SAMPLE TEACHING AND LEARNING OUTLINE

PHYSICAL EDUCATION
YEAR 6
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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 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.
<table>
<thead>
<tr>
<th>Week</th>
<th>WA Curriculum Content</th>
<th>Key teaching concepts</th>
<th>Lesson content</th>
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</table>
| 1–4 | Fundamental movement skills, demonstrating adjustment of force and speed to improve accuracy and control  
**Note:** The above content is ongoing and will be addressed throughout the skill development teaching and learning activities  
Benefits of regular physical activity and physical fitness to health and well-being:  
- control of weight and blood fats, such as cholesterol  
- improved concentration                                                                 | **Fundamental Movement Skills in game situations**  
- locomotion  
- balance  
- locomotor skills in minor games                                                                 | • 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 | Interpersonal skills in physical activities, such as:  
- encouragement of others  
- negotiation and sharing roles and responsibilities | **Fundamental Movement Skills in game situations**  
- locomotion  
- object control  
- locomotor skills in minor games | • 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 | Modifications of rules and scoring systems in physical activities to create a more inclusive game and fairer contest | **Fundamental Movement Skills in game situations**  
- locomotion  
- object control skills  
- locomotor skills in minor games | • 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 |
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| 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**  
- locomotion  
- object control skills  
- locomotor skills in minor games | • 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 | 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  
Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:  
- use of appropriate skills  
- spatial awareness  
- relationship to and with objects, people and space  
Interpersonal skills in physical activities such as:  
- encouragement of others  
- negotiation and sharing roles and responsibilities  
- dealing with conflicts and disagreements | **Introduce characteristics of sports categories**  
- invasion sports  
- net sports  
- striking/fielding sports  
**Invasion sports**  
- 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 | • 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 |
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| 19–26 | 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 | **Net sports**  
- 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 |  
- 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 |
|      | Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:  
- use of appropriate skills  
- spatial awareness  
- relationship to and with objects, people and space | The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills  
Solutions to movement challenges through the use of basic strategies and tactics  
Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest | |
|      | The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills  
Solutions to movement challenges through the use of basic strategies and tactics  
Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest | | |
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<td>27–35</td>
<td>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. Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills</td>
<td><strong>Striking and/or Fielding sports</strong>  - 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)</td>
<td>• 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</td>
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<tr>
<td>36</td>
<td>Benefits of regular physical activity and physical fitness to health and well-being:  - control of weight and blood fats, such as cholesterol  - improved concentration  Interpersonal skills in physical activities, such as:  - encouragement of others  - negotiation and sharing roles and responsibilities  - dealing with conflicts and disagreements</td>
<td>• revise benefits of physical activity and the interpersonal skills developed through PE in previous weeks</td>
<td>• students participate in a physical challenge/course, answering questions linked to this content at different stations</td>
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