



HEALTH AND PHYSICAL EDUCATION: PHYSICAL EDUCATION

Teaching, learning and assessment exemplar
Year 4



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).

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Disclaimer

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

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The Western Australian Curriculum

The *Western Australian Curriculum and Assessment Outline* (the [Outline](https://k10outline.scsa.wa.edu.au) – <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 4 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 presents planning for eight weeks of teaching and learning, suggested assessment points, for each of the four terms, with a time allocation of one hour per week.

The Health and Physical Education curriculum has been shaped by five interrelated propositions that are informed by a strong evidence base. The 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 4, students learn about specific strategies, including decision-making, to promote personal, social and emotional health and wellbeing. As they continue to build relationships, they develop an understanding of the importance of collaboration, valuing differences, respect and empathy. Students develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. They investigate strategies for seeking, giving or denying permission in a range of situations.

Students focus on developing greater proficiency of movement across a range of fundamental movement skills and apply these with confidence and competence to a variety of physical activities. They continue to combine skills to create movement patterns and apply strategies to solve movement challenges. They broaden their knowledge of the benefits of regular physical activity in relation to health and wellbeing. Students are taught to include others in all activities and how to recognise the consequences of personal and team actions, responding appropriately to ensure fair participation for all.



Achievement standard | What is assessed

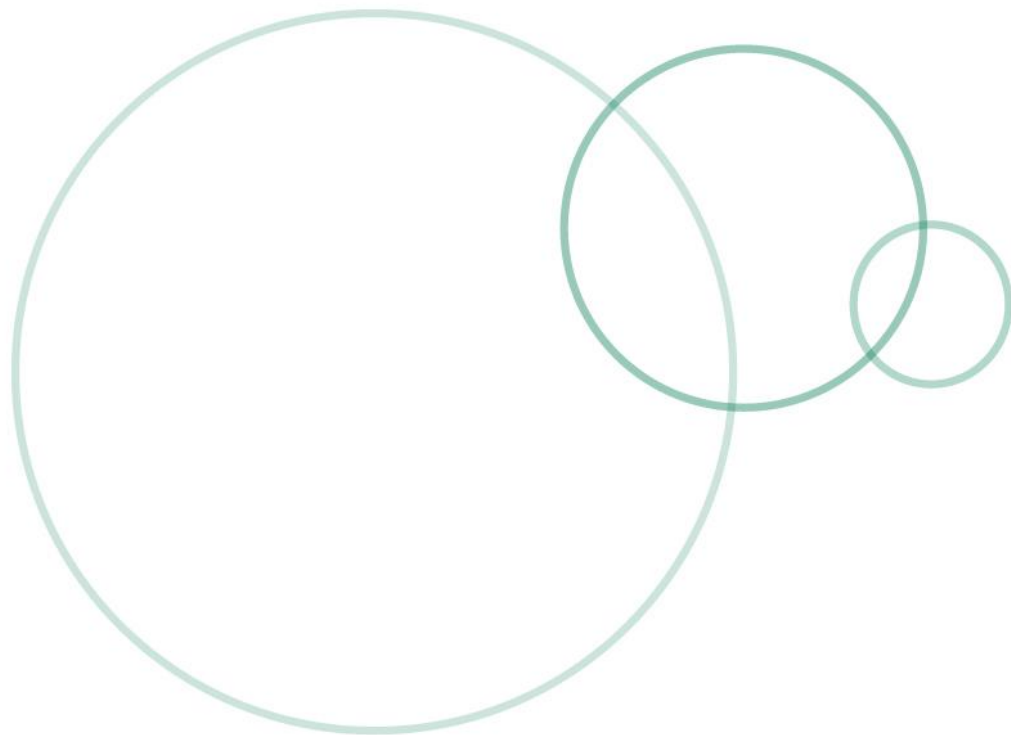
By the end of the year:

Health Education

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They develop strategies for seeking, giving and denying consent where permission is required. Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

Students consolidate a variety of fundamental movement skills and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously-learned skills. Students describe the benefits of participating in regular physical activity. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure safety and fairness for all.



TERM 1 WEEKS 1–8

Physical Education

Overview – Term 1

Fundamental movement skills							
Minor games							
Week 1 Fundamental movement skills	Week 2 Fundamental movement skills	Week 3 Basic rules	Week 4 Transfer of skills and knowledge	Week 5 Basic rules	Week 6 Transfer of skills and knowledge	Week 7 Fundamental movement skills	Week 8 Fundamental movement skills
Form a group <ul style="list-style-type: none">respond to callfair play		Continuous rebound relay <ul style="list-style-type: none">overarm throwcatch	Continuous rebound relay – versions 1 and 2 <ul style="list-style-type: none">overarm throwcatch		Dodging activity <ul style="list-style-type: none">dodging	Bowling <ul style="list-style-type: none">underarm throw	Circle throw <ul style="list-style-type: none">underarm throw
Overarm throw <ul style="list-style-type: none">overarm throwcatch		Poly spot tchoukball <ul style="list-style-type: none">overarm throw and catchattacking and defending tacticsbasic rules		Team swarm tag <ul style="list-style-type: none">catchingthrowingdodging		Team swarm tag <ul style="list-style-type: none">catchingthrowingdodgingsafety and fair play	
Space invaders <ul style="list-style-type: none">throwingcatchingdodging	Star wars <ul style="list-style-type: none">throwingcatchingdodging					Poly spot tchoukball <ul style="list-style-type: none">throw and catchattacking and defending tacticssafety and fair play	

Term 1 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the ability to respond to a given call quickly, maintain a well-balanced position and use space to move about a play area in a safe manner.</p> <p>Demonstrate the ability to follow basic rules and promote fair play</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to stop, look at the teacher and listen when instructed? • How do you perform the overarm throw? • How do you perform a catch? • How does your body movement look when trying to throw farther? • How can you improve the accuracy of the overarm throw? • What strategies can your team use to score? • What strategies did your team use to protect your spaceship? 	<p>Activity 1 – Form a group Focus: use fundamental movement skills to find a space in an area</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Overarm throw Focus: practise overarm throwing and catching</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Space invaders Focus: use the throw, catch and dodge to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions. • Discuss and create class rules and norms for the school year.

Term 1 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the ability to respond to a given call quickly, maintain a well-balanced position and use space to move about a play area in a safe manner.</p> <p>Demonstrate the ability to follow basic rules and promote fair play</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • Why is it important to stop, look at the teacher and listen when instructed? • How do you perform the overarm throw? • How do you perform a catch? • How does your body movement look when trying to throw farther? • How can you improve the accuracy of the overarm throw? • What strategies can your team use to score? 	<p>Activity 1 – Form a group Focus: use fundamental movement skills to find a space in an area</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Overarm throw Focus: practise overarm throwing and catching</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Star wars Focus: use the throw, catch and dodge to complete a movement challenge</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 1 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>Demonstrate transfer of skills to throw and catch to/from a rebounding surface</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in ‘Poly spot tchoukball’</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you perform the overarm throw? • How do you perform a catch? • How does a rebounding surface affect the throw and catch? • What are the basic rules of tchoukball? • What strategies and tactics did your team use to score points in tchoukball? • What strategies and tactics did your team use to gain possession in tchoukball? • How can you transfer skills and knowledge from ‘Continuous rebound relay’ to be successful in ‘Poly spot tchoukball’? 	<p>Activity 1 – Continuous rebound relay Focus: practise throwing and catching using a rebound surface</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Poly spot tchoukball Focus: understand basic rules and scoring systems</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 Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of overarm throwing and catching</p> <p>Demonstrate transfer of skills to throw and catch to/from a rebounding surface</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a ‘Poly spot tchoukball’</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you perform the overarm throw? • How do you perform a catch? • How does a rebounding surface affect the throw and catch? • What are the basic rules of tchoukball? • What strategies and tactics did your team use to score points in tchoukball? • What strategies and tactics did your team use to gain possession in tchoukball? • How can you transfer skills and knowledge from ‘Continuous rebound relay’ to be successful in ‘Poly spot tchoukball’? 	<p>Activity 1 – Continuous rebound relay – versions 1 and 2 Focus: practise overarm throwing and catching using a rebound surface</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Poly spot tchoukball Focus: create and deny scoring opportunities</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 Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions Demonstrate the fundamental movement skills of overarm throwing and catching</p> <p>Combine the movement skills of dodging, change of direction, spatial awareness and change of speed in a modified invasion game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you improve your accuracy in the overarm throw? • How does a rebounding surface affect the throw and catch? • What are the basic rules of 'Team swarm tag'? • What strategies and tactics did your team use to tag players in 'Team swarm tag'? • What strategies and tactics did your team use to avoid the tag? 	<p>Activity 1 – Continuous rebound relay – versions 1 and 2 Focus: practise overarm throwing and catching using a rebound surface</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Team swarm tag Focus: understand basic rules and scoring systems</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

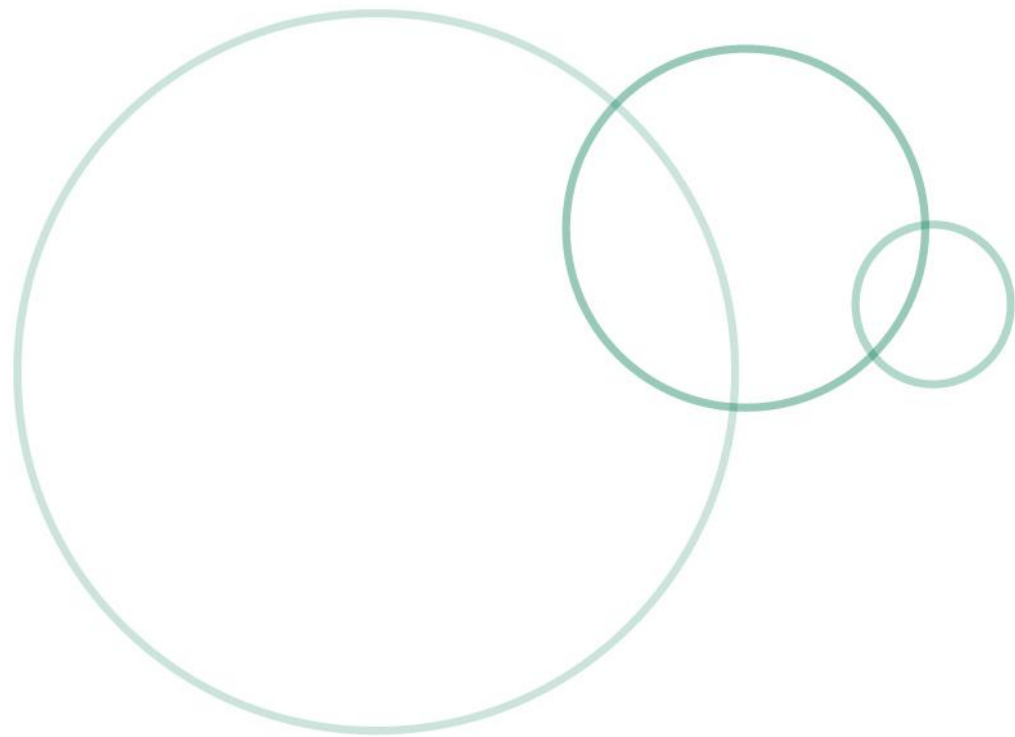
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Transfer of skills and knowledge to solve movement challenges in a variety of settings, including outdoors</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of dodging</p> <p>Demonstrate transfer of skills from a dodging activity to 'Team swarm tag'</p> <p>Combine the movement skills of dodging, change of direction, spatial awareness and change of speed in a modified invasion game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you improve your ability to dodge? • What strategies and tactics did your team use to tag players in 'Team swarm tag'? • What strategies and tactics did your team use to avoid the tag? • How can you transfer skills and knowledge from the dodging activity to be successful in 'Team swarm tag'? 	<p>Activity 1 – Dodging activity Focus: practise dodging skills</p> <ul style="list-style-type: none"> • Choose a dodging activity for students to complete (Appendix A). • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Team swarm tag Focus: create and deny scoring opportunities</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 Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of the underarm throw</p> <p>Combine the movement skills of dodging, change of direction, spatial awareness and change of speed in a modified invasion game</p> <p>Describe how basic rules and scoring systems promote safety and fair play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you perform an underarm roll? • How is the underarm roll like the underarm throw? How is it different? • What strategies and tactics did your team use to tag players in 'Team swarm tag'? • What strategies and tactics did your team use to avoid the tag? • What strategies and tactics did your team use to score points in tchoukball? • What strategies and tactics did your team use to gain possession in tchoukball? • What rules and scoring systems in tag and tchoukball promote safety and fairness? 	<p>Activity 1 – Bowling Focus: develop movement skill of the underarm throw</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Team swarm tag Focus: create and deny scoring opportunities</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Poly spot tchoukball Focus: create and deny scoring opportunities</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 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skill of the underarm throw</p> <p>Combine the movement skills of dodging, change of direction, spatial awareness and change of speed in a modified invasion game</p> <p>Describe how basic rules and scoring systems promote safety and fair play</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How can you perform an underarm throw? • What strategies and tactics did your team use to tag players in 'Team swarm tag'? • What strategies and tactics did your team use to avoid the tag? • What strategies and tactics did your team use to score points in tchoukball? • What strategies and tactics did your team use to gain possession in tchoukball? • What rules and scoring systems in tag and tchoukball promote safety and fairness? 	<p>Activity 1 – Circle throw Focus: develop movement skill of the underarm throw</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Team swarm tag Focus: create and deny scoring opportunities</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Poly spot tchoukball Focus: create and deny scoring opportunities</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 WEEKS 1–8


Physical Education

Overview – Term 2

Invasion games Benefits of regular physical activity and Australian Rules football							
Week 1 Benefits of physical activity	Week 2 Benefits of physical activity	Week 3 Benefits of physical activity	Week 4 Benefits of physical activity	Week 5 AFL 9s	Week 6 AFL 9s	Week 7 AFL 9s	Week 8 AFL 9s
Boundary pass <ul style="list-style-type: none"> • passing • catching • time pressure 		Hoop stretch <ul style="list-style-type: none"> • balancing 	Obstacle course – design <ul style="list-style-type: none"> • design an obstacle course 	Ball handling <ul style="list-style-type: none"> • mark • handball • bounce • kicking 	Pairs passing <ul style="list-style-type: none"> • handball 	Kick 2 kick <ul style="list-style-type: none"> • kicking 	Stork tag <ul style="list-style-type: none"> • evasion • handball
Benefits of regular physical activity <ul style="list-style-type: none"> • types of benefits • types of physical activities 	Benefits of regular physical activity <ul style="list-style-type: none"> • recommended physical activity times 	Benefits of regular physical activity <ul style="list-style-type: none"> • personal goal setting 	Obstacle course – participation <ul style="list-style-type: none"> • set-up and engage in obstacle course 	Super boot <ul style="list-style-type: none"> • drop punt 	Ruckman’s treasure <ul style="list-style-type: none"> • evasion • handball 	Interceptor <ul style="list-style-type: none"> • defending • kicking 	Centre square step <ul style="list-style-type: none"> • invasion game • defending
End ball <ul style="list-style-type: none"> • invasion game • space 	Frozen tag <ul style="list-style-type: none"> • balancing 	Stone, bridge and tree <ul style="list-style-type: none"> • balancing • locomotor skills 	Assessment Appendix B	Kick 4 and go <ul style="list-style-type: none"> • kicking 	Round the bend <ul style="list-style-type: none"> • invasion game • handball • strategies and tactics 	Coast to coast <ul style="list-style-type: none"> • kicking • handball • ball movement • space 	AFL 9s <ul style="list-style-type: none"> • gameplay practice

Term 2 Week 1


Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>List and describe physical activities</p> <p>Describe physical fitness</p> <p>Describe the benefits of regular physical activity and physical fitness on health and wellbeing</p> <p>Demonstrate movement skills that combine elements in an invasion game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you combine speed and accuracy to get the highest number of passes in the set time? • How can you make quick passes while making sure you don't bump into other players? • What happened to your body as you increased speed in the activity? Why? • What is physical activity? • What is health and wellbeing? • What are examples of physical activities? 	<p>Activity 1 – Boundary pass Focus: revise throwing and catching skills while in motion and under time pressure</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Benefits of regular physical activity Focus: discuss benefits of physical activity and physical fitness to health and wellbeing</p> <ul style="list-style-type: none"> • Brainstorm physical activities and define 'physical activity', 'physical fitness', 'health' and 'wellbeing'. • Categorise physical activity examples into 'light' and 'heavy'. • Provide reliable resources to investigate the importance and benefits of regular physical activity and physical fitness to health and wellbeing. • Provide feedback and check for understanding. <p>Activity 3 – End ball Focus: participate in an invasion game to demonstrate movement skills that combine elements</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 are the benefits of engaging in regular physical activity? • What are the benefits of having a high level of physical fitness? • What sports or physical activities is 'end ball' similar to? • How does decreasing the playing area change the play? • What can passers do to keep possession if the space is restricted? 	<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 Consolidate fundamental movement skills</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p>	<p>Learning intentions</p> <p>Demonstrate the fundamental movement skills of throwing and catching</p> <p>Describe the physical impact of an activity on the body and the impact on emotional wellbeing</p> <p>Identify the recommended levels of physical activity for children your age</p> <p>Describe the physical fitness benefits of balancing</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What happened to your body as you increased speed in the activity? Why? • How did you feel emotionally after playing ‘Boundary pass’? Why? • How often should you engage in physical activity? • Why is it important to get yourself moving each day? • What are the physical benefits of engaging in regular physical activity? • What are the social and emotional benefits of engaging in regular physical activity? • How does balancing impact physical fitness? 	<p>Activity 1 – Boundary pass Focus: revise throwing and catching skills whilst in motion and under time pressure</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Benefits of regular physical activity Focus: discuss recommended physical activity times</p> <ul style="list-style-type: none"> • Students conduct a survey based on focus questions to determine the amount of time students in the class engage in physical activity each week. • Discuss the results as a class. • Discuss factors that influence time engaging in physical activity, e.g. weather, time, cost. • Students suggest solutions to obstacles that prevent them from engaging in physical activities. • Provide feedback and check for understanding. <p>Activity 3 – Frozen tag Focus: learn the physical fitness benefits of balancing</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 are the benefits of being able to balance your body in different positions? • What strategies help you maintain your balance? 	<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 Consolidate fundamental movement skills</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p>	<p>Learning intentions Demonstrate the fundamental movement skill of balancing</p> <p>Set personal goals to increase the amount of physical activity you engage in to increase physical fitness</p> <p>Demonstrate balancing activities combined with locomotor movements</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What stretches were easy/hard? Why? • What strategies did you use to maintain your balance? • What are some ways you can increase the amount of physical activity you engage in? • How will you make sure you achieve this? • What are some ways the entire class can increase physical activity levels? • What did you need to consider when moving over and around your classmates in ‘Stone, bridge and tree’? • Which activities required you to maintain your balance? • How can the activity benefit your health and wellbeing? 	<p>Activity 1 – Hoop stretch Focus: practise balancing skills during a stretching activity</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Benefits of regular physical activity Focus: participate in personal goal setting</p> <ul style="list-style-type: none"> • Students develop a list of activities they can engage in that will increase their level of physical fitness. • Students discuss which activities are reasonable and achievable. • Class discussion on which activities may be included for the entire class to participate. • Students set personal goals to increase their level of physical activity over a week, to improve physical fitness. • Provide feedback and check for understanding. <p>Activity 3 – Stone, bridge and tree Focus: maintain balance while moving</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 Consolidate fundamental movement skills</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Benefits of regular physical activity and physical fitness to health and wellbeing</p>	<p>Learning intentions Design an obstacle course that incorporates different levels of physical activity, fitness and balancing</p> <p>Demonstrate movement skills in an obstacle course</p> <p>Describe benefits of regular physical activity and physical fitness to health and wellbeing</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How will you make sure all students will be able to participate in your obstacle course? • What skills will you be practising during the course? • What are the benefits of participating in regular physical activity? 	<p>Activity 1 – Obstacle course – design Focus: design a short obstacle course</p> <ul style="list-style-type: none"> • Class discussion – determine criteria for the obstacle course which should include: <ul style="list-style-type: none"> ▪ high level physical activity (e.g. sprinting, jumping) ▪ light physical activity (e.g. walking) ▪ balancing (e.g. beam walking). • Students design an obstacle course in small groups. • Provide feedback and check for understanding. <p>Activity 2 – Obstacle course – participation Focus: complete a short obstacle course</p> <ul style="list-style-type: none"> • Students engage in their own obstacle course designed in Activity 1. • Student groups reflect on the criteria and make any necessary adjustments. • Provide feedback and check for understanding. <p>Activity 3 – Summative assessment Focus: benefits of regular exercise</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix B). • 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 Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the basic movement skills utilised in AFL: kicking, mark, handball, bounce</p> <p>Demonstrate the ability to complete a drop punt for distance</p> <p>Demonstrate the ability to kick a drop punt during modified gameplay</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you kick a drop punt? • How do you perform a mark? • How do you perform a handball? • How do you perform a bounce? • How can you and your team limit the points the kicker scores in 'Kick 4 and go'? • What strategy did you use as a kicker to score as many points as possible? 	<p>Activity 1 – Ball handling Focus: demonstrate movement skills in Australian Rules football</p> <ul style="list-style-type: none"> • Demonstrate the following skills: kicking, mark, handball and bounce (Appendix A). • Students practise skills with a partner in a designated playing area. • Provide feedback and check for understanding. <p>Activity 2 – Super boot Focus: kick over lines or at targets in a defined area</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Kick 4 and go Focus: use the skill of kicking a drop punt 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 6

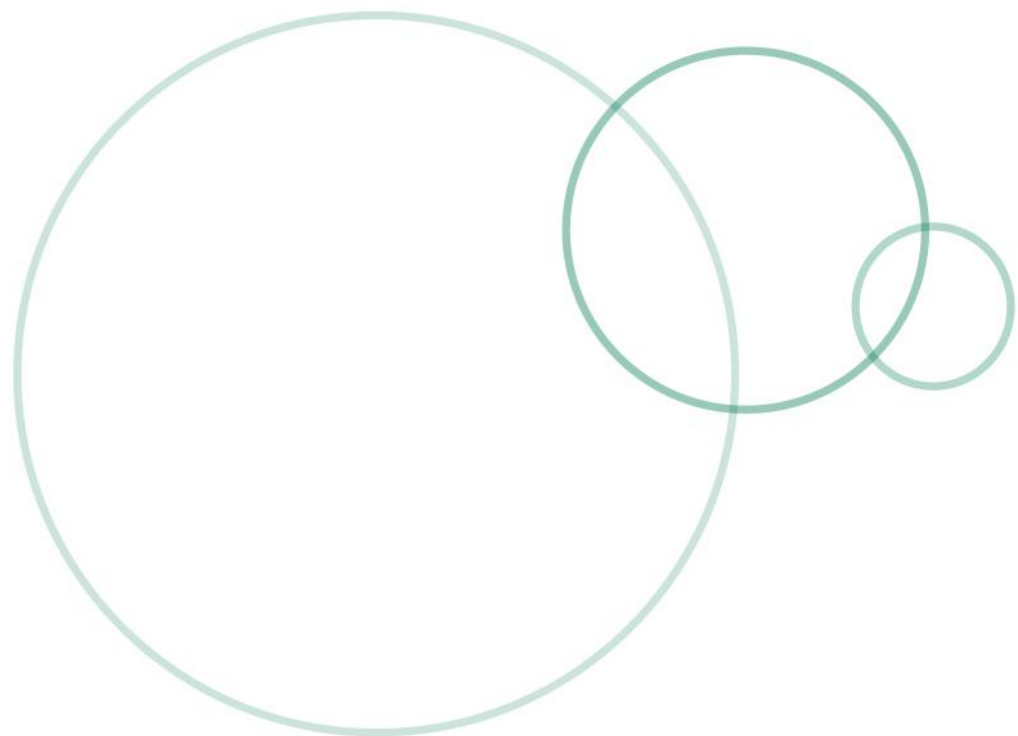
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skill of handball in a modified game</p> <p>Demonstrate the ability to evade an attacking player</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you perform a handball? • What strategies did you and your team use to steal balls from the ruckman in ‘Ruckman’s treasure’? • How did your team create scoring opportunities in ‘Round the bend’? • How did your team deny scoring opportunities in ‘Round the bend’? • What strategies did you use with your partner to advance the ball as an attacking player? 	<p>Activity 1 – Pairs passing Focus: practise the movement skill of handball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Ruckman’s treasure Focus: gain and retain possession using the skills of handball and evasion</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Round the bend Focus: utilise the skill of handball 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 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of kicking and handball during modified gameplay</p> <p>Demonstrate the ability to evade an attacking player</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you kick a drop punt? • Where will you aim to kick the ball in 'Interceptor'? • What strategies and tactics did your team use to keep possession of the ball? • How did your team deny scoring opportunities in 'Interceptor'? • What strategies did your team use to defend the ball in 'Coast to coast'? • How did your team use space during the game to score? Defend? 	<p>Activity 1 – Kick 2 kick Focus: practise the movement skill of kicking</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Interceptor Focus: gain and retain possession using the skills of kicking and evasion</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Coast to coast Focus: utilise the skills of handball and kicking 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 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the movement skill of handball during modified gameplay</p> <p>Demonstrate the ability to evade an attacking player</p> <p>Demonstrate and describe tactics in defending opposing players</p> <p>Combine fundamental movement skills to create and deny scoring opportunities in a minor game</p> <p>Note: AFL 9s is a modified version emphasising non-contact play.</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How did you evade being tagged by a player in ‘Stork tag’? • How did you use the space on the field to maintain possession of the ball? • When attacking, what tactics could you use to improve the chances of getting the ball over the line in ‘Centre square step’? • When defending, what can you do to increase your chance of tagging the attacker? • What are the basic rules of AFL 9s? 	<p>Activity 1 – Stork tag Focus: practise the movement skills of evasion and handball</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Centre square step Focus: practise the skill of evasion and develop defensive tactics</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – AFL 9s Focus: participate in AFL 9s 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 and T-ball							
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Cross-country	High jump	Shot-put	Discus	T-ball	T-ball	T-ball	T-ball
Racing cars <ul style="list-style-type: none"> sustain a run overtake 	Chain tag <ul style="list-style-type: none"> cooperation skills 	Number tag <ul style="list-style-type: none"> cooperation skills 	Exercise tag <ul style="list-style-type: none"> movement skills 	Bombard <ul style="list-style-type: none"> throw accuracy speed 	French baseball <ul style="list-style-type: none"> batting accuracy space 	Roll-a-goal <ul style="list-style-type: none"> attack defence fielding 	Beat the bomb <ul style="list-style-type: none"> batting fielding running
Continuous relay <ul style="list-style-type: none"> sustain a run running style pace 	Electric fence <ul style="list-style-type: none"> scissor jump 	Shot-put practice <ul style="list-style-type: none"> grip throwing form 	Discus practice <ul style="list-style-type: none"> grip throwing form 	Aussie T-ball <ul style="list-style-type: none"> teamwork basic rules scoring systems movement skills 	Aussie T-ball <ul style="list-style-type: none"> teamwork basic rules scoring systems movement skills 	Aussie T-ball <ul style="list-style-type: none"> teamwork basic rules scoring systems movement skills 	Aussie T-ball <ul style="list-style-type: none"> teamwork basic rules scoring systems movement skills
Cross-country fun run <ul style="list-style-type: none"> cooperation skills 	Escape from space monsters <ul style="list-style-type: none"> high jump scissor jump 	Shot-put point score <ul style="list-style-type: none"> throwing form distance safety 	Discus point score <ul style="list-style-type: none"> throwing form distance safety cooperation skills 				

Term 3 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Working cooperatively with others to complete a movement task</p>	<p>Learning intentions Demonstrate the ability to sustain a run through rhythm and an even pace</p> <p>Demonstrate the ability to work cooperatively with others to complete movement tasks</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you overtake other students when running? • How do you sustain a run without having to stop? • How did you work cooperatively with your teammate to complete the 'Cross-country fun run' movement tasks? 	<p>Activity 1 – Racing cars Focus: develop ability to sustain a run</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Continuous relay Focus: practise a rhythmic running style at an even pace</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Cross-country fun run Focus: work with a partner to complete fun run activities</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 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Working cooperatively with others to complete a movement task</p>	<p>Learning intentions</p> <p>Demonstrate the key teaching points of the scissor jump</p> <p>Demonstrate the ability to work cooperatively with others to complete movement tasks</p> <p>Demonstrate the high jump using the scissor kick</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you work cooperatively with other taggers in 'Chain tag'? • How do you perform a scissor jump? • How does your run up affect your ability to jump over the bar? • How did you jump over the bar to become an escapee? 	<p>Activity 1 – Chain tag Focus: work cooperatively with others</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Electric fence Focus: develop the scissor jump</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Escape from space monsters Focus: demonstrate the ability to perform a high jump</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 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Working cooperatively with others to complete a movement task</p>	<p>Learning intentions</p> <p>Demonstrate the ability to work cooperatively with others to complete movement tasks</p> <p>Demonstrate the key teaching points of throwing a shot-put</p> <p>Demonstrate the ability to throw a shot-put for distance</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you work cooperatively with other taggers in 'Number tag'? • How do you grip a shot-put? • How do you perform a shot-put throw with your arms? • How do you perform a shot-put throw with your legs? • How do you throw a shot-put farther? • What needs to occur to ensure everyone can participate in throwing shot-put safely? 	<p>Activity 1 – Number tag Focus: work cooperatively with others</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Shot-put practice Focus: develop the grip and throwing form for a 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 – Shot-put point score Focus: demonstrate the ability to throw a shot-put 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 Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Working cooperatively with others to complete a movement task</p>	<p>Learning intentions</p> <p>Demonstrate the key teaching points of throwing a discus</p> <p>Demonstrate the ability to throw a discus for distance</p> <p>Demonstrate the ability to work cooperatively with others to ensure safe participation in a movement task</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you work cooperatively with other taggers in ‘Number tag’? • How do you grip a discus? • How do you perform a discus throw with your arms? • How do you perform a discus throw with your legs? • How do you throw a discus farther? • What needs to occur to ensure everyone can participate in throwing a discus safely? 	<p>Activity 1 – Exercise tag</p> <p>Focus: use various movement skills during 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 2 – Discus practice</p> <p>Focus: develop the grip and throwing form for a discus</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 3 – Discus point score</p> <p>Focus: demonstrate the ability to throw a discus for distance</p> <ul style="list-style-type: none"> • Drill-based practice for students – modified from ‘Shot-put point score’ (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 5

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of throwing to a target with speed and accuracy</p> <p>Demonstrate movement skills of throwing, catching, running, striking and fielding in a game of Aussie T-ball</p> <p>Demonstrate and describe basic rules and scoring systems of Aussie T-ball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you throw a ball more accurately? • How do you throw a ball with more speed? • What are the basic rules of Aussie T-ball? • How do teams score runs in Aussie T-ball? • How does your team move from fielding to batting? 	<p>Activity 1 – Bombard Focus: demonstrate throwing to a target with speed and accuracy</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Aussie T-ball Focus: demonstrate knowledge of basic rules and the ability to participate 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 Week 6

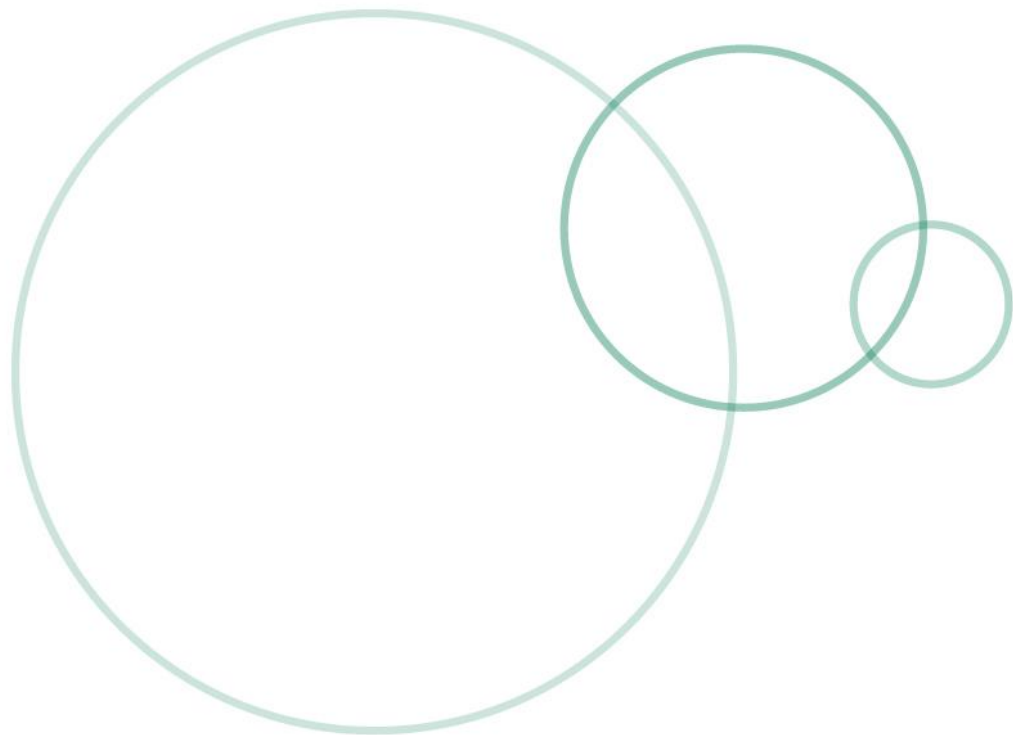
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the ability to hit a ball off an underarm pitch, away from a defender</p> <p>Demonstrate movement skills of throwing, catching, running, striking and fielding in a game of Aussie T-ball</p> <p>Demonstrate and describe basic rules and scoring systems of Aussie T-ball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you bat a ball? • How do you bat a ball to a space without a defender? • What are the basic rules of Aussie T-ball? • How do teams score runs in Aussie T-ball? • How does your team move from fielding to batting? 	<p>Activity 1 – French baseball Focus: bat a ball without getting out</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Aussie T-ball Focus: demonstrate knowledge of basic rules and the ability to participate 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 Week 7

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of fielding to deny scoring opportunities in a minor game</p> <p>Demonstrate movement skills and simple tactics to create scoring opportunities in a minor game</p> <p>Demonstrate movement skills of throwing, catching, running, striking and fielding in a game of Aussie T-ball</p> <p>Demonstrate and describe basic rules and scoring systems of Aussie T-ball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you field a ball? • What strategies and tactics did your team use to defend the target line? • What strategies and tactics did your team use when attacking to score a point? • What are the basic rules of Aussie T-ball? • How do teams score runs in Aussie T-ball? 	<p>Activity 1 – Roll-a-goal Focus: attack and defend the target line by using fielding movement skills</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Aussie T-ball Focus: demonstrate knowledge of basic rules and the ability to participate 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 Week 8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Understanding movement Basic rules and scoring systems to keep physical activities safe and fair</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of batting and fielding in a minor game</p> <p>Demonstrate movement skills of throwing, catching, running, striking and fielding in a game of Aussie T-ball</p> <p>Demonstrate and describe basic rules and scoring systems of Aussie T-ball</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you bat to increase your team’s opportunity to score? • How do you field to deny the other team’s ability to score? • What are the basic rules of Aussie T-ball? • How do teams score runs in Aussie T-ball? 	<p>Activity 1 – Beat the bomb Focus: demonstrate batting and fielding movement skills in a minor game</p> <ul style="list-style-type: none"> • Drill-based practice for students (Appendix A). • Provide feedback and check for understanding. <p>Activity 2 – Aussie T-ball Focus: demonstrate knowledge of basic rules and the ability to participate 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 4 WEEKS 1–8

Physical Education

Overview – Term 4

Minor game Modcrosse and minor games							
Week 1 Modcrosse	Week 2 Modcrosse	Week 3 Modcrosse	Week 4 Modcrosse	Week 5 Minor games	Week 6 Minor games	Week 7 Minor games	Week 8 Minor games
Ground ball play <ul style="list-style-type: none"> • scooping • catch • throw 	Ground ball play <ul style="list-style-type: none"> • scooping • catch • throw 	Dodge tag <ul style="list-style-type: none"> • dodging • cradling 	Sharks and bait <ul style="list-style-type: none"> • carrying the ball 	Matball <ul style="list-style-type: none"> • throw • catch • defending 	Prairie dog pickoff <ul style="list-style-type: none"> • throw • defending 	Touchdowns <ul style="list-style-type: none"> • throw • catch • cooperation 	
Interceptor <ul style="list-style-type: none"> • catch • throw • dodging 	How many beanbags? <ul style="list-style-type: none"> • scooping • cradling • running with the ball 	Numbers <ul style="list-style-type: none"> • invasion game • attacking • defending 	Assessment <ul style="list-style-type: none"> • Appendix C 				
Eggs in a basket <ul style="list-style-type: none"> • scooping • cradling • running with the ball 	3v3 modcrosse <ul style="list-style-type: none"> • invasion game • attacking • defending 						

Term 4 Week 1

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of scooping, throwing and catching a lacrosse ball</p> <p>Demonstrate the ability to evade a defender while throwing and catching a lacrosse ball</p> <p>Demonstrate the lacrosse skills of scooping, cradling and running in modified gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you hold the lacrosse stick? • How do you scoop up the ball? • How do you catch with the lacrosse stick? • How do you throw a lacrosse ball? • How do you keep the ball away from the interceptor? • How do you keep possession of the ball while on the run? 	<p>Activity 1 – Ground ball play Focus: demonstrate 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 – 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 – 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 4 Week 2

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of scooping, throwing, catching, and running with a lacrosse ball</p> <p>Demonstrate the lacrosse skills of scooping, cradling and running with the ball in modified gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you hold the lacrosse stick? • How do you scoop up the ball? • How do you catch with the lacrosse stick? • How do you throw a lacrosse ball? • How do you run with the lacrosse ball? • What are the basic rules of lacrosse? 	<p>Activity 1 – Ground ball play Focus: demonstrate 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 – How many beanbags? Focus: demonstrate lacrosse skills while 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 3 – 3v3 modcrosse Focus: demonstrate lacrosse 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 4 Week 3

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of scooping, throwing, catching, and running with a lacrosse ball</p> <p>Demonstrate evasion skills to maintain possession of the ball</p> <p>Demonstrate the lacrosse skills of scooping, cradling and running with the ball in modified gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is cradling? • How can you avoid being tagged? • How do you attack in a modified game? • How do you defend in a modified game? 	<p>Activity 1 – Dodge tag</p> <p>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 – Numbers</p> <p>Focus: demonstrate lacrosse 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 4 Week 4

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of scooping, throwing, catching, and running with a lacrosse ball</p> <p>Demonstrate evasion skills to maintain possession of the ball</p> <p>Demonstrate the lacrosse skills of scooping, cradling and running with the ball in modified gameplay</p> <p>Focus questions</p> <ul style="list-style-type: none"> • What is cradling? • How do you maintain possession of the lacrosse ball while avoiding a shark? • How do you attack in a modified game? • How do you defend in a modified game? <p>Support materials</p> <p>Appendix C: Summative assessment – Consolidate and combine fundamental movement skills</p>	<p>Activity 1 – Sharks and bait</p> <p>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 – Summative assessment</p> <p>Focus: demonstrate lacrosse skills in a modified game</p> <ul style="list-style-type: none"> • Complete summative assessment (Appendix C). • 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

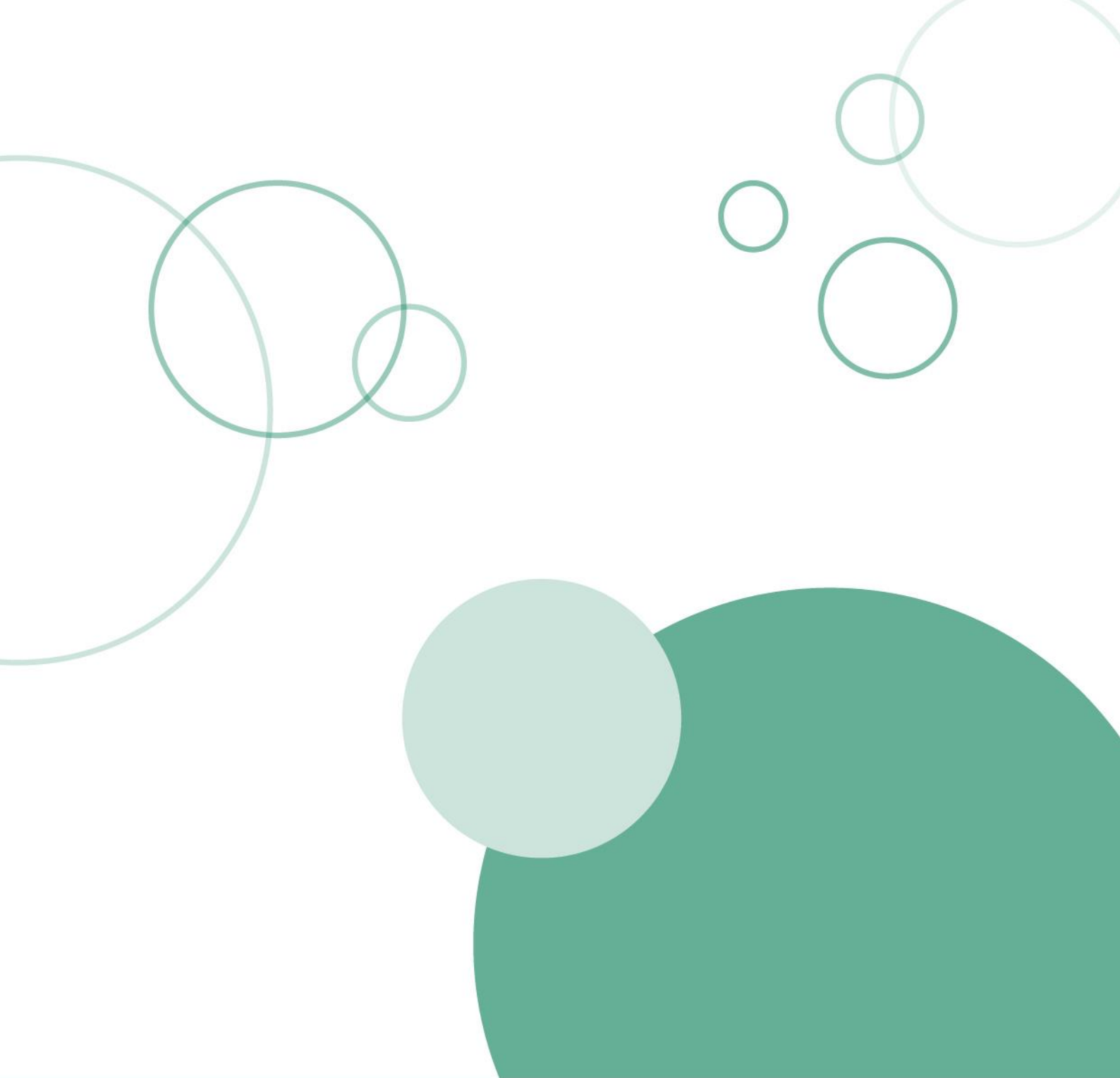
Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of throwing and catching</p> <p>Demonstrate the ability to defend to intercept the ball</p> <p>Demonstrate fundamental movement skills in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you pass and catch effectively with your partner? • How can you avoid the ball being intercepted by an opponent? • How do you intercept the opponent's ball? • How do you defend the end zone? • How do you throw the ball to your teammate on the mat effectively? • How do you defend the opponent's mat? 	<p>Activity 1 – Matball</p> <p>Focus: use skills of throwing and catching in a minor game</p> <ul style="list-style-type: none"> • Drill-based practice for students – Build One to Four (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Week 6

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p>	<p>Learning intentions</p> <p>Demonstrate the movement skill of throwing</p> <p>Demonstrate the ability to quickly transition from offence to defence</p> <p>Demonstrate the ability to use space when attacking or defending a goal</p> <p>Demonstrate fundamental movement skills in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you defend your prairie dog? • How can you move your prairie dog and nest quickly? • How do you knock over other players' prairie dogs? • How do you quickly transition from offence to defence? • How do you adjust your court positioning when working with others to defend a goal? 	<p>Activity 1 – Prairie dog pickoff</p> <p>Focus: adjusting court positioning to defend a goal</p> <ul style="list-style-type: none"> • Drill-based practice for students – Build One to Four (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.

Term 4 Weeks 7–8

Western Australian Curriculum content	Teaching and learning intentions	Learning experiences
<p>Movement skills Consolidate fundamental movement skills</p> <p>Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity</p> <p>Movement skills that combine the elements of effort, space, time, objects and people</p> <p>Interpersonal skills Work cooperatively with others to complete a movement task</p>	<p>Learning intentions</p> <p>Demonstrate the movement skills of throwing and catching</p> <p>Demonstrate fundamental movement skills in a minor game</p> <p>Focus questions</p> <ul style="list-style-type: none"> • How do you catch the ball before it hits the ground after throwing it to yourself? • How can you make a throw and catch to yourself more difficult? • How do you throw and catch with your partner effectively? • What strategies did you use to collect beanbags? • What strategies did you use when choosing which hoop to target? 	<p>Activity 1 – Touchdowns</p> <p>Focus: work cooperatively with a partner to score points</p> <ul style="list-style-type: none"> • Drill-based practice for students – Build One to Four (Appendix A). • Provide feedback and check for understanding. <p>Concluding activity</p> <ul style="list-style-type: none"> • Instruct students to identify, describe and/or demonstrate responses to the focus questions.




APPENDIX A: RESOURCES

Resources

Term 1

Week	Resource	Link/information
1–2	<p>Australian Sports Commission Form a group</p> <p>School Curriculum and Standards Authority, Government of Western Australia Health and Physical Education: Physical Education – Primary Fundamental Movement Skills Performance Assessment Support Material – Catch, Overarm throw</p> <p>The Physical Educator Space Invaders</p> <p>Minor games Bluearth Star Wars</p>	<p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4/ >Page 2 > Form a group</p> <p>School Curriculum and Standards Authority, Government of Western Australia (n.d.). <i>Assessment Support Materials</i>. https://k10outline.scsa.wa.edu.au/home/assessment/assessment-support-materials</p> <p>ThePhysicalEducator.com. (n.d.). <i>Space Invaders</i>. https://www.thephysicaleducator.com/games/space-invaders</p> <p>Bluearth (n.d.). <i>Challenges & Games</i>. https://www.bluearth.org/trc-purpose-6-elements/challenges-and-games/page/5/</p>
3	<p>Carrie Lehocky Poly spot tchoukball</p>	<p>Carrie Lehocky. (2018). <i>Tchoukball rules and gameplay</i> [YouTube]. https://www.youtube.com/watch?v=W26ewO32uY4</p>
5	<p>The Physical Educator Team swarm tag</p>	<p>ThePhysicalEducator.com. (n.d.). <i>Team swarm tag</i>. https://thephysicaleducator.com/game/team-swarm-tag/</p>
6	<p>Scoilnet – Dodging Book One, Two and Three Activities</p>	<p>scoilnet (n.d.). <i>Dodging</i>. https://www.scoilnet.ie/pdst/physlit/fms-activities/dodging/</p>
7	<p>Scoilnet – Throwing Book Three – Bowling</p>	<p>scoilnet (n.d.). <i>Throwing</i>. https://www.scoilnet.ie/pdst/physlit/fms-activities/throwing/</p>



Week	Resource	Link/information
8	Scoilnet – Throwing Book Three – Circle Throw	scoilnet (n.d.). <i>Throwing</i> . https://www.scoilnet.ie/pdst/physlit/fms-activities/throwing/

Term 1 Week 3

Activity 1 – Continuous rebound relay

Equipment

- one rebound net per group
- one ball per group

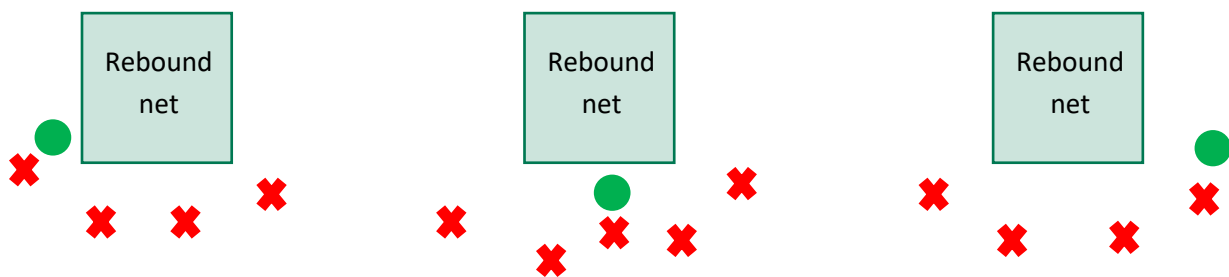
The aim of the game is to hit the ball off the rebound surface and have it hit the ground before the other students in the group are able to catch it.

Instructions

- Organise students into small groups.
- Each group of students plays at separate rebound surface areas.
- The student with the ball throws it against the rebound net. Everyone else tries to catch the ball.
- If the ball hits the ground, everyone apart from the thrower must do five jumping jacks or push-ups.
- The student who catches the ball (or picks it up from the ground) is now the thrower.

Differentiation:

- increase/decrease the distance the students stand from the rebound net
- students must clap before they catch the ball
- teams, e.g. 2 vs 2.



Key

- ✖ Player Team A
- ✖ Player Team B
- Hoop
- Ball

Activity 2 – Poly spot tchoukball

Equipment

- netball court or markers
- tennis balls or rubber balls
- hoops
- bibs

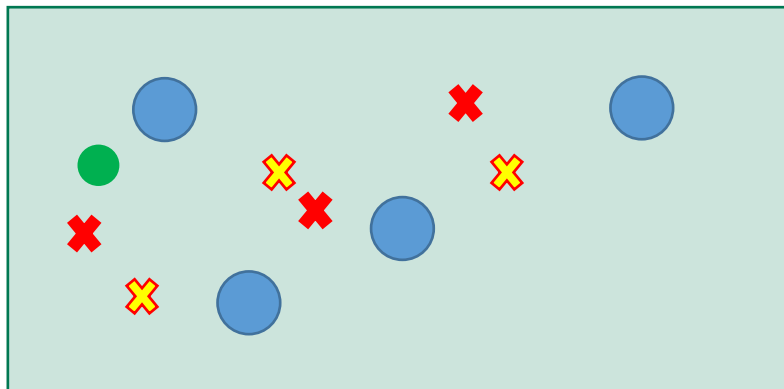
The aim of this game is to develop an understanding of tchoukball rules.

Instructions

- Place students in small teams of up to three or four people per side.
- Mark out a playing area similar to a netball third.
- Scatter four to six hoops in the playing area.
- Two teams compete in each playing area, playing with a tennis ball or rubber ball.
- Use rock paper scissors to decide which team will start.
- Follow the three key tchoukball rules. Players can:
 - take three steps
 - hold the ball for up to three seconds
 - pass to a teammate up to three times. After three passes, the player must bounce the ball into a hoop.
- The team gets one point each time a player throws the ball, so it bounces in a hoop and lands on the ground outside of the hoop.

Differentiation:

- increase/decrease the number of students in each team
- increase/decrease the size of the playing area
- change the size/type of ball used.



Term 1 Week 4

Activity 1 – Continuous rebound relay version 1

Equipment

- one rebound net per group
- one ball per group

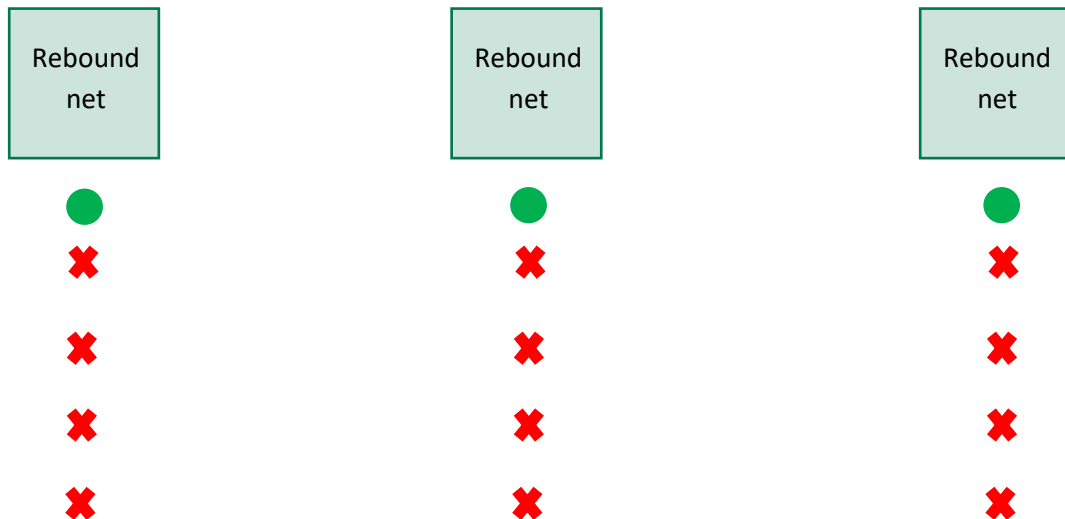
The aim of the game is to hit the ball off the rebound surface and catch it. This is a continuous relay; therefore, the line that finishes first is deemed the winning team.

Instructions





- Organise students into small groups.
- Groups to line up in a straight line at the rebound surface.
- Give the ball to the student at the front of the line.
- When you call 'go', the student with the ball throws it against the rebound net.
- The student attempts to catch the ball.
- The student then gives the ball to the next person in line.
- Repeat until everyone has had a turn.
- The group that finishes first is deemed the winning team.
- Other teams complete five jumping jacks or push-ups.

Differentiation:

- increase/decrease the distance the students stand from the rebound net
- students must clap before they catch the ball.



Key

-  Rebound net
-  Player Team A
-  Player Team B
-  Ball



Activity 1 – Continuous rebound relay version 2

Equipment

- one rebound net per group
- one ball per group

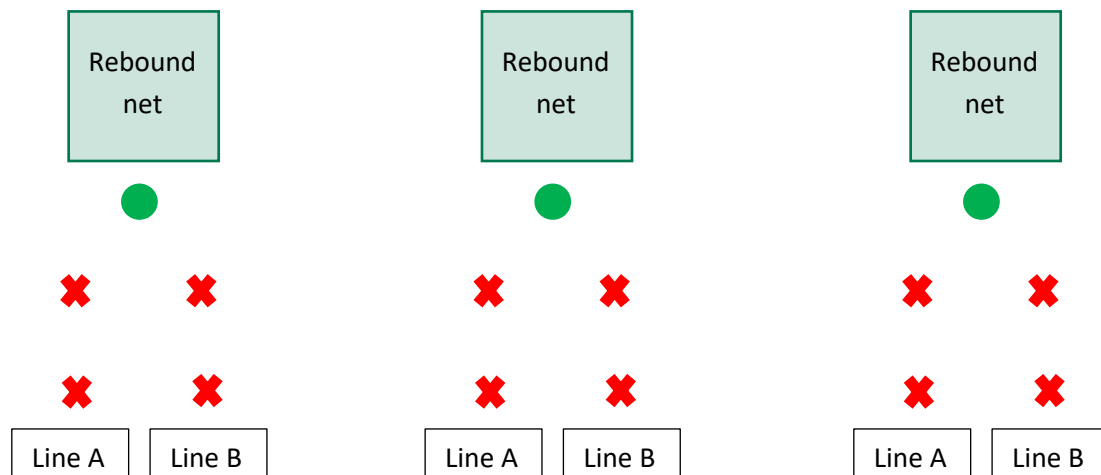
The aim of the game is to hit the ball off the rebound surface for your teammate to catch it. This is a continuous relay; therefore, the team who finishes first is deemed the winning team.

Instructions

- Organise students into small groups.
- Each group of students splits into two, line A and Line B, and lines up at the rebound surface with one ball.
- Give the ball to the student at the front of Line A.
- On 'go', the student with the ball throws it against the rebound net.
- The student in line B attempts to catch the ball.
- The student who caught the ball then throws it against the rebound net for the next student in line A to catch.
- Repeat until everyone has had a turn.
- The line that finishes first is deemed the winning team.
- Other teams complete five jumping jacks or push-ups.

Variations:

- increase/decrease the distance the students stand from the rebound net
- students must clap before they catch the ball.



Term 2

Week	Resource	Link/information
1	<p>Australian Sports Commission Boundary pass</p> <p>Physical activity and exercise guidelines Benefits of regular physical activity</p> <p>End ball</p>	<p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4 >Page 1 > Boundary pass</p> <p>Australian Government: Department of Health and Aged Care. (May 6, 2021). <i>Physical activity and exercise guidelines for all Australians: For children and young people (5 to 17 years)</i>. https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years</p> <p>Sport Australia (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4 >Page 2 > End ball</p>
2	<p>Australian Sports Commission Boundary pass</p> <p>Physical activity and exercise guidelines Benefits of regular physical activity</p> <p>KIDDO Balancing</p>	<p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4 >Page 1 > Boundary pass</p> <p>Australian Government: Department of Health and Aged Care. (May 6, 2021). <i>Physical activity and exercise guidelines for all Australians: For children and young people (5 to 17 years)</i>. https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years</p> <p>KIDDO (n.d.). <i>Balancing</i>. https://kiddo.edu.au/school/skills/balancing</p>
	<p>Australian Sports Commission Frozen tag</p>	<p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4 >Page 3 > Frozen Tag</p>


Week	Resource	Link/information
3	<p>Australian Sports Commission Hoop stretch</p> <p>KIDDO Balancing</p> <p>Physical activity and exercise guidelines Benefits of regular physical activity</p> <p>Australian Sports Commission Stone, bridge and tree</p>	<p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4l >Page 3 > Hoop Stretch</p> <p>KIDDO (n.d.). <i>Balancing</i>. https://kiddo.edu.au/school/skills/balancing</p> <p>Australian Government: Department of Health and Aged Care. (May 6, 2021). <i>Physical activity and exercise guidelines for all Australians: For children and young people (5 to 17 years)</i>. https://www.health.gov.au/health-topics/physical-activity-and-exercise/physical-activity-and-exercise-guidelines-for-all-australians/for-children-and-young-people-5-to-17-years</p> <p>Australian Sports Commission (n.d.). <i>Playing for Life</i>. https://www.sportaus.gov.au/p4l >Page 5 > Stone, bridge and tree</p>
5	<p>AFL 9s resource</p> <ul style="list-style-type: none"> • Super boot • Kick 4 and go 	<p>Clearinghouse for Sport. (n.d.). <i>Playing for life – AFL 9s</i>. https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s</p>
6	<p>AFL 9s resource</p> <ul style="list-style-type: none"> • Ruckman’s treasure • Pairs passing • Round the bend 	<p>Clearinghouse for Sport. (n.d.). <i>Playing for life – AFL 9s</i>. https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s</p>
7	<p>AFL 9s resource</p> <ul style="list-style-type: none"> • Kick 2 kick • Interceptor • Coast to coast 	<p>Clearinghouse for Sport. (n.d.). <i>Playing for life – AFL 9s</i>. https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s</p>
8	<p>AFL 9s resource</p> <ul style="list-style-type: none"> • Stork tag • Centre square step • AFL 9s 	<p>Clearinghouse for Sport. (n.d.). <i>Playing for life – AFL 9s</i>. https://www.clearinghouseforsport.gov.au/search?collection=clearinghouse&query=afl+9s</p>

Term 3

Week	Resource	Link/information
1-4	<p>Little Athletics Australia The Events</p> <ul style="list-style-type: none">• Middle Distance – Cross-Country• High Jump• Shot-put• Discus <p>Lesson Plans – Stage 2</p> <ul style="list-style-type: none">• Running• Jumping• Throwing	<p>Little Athletics Australia (n.d.). <i>Little Athletics Program for Schools</i>. https://www.littleathletics.com.au/education-training/little-athletics-program-for-schools/</p>
5-8	<p>Aussie T-Ball In School Manual</p>	<p>Baseball.com.au (n.d.). Sporting Schools. https://baseball.com.au/sporting-schools/ >Aussie T-Ball more info</p>

Term 4

Week	Resource	Link/information
1–4	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
1	Sport Australia Interceptor	Sport Australia (n.d.). <i>Playing for Life</i> . https://www.sportaus.gov.au/p4l >Page 3 > Interceptor
2	Sport Australia How many beanbags?	Sport Australia (n.d.). <i>Playing for Life</i> . https://www.sportaus.gov.au/p4l >Page 3 > How many bean bags?
3–4	Sport Australia Numbers	Sport Australia (n.d.). <i>Playing for Life</i> . https://www.sportaus.gov.au/p4l >Page 4 > Numbers
5	The Physical Educator Matball	ThePhysicalEducator.com. (n.d.). <i>Mat Ball</i> . https://www.thephysicaleducator.com/games/matball



Week	Resource	Link/information
6	The Physical Educator Prairie Dog Pickoff	ThePhysicalEducator.com. (n.d.). <i>Prairie Dog Pickoff</i> . https://www.thephysicaeducator.com/games/prairie-dog-pickoff
7–8	The Physical Educator Touchdowns	The PhysicalEducator.com. (n.d.). <i>Touchdowns</i> . https://www.thephysicaeducator.com/games/touchdowns



Term 4 Week 1

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.
- One stick and ball per player.
- Students drop and pick up the ball on their stick using the correct hand positioning.
- Students pair up.
- Make two lines of markers 15 m apart.
- One partner stands on one line with the other partner 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 – 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 – one stick each, with one ball per pair (basic catch).
- Stand opposite each other, 5 m apart.
- Using your hands, throw the ball to your 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 – one stick each, with one ball per pair (for the basic throw).
- Stand opposite each other, 5 m apart.
- User the stick to throw the ball to your partner. The partner then uses their stick to catch and return the ball to the partner.

Variations:

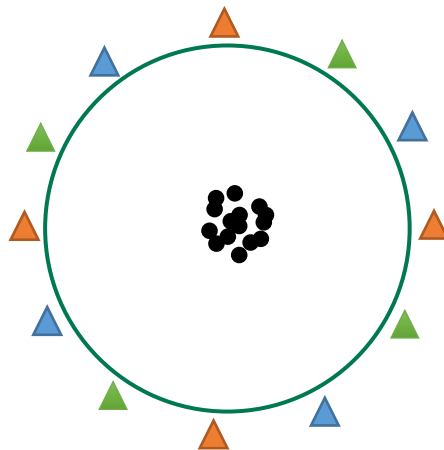
- increase/decrease the distance between the partners
- make it competitive by having players make as many passes as possible within a set time.

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.
- 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:**

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

Term 4 Week 2

Activity 3 – 3v3 modcrosse

Equipment

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

Aim of the game is to participate in a modcrosse game using basic lacrosse 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 4 Week 3

Activity 1 – Dodge tag

Equipment

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

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.

Term 4 Week 4

Activity 1 – Sharks and bait

Equipment

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

Aim of the game is for students to demonstrate the skill of carrying the lacrosse 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 1: Invasion games support notes

Weeks 1–8

Key skill components which may be assessed for invasion games are listed below.

Offence: Tactical problem

Use of space

- moves to create options
- leads to open space
- shepherds/blocks to open path for teammate
- supports teammate with the ball

Positioning

- anticipates ball movement and moves to attacking position
- moves to a defensive position when possession is lost

Execution

- selects appropriate individual skills
- uses ball skills effectively
- follows up to be involved in play

Decision-making

- uses skill creatively
- shows evidence of tactical thinking in attacking moves

Defence: Tactical problem

Use of space

- reads play and moves to defend space or opponent
- denies opponent's opportunity to attack

Positioning

- anticipates ball movement and moves to defensive position
- blocks opponent's moves
- guards/marks appropriately an opponent who may or may not have the ball
- shows attacking flair in turnovers

Execution

- uses ball and defensive skills effectively under pressure
- follows up to back up teammates

Decision-making

- uses skill creatively
- shows evidence of tactical thinking in nullifying attack



APPENDIX B:

ASSESSMENT TASK 1

Benefits of regular exercise



Achievement standard

By the end of the year:

Health Education

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They develop strategies for seeking, giving and denying consent where permission is required. Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

Students consolidate a variety of fundamental movement skills and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously-learned skills. Students describe the benefits of participating in regular physical activity. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure safety and fairness for all.



Assessment task

Title of task

Benefits of regular exercise

Task details

Description of task	Students will complete a task to explain the benefits of regular physical activity and fitness.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to explain the benefits of regular physical activity and physical fitness to health and wellbeing.
Evidence to be collected	Written responses.
Suggested time	10–15 minutes

Content description

Content from the Western Australian Curriculum

Understanding movement

Benefits of regular physical activity and physical fitness to health and wellbeing.



Task preparation

Prior learning

Students have engaged in learning experiences and discussions about health and social benefits related to regular physical activity and fitness.

Students have looked at different levels of physical activity and engaged in personal goal setting for their own improvement.

Assessment task

Assessment conditions

Students complete individual written responses.

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

- task sheet

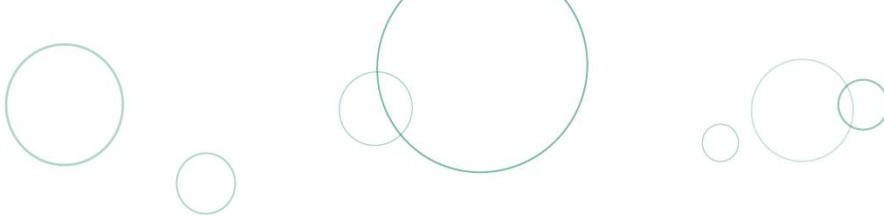


Instructions for teachers

Students will be assessed on their ability to explain the benefits of regular physical activity and fitness.

Task

- Review previous learning of the benefits of regular physical activity and fitness.
- Review different physical activities identified by the students in previous learning experiences.
- Explain the task sheet.



Instructions to students

Teachers may choose to provide additional constraints and rules to the game. (Support materials, Term 2)

Use the knowledge you have learnt about the benefits of regular physical activity and fitness to answer the following questions.

1. Outline **five** ways you can be physically active. (5 marks)

1. _____
2. _____
3. _____
4. _____
5. _____

2. Describe **three** physical benefits of engaging in regular physical activity. (6 marks)

3. Describe **two** emotional/social benefits of engaging in regular physical activity. (4 marks)

Marking key – The benefits of regular physical activity

Description	Marks
1. Outline five ways you can be physically active.	
Outlines five ways a person can be physically active.	1–5
Subtotal	/5
2. Describe three physical benefits of engaging in regular physical activity.	
For each of three benefits (3 x 2 marks)	
Clear description of a physical benefit from engaging in regular physical activity.	2
Simple description of a physical benefit from engaging in regular physical activity.	1
Sample answer: Being physically active increases your fitness which helps control your weight. It also helps you develop strong muscles and bones which is important when we are growing. Our sleep improves when we are active which helps us concentrate during the day.	
Subtotal	/6
3. Describe two emotional/social benefits of engaging in regular physical activity.	
For each of two benefits (2 x 2 marks)	
Clear description of an emotional or social benefit from engaging in regular physical activity.	2
Simple description of an emotional or social benefit from engaging in regular physical activity.	1
Sample answer: Engaging in physical activity with friends is fun and helps develop teamwork skills. It is also a good tool to help us with our emotions because it improves our mood.	
Subtotal	/4
Total	/15



APPENDIX C:

ASSESSMENT TASK 2

Consolidate and combine fundamental movement skills



Achievement standard

By the end of the year:

Health Education

Students identify personal behaviours that promote health, safety and wellbeing in unsafe or uncomfortable situations. They develop strategies for seeking, giving and denying consent where permission is required. Students explain behaviours which convey respect and empathy and contribute to positive relationships. They interpret health information and messages, and discuss ways these can influence health decisions and behaviours.

Physical Education

Students consolidate a variety of fundamental movement skills and combine them with simple tactics when participating in physical activities and minor games to solve movement challenges. They improve their performance in a variety of contexts through the application of previously-learned skills. Students describe the benefits of participating in regular physical activity. In physical activities and minor games, they apply strategies for working cooperatively, and follow basic rules to ensure safety and fairness for all.



Assessment task

Title of task

Consolidate and combine fundamental movement skills

Task details

Description of task	Students will learn and participate in the minor game, Numbers. The game provides an opportunity to consolidate fundamental movement skills and combine skills with simple tactics to create or deny scoring opportunities.
Type of assessment	Summative
Purpose of assessment	To assess students' ability to consolidate fundamental movement skills and combine skills with simple tactics during gameplay.
Evidence to be collected	Observation and/or electronic recording.
Suggested time	One hour lesson

Content description

Content from the Western Australian Curriculum

Movement skills

Consolidate fundamental movement skills

Combine fundamental movement skills with simple tactics to create or deny scoring opportunities in minor games of increasing complexity

Task preparation

Prior learning

Students participated during Lessons 1–3 in activities and minor games that provided an opportunity to consolidate fundamental movement skills and combine skills in a gameplay setting, to effectively compete in a game of Numbers.

Assessment task

Assessment conditions

Assessment will involve students in a game-based scenario. Students may be grouped according to ability or maintain a mixture of abilities across the group.



Differentiation

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

Resources

- electronic recording device
- cones to mark out playing area
- one goal per assessment group
- modcrosse stick per participating player
- modcrosse ball per assessment group
- numbered bibs
- drill link in Appendix A: <https://www.sportaus.gov.au/p41>



Instructions for teachers

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

The purpose of the summative assessment is to finalise the formative assessment, giving students the opportunity to demonstrate the consolidation and combination of fundamental movement skills in minor gameplay.

Task

Students to participate in a gameplay activity referred to as Numbers. Students will be assessed on:

- proficiency in skill execution
- tactical application.

Students can be allocated a playing field according to ability within the class, or the game can be played with a mixture of abilities.

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

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

Students will be assessed according to the marking observations in addition to formative assessment feedback during the unit.



Instructions for students

Numbers

An invasion game using fundamental skills of catching, throwing and dodging, and tactical problems of using space, positioning, execution and decision-making.

Equipment

- electronic recording device
- cones to mark out playing area
- one goal per assessment group
- modcrosse stick per participating player
- modcrosse ball per assessment group
- numbered bibs

Rules of play

- Divide players into groups of six or eight.
- Each group stands on opposite sides of the playing area.
- Each player wears a bib with a number.
- Teacher randomly calls two numbers (e.g. one and five). Those two players from each team run into the playing area with modcrosse sticks while all other players stay on the sideline.
- The first number called is the only player allowed to contest the ball.
- Teacher rolls or throws the ball into the playing area. The nominated players contest the ball to gain possession.
- The team with the ball becomes the attackers (offence) and the other team the defenders (defence). The attacking team tries to score a goal.
- If defenders intercept the ball, they become attackers.
- Players waiting on the sideline should be a safe distance away to avoid interference with play.
- No contact is allowed between players.
- The ball cannot be taken from another player's possession.
- The attacking team scores one point for five consecutive passes without the ball being intercepted, or for shooting a goal.
- The first team to score 10 points wins.

Variations:

- use the whole court when all players are involved.
- attacking team must make one pass to team members on the sideline, who then pass the ball back.
- when a team gains possession at the start of the game, all players join in using a full court. Only two attackers are allowed in the goal circle. The team that gains possession chooses which goal to shoot for
- change the ball/implement to suit the ability levels of the students (e.g. basketball, netball, soccer).

Marking key

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. The teacher must consider 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
Proficiency	
Consistently performs fundamental movement skills at a high level with control and efficiency.	9–10
Often performs fundamental movement skills at a high level with control and efficiency.	7–8
Performs most fundamental movement skills with some control; however, the skill performance outcome may be inconsistent.	5–6
Sometimes performs fundamental movement skills with some control.	3–4
Demonstrates limited ability to perform fundamental movement skills.	1–2
Subtotal	/10
Tactical application – 10 marks offence; 10 marks defence	
Consistently selects from a variety of simple tactics and performs these to an outstanding level, appropriate to the competitive situation demonstrating deception and anticipation under game-like intensity.	9–10
Selects and performs simple tactics with consistency to a high level and appropriate to the competitive situation usually demonstrating deception and anticipation under game-like intensity.	7–8
Performs simple tactics most of the time and usually appropriate to the competitive situation, at a reduced intensity.	5–6
Performs some tactics some of the time, often appropriate to the given situation.	3–4
Occasionally performs a tactic at times appropriate to the situation with little or minimal intensity.	1–2
Subtotal	/20
Total	/30



Acknowledgements

Appendix A

- Term 4 Ground ball play, 3v3 Modcrosse and Dodge Tag adapted from: Lacrosse Victoria. (2018). *Teachers' Resource: Intercrosse in Primary and Secondary Schools*. Retrieved November, 2021, from <http://lacrossevictoria.com.au/schools/lacrosse-teacher-resource/>
- Sharks and Bait adapted from: Lacrosse Victoria. (n.d.). *Teacher Resource: Primary and Secondary School Lacrosse*. Retrieved November, 2021, from <http://lacrossevictoria.com.au/media/127989/lacrosse-victoria-teacher-resource.pdf>

