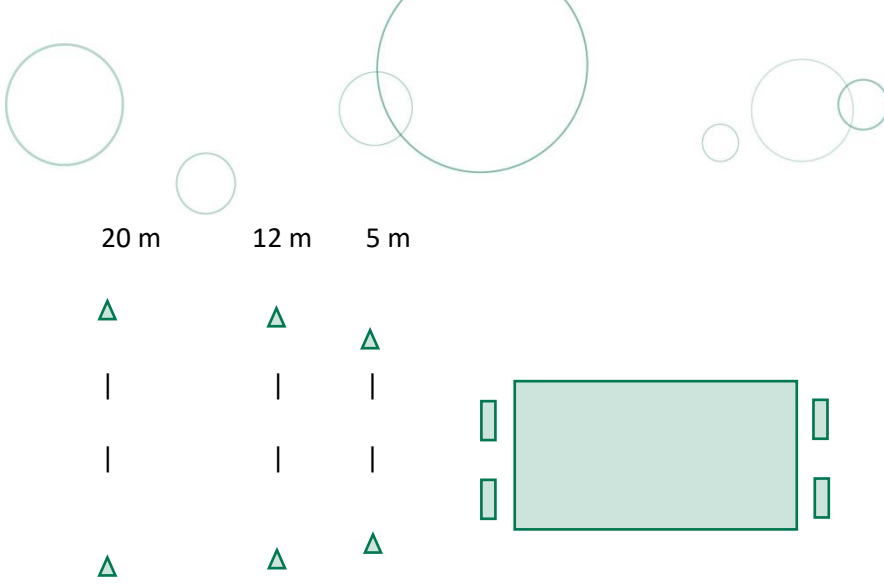
Equipment

- cones
- drop down lines
- take-off mats
- rake

Aim of the activity is for students to explore the run-up distance of the long jump through trial and error to discover the ideal distance to improve performance.

Instructions

- Mark out three starting points with cones, approximately 5 m, 12 m and 20 m. Have students jump from each point, starting with the 5 m and working their way up to 20 m.
- Students to line up behind the cone and move into the starting line when it is their turn, waiting for the jumper in front of them to have cleared the pit.
- Students can go as soon as the person in front is out of the pit.
- Students line up behind the next cone after their jump.



Activity 3 – Shuttle relay

Equipment

- one baton per team

Aim of the game is for students to run in a straight line to pass a baton in a continual shuttle format.

Instructions

- Runners must hold the baton in the right hand.
- Outgoing runners must not cross the line until they have possession of the baton.
- Runners cannot interfere with runners from another team by
 - running in their lane
 - standing in their changeover lane
 - blocking the path of the incoming runner
 - doing anything that causes them to slow down.

Term 3 Week 4

Activity 2 – Long jump assessment rotations

Equipment

- cones
- skipping ropes
- skipping skills cards
- partner balance cards

Instructions

- Divide students into three groups and explain each of the activities
 - long jump – summative assessment (Appendix C)
 - partner balance routine
 - skipping ropes.
- Explain to the students that on the whistle they will be rotating in a clockwise movement.
- Time permitting, have students demonstrate some of the partner balances.



Partner balance routine

Aim of the activity is for students to create a polished performance connecting a series of partner balances; to demonstrate an understanding of how to balance.

Instructions

- Hand out partner balance cards.
- Students practise all the partner balances on the sheet and select three that they will link together to perform a routine.
- Polish the routine by thinking about
 - performing it to the count of eight beats
 - how will they link the balances; how will it flow together?
 - roll
 - step
 - skip
 - jump
 - good presentation
 - point fingers and toes
 - demonstrate good control in each of the partner balances
 - working together.

Skipping ropes

Aim of the activity is for students to develop and practise a range of skipping skills.

Instructions

- Hand out skipping skills cards.
- Students work their way through the skipping skills.
- Challenge students to select three or four skills and put them together as a routine to the beat of eight.

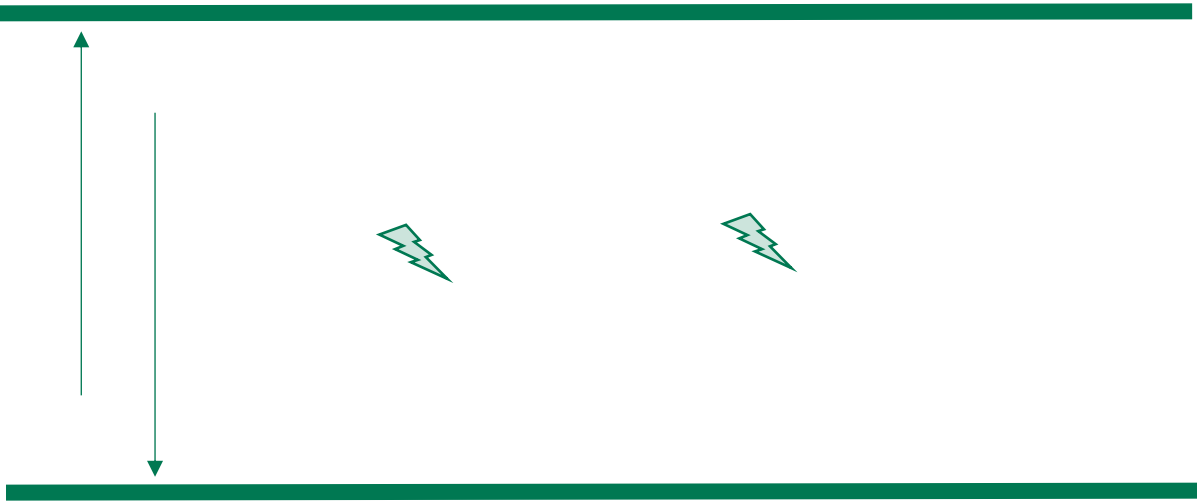
Term 3 Week 6

Activity 2 – Fish frenzy

Equipment

- two or three bibs/sashes for sharks
- marking cones to mark out play area

Aim of the game is for students to use their evasion tactics to cross to the opposite side without getting caught by the shark.



-  angelfish
-  butterflyfish
-  swordfish
-  parrotfish
-  sharks (two or three)

Instructions

- Players stand along one side of the playing area. Name each player with a type of fish (e.g. angelfish, butterflyfish, swordfish, parrotfish).
- Sharks stand in the middle of the playing area and are allowed to move freely in the play area.
- The teacher calls a type of fish. Any player named as this type of fish runs from one side of the playing area to the other, avoiding being tagged by a shark. They are safe when they reach the opposite side.
- If tagged, players become a jellyfish and return to where they were tagged and wiggle their arms like tentacles. They cannot move from this spot, but can tag players who come into reach.
- Teacher progresses through all types of fish until all players have attempted to cross to the opposite side and the process begins again.
- The game continues until all fish are caught.
- Option: teacher calls, 'fish frenzy' and all players run, trying to evade the sharks and jellyfish.




Activity 3 – Zigzag relay

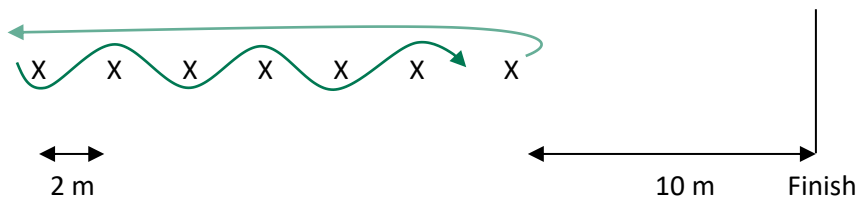
Equipment

- one baton per team
- dots

Aim of the game is for students to weave in and out of the team using their dodging skills.

Run to the back 

Zigzag to the front 



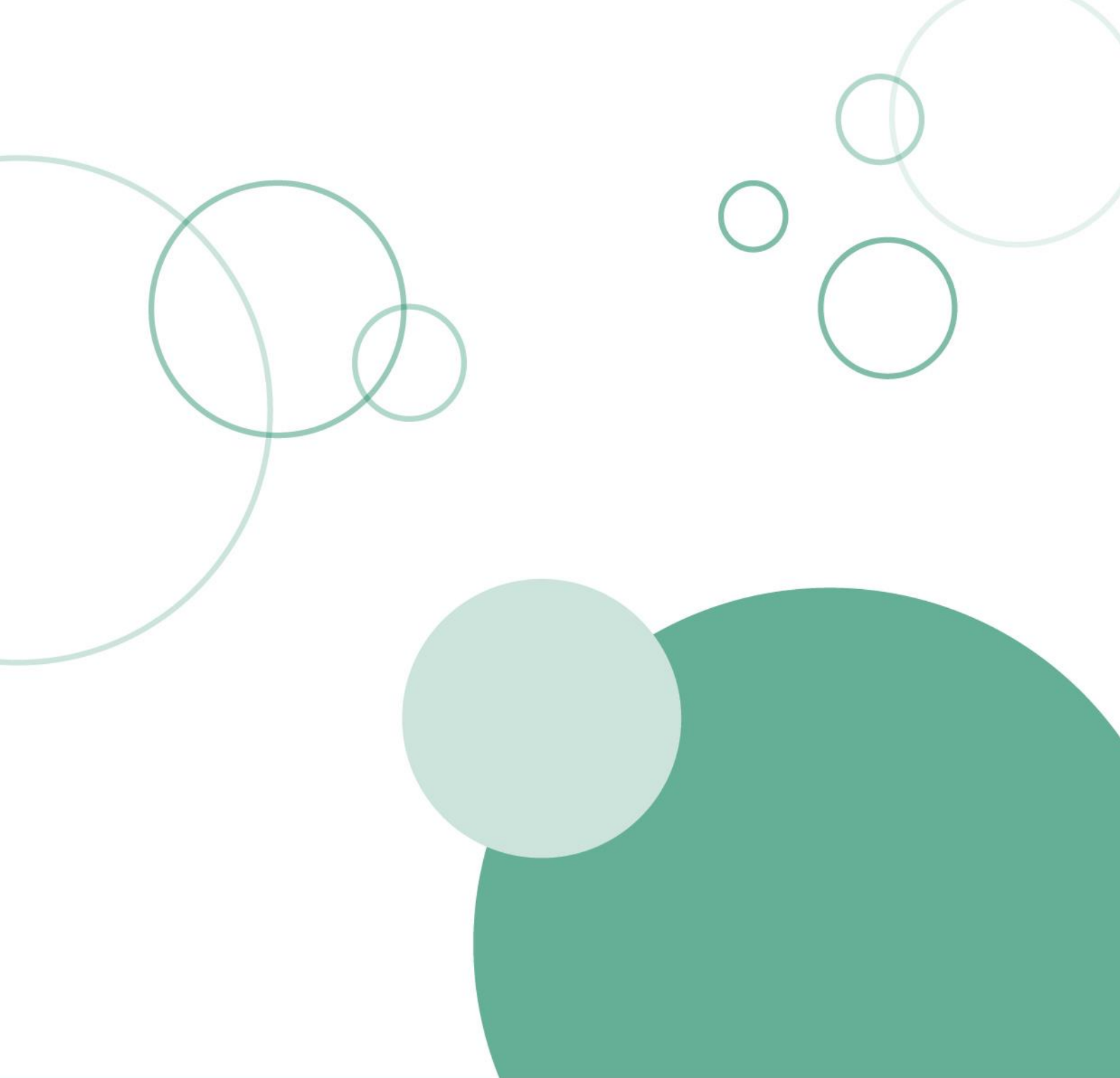
Instructions

- Teams set up 2 m apart.
- The leader holds the baton.
- On the whistle, the leader runs straight to the back of the team and zigzags through the team back to their position in the front.
- Once the leader reaches their position, they stand on their dot, hold the baton out to the right where the next person takes it from them, runs around them, straight to the back of the team and zigzags back to their original dot.
- On returning to their dot, the runner holds the baton out to their right. The next person in line takes the baton, zigzags to the front of the line, runs straight to the back and then zigzags back to their original position.
- Each successive person zigzags to the front of the team, runs to the back, zigzags back to their position and so on. When they reach the front, they must run around the leader.
- The last person in the team zigzags to the front of the team and continues to the finish line.

Term 4

Week	Resource	Link/information
1	<p>School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary fundamental movement skills performance assessment support material – punt</p> <p>KIDDO Key teaching points, Collect the coins, Titanic, Punting stations</p>	<p>School Curriculum and Standards Authority, Government of Western Australia – Assessment Support Materials https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials</p> <p>KIDDO – Punting https://kiddo.edu.au/school/skills/punt</p>
5	<p>School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary fundamental movement skills performance assessment support material – catch, overarm throw</p> <p>Prime Coaching Sport Overarm throws</p> <p>Australian Sports Commission L-o-n-g throw</p> <p>Joelle Crocker Battleship</p>	<p>School Curriculum and Standards Authority, Government of Western Australia – Assessment Support Materials https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials</p> <p>Prime Coaching Sport – Overarm throws (grade K–3) Throwing & catching > Teaching Fundamentals of PE https://www.youtube.com/watch?v=KTfg9KGHT1k</p> <p>Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l?result_697283_result_page=4</p> <p>Joelle Crocker – Elementary PE ‘Battleship’ game / rules / demo https://www.youtube.com/watch?v=R-DamYBFrAg</p>

Week	Resource	Link/information
6	<p>Australian Sports Commission Hit the target</p> <p>Australian Sports Commission Keep the ball up</p> <p>Australian Sports Commission Keentan</p>	<p>Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l?result_697283_result_page=3</p> <p>Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l?result_697283_result_page=3</p> <p>Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l?result_697283_result_page=3</p>
7	<p>Youth Ministry Games Ships & Sailors</p> <p>The PE Specialist Hula Hut Relays</p> <p>The PE Specialist Hula Hut Throwdown</p>	<p>Youth Ministry Great Games – Ships & Sailors https://www.youtube.com/watch?v=YHs_tN85-gS</p> <p>The PE Specialist – PE Games – Hula Hut Relays http://www.thepespecialist.com/pegames1/</p> <p>The PE Specialist – PE Games – Hula Hut Throwdown http://www.thepespecialist.com/hulahutthrowdown</p>
8	<p>Australian Sports Commission Form a group</p> <p>The PE Specialist Hula Hut Relays</p> <p>The PE Specialist Hula Hut Throwdown</p>	<p>Australian Sports Commission – Playing for Life https://www.sportaus.gov.au/p4l?result_697283_result_page=2</p> <p>The PE Specialist – PE Games – Hula Hut Relays http://www.thepespecialist.com/pegames1/</p> <p>The PE Specialist – PE Games – Hula Hut Throwdown http://www.thepespecialist.com/hulahutthrowdown</p>



APPENDIX B:

ASSESSMENT TASK 1

Invasion games skills, tactics and strategies



Achievement standard

By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.



Assessment task

Title of task

Invasion games skills, tactics and strategies

Task details

Description of task	Students will participate in game play activity known as 'Squirrels'. Individuals will work to use a variety of tactics to maintain possession of their ball
Type of assessment	Summative
Purpose of assessment	To assess students' development in the use of tactics and execution of the skill of foot dribbling in game play activity
Evidence to be collected	Observation and/or electronic recording
Suggested time	Two 60-minute lessons

Content description

Content from the Western Australian Curriculum

Movement skills

Introduce fundamental movement skills:

Locomotor

- dodge
- leap

Object control

- foot dribble
- overarm throw
- punt

Combine fundamental movement skills with simple tactics to retain or gain possession in minor games

Movement skills that combine the elements of effort, space, time, objects and people



Task preparation

Prior learning

Students have participated in Term 2 Weeks, 3–7 and been instructed in the individual skill of foot dribble, game tactics and rules to effectively compete in a game of Squirrels.

Assessment task

Assessment conditions

Assessment will involve students in a game-based scenario.

Students may be grouped according to ability or maintain mixed abilities across the group.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- soccer ball per player (squirrel)
- electronic recording device
- cones to mark out playing area
- hoops for trees (optional)



Instructions for teachers

Students will be assessed on their game play tactics throughout this program on a lesson-by-lesson basis. This use of formative assessment provides the teacher with additional evidence on which to base their final assessment mark and avoids having to allocate a set assessment day.

The purpose of the summative assessment is to finalise the formative assessment, giving students the opportunity to demonstrate all the skills and knowledge they have acquired during this program of work.

Task

Students to participate in game play activity referred to as Squirrels. Students will be assessed on:

- proficiency in skill execution
- tactical application

Teacher allocates students to commence as hawks. Students can be allocated a playing field according to ability within the class, or the game can be played with a mixture of abilities.

Students can be allocated modified rules based on their ability to differentiate the defensive pressure during the assessment; however, flexibility to change these rules and allow students the opportunity to demonstrate their ability in a range of different situations is an option.

Evidence can be collated through a video recording to review, or an observation schedule can be implemented.

Students will be assessed according to the marking observations.



Instructions for students

Squirrels

An invasion ball game using foot dribbling skills to maintain possession of the ball from the hawks.

Rules of play

- All squirrels must dribble their ball at all times when they are in the playing area unless they are standing in a tree (hoop) where they can trap or hold their ball with their foot.
- There is only one squirrel allowed in a tree at any given time.
- If another squirrel wants to get into the tree, the squirrel that is in there must get out immediately and cannot re-enter the same tree. They can go and find another tree and then come back to the same tree.
- There is no time limit in the tree other than another squirrel wanting to enter.
- The ball cannot be carried at any time, including grabbing the ball and turning around.
- Squirrels must remain within the boundaries.
- Hawks cannot contact a player to gain possession of the ball.

Variations

- At random times, teacher can call 'stay' where squirrels must remain on the spot and can protect their ball from the hawk by turning but not running. On 'go' they can move again.
- Make the play area bigger or smaller.
- Create two games with one area bigger, and one smaller to challenge the more able group.
- Overlap games so there is a shared zone between groups where all players are allowed to play.
- Remove the hoops, or limit who can use them.



Marking observations

Proficiency	Tactical application	
Execution <ul style="list-style-type: none">• consistency• control• fluency• precision	Invasive tactics <ul style="list-style-type: none">• changes pace or direction• use of fakes• distracts opposition• traps/blocks the opposition• scans the play	Evasive tactics <ul style="list-style-type: none">• changes pace/direction• use of fakes• dodging, sidestepping• use of other players to block• moving to space• eyes scan plan

Marking key – Foot dribble

Assessment of individual skills


Observation points for a skill must be taken into account holistically rather than by focusing on a detailed anatomy of its parts before deciding on a mark. It is essential when assessing individual skills, observations reflect the quality of a student’s movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency, precision, fluency and control.

Technique

- Eyes are focused forward throughout the movement
- Ball is contacted using the inside and outside of the foot to move the ball forward in a controlled manner
- Dribbling knee is positioned up and over the ball
- Body is balanced with the head positioned over the ball
- Ball is kept within control-distance of the foot, central to the body

Description	Marks
Proficiency	
Consistently controls the ball within control-distance of the foot when dribbling Leans slightly forward when dribbling the ball Uses a smooth consistent foot action to push the ball forward in the required direction Focuses on direction of travel	9–10
Often demonstrates a high level of control when dribbling, maintaining a consistent control-distance and pathway Uses the inside and outside of the foot to dribble with sufficient force Shifts focus between ball and direction of travel	7–8
Usually controls the ball when dribbling; however, the control-distance and pathway may be inconsistent Usually uses appropriate force to dribble the ball Keeps eyes focused on the ball	5–6
Sometimes controls the ball when dribbling; however, uses inappropriate force and has limited control of distance and/or direction Uses a lofted kick action or uses the top or toe of the foot to move the ball Keeps eyes focused on the ball	3–4
Attempts to dribble the ball, demonstrating limited control	1–2
Subtotal	/10

Description	Marks
Tactical application	
Consistently selects from a variety of simple tactics and performs these to an outstanding level, appropriate to the competitive situation demonstrating creativity, deception and anticipation under game like intensity	9–10
Selects and performs simple tactics with consistency to a high level and appropriate to the competitive situation usually demonstrating creativity, deception and anticipation under game like intensity	7–8
Performs simple tactics most of the time and usually appropriate to the competitive situation, at times demonstrating creativity, deception and anticipation at a reduced intensity	5–6
Performs some tactics some of the time, often appropriate to the given situation occasionally demonstrating a low degree of creativity, deception or anticipation	3–4
Occasionally performs a tactic at times appropriate to the situation with little or no creativity, deception and anticipation, with little or minimal intensity	1–2
Subtotal	/10
Total	/20



APPENDIX C: **ASSESSMENT TASK 2**

Leaping assessment – Long jump



Achievement standard

By the end of the year:

Health Education

Students identify factors that strengthen identities and describe changes as they grow older. They describe protective behaviours and skills to respond to unsafe situations and identify appropriate actions and behaviours, including those used in daily routines that promote health, safety and wellbeing. Students describe how emotional responses vary in different situations, and behaviours that support positive relationships, such as the ability to show empathy and respect for others.

Physical Education

Students perform a variety of fundamental movement skills, and combine these with simple tactics when participating in physical activities and minor games to achieve an intended outcome. They describe the benefits of regular physical activity and fitness to health and wellbeing. In physical activities and minor games, students apply strategies for working cooperatively and follow basic rules to ensure activities are safe and fair.



Assessment task

Title of task

Leaping assessment – Long jump

Task details

Description of task	Students will perform the long jump in an individual task, demonstrating proficiency
Type of assessment	Formative and summative
Purpose of assessment	To assess students' development in the fundamental movement skill of leaping for distance
Evidence to be collected	Observation and/or electronic recording
Suggested time	Four lessons

Content description

Content from the Western Australian Curriculum

Movement skills

Introduce fundamental movement skills:

Locomotor

- dodge
- leap

Object control

- foot dribble
- overarm throw
- punt

Task preparation

Prior learning

Students have participated in an athletics unit covering explorative tasks, including the principles of leaping and the long jump.



Assessment task

Assessment conditions

Assessment will involve formative assessment by teacher observation in four lessons and a summative assessment in lesson four. Final judgements are to be made based on student performance throughout the unit.

Differentiation

Teachers should differentiate their teaching and assessment to meet the specific learning needs of their students, based on their level of readiness to learn and their need to be challenged. Where appropriate, teachers may either scaffold or extend the scope of the assessment tasks.

Resources

- rake
- take-off mat
- sand pit
- cones
- electronic recording device



Instructions for teachers

The purpose of the summative assessment is to give students the opportunity to demonstrate all the knowledge relating to the long jump they have acquired during this program of work in competition conditions. Teacher judgement will consider student performance of the locomotor skill and formative assessment results across four lessons of the unit.

Assessment will be of students' individual performances based on their ability to execute the preparation, execution and completion with:

- consistency
- precision
- fluency
- control.

Students will be asked to perform the long jump three times. Ensure the pit is raked level between jumps to allow students to perform a well-balanced landing.

Marking key – Long jump

Assessment of individual skills

Observation points for a skill must be taken into account holistically rather than by focusing on a detailed anatomy of its parts before deciding on a mark. It is essential when assessing individual skills, observations reflect the quality of a student's movement when performing. The teacher must take into account four elements in the demonstration of a skill: consistency; precision; fluency; and control.

Final assessment of the skill performance, range of marks (assessment scale) and level of attainment will be guided by the achievement standards for the appropriate year level as set out by the School Curriculum and Standards Authority.

Description	Marks
Preparation/Run-up	
Fast run into the pit	1
Accurate foot placement on the mat	1
Takes off from the dominant foot bending at the knee to increase drive off the mat	1
Arms are drawn back behind the body	1
Subtotal	/4
Execution/Take-off and Flight	
Take-off leg straightens for propulsion	1
Drives trailing leg up and through to achieve high knees in flight	1
Arms drive forward and up in time with the straightening of the leg	1
Eyes slightly elevated, not looking at the pit	1
Subtotal	/4
Completion/Landing	
Lands in a balanced position on two feet	1
Bends at the hips, knees and ankles to absorb impact	1
Subtotal	/2
Total	/10

