



SAMPLE TEACHING AND LEARNING OUTLINE

PHYSICAL EDUCATION
YEAR 10

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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 teaching and learning programs. Their inclusion does not imply that they are mandatory or that they are the only resources relevant to the learning area syllabus.

The implementation of the *Western Australian Curriculum: Health and Physical Education*, provides an opportunity for schools to review their approach to the delivery of Physical Education. Schools may choose to implement the syllabus through a number of methods which include: traditional 'sport' style programs; skills based programs which focus on families of sports; specialist programs; or, outdoor education.

The sample teaching and learning outline reflects a skills based approach in which students' skills are developed through the study of sport families such as invasion, net and striking/fielding sports.

The content within the *Moving our body* sub-strand will be the emphasis of every lesson throughout the year and will provide opportunities for students to learn about and apply knowledge and skills as outlined in the *Understanding movement* and *Learning through movement* sub-strands.

Week	WA Curriculum content	Key teaching concepts	Lesson content
1	<p>Movement skills and sequences within different physical activity contexts reflecting:</p> <ul style="list-style-type: none"> increased complexity transference of learned skills to new activities <p>Note: <i>The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p>	<p>Introduction</p> <p>Characteristics of sports categories/ families:</p> <ul style="list-style-type: none"> invasion net/wall striking/fielding 	<p>Invasion sports - principles of play:</p> <ul style="list-style-type: none"> offence <ul style="list-style-type: none"> scoring invading maintaining possession defence <ul style="list-style-type: none"> restricting scoring reducing invasion of opponents regaining possession
2-3	<p>Measuring the body's response to physical activity:</p> <ul style="list-style-type: none"> hydration perceived rate of exertion 	<p>Invasion Sports</p> <p>Characteristics of invasion sports and fundamental skill development</p>	<p>Focus</p> <ul style="list-style-type: none"> skill development to enable passing, receiving, positioning: <ul style="list-style-type: none"> correct timing force generation variety
4-5		<p>Gaining, maintaining or regaining possession</p>	<p>Focus</p> <ul style="list-style-type: none"> under different pressures: <ul style="list-style-type: none"> game like intensity different styles of offence and defence
6-7	<p>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</p> <p>S</p> <p>kills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> motivation team-work leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>	<p>Defensive strategies used to gain or regain possession</p>	<p>Focus</p> <ul style="list-style-type: none"> evaluating and adapting performance based on previous performance creating opportunities to influence play reading the play

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8–10	<p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> • motivation • team-work • leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>	<p>Transfer of skills</p>	<p>Change of sporting context</p> <ul style="list-style-type: none"> • select from a different type to demonstrate transference of skills: <ul style="list-style-type: none"> ▪ throwing (Netball, Basketball, Rugby) ▪ kicking (Australian Football, Soccer) ▪ use of implement (Hockey, Lacrosse)
11–13		<p>Striking/fielding</p> <p>Characteristics of striking/fielding sports and fundamental skill development</p>	<p>Striking/fielding</p> <ul style="list-style-type: none"> • skill development e.g. <ul style="list-style-type: none"> ▪ softball batting and fielding (retrieving and throwing) ▪ striking the ball from a delivery or a batting tee ▪ fielding the ball from ground or in the air
14-16	<p>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</p> <p>Biomechanical concepts:</p> <ul style="list-style-type: none"> • acceleration • absorption of force by the body 	<p>Using space</p> <p>Defending Space</p>	<p>Using space</p> <ul style="list-style-type: none"> • hitting the ball away from fielders • hitting the ball out of playing area • advancing a runner <p>Defending Space</p> <ul style="list-style-type: none"> • fielding positions • variety in delivery of the ball • where to throw the ball when fielding <p>Tactical play</p> <ul style="list-style-type: none"> • changing batting stance • reading position of the fielders • altering delivery of the ball

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17–19	<p>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</p> <p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> • motivation • team-work • leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>	Game play	Game play
20–23		<p>Net sports</p> <p>Characteristics of net sports and fundamental skill development</p>	<p>Net sports</p> <ul style="list-style-type: none"> • fundamental skill development to enable a variety of passing methods to a team-mate or sending the object over the net <ul style="list-style-type: none"> ▪ defence / offence ▪ with or without a racquet
24	<p>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</p>	Using space	<p>Using space</p> <ul style="list-style-type: none"> • controlling midcourt/advantageous position on court • moving the opponent • placement of shots
25–27	<p>Analysis of impact of changes to effort, space and time on the performance and quality of outcomes</p>	Modified game play	<p>Modified game play</p> <ul style="list-style-type: none"> • playing area • number of players on court

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28–30	<p>Evaluation, selection and implementation of responses to changing conditions based on outcome of previous performances</p> <p>Skills and strategies to improve team performance, such as:</p> <ul style="list-style-type: none"> • motivation • team-work • leadership <p>Management of participation and rules during physical activities</p> <p>Application of fair play and ethical behaviour and ways they can influence the outcome of physical activities</p>	<p>Game play</p>	<p>Game play</p> <ul style="list-style-type: none"> • scoring systems • singles, doubles • tournament play i.e. round robin, elimination, double elimination, league