

CURRICULUM		YEAR 5						YEAR 6						
		Semester 1			Semester 2			Semester 1			Semester 2			
		Term 1 - Health	Term 1- PE	Term 2- PE	Term 3- PE	Term 3- Health	Term 4- PE	Term 4- Health	Term 1 - Health	Term 1- PE	Term 2- PE	Term 3- PE	Term 3- Health	Term 4- PE
<b>Unit name</b>		Emotional Interaction	Play2Rhythm	Tchoukball	Built for B-Ball	Healthy Habits	UNITE		Lets all be active	Fitness Fun		All codes football	Transitioning	Over the net
<b>Unit description</b>			Students develop specialised football skills, create, and perform a sequence of these skills to music. *Aligns to C2C Unit 1	Students develop the specialised movement skills identified in the game of tchoukball. They explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities. *Aligns to C2C Unit 2	Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball. *Aligns to C2C Unit 3	Students explain the influence of people and place on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.  *Aligns to C2C Unit 1	Students work collaboratively and apply concepts of fair play while participating in various movement challenge activities. They use the "UNITE" process to work collaboratively to solve movement challenge.  *Aligns to C2C Unit 4	Students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity *Aligns to C2C Unit 2		In this unit, students will develop the specialised movement skills of free running, including running, jumping, landing, balancing and safety rolls. They will apply and combine the above skills in different movement situations. Students will apply critical and creative thinking processes in order to generate and assess solutions to movement challenges within a free running environment. *Aligns to C2C Unit 1	Students perform specialized movement skills, propose, and combine movement concepts and strategies to achieve movement outcomes in "All codes" football. *Aligns to C2C Unit 3	Students perform specialised tennis skills to open up space on the court to win or gain the upper hand within gameplay. They demonstrate skills to work collaboratively and play fairly during tennis related activities and games. Badminton will be incorporated into this unit.  *Aligns to C2C Unit 4	Students explore the feelings, challenges, and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. *Aligns to C2C Unit 4	Students develop specialised swimming, survival & lifesaving skills for aquatic environments. *Aligns to C2C Unit 5
ASSESSMENT		Term 1	Term 1	Term 2	Term 3	Term 3	Term 4	Term 4	Term 1	Term 1	Term 2	Term 3	Term 3	Term 4
Range and balance of summative assessment conventions	<b>Assessment Name</b>	Emotional Interaction AT1	Play2Rhythm-AT2	Tchoukball- AT2	Built for B-Ball-AT3	Healthy Habits – AT4	UNITE- AT5		Let's all be active	Fitness Fun		All codes football	Transitioning-AT4	Over the net
	<b>Assessment Description</b>		Practical	Practical	Practical	Project	Practical	Project		Practical	Practical	Project	Research Assignment	Practical
	<b>Mode</b>		Performance	Performance	Performance	Written	Performance	Written		Performance	Design	Performance	Written	Performance
Aspects of the achievement standard														
investigate developmental changes and transitions													✓	
explain the influence of people and places on identities													✓	
recognise the influence of emotions on behaviours and discuss factors that influence how people interact		✓											✓	
describe their own and others' contributions to health, physical activity, safety and wellbeing		✓				✓			✓					

describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing				✓					✓	✓			
examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding									✓				
demonstrate fair play and skills to work collaboratively	✓		✓			✓							✓
access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing					✓								
perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges		✓	✓								✓		✓
apply the elements of movement when composing and performing movement sequences		✓							✓				

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