

Australian Curriculum: HPE — Year 3 and 4 Band Plan-2023

CURRICULUM		YEAR 3						YEAR 4					
		Semester 1			Semester 2			Semester 1			Semester 2		
		Term 1		Term 2	Term 3		Term 4	Term 1		Term 2	Term 3		Term 4
		Health	PE	PE	Health	PE	PE	Health	PE	PE	Health	PE	PE
Unit name	Feeling safe	Scoot Scoot	Take your marks, get set, play	Healthy futures	Having a ball	Pump it!	Making healthy choices	Jump Rope for Heart	Athletic Spectacle	Culture in Australia – positive	Bat, catch, howzat!	Let me entertain you	
Unit description	Students explore risk taking behaviours, their rights and responsibilities and decision-making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe. *Aligns to C2C Unit 2	In this unit, students will refine movement skills to learn safe scooter-riding techniques. They will also apply these skills to solve scooter-riding challenges and create a scooter riding sequence *Aligns to C2C Unit 1	In this unit, students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individual based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies. They will also explore the benefits of physical activity and how specific benefits relate to major parts of the body. *Aligns to C2C Unit 2	Students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school. *Aligns to C2C Unit 3	In this unit, students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly. *Aligns to C2C Unit 3	In this unit students will create and perform movement sequences using fundamental movement skills and the elements of movement *Aligns to C2C Unit 4	Students identify strategies to keep healthy and improve fitness. They explore the <i>Australian Guide to Healthy Eating</i> and the five food groups. Students understand the importance of a balanced diet and how health messages influence food choices. They create meal plans that reflect health messages *Aligns to C2C Unit 1	In this context, students will practise and refine fundamental movement skills to perform long-rope and partner skipping skills, and solve individual skipping challenges. They will examine the benefits of being fit and physically active, and how they relate to skipping.	In this unit, students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations. *Aligns to C2C Unit 2	Students investigate how heritage and culture contribute to identity. They investigate how emotional responses vary and participate in partner and group activities. They explore the communication skills of respect and empathy and how they support positive interactions. *Aligns to C2C Unit 2	In this unit, students will apply strategies for working cooperatively and apply rules fairly. They will demonstrate refined striking/fielding skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking/fielding games. *Aligns to C2C Unit 3	In this unit, students will perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges. *Aligns to C2C Unit 4	
ASSESSMENT		Term 1		Term 2	Term 3		Term 4	Term 1		Term 2	Term 3		Term 4
Range and balance of summative assessment conventions	Assessment Name	Feeling safe- AT1	Scoot, scoot- AT2	Take your marks, get set, play- AT3	Healthy futures- AT4	Having a ball- AT5	Pump it! - AT6	Making healthy choices- AT1	Jump Rope for Heart AT2	Athletic Spectacle- AT3	Culture in Australia - positive- AT4	Bat, catch, howzat!- AT5	Let me entertain you- AT6
	Assessment Description	Research assignment	Practical	Practical	Research assignment	Practical/verbal	Practical	Assignment	Practical/verbal	Practical	Collection of work	Practical/verbal	Practical
	Mode	Written	Performance	Performance	Performance	Performance	Written	Written	Performance	Performance	Written	Performance	Performance

Aspects of the achievement standard Year 3 and 4

recognise strategies for managing change								✓					
identify influences that strengthen identities											✓		
investigate how emotional responses vary and understand how to interact positively with others in a variety of situations	✓										✓		
interpret health messages and discuss the influences on healthy and safe choices				✓				✓					
understand the benefits of being healthy and physically active			✓										
describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity				✓									
apply strategies for working cooperatively and apply rules fairly					✓				✓		✓	✓	
use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active								✓					
refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges		✓	✓		✓	✓			✓	✓	✓	✓	✓
create and perform movement sequences using fundamental movement skills and the elements of movement		✓							✓	✓	✓		

Term 1
Term 2
Term 3
Term 4
✓ indicates opportunities that summative assessments provide for students to demonstrate evidence against aspects of the achievement standard