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

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

The content within the *Moving our body* sub-strand will be the emphasis of every lesson throughout the year and will provide opportunities for students to learn about and apply knowledge and skills as outlined in the *Understanding movement* and *Learning through movement* sub-strands.
<table>
<thead>
<tr>
<th>Week</th>
<th>WA Curriculum content</th>
<th>Key teaching concepts</th>
<th>Lesson content</th>
</tr>
</thead>
</table>
| 1-8  | Movement skills and sequences within different physical activity contexts and settings  
**Note:** The above content is ongoing and will be addressed throughout the skill development teaching and learning activities  
Defensive skills used to gain control and retain possession  
Ways in which physical activities improve elements of health and fitness  
increased flexibility  
- increased strength  
- improved balance  
- increased endurance  
- increased power  
- lowered heart rate  
- lowered cholesterol  
- improved body composition by lowering percentage of body fat | Fundamental movement Skills  
- locomotion  
Fundamental movement Skills  
- balance  
Fundamental movement Skills  
- object control  
Introduce characteristics of sports categories  
- invasion  
- net  
- striking/fielding  
Invasion sports  
- fundamental skill development to enable passing, receiving, moving when in possession e.g. dribbling |  
- running  
- jumping  
- hopping  
- dodging  
- static and dynamic balance  
- landings  
- striking  
- kicking  
- throwing  
- change in direction  
- body balance |
| 9-14 | Strategic skills and tactical skills used to create, use and defend space  
Communication skills that support and enhance team cohesion, such as body language and listening skills  
Ethical behaviour and fair play when participating in physical activities | Strategies to create and use space  
Strategies to defend space  
Game based activities | Creating space  
- goal-side positioning  
- between passer and receiver  
- width of pass  
- evasion of opponents  
Defending space  
- positioning between opponent and goal  
- positioning between opponent and receiver  
Tactical / strategic skills  
- time clock  
- odd numbered games  
- playing area dimensions, zones |
<table>
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</thead>
<tbody>
<tr>
<td>15–18</td>
<td>Striking/fielding</td>
<td>• characteristics of striking/fielding games</td>
<td>Striking / fielding</td>
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<tr>
<td></td>
<td></td>
<td>• fundamental skill development to enable striking e.g. batting in baseball and fielding</td>
<td>• striking object from a batting tee</td>
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<td></td>
<td></td>
<td>(retrieving and throwing)</td>
<td>• fielding ball from ground vs in the air</td>
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<tr>
<td>19</td>
<td>Using space</td>
<td></td>
<td>• hitting an object to where fielders are not defending</td>
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<tr>
<td></td>
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<td>• hitting object out of playing area</td>
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<td>• advancing a runner</td>
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<tr>
<td>20</td>
<td>Defending Space</td>
<td></td>
<td>• fielding positions</td>
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<tr>
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<td>• where to throw ball after being hit</td>
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<tr>
<td>21–23</td>
<td>Communication skills that support and enhance team cohesion, such as body language and listening skills</td>
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<tr>
<td></td>
<td>Ethical behaviour and fair play when participating in physical activities</td>
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<tr>
<td>24–28</td>
<td>Net sports</td>
<td>• characteristics of net sports</td>
<td>Attacking vs defending</td>
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<tr>
<td></td>
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<td>• fundamental skill development to enable a variety of passing methods to team mate or sending object to opponent</td>
<td>• adjusting trajectory of object</td>
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<tr>
<td>29–31</td>
<td>Using space</td>
<td></td>
<td>• controlling midcourt / advantageous position on court</td>
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<td>• moving opponent</td>
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<td>• placement of shot</td>
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<tr>
<td>32–33</td>
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