



SAMPLE TEACHING AND LEARNING OUTLINE

PHYSICAL EDUCATION
YEAR 6

Copyright

© School Curriculum and Standards Authority, 2017

This document—apart from any third party copyright material contained in it—may be freely copied, or communicated on an intranet, for non-commercial purposes in educational institutions, provided that the School Curriculum and Standards Authority is acknowledged as the copyright owner.

Copying or communication for any other purpose can be done only within the terms of the Copyright Act 1968 or with prior written permission of the School Curriculum and Standards Authority. Copying or communication of any third party copyright material can be done only within the terms of the Copyright Act 1968 or with permission of the copyright owners.

Any content in this document that has been derived from the Australian Curriculum may be used under the terms of the Creative Commons [Attribution 4.0 International \(CC BY\)](#) licence.

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 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 sample teaching and learning outline provides a sequential series of content areas through which the Physical Education component of the *Western Australian Curriculum: Health and Physical Education* can be taught. Consistent with the rationale of the Health and Physical Education curriculum, this outline supports students' acquisition of movement skills, concepts and strategies to enable them to confidently, competently and creatively participate in a range of physical activities in various contexts and settings.

The sample teaching and learning outline includes an array of focus areas through which students can apply their competence and understanding of key skills and concepts. These key focus areas are suggested as mediums for teaching and learning.

Week	WA Curriculum Content	Key teaching concepts	Lesson content
1–4	<p>Fundamental movement skills, demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Note: <i>The above content is ongoing and will be addressed throughout the skill development teaching and learning activities</i></p> <p>Benefits of regular physical activity and physical fitness to health and well-being:</p> <ul style="list-style-type: none"> control of weight and blood fats, such as cholesterol improved concentration 	<p>Fundamental Movement Skills in game situations</p> <ul style="list-style-type: none"> locomotion balance locomotor skills in minor games 	<ul style="list-style-type: none"> running jumping static and dynamic balance landings activities and minor games involving running, jumping and landings the benefits of regular physical activity and physical fitness to health and well-being
5–6	<p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> encouragement of others negotiation and sharing roles and responsibilities 	<p>Fundamental Movement Skills in game situations</p> <ul style="list-style-type: none"> locomotion object control locomotor skills in minor games 	<ul style="list-style-type: none"> throwing catching adjustment of force and speed to improve accuracy and control minor games involving throwing and catching opportunities to practise and demonstrate interpersonal skills within games and activities
7–8	<p>Modifications of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Fundamental Movement Skills in game situations</p> <ul style="list-style-type: none"> locomotion object control skills locomotor skills in minor games 	<ul style="list-style-type: none"> throwing catching striking use skills to experiment with the adjustment of force and speed to improve accuracy and control minor games involving throwing, striking and catching

Week	WA Curriculum Content	Key teaching concepts	Lesson content
9–10	The manipulation and modification of the elements of effort, space, time, objects, and people and their effects on movement skills	Fundamental Movement Skills in game situations <ul style="list-style-type: none"> locomotion object control skills locomotor skills in minor games 	<ul style="list-style-type: none"> kicking catching running minor games involving running, kicking and catching use games to manipulate and modify the elements and experiment with the effects on movement skills
11–18	<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> use of appropriate skills spatial awareness relationship to and with objects, people and space <p>Interpersonal skills in physical activities such as:</p> <ul style="list-style-type: none"> encouragement of others negotiation and sharing roles and responsibilities dealing with conflicts and disagreements 	Introduce characteristics of sports categories <ul style="list-style-type: none"> invasion sports net sports striking/fielding sports Invasion sports <ul style="list-style-type: none"> for example, football codes, hockey, netball, basketball, team handball, lacrosse fundamental skill development to enable passing, receiving, moving with possession, shooting, e.g. hitting, trapping, dribbling and shooting in hockey 	<ul style="list-style-type: none"> invasion games with focus on offensive and defensive strategies and tactics develop appropriate skills, spatial awareness and relationships between objects, people and space create space through positioning, passing, evasion of opponents defend space through positioning between opponent and the goal or between the opponent and receiver defends an opponent one on one communication strategies within teams strategies to deal with conflicts and disagreements within teams modify games to allow students to experience that impact that changes in effort, space, time, objects and people have on games students design and play their own modified invasion game with modified rules and scoring systems to create an inclusive game and fair

Week	WA Curriculum Content	Key teaching concepts	Lesson content
19–26	<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer</p> <p>Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:</p> <ul style="list-style-type: none"> • use of appropriate skills • spatial awareness • relationship to and with objects, people and space <p>The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p> <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Net sports</p> <ul style="list-style-type: none"> • shared characteristics of net sports, such as tennis, badminton and volleyball • fundamental skill development to enable passing and object control, e.g. forehand in tennis 	<ul style="list-style-type: none"> • net games with focus on offensive and defensive strategies and tactics • skill development includes adjustment of force and speed to improve accuracy and control • use space effectively through position on court, moving of opponents and placement of shot • communication strategies • modification of rules and scoring systems to create a more inclusive game and fairer contest

Week	WA Curriculum Content	Key teaching concepts	Lesson content
27–35	<p>Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer.</p> <p>Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</p> <p>Solutions to movement challenges through the use of basic strategies and tactics</p> <p>Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Striking and/or Fielding sports</p> <ul style="list-style-type: none"> shared characteristics of striking/fielding games, such as t-ball, cricket, tennis, hockey and golf fundamental skill development to enable striking, e.g. batting in cricket and fielding (retrieving and throwing) 	<ul style="list-style-type: none"> striking/fielding sports with a focus on offensive and defensive strategies and tactics skill development includes adjustment of force and speed to improve accuracy and control striking developed from use of a batting tee through to hitting a moving ball fielding to include balls in the air and on the ground use space effectively through hitting an object to the open area or out of the playing area or through advancing a runner defend space through effective field placements or throwing the ball to an effective position, when fielding communication strategies within teams students design and play their own modified striking/fielding game with modified rules and scoring systems to create an inclusive game and fair contest
36	<p>Benefits of regular physical activity and physical fitness to health and well-being:</p> <ul style="list-style-type: none"> control of weight and blood fats, such as cholesterol improved concentration <p>Interpersonal skills in physical activities, such as:</p> <ul style="list-style-type: none"> encouragement of others negotiation and sharing roles and responsibilities dealing with conflicts and disagreements 	<ul style="list-style-type: none"> revise benefits of physical activity and the interpersonal skills developed through PE in previous weeks 	<ul style="list-style-type: none"> students participate in a physical challenge/course, answering questions linked to this content at different stations