



HEALTH AND PHYSICAL EDUCATION: PHYSICAL EDUCATION

Teaching, learning and assessment exemplar
Year 6



Acknowledgement 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).

Copyright

© School Curriculum and Standards Authority, 2024

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 (the Authority) is acknowledged as the copyright owner, and that the Authority’s moral rights are not infringed.

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 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 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 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.

Cover image adapted from: Dingle, C. (2016). [Stock photograph ID: 504075502]. Retrieved July, 2021, from <https://www.istockphoto.com/>

Cover image adapted from: Doodlebug. (n.d.). *Paper* [Photograph]. Retrieved May, 2021, from <https://cleanpublicdomain.com/downloads/paper/>

Contents

The Western Australian Curriculum	1
The Health and Physical Education curriculum	1
This exemplar.....	2
Catering for diversity.....	2
Using this exemplar	3
Links to electronic resources.....	3
Best practice	4
Teaching and learning	4
Assessing	4
Reflecting.....	4
Western Australian Curriculum What will be taught	5
Achievement standard What is assessed	6
Term 1 Weeks 1–8.....	7
Term 2 Weeks 1–8.....	18
Term 3 Weeks 1–8.....	28
Term 4 Weeks 1–8.....	42
Appendix A: Resources	53
Appendix B: Assessment task 1	73
Appendix C: Assessment task 2	83



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 6 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.



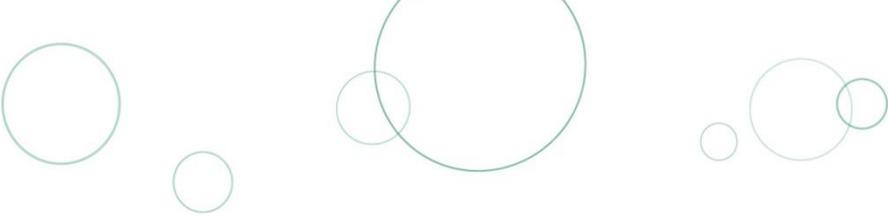
Using this exemplar

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 6, students focus on skills aimed at establishing and managing positive relationships, such as cooperation and active listening. They are provided with opportunities to develop skills in accessing credible information and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and develop greater proficiency across a range of skills, strategies and tactics in game situations and movement challenges. They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts. Students develop interpersonal skills that support them to adopt different roles and responsibilities and learn to deal with conflicts and disagreements.



Achievement standard | What is assessed

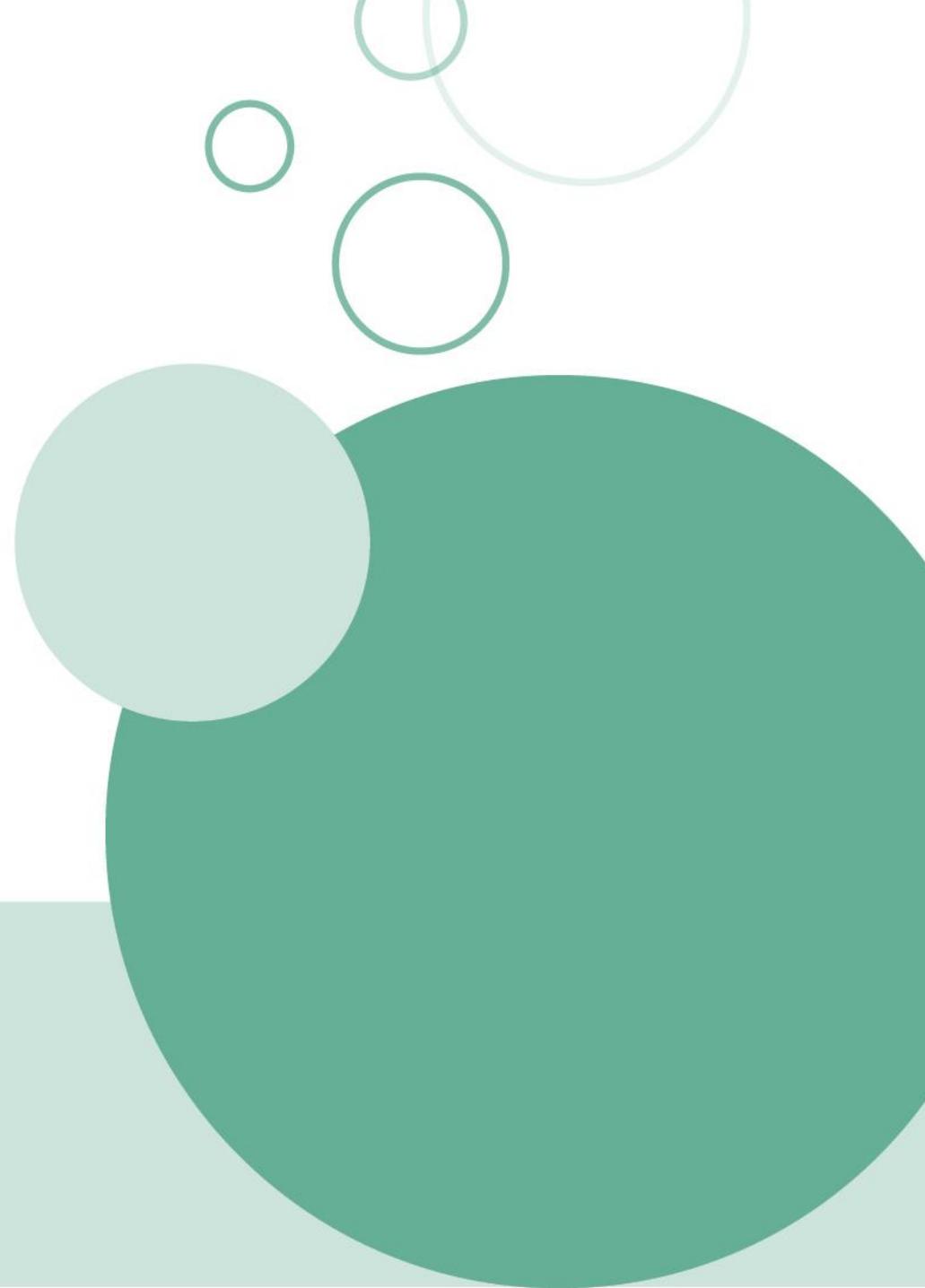
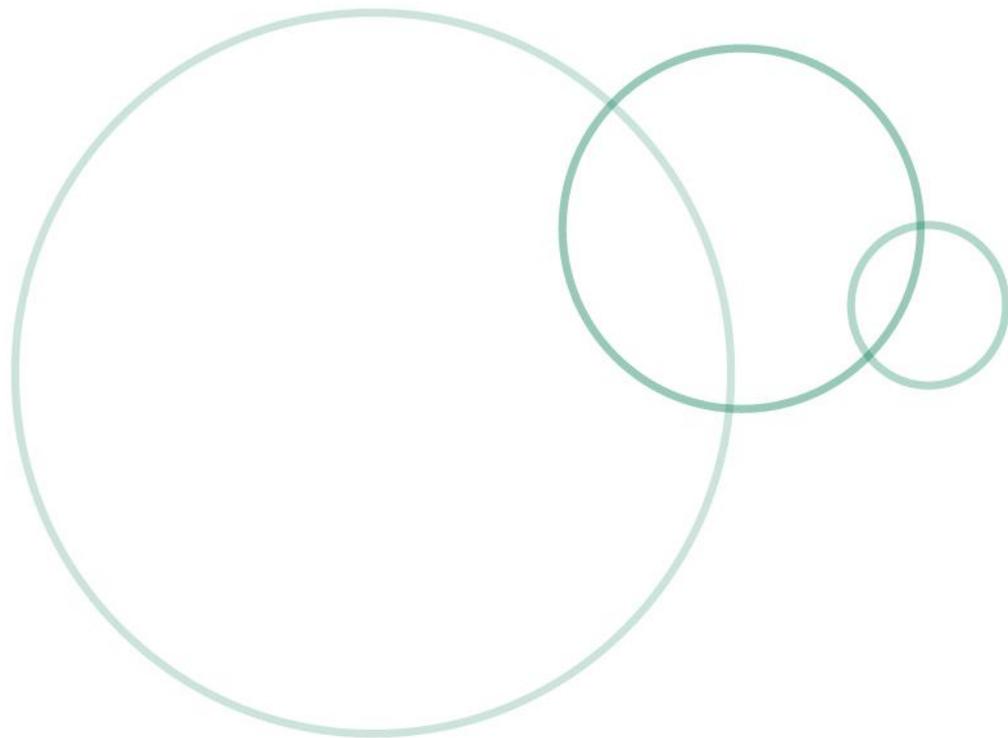
By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.



TERM 1 WEEKS 1–8

Physical Education

Overview – Term 1

Tag and Modcrosse							
Week 1 Tag	Week 2 Tag	Week 3 Modcrosse	Week 4 Modcrosse	Week 5 Modcrosse	Week 6 Modcrosse	Week 7 Modcrosse	Week 8 Modcrosse
Everybody's it <ul style="list-style-type: none"> evasion dodging 	Buroinjin <ul style="list-style-type: none"> evasion passing catching 	Ground ball play <ul style="list-style-type: none"> scooping catch throw 	Throwing and catching <ul style="list-style-type: none"> force speed accuracy control 	Sharks and bait <ul style="list-style-type: none"> carrying the ball 	Dodge tag <ul style="list-style-type: none"> dodging cradling 	In the zone <ul style="list-style-type: none"> force accuracy throw 	Ground ball play <ul style="list-style-type: none"> scooping catch throw
British bulldog <ul style="list-style-type: none"> evasion strategies and tactics 	Flag tag <ul style="list-style-type: none"> evasion attacking 	How many beanbags? <ul style="list-style-type: none"> scooping cradling running with the ball 	Interceptor <ul style="list-style-type: none"> catch throw dodging 	Pass and run <ul style="list-style-type: none"> passing catching defending 	Stick and ball manipulation <ul style="list-style-type: none"> cradling throwing ball manipulation 	Modified modcrosse <ul style="list-style-type: none"> invasion game attacking defending 	Summative assessment <ul style="list-style-type: none"> Appendix B
Invaders <ul style="list-style-type: none"> evasion strategies and tactics interpersonal skills 	Invaders <ul style="list-style-type: none"> evasion rule modification inclusivity and fairness 	Eggs in a basket <ul style="list-style-type: none"> scooping cradling running with the ball 	Grip ball modcrosse <ul style="list-style-type: none"> attacking defending strategies and tactics 	Modcrosse 3v3 <ul style="list-style-type: none"> invasion game attacking defending 	Modified modcrosse <ul style="list-style-type: none"> invasion game attacking defending 		

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the adjustment of force and speed in evasion skills during a tag game</p> <p>Demonstrate strategies and tactics to evade the opponent in a tag game and to achieve an offensive and defensive outcome</p> <p>Demonstrate interpersonal skills in tag games</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you adjust force and speed to evade the tag? • What strategies and tactics did you use to evade the tag? • How did you demonstrate interpersonal skills during the game? • What offensive and defensive strategies and tactics did your team use to successfully steal from the opponent? • Why is demonstrating interpersonal skills important in game? 	<p>Activity 1 – Everybody’s it Focus: evade the opponent’s tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – British bulldog Focus: evade the opponent’s tag, using strategy and tactics</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Invaders Focus: work with teammates to steal from the opponent’s home base and evade the tag</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 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills 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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Understanding movement Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Describe how the fundamental movement skill of passing is linked to invasion games, such as modcrosse and basketball</p> <p>Demonstrate strategies and tactics to evade the opponent in a tag game and to achieve an offensive and defensive outcome</p> <p>Describe how the fundamental movement skills of evasion and dodging link to invasion games, such as modcrosse and basketball</p> <p>Describe how modifying rules in a game can create a more inclusive game and fairer contest</p> <p>Demonstrate interpersonal skills in tag games</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you adjust force and speed to evade the tag? • What strategies and tactics did you use to evade the tag? • What strategies and tactics did your team use to pass the ball to teammates while maintaining possession? • How is passing in Buroinjin linked to invasion games, such as modcrosse and basketball? • What strategies and tactics did you use to attack the flag of the opponent? 	<p>Activity 1 – Buroinjin Focus: evade the tag while completing an offensive movement goal</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Flag tag Focus: use body position to evade the tag</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Invaders Focus: evasion, strategy and rule modifications</p> <ul style="list-style-type: none"> • Discussion and inclusion of rule modifications to create a more inclusive game and fairer contest. • 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 you demonstrate interpersonal skills during the game?• How are evasion and dodging skills linked to invasion games such as modcrosse and basketball?• Why is demonstrating interpersonal skills important in game?• What rule modifications in 'Invaders' created a more inclusive game and fairer contest?	

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate the movement skills of scooping, throwing and catching a modcrosse ball</p> <p>Demonstrate the modcrosse skills of scooping, cradling and running in modified play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of modcrosse? • How do you hold the modcrosse stick? • How do you scoop up the ball? • How do you catch with the modcrosse stick? • How do you throw a modcrosse ball? • How do you keep possession of the ball when on the run? 	<p>Activity 1 – Ground ball play Focus: scooping, throwing and catching skills</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Introduction to lacrosse/modcrosse; skills used in the sport (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – How many beanbags? Focus: scoop and run with the ball to complete a movement task with a team</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Eggs in a basket Focus: scoop, cradle and run in a modified 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 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the adjustment of force and speed to improve throwing and catching accuracy and control</p> <p>Describe how throwing and catching in modcrosse links to specific skills in other invasion games</p> <p>Demonstrate the ability to evade a defender while adjusting force and speed to improve throwing accuracy and control of a modcrosse ball</p> <p>Demonstrate the knowledge of modcrosse rules during modified gameplay</p> <p>Demonstrate strategies and tactics to attack and defend the goal</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of modcrosse? • How do you catch with the modcrosse stick? • How do you throw a modcrosse ball accurately to a target? • How are throwing and catching in modcrosse similar to skills used in other invasion games? • How do you evade a defender while throwing a modcrosse ball accurately and with control? • What strategies did your team use to attack the goal? • What tactics did your team use to defend the goal? 	<p>Activity 1 – Throwing and catching Focus: linking throwing and catching skills to other invasion games</p> <ul style="list-style-type: none"> • Revise the basic rules of lacrosse/modcrosse (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Interceptor Focus: use throwing and catching skills to evade a defender</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Grip ball modcrosse Focus: demonstrate knowledge of the rules of modcrosse in modified gameplay</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 Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the adjustment of force and speed to improve cradling control</p> <p>Demonstrate the ability to evade a defender while adjusting force and speed to improve passing accuracy and control of a modcrosse ball</p> <p>Demonstrate strategies and tactics to attack and defend the goal in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you adjust force and speed to improve cradling control? • How do you throw a modcrosse ball accurately to a target while on the move? • How do you evade a defender while throwing a modcrosse ball accurately and with control? • What strategies and tactics did your team use in 'Modcrosse 3v3' gameplay? 	<p>Activity 1 – Sharks and bait Focus: evade attackers while cradling and running with 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 – Pass and run Focus: practise throwing and catching while evading a defender</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Modcrosse 3v3 Focus: demonstrate modcrosse skills in a modified 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

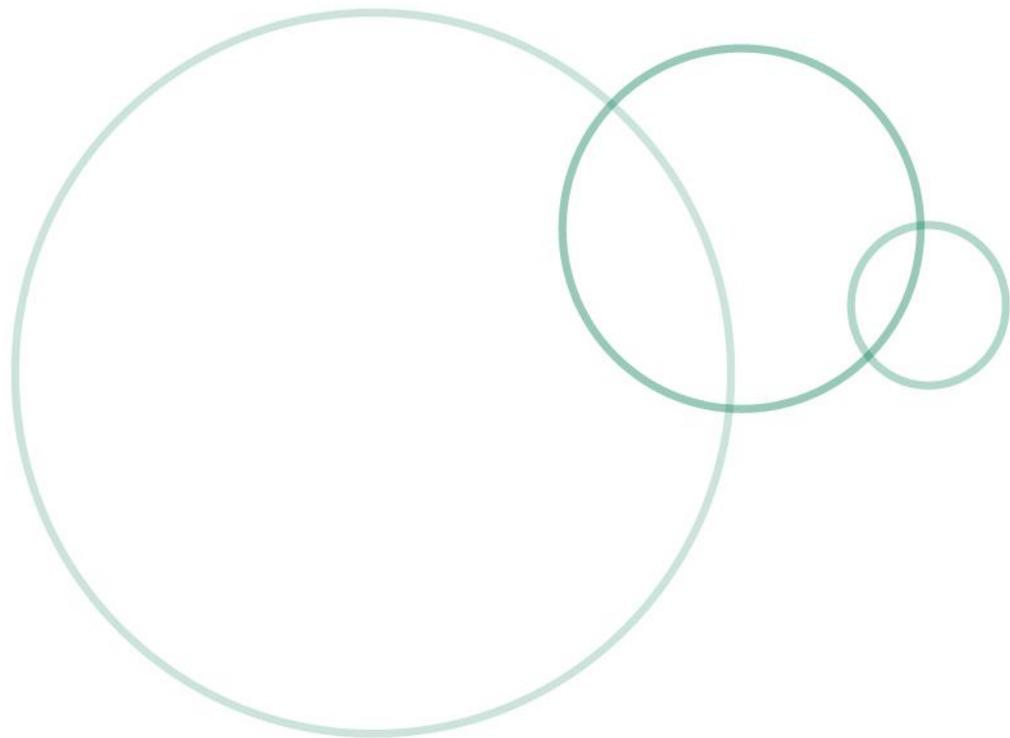
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to evade a defender while adjusting force and speed to improve passing accuracy and control of a modcrosse ball</p> <p>Demonstrate strategies and tactics to attack and defend the goal in a modified game</p> <p>Demonstrate modcrosse movement skills that combine the elements to improve movement outcomes in gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you adjust force and speed to improve cradling control? • How do you throw a modcrosse ball accurately to a target while on the move? • How do you evade a defender while throwing a modcrosse ball accurately and with control? • How did your movement skills during gameplay combine elements of effort, space, time, objects and people? • What strategies and tactics did your team use in 'Modified modcrosse' gameplay? 	<p>Activity 1 – Dodge tag Focus: evade attackers while cradling and running with 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 – Stick and ball manipulation Focus: practise throwing and catching while evading a defender</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Modified modcrosse Focus: demonstrate modcrosse skills in a modified 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 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to evade a defender while adjusting force and speed to improve passing accuracy and control of a modcrosse ball</p> <p>Demonstrate strategies and tactics to attack and defend the goal in a modified game</p> <p>Demonstrate modcrosse movement skills that combine the elements to improve movement outcomes in gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you adjust force and speed to improve throwing control and accuracy? • How did your movement skills during gameplay combine elements of effort, space, time, objects and people? • What strategies and tactics did your team use in 'Modified modcrosse' gameplay? 	<p>Activity 1 – In the zone Focus: apply force to the ball to improve throwing accuracy and control</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Modified modcrosse Focus: demonstrate modcrosse skills in a modified game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity Instruct students to identify, describe and/or demonstrate responses to the focus questions.</p>

Term 1 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills 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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate strategies and tactics to attack and defend the goal in a modified game</p> <p>Demonstrate modcrosse movement skills that combine the elements to improve movement outcomes in gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did your movement skills during gameplay combine elements of effort, space, time, objects and people? • What strategies and tactics did your team use in 'Modified modcrosse' gameplay? • How do throwing, catching and evasion link to modcrosse and other sports? 	<p>Activity 1 – Ground ball play Focus: scooping, throwing and catching skills</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Summative assessment Focus: demonstrate modcrosse skills in a modified game</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

Net/Wall Games Volleyball and Pickleball							
Week 1 Volleyball	Week 2 Volleyball	Week 3 Volleyball	Week 4 Volleyball	Week 5 Pickleball	Week 6 Pickleball	Week 7 Pickleball	Week 8 Pickleball
Pairs passing <ul style="list-style-type: none"> forearm pass 	Pairs setting <ul style="list-style-type: none"> setting 	L-o-n-g throw <ul style="list-style-type: none"> serving 	Bucket and hoop <ul style="list-style-type: none"> spiking control accuracy 	Pancake flipper <ul style="list-style-type: none"> grip self-volley control 	Pickleball tag <ul style="list-style-type: none"> evasion grip control 	Serve drills <ul style="list-style-type: none"> underhand serve 	Level 2 toss drills <ul style="list-style-type: none"> overhead smash
Continuous tennis <ul style="list-style-type: none"> forearm pass accuracy control 	Keep the ball up <ul style="list-style-type: none"> passing setting control 	Kolap <ul style="list-style-type: none"> serving accuracy control 	Mini volleyball <ul style="list-style-type: none"> modified gameplay strategies and tactics 	Level 1 toss drills <ul style="list-style-type: none"> forehand backhand lob 	1-bounce partner scramble <ul style="list-style-type: none"> body positioning forehand backhand 	Partner rally drills <ul style="list-style-type: none"> control accuracy body positioning 	Down the line/crosscourt <ul style="list-style-type: none"> forehand ground stroke backhand ground stroke
Newcombe ball <ul style="list-style-type: none"> catching passing attacking rule modification 	King/Queen of the court <ul style="list-style-type: none"> modified gameplay attacking defending rule modification 	King/Queen of the court <ul style="list-style-type: none"> modified gameplay attacking defending rule modification 		Partner rally tally <ul style="list-style-type: none"> volley control rally 	Fronton singles <ul style="list-style-type: none"> backhand forehand strategies and tactics 	Doubles rally tally <ul style="list-style-type: none"> control accuracy interpersonal skills 	Fronton doubles <ul style="list-style-type: none"> modified gameplay strategies and tactics

Term 2 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Understanding movement Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Learning intentions Demonstrate the fundamental movement skill of forearm passing a volleyball to a partner with accuracy and control</p> <p>Describe how passing in volleyball is linked to specific skills used in other games, sports or activities</p> <p>Describe modification of rules or scoring systems in ‘Newcombe ball’ to create a more inclusive game and fairer contest</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of volleyball? • How do you forearm pass a volleyball? • What adjustments to force and speed do you need to make to forearm pass a volleyball with accuracy and control? • How is the skill of passing in volleyball linked to skills used in other games, sports or activities? • How can you work as a team to cover court space on receiving a ball? • What is the roll of a server in ‘Newcombe ball’? • How can the rules or scoring systems of ‘Newcombe ball’ be modified to create a more inclusive game and a fairer contest? 	<p>Activity 1 – Pairs passing Focus: forearm pass the volleyball with a partner</p> <ul style="list-style-type: none"> • Discuss the basic rules of volleyball (Appendix A). • Revise key teaching points of passing (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Continuous tennis Focus: forearm pass a volleyball with accuracy and control</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Newcombe ball Focus: combine catching, passing and attacking play in a modified 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 2 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Understanding movement Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of setting a volleyball to a partner with accuracy and control</p> <p>Describe how setting in volleyball is linked to specific skills used in other games, sports or activities</p> <p>Demonstrate passing and setting skills to keep the volleyball off the ground</p> <p>Describe modification of rules or scoring systems in ‘King/Queen of the court’ to create a more inclusive game and fairer contest</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points to forearm passing a volleyball? • What are the basic rules of volleyball? • How do you set a volleyball? • What adjustments to force and speed do you need to make to set a volleyball with accuracy and control to a partner? • How is the skill of setting in volleyball linked to skills used in other games, sports or activities? • What strategies and tactics did your team use on offence and defence in a game of ‘King/queen of the court’? • How can the rules or scoring systems of ‘King/Queen of the court’ be modified to create a more inclusive game and a fairer contest? 	<p>Activity 1 – Pairs setting Focus: set the volleyball with a partner</p> <ul style="list-style-type: none"> • Revise the basic rules of volleyball (Appendix A). • Revise key teaching points of setting (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Keep the ball up Focus: keep the ball off the ground in groups of 3 or more</p> <ul style="list-style-type: none"> • Revise key teaching points to forearm passing (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – King/Queen of the court Focus: demonstrate fundamental volleyball skills in a modified 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 2 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Understanding movement Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of serving a volleyball to a partner and target with accuracy and control</p> <p>Describe how serving in volleyball is linked to specific skills used in other games, sports or activities</p> <p>Demonstrate passing and setting skills to keep the volleyball off the ground</p> <p>Describe modification of rules or scoring systems in ‘King/Queen of the court’ to create a more inclusive game and fairer contest</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you serve a volleyball? • What adjustments to force and speed do you need to make to serve a volleyball with accuracy and control to a partner or a specified target? • How is the skill of serving in volleyball linked to skills used in other games, sports or activities? • What strategies and tactics did your team use on offence and defence in a game of ‘King/queen of the court’? • How can the rules or scoring systems of ‘King/Queen of the court’ be modified to create a more inclusive game and a fairer contest? 	<p>Activity 1 – L-o-n-g throw Focus: serve the volleyball with a partner</p> <ul style="list-style-type: none"> • Revise key teaching points of serving (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Kolap Focus: serve a volleyball onto a specified target</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – King/Queen of the court Focus: demonstrate fundamental volleyball skills in a modified 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 2 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p>	<p>Learning intentions Demonstrate the fundamental movement skill of spiking a volleyball to a target with accuracy and control</p> <p>Describe how spiking in volleyball is linked to specific skills used in other games, sports or activities</p> <p>Demonstrate fundamental volleyball skills in a modified game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you spike a volleyball? • What adjustments to force and speed do you need to make to spike a volleyball with accuracy and control to a specified target? • How is the skill of spiking in volleyball linked to skills used in other games, sports or activities? • What strategies and tactics did your team use on offence and defence in a game of 'Mini volleyball'? • What fundamental skills are used most often in a game of 'Mini volleyball'? 	<p>Activity 1 – Bucket and hoop Focus: spike the volleyball to a target</p> <ul style="list-style-type: none"> • Revise key teaching points of spiking (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Mini volleyball Focus: demonstrate fundamental volleyball skills in a modified 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 2 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <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>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of grip, self-volley, forehand volley, backhand volley and lob</p> <p>Demonstrate the ability to control the pickleball while rallying with a partner</p> <p>Describe how fundamental movement skills in pickleball link to skills used in other sports and activities</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of pickleball? • How are movement skills in pickleball used in other sports and activities? • How do you grip the pickleball paddle? • How can you adjust force and speed to improve your control of the ball while self-volleying? • What are the key teaching points of the forehand volley? • What are the key teaching points of the backhand volley? • What are the key teaching points of the lob? • How do you and your partner control the pickleball while trying to rally? • How do you use interpersonal skills to improve your ability to volley with your partner? 	<p>Activity 1 – Pancake flipper Focus: control the paddle and the ball using the correct grip</p> <ul style="list-style-type: none"> • Introduce basic rules of pickleball (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Level 1 toss drills Focus: demonstrate key teaching points for volley and lob shots</p> <ul style="list-style-type: none"> • Introduce key teaching points of the forehand volley, backhand volley and lob. • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Partner rally tally Focus: demonstrate control while volleying with a partner</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

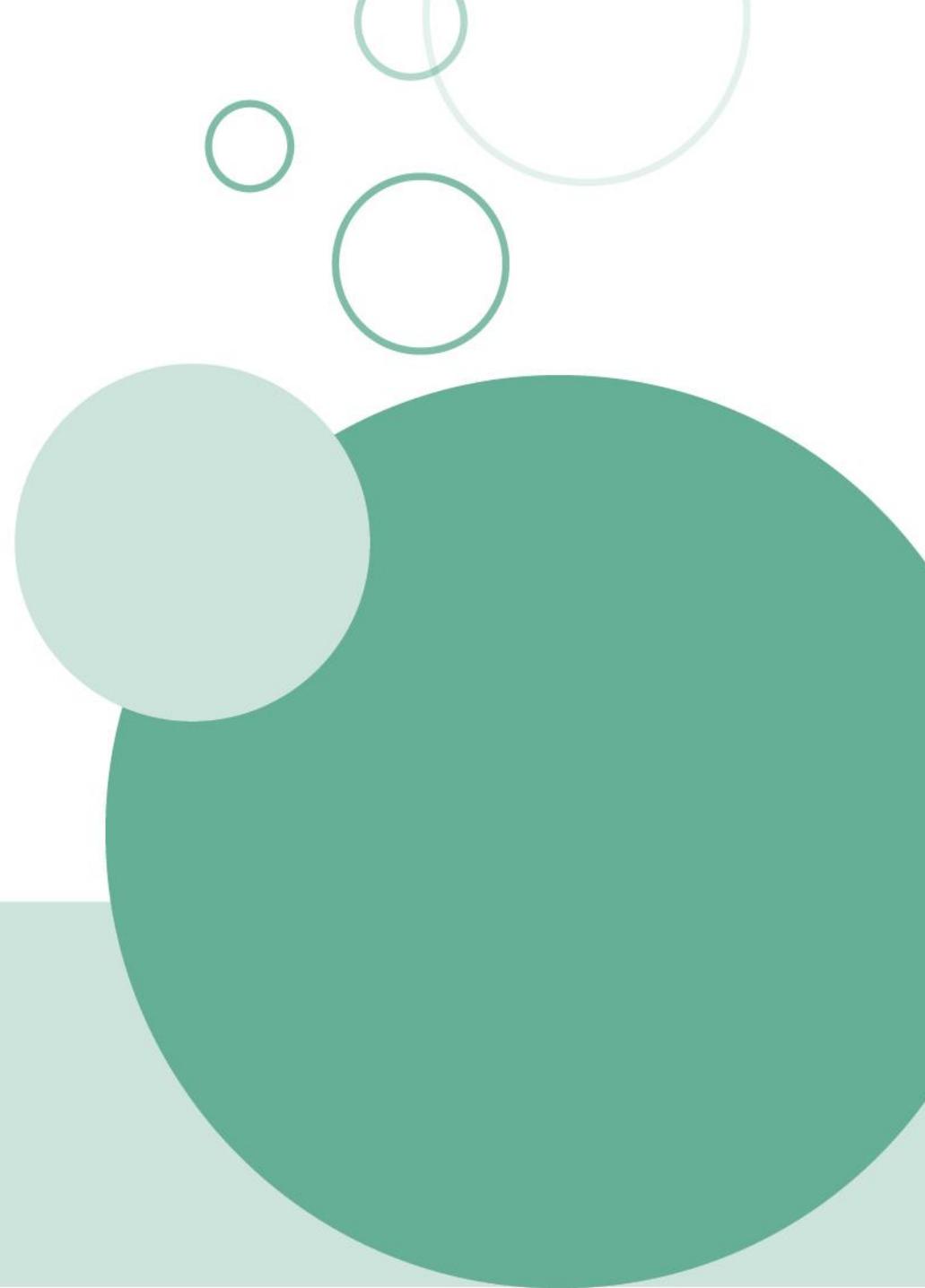
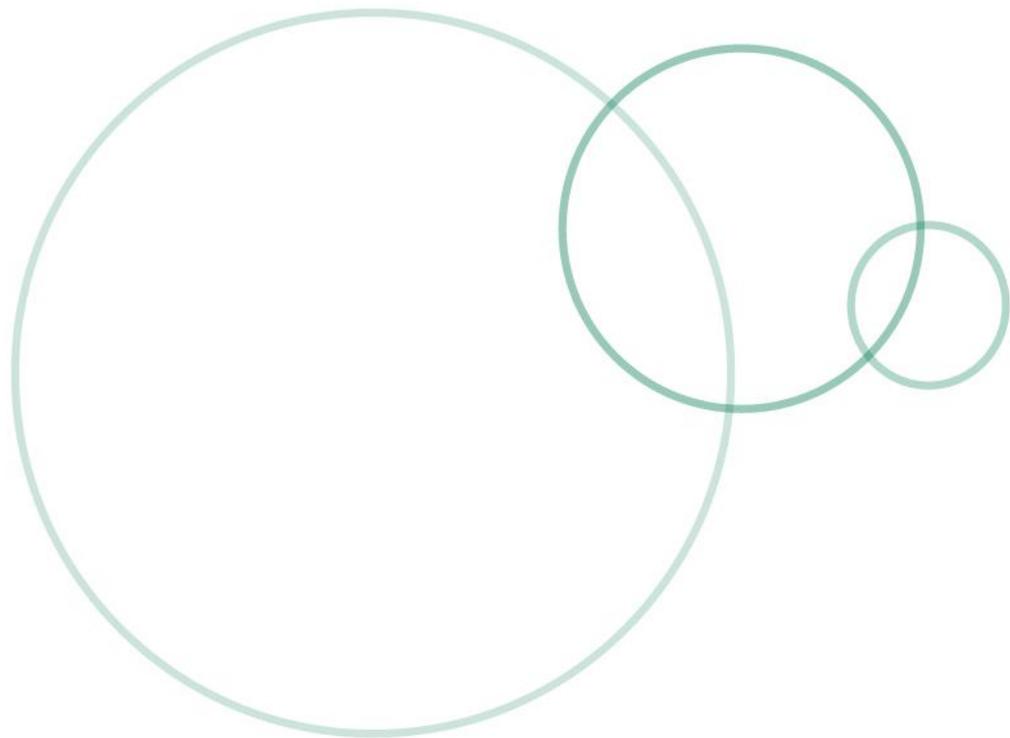
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of grip, forehand volley and backhand volley</p> <p>Demonstrate the ability to continuously volley with a partner demonstrating adjustment of force and speed to improve control</p> <p>Demonstrate pickleball skills in modified gameplay</p> <p>Demonstrate interpersonal skills in modified gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of pickleball? • How do you grip the pickleball paddle? • How do you adjust your body positioning and speed to maintain control during ‘Pickleball tag’? • How do you adjust the force and speed you apply to the ball to maintain control in a volley with a partner? • How do you transfer weight when you strike a pickleball? • How do you use forehand and backhand strokes to win a point in ‘Fronton singles’ gameplay? • What strategies and tactics did you use during ‘Fronton singles’ gameplay? • How do you use interpersonal skills to improve your sportsmanship with the opponent during a competitive game? 	<p>Activity 1 – Pickleball tag Focus: control the paddle and the ball using the correct grip</p> <ul style="list-style-type: none"> • Revise the basic rules of pickleball (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – 1-bounce partner scramble Focus: use body positioning to improve control of the forehand and backhand volley</p> <ul style="list-style-type: none"> • Revise key teaching points of the forehand volley and backhand volley. • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Fronton singles Focus: use forehand and backhand strokes in gameplay</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 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of the underhand serve, forehand volley, backhand volley and lob with control and accuracy</p> <p>Demonstrate the ability to continuously volley with a partner demonstrating adjustment of force and speed to improve control</p> <p>Demonstrate the ability to work with teammates to increase the number of pickleball rallies</p> <p>Demonstrate interpersonal skills with a small group to improve a movement outcome</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you serve a pickleball? • How do you perform the backhand stroke? • How do you perform the forehand stroke? • How do you perform the lob? • How do you adjust the force and speed you apply to the ball to maintain control in a volley with a partner? • How do you transfer weight when you strike a pickleball? • How did you use interpersonal skills with your group to improve the movement outcome in ‘Doubles rally tally’? 	<p>Activity 1 – Serve drills Focus: demonstrate the underhand serve with control and accuracy</p> <ul style="list-style-type: none"> • Revise the key teaching points of the underhand serve (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Partner rally drills Focus: demonstrate the forehand volley, backhand volley and lob with a partner</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Doubles rally tally Focus: work with a team to improve movement outcomes</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 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of the smash, forehand ground stroke and backhand ground stroke with control and accuracy</p> <p>Demonstrate the ability to continuously volley with a partner demonstrating adjustment of force and speed to improve accuracy down the line and crosscourt</p> <p>Demonstrate application of strategies and tactics during gameplay</p> <p>Demonstrate basic pickleball skills in gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you smash a pickleball? • How do you adjust the force and speed you apply to the ball to maintain control in a volley with a partner? • How do you transfer weight when you strike a pickleball? • How did you use interpersonal skills with your group to improve the movement outcome in 'Down the line/crosscourt'? • What strategies and tactics did you apply during gameplay? 	<p>Activity 1 – Level 2 toss drills Focus: demonstrate the smash with control and accuracy</p> <ul style="list-style-type: none"> • Revise the key teaching points of the smash (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Down the line/crosscourt Focus: demonstrate the forehand and backhand ground stroke with control and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Fronton doubles Focus: demonstrate basic pickleball skills in gameplay</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 WEEKS 1–8

Physical Education

Overview – Term 3

Athletics							
Week 1 Relays	Week 2 Relays and standing start	Week 3 Long jump	Week 4 High jump	Week 5 Discus	Week 6 Discus	Week 7 Shot-put	Week 8 Shot-put
Whistle command <ul style="list-style-type: none"> benefits to physical wellbeing 	Exercise immunity tag <ul style="list-style-type: none"> benefits to physical wellbeing 	Release tag <ul style="list-style-type: none"> benefits to mental wellbeing 	Give me five tag <ul style="list-style-type: none"> benefits to mental wellbeing 	Optional tag <ul style="list-style-type: none"> benefits to emotional wellbeing 	Hospital tag <ul style="list-style-type: none"> benefits to emotional wellbeing 	Out the gate <ul style="list-style-type: none"> evasion 	Minefield <ul style="list-style-type: none"> shot-put technique accuracy and control
Skill development <ul style="list-style-type: none"> baton passing technique 	Skill development <ul style="list-style-type: none"> running falling start rolling start standing start 	Skill development <ul style="list-style-type: none"> take-off landing run up consistency in speed and accuracy 	Figure 8 scissors relay <ul style="list-style-type: none"> running scissor jump take-off 	Skill development <ul style="list-style-type: none"> grip technique roll 	Climb the ladder <ul style="list-style-type: none"> throwing technique accuracy control 	Skill development <ul style="list-style-type: none"> grip stance shuffle shot-put technique 	Summative assessment <ul style="list-style-type: none"> Appendix C
Relay zone changeover <ul style="list-style-type: none"> baton passing technique while running 	Circle chase <ul style="list-style-type: none"> standing start running 	Aggregate jumps <ul style="list-style-type: none"> accuracy speed control run up long jump 	High jump point score <ul style="list-style-type: none"> scissor jump take-off landing 	Roll the discus relay <ul style="list-style-type: none"> grip technique roll release follow through 	Discus cricket <ul style="list-style-type: none"> throwing technique accuracy control force and speed adjustment 	Minefield <ul style="list-style-type: none"> shot-put technique force and speed adjustment accuracy control 	



Circular relay <ul style="list-style-type: none">• 4x100 relay• running• baton passing	Shuttle relay <ul style="list-style-type: none">• running• standing start• baton passing		High jump challenge <ul style="list-style-type: none">• high jump• control				
---	---	--	--	--	--	--	--

Term 3 Week 1

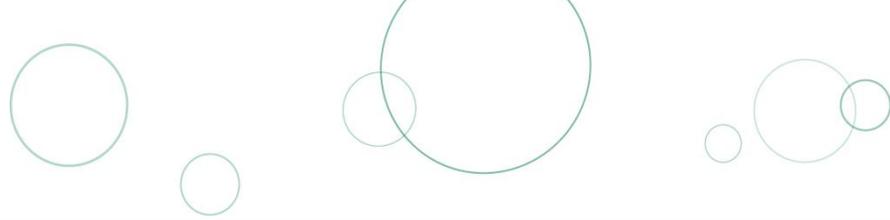
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Describe the benefits of regular physical activity and physical fitness to physical wellbeing</p> <p>Demonstrate the correct baton passing technique</p> <p>Demonstrate correct baton passing technique while running in a relay changeover zone</p> <p>Demonstrate the ability to run a 4x100 relay in a team of four</p> <p>Demonstrate interpersonal skills with teammates when completing a movement challenge</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to physical wellbeing? • What is the correct technique for passing a baton? • How do you complete a baton exchange in a 20m relay changeover zone? • How did you adjust your speed to improve your accuracy and control of passing the baton to your teammate? • How did you adjust the force of passing the baton to your teammate, to improve your accuracy and control? • What interpersonal skills did you and your teammates exhibit while working together during the 'Circular relay'? 	<p>Activity 1 – Whistle command Focus: benefits of regular physical activity to physical wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits of regular physical activity to physical wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Skill development – passing a baton Focus: passing a baton to a teammate</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Relay zone changeover Focus: pass a baton while running through a relay changeover zone</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 4 – Circular relay Focus: complete a relay in a team of four</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Concluding activity <ul style="list-style-type: none"><li data-bbox="1429 400 2033 472">• Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Describe the benefits of regular physical activity and physical fitness to physical wellbeing</p> <p>Demonstrate falling, rolling and standing starts prior to running</p> <p>Demonstrate proper running technique</p> <p>Demonstrate interpersonal skills with teammates when completing a movement challenge</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to physical wellbeing? • How do you perform proper running technique? • How do you complete a falling start? • How do you complete a rolling start? • How do you complete a standing start prior to engaging in a running race? • How did you adjust your speed when approaching your teammate in 'Shuttle relay', to ensure accuracy and control when passing the baton? • What interpersonal skills did you and your teammates exhibit while working together in the 'Shuttle relay'? 	<p>Activity 1 – Exercise immunity tag Focus: revise benefits of regular physical activity to physical wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Revision of benefits of regular physical activity to physical wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Skill development – standing starts Focus: practise running technique and standing starts</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Circle chase Focus: practise standing starts and running technique</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 4 – Shuttle relay Focus: carry a baton while demonstrating proper standing start and running technique</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
		Concluding activity <ul style="list-style-type: none"><li data-bbox="1391 400 1995 472">• Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 3 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions Describe the benefits of regular physical activity and physical fitness to mental wellbeing</p> <p>Demonstrate consistency in speed, accuracy and control of the body during the long jump</p> <p>Demonstrate interpersonal skills with classmates when completing a movement challenge</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to mental wellbeing? • How do you take off when performing a long jump? • How do you land after completing a long jump? • How do you measure your long jump run up? • How do you maintain consistency in speed in the long jump run up? • How do you maintain accuracy and control in your long jump take-off and landing? • What interpersonal skills did you and your classmates exhibit during 'Aggregate jumps'? 	<p>Activity 1 – Release tag Focus: benefits of regular physical activity to mental wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits of regular physical activity to mental wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Skill development – long jump Focus: consistency in speed, accuracy and control in the long jump</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Aggregate jumps Focus: practise the run up and perform the 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>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 Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Describe the benefits of regular physical activity and physical fitness to mental wellbeing</p> <p>Demonstrate scissor jumping technique over an obstacle</p> <p>Demonstrate use of both legs as take-off legs during a scissor jump</p> <p>Demonstrate the scissor jump while jumping over a high jump bar onto a mat</p> <p>Demonstrate interpersonal skills with classmates when officiating and recording the high jump</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to mental wellbeing? • How do you complete a scissor jump over an obstacle? • Which leg felt more natural to use as the take-off leg during the scissor jump? How did each leg feel different? • How do you complete a scissor jump over a high jump bar? • How do you control your body when landing after completing a scissor jump? 	<p>Activity 1 – Give me five tag Focus: revise benefits of regular physical activity to mental wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Revision of benefits of regular physical activity to mental wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Figure 8 scissors relay Focus: demonstrate scissor technique when jumping over an obstacle</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – High jump point score Focus: proper scissor jump technique over a high jump bar</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 4 – High jump challenge Focus: perform the high jump, officiate and record</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding.



Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
	<ul style="list-style-type: none">• What interpersonal skills did you and your teammates exhibit while officiating and recording high jump	Concluding activity <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 Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Describe the benefits of regular physical activity and physical fitness to emotional wellbeing</p> <p>Demonstrate proper grip technique of a discus</p> <p>Demonstrate the ability to roll the discus using proper technique</p> <p>Demonstrate consistent release and follow through with the discus</p> <p>Demonstrate interpersonal skills with classmates when participating in a discus relay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to emotional wellbeing? • How do you grip a discus? • How do you release a discus? • How do position your arm in the process of rolling the discus? • How do you follow through after releasing the discus? • What interpersonal skills did you and your teammates exhibit while participating in the 'Roll the discus relay'? 	<p>Activity 1 – Optional tag Focus: discuss benefits of regular physical activity to emotional wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Discussion of benefits of regular physical activity to emotional wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Skill development – grip and roll Focus: grip technique and roll the discus</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Roll the discus relay Focus: grip technique, release and follow through</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 6

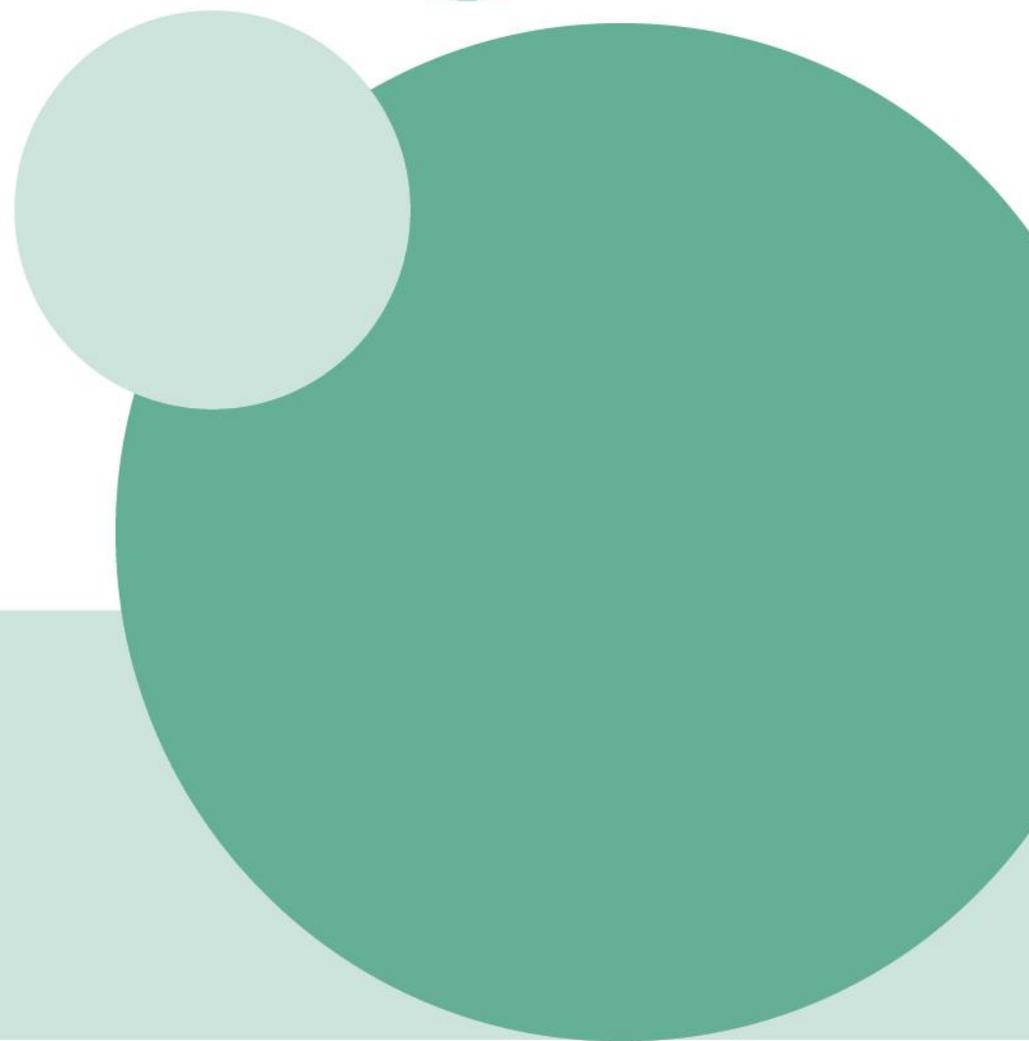
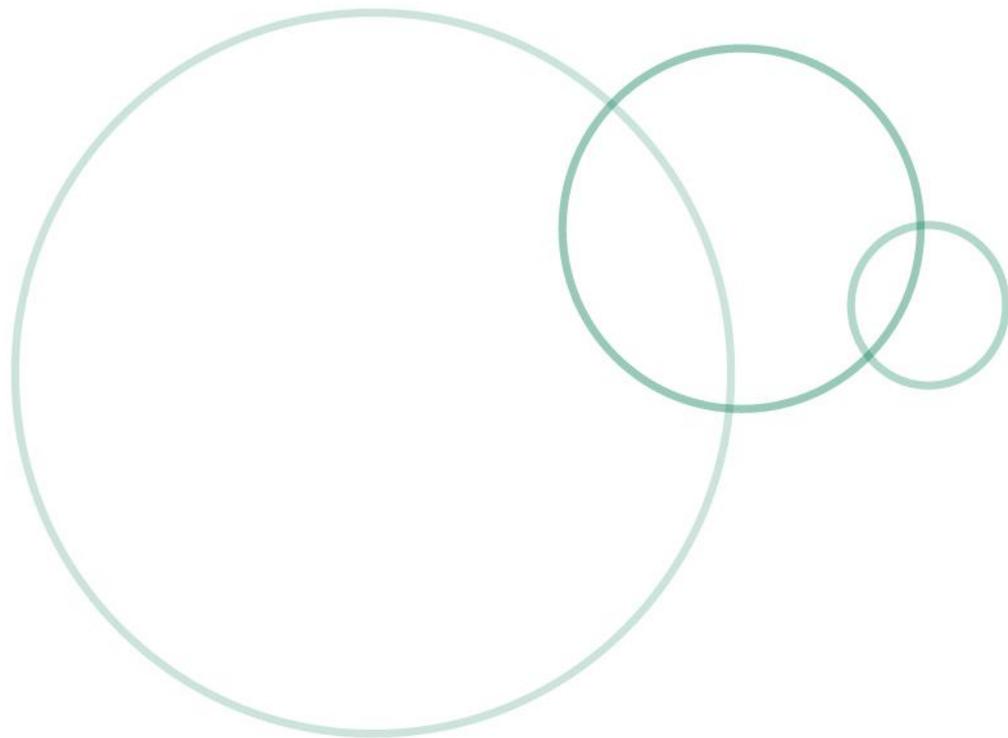
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to physical, mental and emotional wellbeing</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions Describe the benefits of regular physical activity and physical fitness to emotional wellbeing</p> <p>Demonstrate the ability to throw a discus with accuracy and control</p> <p>Demonstrate consistent release and follow through with the discus</p> <p>Demonstrate adjustment of force and speed to improve discus throwing accuracy and control</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are benefits of regular physical activity and physical fitness to emotional wellbeing? • How do you grip a discus? • How do you release a discus? • How do position your arm in the process of throwing the discus? • How do you follow through after releasing the discus? • How do you adjust force and speed to improve accuracy and control while throwing the discus? • What interpersonal skills did you and your teammates exhibit while participating in 'Climb the ladder' and 'Discus cricket'? 	<p>Activity 1 – Hospital tag Focus: revise benefits of regular physical activity to emotional wellbeing</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Revision of benefits of regular physical activity to emotional wellbeing (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Climb the ladder Focus: throwing control and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Discus cricket Focus: adjust force and speed to improve accuracy and control</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 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p> <p>Interpersonal skills Interpersonal skills in physical activities</p>	<p>Learning intentions</p> <p>Demonstrate proper grip on a shot</p> <p>Demonstrate the front-on standing put with wrist extension to a target</p> <p>Demonstrate a chin-knee-toe preparatory stance</p> <p>Demonstrate a simple side shuffle prior to shot-put</p> <p>Demonstrate adjustment of force and speed to improve accuracy and control when putting a shot</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you grip a shot-put? • How do you perform a front-on standing put? • How do you position your body and arms for the chin-knee-toe preparatory stance? • How do you perform the side shuffle prior to a shot-put? • How do you adjust force and speed to improve accuracy and control during a shot-put? • What interpersonal skills did you and your teammates exhibit while participating in 'Minefield'? 	<p>Activity 1 – Out the gate Focus: evade a tag in a warm-up activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Skill development – shot-put Focus: grip, stance, steps and shot-put</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Minefield Focus: use force and speed to improve accuracy and control</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 Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control</p>	<p>Learning intentions Demonstrate proper shot-put technique Demonstrate adjustment of force and speed to improve accuracy and control when putting a shot</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you grip a shot-put? • How do you position your body and arms for the chin-knee-toe preparatory stance? • How do you perform the side shuffle prior to a shot-put? • How do you adjust force and speed to improve accuracy and control during a shot-put? 	<p>Activity 3 – Minefield Focus: use force and speed to improve accuracy and control</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Summative assessment Focus: demonstrate proper shot-put technique</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix C). <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

Invasion Games Basketball and cricket							
Week 1 Basketball	Week 2 Basketball	Week 3 Basketball	Week 4 Basketball	Week 5 Cricket	Week 6 Cricket	Week 7 Cricket	Week 8 Cricket
All in tag <ul style="list-style-type: none"> • footwork 	Keentan <ul style="list-style-type: none"> • passing • catching • jumping • defensive skills 	Target relay <ul style="list-style-type: none"> • dribbling 	Get the beanbag <ul style="list-style-type: none"> • dribbling • shooting • gain possession 	Catching challenge <ul style="list-style-type: none"> • throwing • catching 	Throw, throw, throw <ul style="list-style-type: none"> • throwing • accuracy 	Triangle roll <ul style="list-style-type: none"> • bowling 	Hit the target <ul style="list-style-type: none"> • throwing • accuracy
Pairs passing <ul style="list-style-type: none"> • ball handling • passing • catching 	Dribblers and robbers <ul style="list-style-type: none"> • dribbling • passing • gain possession 	Pairs passing <ul style="list-style-type: none"> • goal shooting 	Interceptor <ul style="list-style-type: none"> • gain possession • maintain possession 	Bat tapping <ul style="list-style-type: none"> • bat control • movement challenge 	Beat the bucket <ul style="list-style-type: none"> • throwing • catching • fielding • strategies and tactics 	Bowler goaler <ul style="list-style-type: none"> • bowling • throwing • catching • strategies and tactics 	Pepper <ul style="list-style-type: none"> • bowling • batting • accuracy • cooperation
Shuttle ball <ul style="list-style-type: none"> • passing • catching 		Buroinjin <ul style="list-style-type: none"> • invasion game • strategies and tactics 	Numbers <ul style="list-style-type: none"> • strategies and tactics • goal shooting 	Basketball 3v3 <ul style="list-style-type: none"> • invasion game • strategies and tactics 	6 or safe <ul style="list-style-type: none"> • batting • fielding • strategies and tactics 	Hit 4 and go <ul style="list-style-type: none"> • batting • fielding • strategies and tactics 	4-bowler cricket <ul style="list-style-type: none"> • batting • fielding • strategies and tactics

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills 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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to use footwork to evade a tag</p> <p>Demonstrate the ability to complete the chest pass, bounce pass and overhead pass</p> <p>Demonstrate the ability to complete a successful pass while completing a movement challenge</p> <p>Demonstrate strategies and tactics as a team to maintain and gain possession of the ball</p> <p>Describe how fundamental movement skills are linked to passing skills in basketball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of basketball? • What are the key teaching points of passing a basketball? • How did you combine effort, space, the basketball and your teammates to complete the ‘Shuttle ball’ activity successfully? • How are fundamental movement skills linked to passing in basketball? • What strategies and tactics did you use to score a point in ‘Buroinjin’? • What strategies and tactics did your team use on defence to gain possession in ‘Buroinjin’? 	<p>Activity 1 – All in tag Focus: utilise footwork to evade the tag</p> <ul style="list-style-type: none"> • Introduction to basketball (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pairs passing Focus: ball handling and passing with a partner</p> <ul style="list-style-type: none"> • Basic skills review – passing (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Shuttle ball Focus: apply passing and catching skills in 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 4 – Buroinjin Focus: apply strategies and tactics to an invasion 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 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills 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>Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate passing, catching, jumping and defensive skills in an invasion game</p> <p>Demonstrate the ability to dribble and pass with a partner to evade the defence</p> <p>Demonstrate strategies and tactics as a team to maintain and gain possession of the ball</p> <p>Describe how fundamental movement skills are linked to dribbling and shooting skills in basketball</p> <p>Demonstrate proper technique for shooting a basketball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the basic rules of basketball? • How did you combine effort, space, the basketball and your teammates to score in 'Keentan'? • What are the key teaching points of dribbling a basketball? • How are fundamental movement skills linked to dribbling and shooting skills in basketball? 	<p>Activity 1 – Keentan Focus: use passing, catching, jumping and defensive skills in an invasion game</p> <ul style="list-style-type: none"> • Revise basic rules of basketball (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Dribblers and robbers Focus: dribbling and passing while evading the defence</p> <ul style="list-style-type: none"> • Basic skills review – dribbling (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Numbers Focus: compete for the ball and attempt to shoot a basket</p> <ul style="list-style-type: none"> • Basic skills review – shooting (Appendix A). • 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 strategies and tactics did you and your partner use on offence to maintain possession in 'Dribblers and robbers'? What strategies and tactics did you and your partner use on defence to gain possession?• What is the proper technique for shooting a basketball?• What strategies and tactics did you use to score a point in 'Numbers'?• What strategies and tactics did your team use on defence to gain possession in 'Numbers'?	

Term 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate dribbling skills in a movement challenge of a relay course</p> <p>Demonstrate proper technique for shooting a basketball</p> <p>Demonstrate strategies and tactics on offence and defence in a modified basketball game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you combine effort, space, time and the basketball to improve the movement outcome in 'Target relay'? • What are the key teaching points of shooting a basketball? • What strategies and tactics did you use to score a point in 'Basketball 3v3'? • What strategies and tactics did your team use on defence to gain possession in 'Basketball 3v3'? 	<p>Activity 1 – Target relay Focus: complete a relay course while dribbling</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pairs passing Focus: pass a ball back and forth using a goal shooting action and hula hoops</p> <ul style="list-style-type: none"> • Basic skills review – shooting (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Basketball 3v3 Focus: play a modified basketball 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 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to gain possession of the ball and use the dribble to evade the defence</p> <p>Demonstrate the use of strategies and tactics on defence to gain possession of the ball</p> <p>Demonstrate proper technique for shooting a basketball</p> <p>Demonstrate strategies and tactics on offence and defence in a modified basketball game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you combine effort, space, time and the basketball to improve the movement outcome in ‘Get the beanbag’? • What are the key teaching points of shooting a basketball? • What strategies and tactics did you use to pass the ball/intercept the ball in ‘Interceptor’? • What strategies and tactics did you use to score a point in ‘Basketball 3v3l’? • What strategies and tactics did your team use on defence to gain possession in ‘Basketball 3v3’? 	<p>Activity 1 – Get the beanbag Focus: gain possession, dribble and shoot</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Revise key teaching points of shooting (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Interceptor Focus: gain possession of the ball; evade a defender</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Basketball 3v3 Focus: play a modified basketball 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 4 Week 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to throw and catch the ball while completing a movement challenge</p> <p>Demonstrate the ability to tap the ball with control on the bat while completing a movement challenge</p> <p>Demonstrate proper technique for batting a ball</p> <p>Demonstrate strategies and tactics on offence and defence in a modified cricket game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you combine effort, space, time and the ball to improve the movement outcome in the 'Catching challenge'? • What are the key teaching points of batting in cricket? • What strategies and tactics did you use to keep tapping the ball in 'Bat tapping'? • What strategies and tactics did you use to score points in '6 or safe'? • What strategies and tactics did your team use on defence to limit scoring opportunities in '6 or safe'? 	<p>Activity 1 – Catching challenge Focus: throw and catch a ball during a movement challenge</p> <ul style="list-style-type: none"> • Introduction to cricket (Appendix A). • Basic skills review – throwing (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Bat tapping Focus: maintain control while tapping the ball with the bat</p> <ul style="list-style-type: none"> • Basic skills review – batting (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – 6 or safe Focus: play a modified cricket 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 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to throw the ball with accuracy to a target zone during a movement challenge</p> <p>Demonstrate strategies and tactics when throwing, running and fielding in a modified game</p> <p>Demonstrate proper technique for batting a ball</p> <p>Demonstrate strategies and tactics on offence and defence in a modified cricket game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you combine effort, space, time and the ball to improve the movement outcome in the ‘Throw, throw, throw’? • What strategies and tactics did you use to score runs in ‘Beat the bucket’? • What strategies and tactics did your team use on defence to limit scoring opportunities in ‘Beat the bucket’? • What strategies and tactics did you use to score points in ‘Hit 4 and go’? • What strategies and tactics did your team use on defence to limit scoring opportunities in ‘Hit 4 and go’? 	<p>Activity 1 – Throw, throw, throw Focus: throw a ball over the line to a target zone</p> <ul style="list-style-type: none"> • Basic skills review – throwing (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Beat the bucket Focus: throwing and catching in a modified game</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: play a modified cricket game</p> <ul style="list-style-type: none"> • Basic skills review – batting (Appendix A). • 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 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions Demonstrate proper technique for bowling a ball</p> <p>Demonstrate the ability to score points from bowling in an invasion game</p> <p>Demonstrate strategies and tactics on offence and defence in a modified cricket game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What are the key teaching points of bowling? • What strategies and tactics did you use to maintain possession and score points in 'Bowler goaler'? • What strategies and tactics did your team use on defence to limit scoring opportunities in 'Bowler goaler'? • What strategies and tactics did you use to score runs in '4-bowler cricket'? • What strategies and tactics did your team use on defence to limit scoring opportunities in '4-bowler cricket'? 	<p>Activity 1 – Triangle roll Focus: throw a ball over the line to a target zone</p> <ul style="list-style-type: none"> • Basic skills review – bowling (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Bowler goaler Focus: score points by bowling in an invasion game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – 4-bowler cricket Focus: play a modified cricket 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 4 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Strategies and tactics to achieve an offensive or defensive outcome or goal</p> <p>Movement skills that combine the elements of effort, space, time, objects and people applied to improve movement outcomes</p>	<p>Learning intentions</p> <p>Demonstrate the ability to throw a ball with accuracy to score points</p> <p>Demonstrate the ability to bowl and bat accurately in a cooperative game</p> <p>Demonstrate strategies and tactics on offence and defence in a modified cricket game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you adjust your throwing to improve accuracy and score more points in ‘Hit the target’? • How did you use movement skills to improve your bowling accuracy? • How did you use movement skills to improve your batting accuracy? • What strategies and tactics did you use to score runs in ‘Beat the ball’? • What strategies and tactics did your team use on defence to limit scoring opportunities in ‘Beat the ball’? 	<p>Activity 1 – Hit the target Focus: throw a ball with accuracy to score points</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Pepper Focus: bowl and bat for accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Beat the ball Focus: play a modified cricket 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.



APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource	Link/information
1	PhysEdGames Everybody's It PhysEdGames British Bulldog	PHYSEDGAMES (n.d.). <i>Everybody's It</i> . https://physedgames.com/everybodys-it/ PHYSEDGAMES (n.d.). <i>British Bulldog</i> . https://physedgames.com/british-bulldog/
2	Australian Sports Commission Buroinjin The Physical Educator Flag Tag	Australian Sports Commission (n.d.). Playing for Life. https://www.sportaus.gov.au/p4/ ThePhysicalEducator.com (n.d.). Flag Tag. https://thephysicaleducator.com/game/flag-tag/
3–8	Lacrosse Victoria teacher resource Lacrosse skills videos	Lacrosse Victoria (n.d.). <i>School clinics & resources</i> . https://lacrossevictoria.com.au/participate/schools/school-clinics Taylor Cummings. (2020). <i>How to Hold Your Stick Lacrosse 101</i> [YouTube]. https://www.youtube.com/watch?v=h0q_Jp3lxMg&list=RDCMUCwcmA3ntMmoRyMFszww3_Zg&index=8 Taylor Cummings. (2020). <i>Scooping a Ground Ball in Lacrosse // LAX 101</i> [YouTube]. https://www.youtube.com/watch?v=m0BADGg8Ulo Taylor Cummings. (2020). <i>How to Cradle a Lacrosse Ball // LAX 101</i> [YouTube]. https://www.youtube.com/watch?v=VUaWghgMZm4&t=1.7s
3	Australian Sports Commission How Many Bean Bags?	Australian Sports Commission (n.d.). Playing for Life. https://www.sportaus.gov.au/p4/
4	Australian Sports Commission Interceptor	Australian Sports Commission (n.d.). Playing for Life. https://www.sportaus.gov.au/p4/
5	Australian Sports Commission Pass and Run	Australian Sports Commission (n.d.). Playing for Life. https://www.sportaus.gov.au/p4/

Week	Resource	Link/information
6	<p>Scooping a Ground Ball in Lacrosse – LAX 101 (Taylor Cummings)</p> <p>How to Cradle a Lacrosse ball – LAX 101 (Taylor Cummings)</p> <p>Catching & Throwing a Lacrosse Ball – LAX 101 (Taylor Cummings)</p>	<p>https://www.youtube.com/watch?v=m0BADGg8Ulo</p> <p>https://www.youtube.com/watch?v=VUaWghgMZm4&t=17s</p> <p>https://www.youtube.com/watch?v=ydrxwqfhiS0</p>
7	<p>PhysEdGames – Save the Statues</p> <p>Triple S games</p> <p>How to play Rock, Paper, Scissors</p>	<p>https://www.youtube.com/watch?v=0p3Vd_kmEg0</p> <p>https://www.youtube.com/watch?v=2dsHuU10udY</p>
8	<p>Phyzed tutorial: Large group activities, Parkland School Division</p> <p>Game 1: Snake pit</p>	<p>https://www.youtube.com/watch?v=3IPyu-02yvs</p>

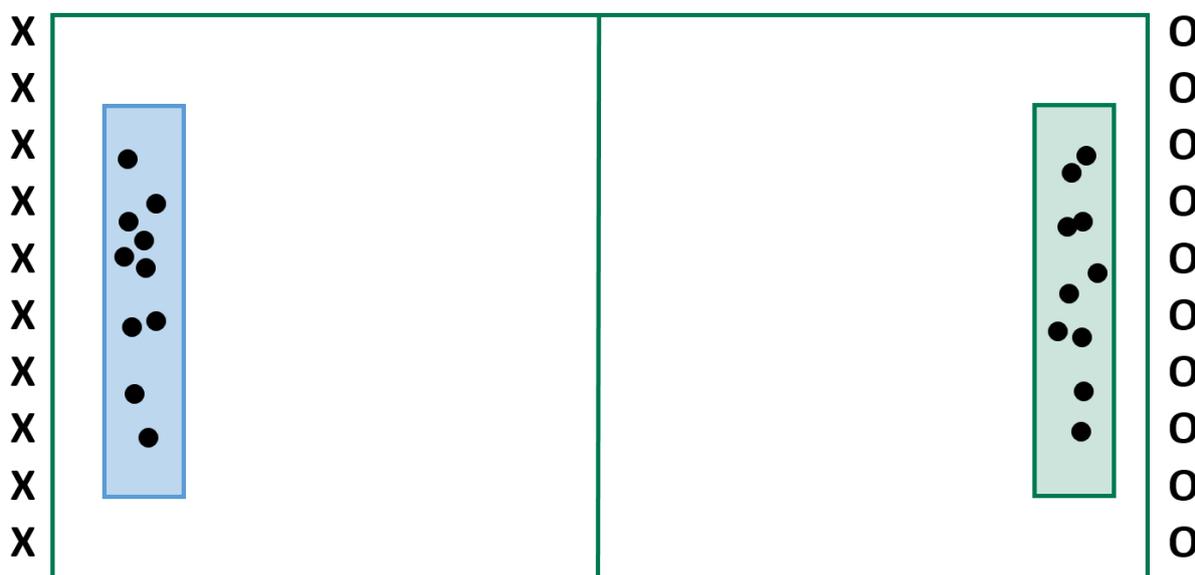
Term 1 Week 1

Activity 3 – Invaders

Equipment

- any piece of equipment that can be easily carried can be used (one per student)
- bibs
- cones to mark out the playing field

The aim of the game is for students to raid the opposition's home base and steal a piece of equipment, returning it to their own home base without getting tagged.



Instructions

- Teams commence behind each end line.
- Only one piece of equipment can be taken at any given time.
- Students cannot be tagged in their own defensive half or in the home base of the opposition team.
- If a player is tagged in the opposition's half with the ball, they must return the ball to the home base and return to their own side before re-entering the game.
- If a player is tagged in the opposition's half without the ball, they must return to their own home base before re-entering the game.

Term 1 Week 3

Activity 1 – Ground ball play

Equipment

- one modcrosse stick per student
- one ball per student
- cone markers

The aim of the game is to teach the skills of scooping, throwing and catching in modcrosse.

Instructions

Game 1

- Designate a large area. Make two lines of markers 15 m apart.
- One stick and ball per player.
- Students to drop and pick up the ball on their stick using the correct hand positioning.
- Students pair up.
- One partner stands on one line with the other opposite, with a ball, on the other line.
- The partner with the ball rolls it to the other partner.
- The partner with the stick scoops the ball, runs with it to their partner and then back to their line.
- Repeat five times.
- Partners swap to give the other person a turn.

Variations

- Increase/decrease the distance between the partners.
- Make it competitive by having players make as many passes as possible within a set time.

Game 2

- Stand with one partner 2 m behind the other, facing the same direction.
- The partner behind rolls the ball past the partner in front.
- The partner in front runs and scoops the ball on the run, returns with the ball, swaps places and then rolls the ball out for the other partner.

Variations

- Increase/decrease the distance that the ball is rolled over.
- Change to a competition where the partner behind attempts to roll the ball into a goal or target before the partner in front scoops it.
- The partner behind uses a stick to throw the ball out for the partner in front.
- Play in groups of three, with two players competing to collect the ball.

Game 3

- Partners have one stick each, with one ball per pair (basic catch).
- Students stand opposite each other, 5 m apart.
- Using their hands, they throw the ball to their partner. The partner catches the ball with the stick, then uses their hands to throw for their partner to catch.

Variations

- Increase/decrease the distance between the partners.
- Create a competition by allowing a time in which they need to get as many passes as possible.

Game 4

- Partners have one stick each, with one ball per pair (for the basic throw).
- Students stand opposite each other, 5 m apart.
- Student uses the stick to throw the ball to their partner. The partner then uses their stick to catch and return the ball to the partner.

Variations

- Increase/decrease the distance between the partners.
- Make it competitive by having players make as many passes as possible within a set time.

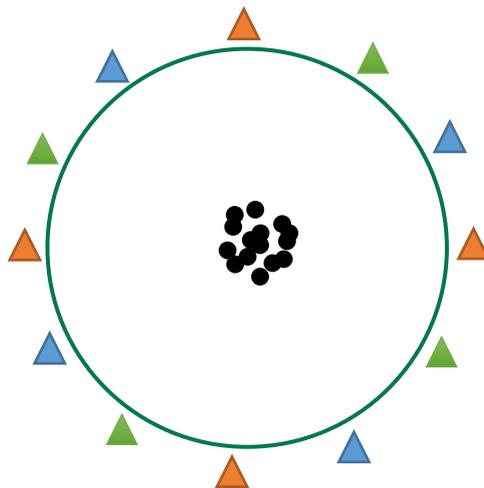
Activity 3 – Eggs in a basket

Equipment

- one modcrosse stick per student
- tennis balls
- one cone marker per student

The aim of the game is to demonstrate the basic skills of scooping, cradling and running with the ball, and to be the person at the end of the game in possession of the most tennis balls.

Instructions



- Have students collect a coloured marker and create a large circle on the floor. Ensure they are not next to the same-coloured marker.
- Students place their ball in the centre of the circle with the excess balls.
- Students stand with their stick at their cone.
- Explain the aim of the game.
- Revise previous learnt skills on how to hold a stick and perform a scoop.
- Give students two rules.
 - For safety, players cannot touch the ball with their hands.
 - To be fair, players cannot steal from their immediate neighbour.
- Play the game for a set time period.

Variations

- Students only steal from the same colour as themselves.
- Students steal from any colour but not their own.

Term 1 Week 4

Activity 1 – Throwing and catching

Throwing is a push, pull motion with the power/dominant hand in the middle of the stick for distance throws and the non-dominant hand at the bottom of the stick. Step with the opposite foot to throwing arm. Start with elbows using a push pull motion across the body with the bottom hand pulling down to the hip and the top hand pushing through.

To catch a ball, split hands with one in the middle of the stick and one at the bottom. This gives us control of the stick. Give the thrower a target by placing the head of the stick up by the ear, not in front of the face. When receiving the ball, use soft hands, bending elbows to 'give' with the ball and watch the ball into the head of the stick.



Safety

- Have all students throwing in the same direction.
- Ensure that no one is looking into the sun to catch.
- Space students with five metres or more between them and the person next to them.

What to look for

- The ball falls out before throwing; there is too much back swing.
- The ball goes up in the air; there is too much back swing. The ball sits at the end of the head of the stick causing it to release early.
- The thrower cannot get the distance:
 - pushing with both hands and not a push/pull motion
 - throwing from the wrong shoulder, hands around the wrong way
 - elbows are low.
- The thrower cannot hit the target
 - follow through is across the body
 - thrower does not use a step with opposite foot to throwing arm
 - the head of stick starts behind the head instead of over the shoulder
 - rotating the stick head as they come over the shoulder to release the ball out of the side of the head of the stick.

Activity 3 – Grip ball modcrosse

This is an invasion game that will help the students to learn the fundamental rules of modcrosse, utilising skills that they already know and have. Through this game students further develop the use of tactics to successfully achieve offensive and defensive outcomes.

Equipment

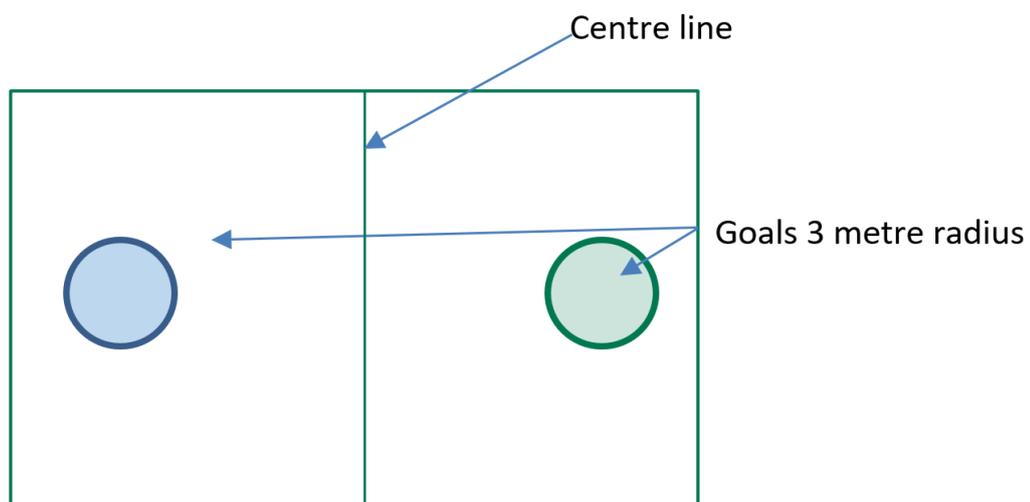
- one mitt per player
- bibs
- two pop-up goals per field
- cones to mark out goal zone and field
- tennis ball
- modified playing field

Teams

Small groups

Game objective

Score by throwing a tennis ball into own goal. No goalie.



Rules of play

- Play commences with a throw from one team, in the centre of the field.
- After a goal, play recommences from the centre of the field by the non-scoring team.

Free throw awarded from sideline/end line to non-offending team

- Opponents must be at least 4 m from the player in possession.
 - If the ball goes out of bounds the non-offending team take possession at the point of exit.
- Free throw awarded at point of infringement or in the event of the offence taking place in front of the goals; the free throw will be taken to the side of the field where infringement occurred.

- Opponents must be at least 4 m from the player in possession.
- No body contact is permitted.
- Two opposing players are only allowed to compete for possession of a loose ball.
- Players must not have possession of the ball for more than four seconds.
- Players cannot pick up/catch the ball with the non-mitted hand.
- Players cannot intentionally kick the ball.
- Players cannot enter the goal circle at any time, other than the defending team to collect a 'dead' ball.
- Players cannot rake/hit the ball.
- Players cannot trap the ball.
- When defending, the mitted hand can be held in a vertical position in front of the attacker, but the defender must not lean over them.

Variations

- Introduce zones of play for offence, midfield and defence. This will avoid whole teams following the ball and crowding the play.
- Introduce offside where a designated number of players have to remain on their defensive/attacking half at all times.
- Modify set up.

Term 1 Week 5

Activity 1 – Sharks and bait

Equipment

- one modcrosse stick per student
- one ball per student
- cone markers
- bibs

The aim of the game is for students to demonstrate the skill of carrying the modcrosse ball.

Instructions

- Mark out a large rectangular playing area with markers.
- Students are to cross the playing area carrying their ball in their stick.
- If students drop their ball they become a shark.
- Once a shark, students defend other students, without touching them, trying to make them drop their ball.

Activity 3 –Modcrosse 3v3

Equipment

- one modcrosse stick per student
- one ball per game
- cone markers
- bibs

The aim of the game is to participate in a modcrosse game using basic modcrosse skills of scooping, throwing and catching.

Instructions

- Mark out playing area.
- Explain the basic rules to students.
- No contact (stick or body).
- One pass before shooting at goal.
- No goalkeepers.
- Divide students into groups of three.
- Allocate bibs.
- Play game.

Variations

- Four-second carry.
- Designate the number of passes before shooting at the goal.
- Students responsible for umpiring or self-umpiring.
- One person from each team to the ball.

Term 1 Week 6

Activity 1 – Dodge tag

Equipment

- one modcrosse stick per student
- one ball per student
- cone markers

The aim of the game is for students to avoid being tagged by a person designated 'it' while cradling the ball.

Instructions

- Explain rules.
- No body contact.
- Stay within boundaries.
- Keep stick upright.
- If a student is tagged, they must give their ball and stick to the student who tagged them. They then become a tagger.
- If a student drops the ball, they must scoop it up with their stick.

Variations:

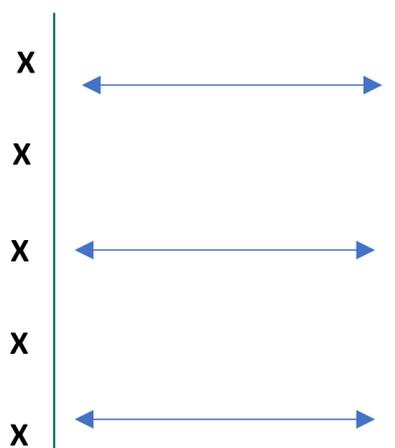
- Increase/decrease the space.
- Change the game. All students with a ball must attempt to run from one side of the field (set out markers to make an area of 20 m x 30 m) and avoid the taggers. If tagged, pass the ball and stick over to the tagger. Repeat with students running in the opposite direction.
- Increase/decrease the number of taggers.

Activity 2 – Stick and ball manipulation

Equipment

- stick and ball each
- cones

The aim of the activity is for students to describe and demonstrate the required movement skills of the following tasks progressively, as the students move through the series of activities at their own pace.



Instructions

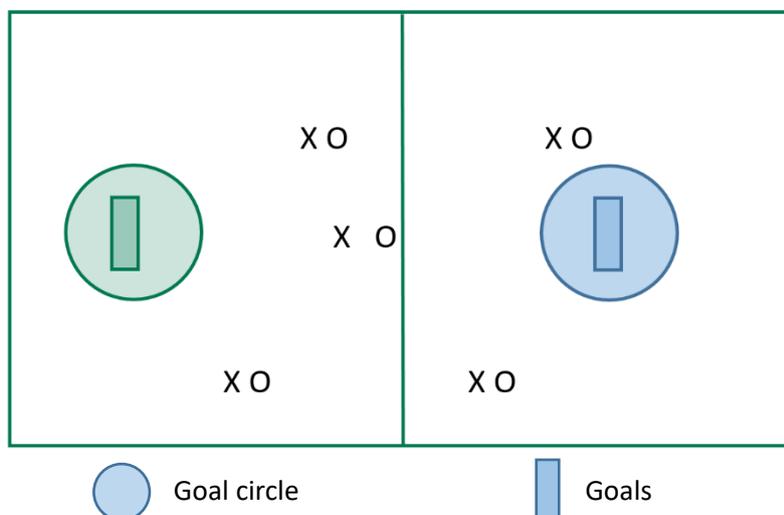
- Students line up behind a given line.
- Challenge students to cradle their ball to the opposite line within four seconds without dropping the ball. Students switch hands and run back while cradling.
 - Four seconds is the time students are allowed to maintain possession before receiving a penalty for a held ball.
- Upon return students find a space to work on their own throwing the ball above their head with control, letting it bounce once and catching it 20 times. Cradle the ball up to the opposite shoulder and full moon cradle back to a throwing position after every catch.
- Students run to the cone and back cradling the ball full moon (shoulder to shoulder) as they run.
- Upon return students throw the ball up, above the head with control, catching with the head of stick at waist level, ensuring to watch the ball into the stick and 'give' with ball. Cradle the ball up to the shoulder ready for a throw each time, 20 times.
- Run to the cone and back cradling the ball half-moon (shoulder to nose).
- On return students throw the ball above the head with control greeting the ball above the shoulder, giving with 'soft hands' to bring it in (cradle) onto the opposite shoulder and full-moon cradle to throwing shoulder 20 times.
- Run to the cone and back cradling the ball with one hand on the way there and swapping to the other hand on the way back.

Activity 3 – Modified modcrosse

Equipment

- one modcrosse stick per player
- one ball per field
- cones to mark out boundaries and goals
- bibs (if sticks are not coloured)
- two goals

The aim of the game is to score as many goals as you can to beat your opponent.



Instructions

- Students form small groups.
- Play commences with a throw from one team, in the centre of the field.
- After a goal, play recommences from the centre of the field by the non-scoring team.
- Students position themselves into defence, midfield and attack.
- Opponents must be at least four m from the player in possession.
- There must be no stick or body contact although some jostling will occur during play.
- Two opposing players only are allowed to compete for possession of a loose ball.
- Players:
 - must not have possession of the ball for more than four seconds
 - cannot pick up/catch the ball with the hand
 - cannot intentionally kick the ball
 - cannot enter the goal circle at any time, other than the defending team to collect a 'dead' ball
 - cannot rake the ball
 - cannot trap the ball.
- When defending, the stick can be held in a vertical position in front of the attacker but must not lean over them.
- If a free throw is awarded from sideline/end line to non-offending team:
 - opponents must be at least 4 m from the player in possession
 - if the ball goes out of bounds, the non-offending team take possession at point of exit.
- If the free throw is awarded at point of infringement or in front of the goals:
 - the free throw will be taken to the side of the field where the infringement occurred.

Variations

- Introduce zones of play for offence, midfield and defence. This will avoid whole teams following the ball and crowding the play.
- Introduce offside where a designated number of players have to remain on their defensive/attacking half at all times.

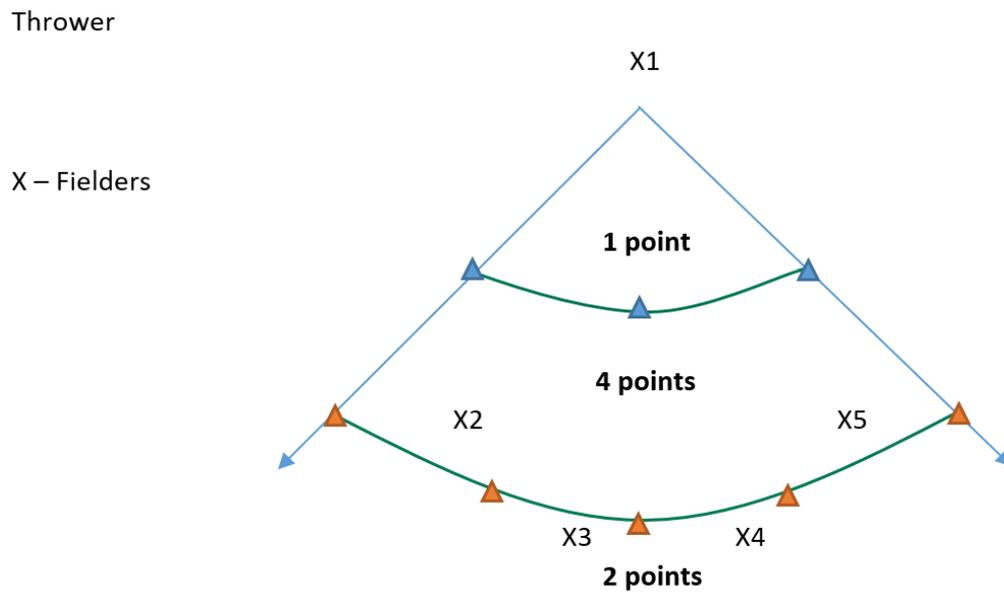
Term 1 Week 7

Activity 1 – In the zone

Equipment

- modcrosse stick for all students
- one ball
- cones

The aim of the activity is for students to modify the force placed on the ball to obtain a desired outcome.



Safety

- Ensure adequate distance between fields.
- Ensure adequate distance between the thrower and the fielders.
- Students call for the ball when fielding it to eliminate collisions.

Instructions

- Work in small groups.
- Students take it in turn to throw five balls, one at a time to land in the zone that will maximise points.
- Fielders attempt to catch the ball. If they do, the fielder adds two points to their own score and the thrower scores nothing.
- Fielders return the ball after each throw.
- After five throws, students rotate positions.

Modify it

- Change the scoring zones to encourage distance throwing.
- Add bonus points for making runs while fielders field the ball and return it back to home plate.

Term 2

Week	Resource	Link/information
1–4	Australian Sports Commission Lesson plans for primary teachers Volleyball	Australian Sports Commission (n.d.). <i>Sport Lesson Plans</i> . https://www.sportaus.gov.au/sport-lesson-plans
5–8	OPEN Pickleball drills	Online Physical Education Network (n.d.). Tools for Teaching Pickleball – Middle School (6–8). https://openphysed.org/wp-content/uploads/2020/01/M-10-A-Pickleball-FullModule.pdf (No direct link to PDF available)

Term 3

Week	Resource	Link/information
1–8	<p>Little Athletics Australia The Events</p> <ul style="list-style-type: none">• standing start• relays• long jump• high jump• shot-put <p>Lesson Plans – Stage 2 and Stage 3</p> <ul style="list-style-type: none">• running• jumping• throwing	<p>Little Athletics Australia (n.d.). Little Athletics Program for Schools. https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/</p>

Term 3 Weeks 1–6

Benefits of regular physical activity and physical fitness to physical wellbeing, mental wellbeing and emotional wellbeing:

Physical wellbeing

1. Improved cardiovascular health: Regular physical activity strengthens the heart, reducing the risk of heart disease and stroke.
2. Enhanced muscle strength and endurance: Physical activity promotes muscle growth and improves muscular endurance, making daily tasks easier.
3. Increased flexibility and joint mobility: Stretching and movement exercises improve flexibility, reducing the risk of injuries and enhancing overall mobility.
4. Better bone health: Weight-bearing exercises like walking, running, and resistance training help build and maintain strong bones, reducing the risk of osteoporosis.
5. Improved respiratory function: Regular exercise strengthens respiratory muscles and improves lung capacity, leading to better breathing efficiency.
6. Enhanced immune function: Moderate physical activity boosts the immune system, reducing the risk of infections and illnesses.
7. Lower blood pressure: Regular exercise helps regulate blood pressure, reducing the risk of hypertension and related cardiovascular complications.

Mental wellbeing

1. Reduced stress and anxiety: Physical activity stimulates the production of endorphins, neurotransmitters that help alleviate stress and anxiety, promoting a sense of calmness and relaxation.
2. Improved cognitive function: Exercise increases blood flow to the brain, enhancing cognitive function, concentration, and memory.
3. Enhanced creativity: Physical activity has been linked to increased creativity and problem-solving skills, possibly due to improved brain function and enhanced mood.
4. Better sleep quality: Regular exercise can improve sleep patterns, leading to deeper and more restorative sleep, which is essential for overall mental health.
5. Increased self-esteem and confidence: Achieving fitness goals and engaging in physical activity can boost self-esteem and confidence levels, leading to a more positive self-image.
6. Stress relief: Physical activity serves as a healthy outlet for releasing pent-up energy and tension, promoting mental clarity and emotional stability.
7. Decreased symptoms of depression: Exercise has been shown to reduce symptoms of depression by promoting the release of neurotransmitters like serotonin and dopamine, which elevate mood.
8. Enhanced resilience: Regular physical activity can help individuals cope better with life's challenges by building resilience and improving coping mechanisms.

Emotional wellbeing

1. Enhanced mood regulation: Physical activity triggers the release of endorphins and other feel-good chemicals in the brain, promoting a positive mood and emotional wellbeing.
2. Stress management: Engaging in physical activity provides a healthy outlet for stress and tension, helping individuals manage emotional challenges more effectively.
3. Increased relaxation: Activities like yoga, tai chi, and meditation, which involve physical movement, promote relaxation and emotional balance.
4. Improved social connections: Participating in group fitness classes or team sports can foster social connections and a sense of belonging, reducing feelings of loneliness and isolation.
5. Better self-awareness: Physical activities that require mindfulness, such as yoga and Pilates, can improve self-awareness and emotional intelligence, leading to greater emotional wellbeing.
6. Reduced aggression: Regular exercise can help reduce feelings of anger and aggression by providing a constructive way to release pent-up emotions and energy.
7. Enhanced emotional resilience: Physical activity builds emotional resilience by teaching individuals to overcome obstacles, manage setbacks, and adapt to change.
8. Increased overall happiness: The combination of physical activity's physiological and psychological benefits contributes to a greater sense of overall happiness and life satisfaction.

Term 4

Week	Resource	Link/information
1–4	Australian Sports Commission Lesson plans for primary teachers Basketball	Australian Sports Commission (n.d.). <i>Sport Lesson Plans</i> . https://www.sportaus.gov.au/sport-lesson-plans
1–4	Australian Sports Commission Lesson plans for primary teachers Cricket	Australian Sports Commission (n.d.). <i>Sport Lesson Plans</i> . https://www.sportaus.gov.au/sport-lesson-plans



APPENDIX B:

ASSESSMENT TASK 1

Invasion games skills, tactics and strategies



Achievement standard

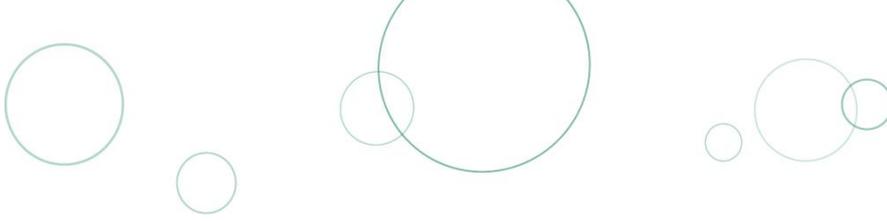
By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.



Assessment task

Title of task

Invasion games skills, tactics and strategies

Task details

Description of task	Students participate in a game of modcrosse 3v3. Teams work together to use a variety of tactics to defeat the opposition.
Type of assessment	Summative
Purpose of assessment	To assess students' development in the use of game tactics and execution of skills.
Evidence to be collected	Observation
Suggested time	1 x 60-minute lesson

Content description

Content from the Western Australian Curriculum

Movement skills

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.

Strategies and tactics to achieve an offensive or defensive outcome or goal.

Task preparation

Prior learning

Students have participated in Lessons 1–7 and been instructed in the individual skills, game tactics and rules to effectively compete in a game of modcrosse.

Assessment task

Assessment conditions

The assessment will involve students in game-based, team scenarios. Students can be grouped according to ability or mixed ability.

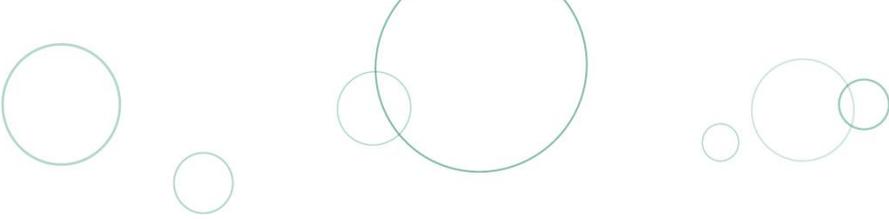


Differentiation

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

- modcrosse sticks
- modcrosse balls
- bibs for each team
- video
- cones
- goals



Instructions for teachers

Students will be assessed on their gameplay tactics throughout this program on a lesson-by-lesson basis. The 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 participate in a modcrosse (5v5) game on a modified field, attack against defence. Students will be assessed on:

- proficiency in skills
- spatial awareness
- tactical application.

Allocate students into teams of five to participate in this task. Students can be allocated according to ability within the class, or teams can represent a mixture of abilities.

Students can remain in the same teams for the duration of the assessment; however, flexibility to move students to different teams will provide an opportunity for students to experience a range of different situations. Students perform for a set time (according to fitness and ability levels), with multiple fields running concurrently. Rotate teams around, allowing for students' level of fitness.

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

Students will be assessed according to the marking observations.

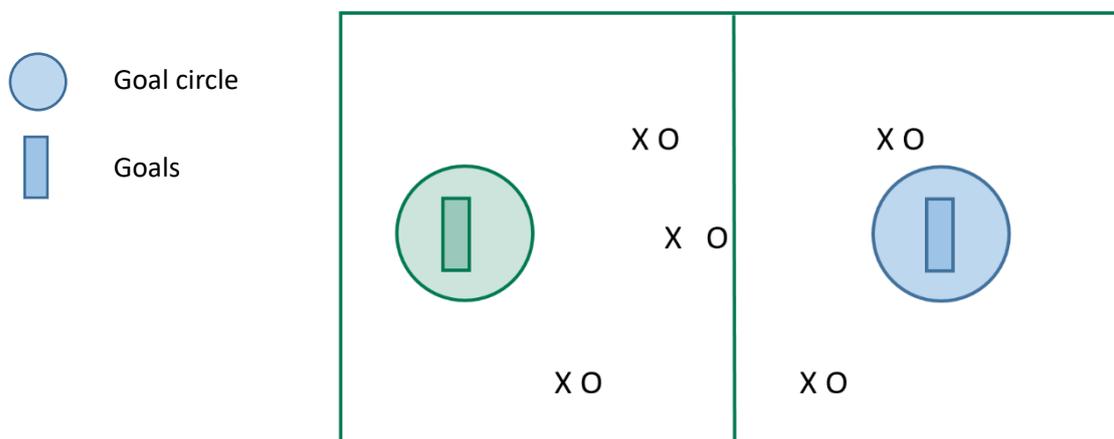
Instructions for students

Modified modcrosse

Modcrosse is an invasion team game played with a stick and ball. The aim of the game is to outscore your opponents.

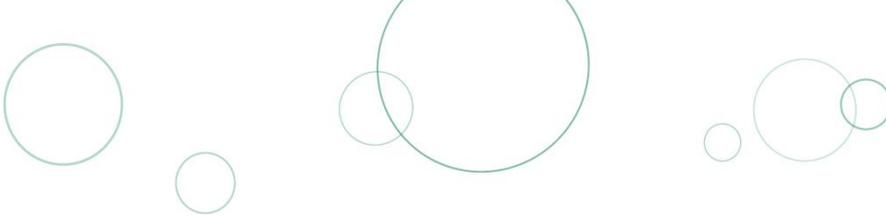
Equipment

- one modcrosse stick per player
- one ball per field
- cones to mark out boundaries and goals
- bibs (if sticks are not coloured)
- two goals



Rules

- Each team consists of five players.
- Play commences with a throw from one team, in the centre of the field.
- After a goal, play recommences from the centre of the field by the non-scoring team.
- Students position themselves into defence, midfield and attack.
- Free throws are awarded from sideline/end line to the non-offending team.
- Opponents must be at least 4 m from the player in possession.
 - If the ball goes out of bounds the non-offending team takes possession at the point of exit.
- Free throw awarded at point of infringement or, in the event of the offence taking place in front of the goals, the free throw will be taken to the side of the field where infringement occurred.
- Opponents must be at least 4 m from the player in possession.
 - No stick or body contact. Some jostling will occur during play.
 - Two opposing players only are allowed to compete for possession of a loose ball.
 - Players must not have possession of the ball for more than four seconds.
 - Players cannot pick up/catch the ball with hands.
 - Players cannot intentionally kick the ball.
 - Players cannot enter the goal circle at any time, other than the defending team to collect a 'dead' ball.
 - Players cannot rake the ball.
 - When defending, the stick can be held in a vertical position in front of the attacker but must not lean over them.



Variations

- Introduce zones of play for offence, midfield and defence. This will avoid whole teams following the ball and crowding the play.
- Introduce offside where a designated number of players have to remain on their defensive/attacking half at all times.

Marking observations

Proficiency	Spatial awareness	Tactical application
<ul style="list-style-type: none"> • Execution <ul style="list-style-type: none"> ▪ consistency ▪ control ▪ fluency ▪ precision • Efficient sequencing of parts during scooping and throwing 	<ul style="list-style-type: none"> • Pass distribution • Appropriate pass distance • Successful passes to target • Passes intercepted • Creating and clearing space • Positioning to deny space 	<ul style="list-style-type: none"> • Offence <ul style="list-style-type: none"> ▪ maintains possession ▪ creates scoring opportunities ▪ movement to create space ▪ communication with team players ▪ anticipates ball movement and moves to space • Evasive tactics <ul style="list-style-type: none"> ▪ changes pace/direction ▪ uses fakes ▪ uses dodging, side stepping ▪ use of other players to block ▪ moves to space ▪ eyes scan play • Defence <ul style="list-style-type: none"> ▪ regaining possession/interception ▪ preventing scoring opportunities ▪ communication with team players ▪ reacts to loss of possession • Invasive tactics <ul style="list-style-type: none"> ▪ changes pace or direction ▪ use of fakes ▪ distracts opposition ▪ traps/blocks the opposition ▪ scans the play

Marking key – Assessment of individual skills

Observation points for a skill must be taken into account holistically, with observations reflecting the quality of the overall effectiveness of the performance. The teacher must take into account four elements in the demonstration of a skill: consistency, precision, fluency and control.

Description	Marks
Proficiency	
<p>Consistently performs a combination of movement skills with precision and fluency.</p> <p>Consistently controls the release, flight and delivery of the ball to achieve desired outcome.</p> <p>Consistently demonstrates control of the angle of the stick and timing to scoop the ball off the ground in play on the run returning to a rocking motion in cradle position.</p>	9–10
<p>Performs a combination of movement skills with a high degree of precision and fluency.</p> <p>Demonstrates a high-level of control of the release, flight and delivery of the ball when aiming for a target with a high degree of success in achieving desired outcome.</p> <p>Demonstrates a high-level of control with angling of the stick and timing in scooping the ball off the ground in gameplay situations moving to cradle position.</p>	7–8
<p>Performs most movement skills with precision and fluency.</p> <p>Controls the release, flight and delivery of the ball when aiming for a target most of the time generally achieving the desired outcome.</p> <p>Controls the scoop off the ground most of the time, moving to cradle position.</p>	5–6
<p>Performs some movement skills with little fluency and precision.</p> <p>Demonstrates some control of the release, delivery and flight of the ball some of the time when aiming for a target with some degree of success in achieving the desired outcome.</p> <p>Demonstrates some control of the scoop tending to use a shovel like motion.</p>	3–4
<p>Performs few movement skills demonstrating limited fluency.</p> <p>Demonstrates limited control of the release, flight and delivery of the ball when aiming for a target with minimal success in achieving the desired outcome.</p> <p>Demonstrates limited control of the scoop off the ground often over or under angling the head of the stick to roll over the top or 'dig' at the ball.</p>	1–2
Subtotal	/10

Description	Marks
Spatial awareness	
Performs required skills to a consistently high-level and appropriate to the situation, while maintaining intensity under game-like pressure.	9–10
Performs required skills with some consistency to a high-level and appropriate to the situation while maintaining intensity under game-like pressure on most occasions.	7–8
Performs required skills most of the time and usually appropriate to the situation at a reduced intensity on most occasions.	5–6
Performs required skills some of the time, often appropriate to the situation at a low intensity.	3–4
Occasionally performs few of the required skills, at times appropriate to the situation at a minimal intensity.	1–2
Subtotal	/10
Tactical application	
Consistently selects from a variety of skills and performs the required tactic to an outstanding level, appropriate to the competitive situation demonstrating creativity, deception and anticipation while maintaining intensity under game-like pressure.	9–10
Selects and performs required tactics with consistency to a high-level and appropriate to the competitive situation, usually demonstrating creativity, deception and anticipation, while maintaining intensity under game-like pressure on most occasions.	7–8
Performs required 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 competitive 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 minimal intensity.	1–2
Subtotal	/10
Total	/30



APPENDIX C:

ASSESSMENT TASK 2

Throwing assessment – Shot-put



Achievement standard

By the end of the year:

Health Education

Students describe strategies that promote a healthy lifestyle and use them in a range of contexts. They identify and apply criteria to assess the credibility of different sources of health information. Students describe skills to establish and manage positive relationships. They identify their own emotions and how they impact on decision-making in various contexts, and provide appropriate strategies to manage these emotions.

Physical Education

Students perform a variety of fundamental movement skills with some proficiency and adapt them to move effectively in physical activity or game contexts. They implement simple tactics in response to challenges involving people, objects and space to achieve an intended outcome. Students explain the benefits of regular physical activity and fitness to health and wellbeing. They encourage others and are able to negotiate and deal with conflicts to achieve a positive outcome.



Assessment task

Title of task

Throwing assessment – Shot-put

Task details

Description of task	Students will perform the shot-put in an individual task, demonstrating proficiency.
Type of assessment	Formative
Purpose of assessment	To assess students on the execution of the specialised movement skill of shot-put.
Evidence to be collected	Checklist/Recorded assessment
Suggested time	1 x 60-minute session

Content description

Content from the Western Australian Curriculum

Moving our body

Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control

Task preparation

Prior learning

Students have participated in an Athletics unit covering explorative tasks including the principles of the overarm throw and shot-put.

Assessment task

Assessment conditions

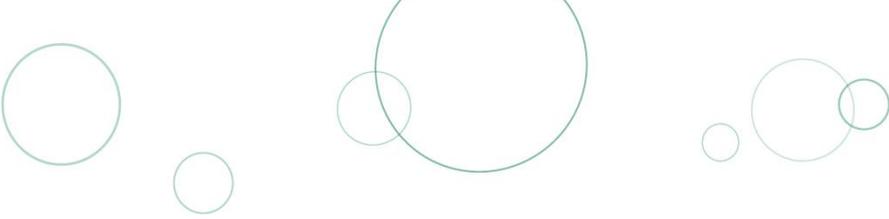
The assessment will involve students in an individual assessment.

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

- shot-put
- recording device



Instructions for teacher

The purpose of the summative assessment is to give students the opportunity to demonstrate the knowledge relating to shot-put they have acquired during this program of work.

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

- consistency
- precision
- fluency
- control.

Equipment

- 2 kg shot-put
- poly dot
- recording device

Students will be asked to perform three standing throws consecutively, with a shot-put, from a marked spot.

Assessment mark should consider formative assessment observations of student skill performance in prior lessons.

Marking key – 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 that 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
Shot-put	
Consistently demonstrates all the selected observation points	5
Consistently demonstrates most of the selected observation points	4
Demonstrates most of the selected observation points but performance is inconsistent	3
Consistently demonstrates some of the selected observation points	2
Inconsistently demonstrates some of the selected observation points	1
<p>Preparation</p> <ul style="list-style-type: none"> Stand side on to target with feet shoulder width apart Shot is held between the neck and shoulders held in place by the fingers which are spread evenly around the back half of the ball Throwing arm is bent at 90 degrees in line with the shoulder Trunk rotates towards the rear leg which bends taking the weight over the back foot <p>Execution</p> <ul style="list-style-type: none"> Body rotates sequentially towards the target, feet, knees, hips and shoulder Back leg pushes upwards Weight transfers to front foot Front leg blocks rotation <p>Completion</p> <ul style="list-style-type: none"> Ball is released over a straightened front leg Arm punches up at 45 degrees Eyes follow the shot Chin faces up 	
Subtotal	/5

