

St Anthony's Greenmount PE

2017

Pre-primary year Syllabus

Year Level Description

In Pre-primary, the content provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. Students focus on becoming aware of their strengths and the simple actions they can take to keep safe and healthy. Opportunities are provided for students to better [understand](#) their own feelings and explore the ways they can communicate their feelings to others. Students are provided with opportunities to [develop](#) personal and [social skills](#) necessary to effectively interact with others and build relationships.

Students are encouraged to explore a range of environments through active play and structured movement activities. They focus on the introduction and development of basic [fundamental movement skills](#) across a range of settings to improve their competence and confidence in their movement abilities. They are provided with opportunities to work collaboratively, follow rules and problem [solve](#) through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Personal strengths of individuals ([ACPPS001](#))

The different parts of the body and where they are located ([ACPPS002](#))

Protective behaviours to keep safe and healthy:

- saying 'no'
- moving away
- telling an adult
- asking for help

([ACPPS003](#))

Trusted people in the community who can help individuals feel safe ([ACPPS003](#))

Personal and [social skills](#) to interact with others:

- expressing needs
- wants and feelings
- active listening
- self-discipline

([ACPPS004](#))

Emotional responses individuals may experience in different situations, such as feeling:

- happy
- sad
- excited
- tired
- angry
- scared
- confused

([ACPPS005](#))

Appropriate language and actions to communicate feelings in different situations

([ACPPS005](#))

Actions that promote health, safety and [wellbeing](#), such as:

- eating healthy food
- practising appropriate personal hygiene routines
- identifying household substances that can be dangerous
- following safety symbols and procedures

([ACPPS006](#))

Safe active play in outdoor settings and the natural environment ([ACPPS007](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 PP

Term 1	Term 2	Term 3	Term 4
Boundary/whistle/ Strategy/Co operation games LTM 1,2 PMP MOB 1,2,3; UM 2; LTM 1,2	Cross Country Run UM 1 PMP MOB 1,2,3; UM 2; LTM 1,2	Sprints 50m UM 2 Circle ball, leader ball MOB 3,4; LTM 1,2 flag relay MOB 2, UM 2	Kicking - soccer MOB 4; UM 2; LTM 2,4 Playground games MOB 4; LTM 1,2

Movement and physical activity

MOVING OUR BODY

1. Body management skills:

static balance (one foot)
line walk

(ACPMP008)

Numeracy

Personal and social capability

2. Locomotor skills:

run
jump (two foot)
hop
gallop

(ACPMP008)

Numeracy

Personal and social capability

3. Object control skills:

Object control skills:

kick off the ground
catch

(ACPMP008)

Numeracy

Personal and social capability

4. Fundamental movement skills in simple games with or without equipment (ACPMP009)

UNDERSTANDING MOVEMENT

1. The ways in which regular physical activity keeps individuals healthy and well (ACPMP010)

Literacy

Critical and creative thinking

Personal and social capability

2. Ways to maintain a balanced position when walking, running, hopping and jumping (ACPMP011)

Literacy

Numeracy

Critical and creative thinking

Personal and social capability

LEARNING THROUGH MOVEMENT

1. Cooperation with others when participating in physical activities, including partners, small groups and whole class (ACPMP012)

Critical and creative thinking

Personal and social capability

2. Rules when participating in physical activities:

use of boundaries
safe use of appropriate equipment
responding to a whistle and
commands/instructions

(ACPMP014)

Personal and social capability

Year 1 Syllabus

Year Level Description

In Year 1, the content builds on the learning from Pre-primary and supports students to better [understand](#) their personal [identities](#) and how these change over time. Students learn about physical changes to the body as they grow and why it is important to eat a healthy diet and participate in regular [physical activity](#). They [develop](#) strategies to keep healthy and safe, and skills to [enhance](#) their interactions with others. Opportunities are given to explore [health messages](#) in the media and how they influence choices and behaviours.

Students focus on continuing to [develop fundamental movement skills](#) to use space more effectively and explore ways to [select](#), transfer and [apply](#) simple movement skills. They learn about changes to the body when exercising, and work cooperatively to learn new skills and [solve movement challenges](#) through games and physical activities.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Personal strengths and how these change over time ([ACPPS015](#))

The strengths of others and how they contribute to positive outcomes, such as games and physical activities ([ACPPS015](#))

Ways in which the body changes as individuals grow older ([ACPPS016](#))

Strategies to use when help is needed, such as:

- dialling 000 in an emergency
- reading basic safety signs
- accessing a safety house or a trusted network
- asking a trusted adult

([ACPPS017](#))

The benefits of healthy eating and regular [physical activity](#) on health and [wellbeing](#)
([ACPPS018](#))

Appreciation and encouragement of the behaviour of others through the use of:

- manners
- positive language
- praise

([ACPPS019](#))

Positive ways to react to their own emotions in different situations, such as:

- walking away
- seeking help
- remaining calm

([ACPPS020](#))

Ways [health messages](#) are communicated on:

- television
- posters
- radio

([ACPPS021](#))

Actions that support a safe classroom, such as:

- moving around safely
- sharing appropriately
- following class rules

([ACPPS022](#))

Physical activities that can take place in natural and [built settings](#) in the local
community ([ACPPS023](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 1

Term 1	Term 2	Term 3	Term 4
<p>FMS circuits</p> <p>Revise boundary/whistle/safety from PP</p> <p>MOB 1,2; UM 1, 2</p> <p>Strategy/Cooperation Games</p> <p>LTM 1,2,3,4</p> <p>L&S bounce/catch</p> <p>MOB 3; UM 2</p>	<p>Cross Country Run</p> <p>UM 1,2</p> <p>L&S Ball Bounce/catch</p> <p>MOB 3,4</p>	<p>Sprints 50m, relay</p> <p>UM 2; LTM 1</p> <p>Circle ball, leader ball</p> <p>MOB 4; LTM 1,4</p> <p>flag relay, long jump</p> <p>MOB 2, UM 2</p>	<p>Kicking- soccer</p> <p>MOB 4; UM 2; LTM 2,4</p>

Movement and physical activity

MOVING OUR BODY

1. Body management skills:

side roll (pencil)

([ACPMP025](#))

[Personal and social capability](#)

2. Locomotor skills:

jump (one foot)
dodge
skip

([ACPMP025](#))

[Personal and social capability](#)

3. Object control skills:

underarm throw
ball bounce

([ACPMP025](#))

[Personal and social capability](#)

4. Fundamental movement skills involving the control of objects in simple games:

kick
catch
bounce

([ACPMP027](#))

[Literacy](#)

[Numeracy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

UNDERSTANDING MOVEMENT

1. Physical changes to the body when exercising, such as:

raised heart rate
increased breathing rate

([ACPMP028](#))

[Literacy](#)

[Personal and social capability](#)

2. Ways to maintain a balanced position while performing various skills, such as throwing or running

([ACPMP029](#))

[Numeracy](#)

[Personal and social capability](#)

LEARNING THROUGH MOVEMENT

1. Strategies that will assist with involving everyone in games ([ACPMP030](#))

[Literacy](#)

[Personal and social capability](#)

2. Cooperation skills in partner and group work during physical activity practices ([ACPMP030](#))

[Literacy](#)

[Personal and social capability](#)

3. Alternative ways in which tasks can be performed when solving movement challenges ([ACPMP031](#))

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

4. Simple rules and fair play in partner, group activities and minor games ([ACPMP032](#))

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

Year 2 Syllabus

Year Level Description

In Year 2, the content supports students to make decisions that [enhance](#) and promote personal health and [wellbeing](#). Students focus on becoming more aware of their personal identity and how their social interactions and relationships change over time. They explore a variety of strategies and behaviours to keep safe and healthy. Students further [develop social skills](#), becoming aware of the feelings of others in different situations and demonstrating positive ways to [respond](#), such as including peers in activities. Opportunities are provided to further explore [health messages](#) in the media and the ways they influence a healthy, active lifestyle.

Students broaden the range and [complexity](#) of [fundamental movement skills](#) practised, and gain confidence in applying skills in game situations. Through active participation, they continue to explore changes to the body during exercise, and [develop](#) personal and [social skills](#) to cooperate with, and include, others in physical activities. They are provided with opportunities to work collaboratively, and [develop](#) skills to make positive choices and play fairly with others in [physical activity](#) challenges.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Personal strengths and achievements and how they contribute to personal [identities](#) ([ACPPS015](#))

Changes in relationships and responsibilities as individuals grow older ([ACPPS016](#))

Strategies to use when help is needed:

- procedure and practice for dialling 000 in an emergency
- locating safety houses and trusted networks in the local community

([ACPPS017](#))

Strategies and behaviours that promote health and [wellbeing](#):

- personal hygiene practices
- healthy eating
- sufficient sleep
- staying hydrated
- regular physical activity

([ACPPS018](#))

Strategies to include others in activities and games ([ACPPS019](#))

Ways to [interpret](#) the feelings of others in different situations, such as:

- words other people use
- facial expressions
- body language

([ACPPS020](#))

Ways [health messages](#) are communicated in the media and how they can influence personal health choices, such as 'slip, slop, slap' ([ACPPS021](#))

Actions that keep people safe and healthy in and outside the classroom, such as:

- staying hydrated
- being sun smart
- following school rules

([ACPPS022](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 2

Term 1	Term 2	Term 3	Term 4
FMS circuits Revise boundary/whistle/safety MOB 1,2; UM 2,3 Strategy/Cooperation Games LTM 1,2,3 SBall overarm throw MOB 3,4; UM 3	Cross Country Run UM 1,2 Footy punt MOB 3,4	Sprints 50m, relay UM 2; LTM 1 Circle ball, leader ball MOB 5; LTM 1,3 flag relay, long jump MOB 2, UM 3	2 hand strike- TBall MOB 3,4,5; UM 3; LTM 112,3

Movement and physical activity

MOVING OUR BODY

1. Body management skills:

forward roll

([ACPMP025](#))

[Personal and social capability](#)

2. Locomotor skills:

jump for height

([ACPMP025](#))

[Personal and social capability](#)

3. Object control skills:

overarm throw

punt

two-hand side strike

([ACPMP025](#))

[Personal and social capability](#)

4. Fundamental movement skills involving the control of objects in simple games:

overarm throw

kick

([ACPMP027](#))

[Literacy](#)

[Numeracy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

5. Simple games that use a combination of movement skills ([ACPMP027](#))

[Literacy](#)

[Numeracy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

UNDERSTANDING MOVEMENT

1. Positive responses to physical activity, such as a feeling of wellbeing ([ACPMP028](#))

[Literacy](#)

[Personal and social capability](#)

2. Ways in which the body reacts during physical activity ([ACPMP028](#))

[Literacy](#)

[Personal and social capability](#)

3. Ways to maintain a balanced position while performing various skills ([ACPMP029](#))

[Numeracy](#)

[Personal and social capability](#)

LEARNING THROUGH MOVEMENT

1. Positive choices when participating in group activities, such as:

dealing with winning and losing
encouraging team-mates

([ACPMP030](#))

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

2. Alternatives and their effectiveness when solving movement challenges, such as:

gaining possession
scoring
changing positions
use of equipment

([ACPMP031](#))

[Literacy](#)

[Personal and social capability](#)

3. Importance of rules and fair play in partner, group activities and minor games ([ACPMP032](#))

[Literacy](#)

[Critical and creative thinking](#)

[Personal and social capability](#)

Year 3 Syllabus

Year Level Description

In Year 3, the content further develops students' knowledge, understanding and skills in relation to their health, [wellbeing](#) and safety. Opportunities are provided for students to explore and strengthen their personal identity and broaden their understanding of physical, social and emotional changes as they grow older. Students practise skills and strategies to promote positive relationships, and [interpret](#) the accuracy of health information communicated in the media and [online environments](#).

Students continue to build on previous learning and [develop](#) greater proficiency across the range of [fundamental movement skills](#). They combine skills to create cohesive movement patterns and sequences, and [develop](#) strategies that support them to achieve [physical activity](#) goals. Students are introduced to the benefits of regular [physical activity](#) and the impact on health and [wellbeing](#). They also focus on developing personal and [social skills](#), such as cooperation, which support inclusive practices.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Factors that strengthen personal [identities](#), such as the influence of:

- family
- friends
- school

[\(ACPPS033\)](#)

Physical, social and emotional changes that occur as individuals grow older, such as changes to:

- the body
- friendships
- feelings

([ACPPS034](#))

Assertive behaviours and communication skills to [respond](#) to unsafe situations, such as:

- keeping calm
- using appropriate non-verbal communication skills
- seeking help

([ACPPS035](#))

Actions in daily routines that promote health, safety and [wellbeing](#):

- healthy eating
- appropriate levels of physical activity

([ACPPS036](#))

Behaviours that show [empathy](#) and respect for others ([ACPPS037](#))

Circumstances that can influence the level of emotional response to situations

([ACPPS038](#))

Choices and behaviours conveyed in health information and messages ([ACPPS039](#))

Ways to be active in natural environments ([ACPPS041](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 3

Term 1	Term 2	Term 3	Term 4
FMS circuits Revise boundary/whistle/safety MOB 3, 4; UM 2; LTM 2 Strategy/Cooperation Games LTM 1,2 SBall underarm throw/catch MOB 1, 4; UM 3	Cross Country Run UM 1,5 SBall overarm throw/catch MOB 1, 4; UM 2; LTM 2 Kick-soccer MOB 1, 2, 5; UM 2; LTM 2	Sprints 50m, relay MOB 1; UM 1, 2; LTM 1 Pass ball, leader ball MOB 1, 2, 4; LTM 1,2 flag relay, long jump MOB 3, 4; UM 2 T-Ball Throw MOB 1, 4; UM 2	Basket Ball- bounce, catch, throw, game play MOB 1, 2, 4, 5; UM 2; LTM 1, 2

Movement and physical activity

MOVING OUR BODY

1. Fundamental movement skills:

kick
catch
underarm throw
overarm throw
bounce

[\(ACPMP043\)](#)

[Critical and creative thinking](#)

2. Combination of locomotor and object control skills in minor games [\(ACPMP043\)](#)

[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

3. Locomotor skills:

run
jump
hop
dodge

[\(ACPMP043\)](#)

[Critical and creative thinking](#)

4. Ways to maintain a balanced position when performing locomotor and object control skills [\(ACPMP045\)](#)

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

5. Movement skills and tactics to achieve an outcome:

gaining possession
navigating an obstacle course

[\(ACPMP045\)](#)

[Critical and creative thinking](#)

UNDERSTANDING MOVEMENT

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

maintenance of a healthy weight
prevention of some diseases

[\(ACPMP046\)](#)

[Literacy](#)
[Critical and creative thinking](#)

2. Movement skills that combine the elements of effort, space, time, objects and people [\(ACPMP047\)](#)

[Critical and creative thinking](#)

LEARNING THROUGH MOVEMENT

1. Cooperation skills to ensure everyone is included in all physical activities [\(ACPMP048\)](#)

[Critical and creative thinking](#)
[Personal and social capability](#)

2. Basic rules in a variety of physical activities and ways in which they keep activities safe and fair [\(ACPMP050\)](#)

[Literacy](#)
[Personal and social capability](#)
[Ethical understanding](#)

Year 4 Syllabus

Year Level Description

In Year 4, the content provides opportunities for students to focus on personal, social and emotional factors that contribute to becoming persistent and [resilient](#). Students learn about specific strategies to promote personal, social and [emotional health](#) and [wellbeing](#), and positive relationships. They [develop](#) ways to foster respect and [empathy](#).

Students focus on developing greater proficiency of movement across a range of 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 achieve successful outcomes, or [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.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Use of [persistence](#) and [resilience](#) as tools to [respond](#) positively to challenges and failure, such as:

- using self-talk
- seeking help
- thinking optimistically

[\(ACPPS033\)](#)

Strategies that help individuals to manage the impact of physical, social and emotional changes, such as:

- positive self-talk
- assertiveness
- seeking help

- sharing responsibilities

([ACPPS034](#))

Personal behaviours and strategies to remain safe in uncomfortable or unsafe situations, such as:

- being alert and aware of unsafe situations
- using assertive behaviour and language
- knowing who or where to go for help in the community

([ACPPS035](#))

Strategies to ensure safety and [wellbeing](#) at home and at school, such as:

- following school rules
- identifying and choosing healthier foods for themselves

([ACPPS036](#); [ACPPS040](#))

The positive influence of respect, [empathy](#) and the valuing of differences in relationships ([ACPPS037](#))

Strategies to [identify](#) and manage emotions before reacting ([ACPPS038](#))

Strategies to cope with adverse situations and the demands of others ([ACPPS038](#))

Ways in which health information and messages can influence health decisions and behaviours ([ACPPS039](#))

Ways in which regular [physical activity](#) in natural and built environments promotes health ([ACPPS041](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 4

Term 1	Term 2	Term 3	Term 4
FMS circuits Revise boundary/whistle/safety MOB 3, 4; UM 2; LTM 2 Strategy/Cooperation Games LTM 1,2, 3 SBall underarm throw/catch MOB 1, 4; UM 3	Cross Country Run UM 1,5 SBall overarm throw/catch MOB 1, 4; UM 2; LTM 2 Kick-soccer MOB 1, 2, 5; UM 2; LTM 2, 3	Sprints 50m, relay MOB 1, 3; UM 2; LTM 1 Pass ball, leader ball MOB 1, 2, 4; LTM 1,3 flag relay, long jump MOB 3, 4; UM 2 T-Ball Throw MOB 1, 4; UM 2	Basket Ball- bounce, catch, throw, game play MOB 1, 4, 5; UM 1,2; LTM 1, 2, 3 Mini Tennis- forehand MOB 1, 2,4; UM 2; LTM 1, 2, 3

Movement and physical activity

MOVING OUR BODY

1. Fundamental movement skills:

- kick
- catch
- underarm throw
- overarm throw
- bounce
- forehand strike

(ACPMPO43)

Personal and social capability

2. Combination of locomotor and object control skills in minor games (ACPMPO43; ACPMPO44)

Personal and social capability

3. Locomotor skills:

run
jump
dodge

(ACPMPO43)

Personal and social capability

4. Ways to maintain a balanced position when connecting movements (ACPMPO45)

Literacy
Numeracy
Critical and creative thinking
Personal and social capability

5. Movement skills and tactics to achieve an outcome:

creating scoring opportunities
problem solving to achieve an outcome

(ACPMPO45)

Literacy
Numeracy
Critical and creative thinking
Personal and social capability

UNDERSTANDING MOVEMENT

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

improved sleep
social contact

(ACPMPO46)

Literacy
Critical and creative thinking

2. Movement skills that combine the elements of effort, space, time, objects and people (ACPMPO47)

Numeracy
Personal and social capability

LEARNING THROUGH MOVEMENT

1. Cooperation skills and practices to ensure everyone is included in all physical activities (ACPMPO48)

Literacy
Critical and creative thinking
Personal and social capability

2. Transfer of skills and knowledge to solve movement challenges (ACPMPO49)

Literacy
Critical and creative thinking
Personal and social capability

3. Basic rules and scoring systems to keep physical activities safe and fair (ACPMPO50)

Literacy
Personal and social capability
Ethical understanding

Year 5 Syllabus

Year Level Description

In Year 5, the content provides students with the opportunity to focus on the influence of emotional responses on relationships and to [develop](#) skills and strategies to manage changing relationships occurring at key transition points in their lives. They learn about ways they can take action to promote safe and healthy lifestyle practices in a range of contexts. They also focus on the importance of preventive measures to [enhance](#) their own health and promote a healthy lifestyle.

Students [develop](#) and refine greater proficiency across a range of specialised movement skills, strategies and tactics. They focus on improving awareness of body position in relation to objects, other people and space, and assess how this can help them to successfully achieve movement outcomes or goals.

Students [examine](#) the different roles and responsibilities associated with [physical activity](#) participation, and continue to [apply ethical behaviour](#) that is consistent with promoting fair play and championing appropriate sporting conduct.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Ways that individuals and groups adapt to different contexts and situations
([ACPPS051](#))

Changes associated with puberty which vary with individuals:

- physical
- mental
- emotional

([ACPPS052](#))

Reliable sources of information that inform health, safety and [wellbeing](#), such as:

- internet-based information

- community health organisations
- publications and other media

([ACPPS053](#); [ACPPS057](#))

Strategies that promote a safe, healthy lifestyle, such as:

- comparing food labels on products
- increased physical activity
- practising sun safety

([ACPPS054](#))

Skills and strategies to establish and manage relationships over time, such as:

- exploring why relationships change
- assessing the impact of changing relationships on health and wellbeing
- building new friendships
- dealing with bullying and harassment

([ACPPS055](#))

Ways in which inappropriate emotional responses impact on relationships, such as:

- loss of trust
- fear
- loss of respect

([ACPPS056](#))

Preventive health measures that promote and maintain an individual's health, safety and [wellbeing](#), such as:

- bicycle safety
- sun safety

([ACPPS058](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 5

Term 1	Term 2	Term 3	Term 4
<p>FMS circuits</p> <p>Revise boundary/whistle/safety</p> <p>MOB 1</p> <p>Volleyball- serve, set, pass game play</p> <p>MOB 2,3; UM 2; LTM 2</p>	<p>Cross Country Run</p> <p>MOB 3; UM 1</p> <p>Basket Ball- dribble, catch, throw, shooting, game play</p> <p>MOB 2,3; UM 2; LTM 1,2</p>	<p>Sprints 100m, relay</p> <p>MOB 1; UM 1</p> <p>Pass ball, leader ball</p> <p>MOB 2,3; UM 2; LTM 2</p> <p>flag relay, long jump, triple jump</p> <p>MOB 2,3; UM 2;</p> <p>T-Ball Throw</p> <p>MOB 1</p>	<p>Frisbee- throw, catch, game play</p> <p>MOB 2,3; UM 2; LTM 1,2</p>

Movement and physical activity

MOVING OUR BODY

1. Fundamental movement skills demonstrating adjustment of force and speed to improve accuracy and control (ACPMP061; ACPMP065)

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

2. Linking of fundamental movement skills to specific skills used in organised games, sports and activities, such as linking throwing to basketball passing and shooting (ACPMP061; ACPMP065)

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

3. Basic strategies and tactics to successfully achieve a movement outcome or goal:

body awareness
spatial awareness
relationship to and with objects, people and space

(ACPMP063)

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

UNDERSTANDING MOVEMENT

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

control of blood pressure
reduced risk of heart disease
reduced stress
improved concentration

(ACPMP064)

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

2. Manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills (ACPMP065)

[Numeracy](#)
[Personal and social capability](#)

LEARNING THROUGH MOVEMENT

1. Responsibilities of different roles in a range of physical activities, such as:

- player
- coach
- referee/umpire

(ACPMP067)

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)
[Ethical understanding](#)

2. Ethical behaviour in applying rules in all game situations (ACPMP069)

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)
[Ethical understanding](#)

Year 6 Syllabus

Year Level Description

In Year 6, the content provides students with the opportunity to refine and further [develop](#) skills and strategies to promote a healthy lifestyle including those that focus on minimising and managing conflict and building self-esteem to support healthy relationships. Students are provided with opportunities to [develop](#) skills in accessing reliable and up-to-date information, and continue to explore ways they can manage negative health influences and pursue a healthy lifestyle.

Students refine, consolidate and [develop](#) greater proficiency across a range of specialised skills, strategies and tactics in game situations and [movement challenges](#). They focus on improving skill selection and awareness of body position in relation to objects, other people and space, in offensive and defensive contexts.

Students [develop](#) and refine interpersonal skills that support them to adopt different roles and responsibilities and perform these with competence and confidence. They are encouraged to further [develop](#) leadership roles in team situations, with a focus on sound ethical conduct and the application of a broad knowledge of [sport](#)-specific rules.

The Health and Physical Education curriculum provides opportunities for students to [develop](#), [enhance](#) and exhibit attitudes and [values](#) that promote a healthy lifestyle.

Ways that personal [identities](#) change over time ([ACPPS051](#))

Strategies and resources to [understand](#) and manage the changes and [transitions](#) associated with puberty, such as:

- minimising and managing conflict
- recognising and building self-esteem
- selecting and managing relationships

([ACPPS052](#))

Criteria that can be applied to sources of information to assess their credibility
([ACPPS053](#))

Strategies that promote a healthy lifestyle, such as:

- refusing medicines, tobacco, alcohol or other drugs
- improving the nutritional value in meals
- increasing physical activity
- being safe in an online environment

([ACPPS054](#))

Skills to establish and manage positive relationships, such as:

- showing respect and empathy
- being cooperative
- actively listening
- being trustworthy
- accepting differences

([ACPPS055](#))

Situations in which emotions can influence decision-making:

- in peer group
- with friends
- with family
- during sporting or physical activities

([ACPPS056](#))

Preventive health measures that can promote and maintain [community health](#), safety and [wellbeing](#), such as:

- creating social connections for better mental health
- meeting physical activity recommendations

([ACPPS058](#))

PE PROGRAMME

Students have 1x50min PE lesson per week.

Whilst each learning experience in PE involves most content descriptors in each of the 3 sub strands those listed in the table below note the descriptors that will be the focus for the particular learning experiences.

2017 YR 6

Term 1	Term 2	Term 3	Term 4
<p>FMS circuits</p> <p>Revise boundary/whistle/safety</p> <p>MOB 1</p> <p>Volleyball- serve, set, pass game play</p> <p>MOB 2,3; UM 2; LTM 2</p>	<p>Cross Country Run</p> <p>MOB 3; UM 1</p> <p>Basketball- passing, shooting, game play</p> <p>MOB 2,3; UM 2; LTM 1,2,3</p>	<p>Sprints 100m, relay</p> <p>MOB 1; UM 1</p> <p>Pass ball, leader ball</p> <p>MOB 2,3; UM 2; LTM 2</p> <p>flag relay, long jump, triple jump</p> <p>MOB 2,3; UM 2;</p> <p>T-Ball Throw</p> <p>MOB 1</p>	<p>Frisbee- throw, catch, game play</p> <p>MOB 2,3; UM 2; LTM 1,2,3</p> <p>Athletics throws for High School</p> <p>MOB 2; LTM 2</p>

Movement and physical activity

MOVING OUR BODY

1. Fundamental movement skills demonstrating adjustment of **force** and speed to improve accuracy and **control** ([ACPMP061](#); [ACPMP065](#))

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

2. Linking of **fundamental movement skills** to specific skills used in organised games, sports and activities, such as linking kicking to passing and shooting in soccer ([ACPMP061](#); [ACPMP065](#))

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

3. Basic strategies and tactics to successfully achieve an offensive or defensive outcome or goal:

use of appropriate skills
spatial awareness
relationship to and with objects, people and space

([ACPMP063](#))

[Literacy](#)
[Numeracy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

UNDERSTANDING MOVEMENT

1. Benefits of regular **physical activity** and **physical fitness** to health and **wellbeing**:

control of weight and blood fats, such as cholesterol
improved concentration

([ACPMP064](#))

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

2. The manipulation and modification of the elements of effort, space, time, objects and people, and their effects on movement skills ([ACPMP065](#))

[Personal and social capability](#)

LEARNING THROUGH MOVEMENT

1. Interpersonal skills in physical activities, such as:

encouragement of others
negotiation and sharing roles and responsibilities
dealing with conflicts and disagreements

([ACPMP067](#))

[Personal and social capability](#)
[Ethical understanding](#)

2. Solutions to **movement challenges** through the use of basic strategies and tactics ([ACPMP068](#))

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)

3. Modification of rules and scoring systems in physical activities to create a more inclusive game and fairer contest ([ACPMP069](#))

[Literacy](#)
[Critical and creative thinking](#)
[Personal and social capability](#)
[Ethical understanding](#)