



# Australian Curriculum: HPE — Year 5 and 6

## Band Plan- A/B Cycle – 2025/2026

CURRICULUM	YEAR 5 & 6 (A Cycle) 2025								YEAR 5 & 6 (B Cycle) 2026								
	Semester 1				Semester 2				Semester 1				Semester 2				
	Term 1 PE	Term 2 PE	Term 2 Health		Term 3 PE	Term 4 PE	Term 4 Health		Term 1 PE	Term 2 PE	Term 2 Health		Term 3 PE	Term 4 PE	Term 4 Health		
			Year 5	Year 6			Year 5	Year 6			Year 5	Year 6			Year 5	Year 6	
<b>Unit name</b>	Play2Rhythm	Over the net	Emotional Interaction	What am I drinking?	Fitness Fun	Healthy Habits	Transitioning	Tchoukball	All codes football	Emotional Interaction	What am I drinking?	Built for B-Ball	UNITE	Who influences me?	Transitioning		
<b>Unit description</b>	Students develop specialised football skills, create, and perform a sequence of these skills to music.	In this unit, students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games	In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.	In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options	In this unit, students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.	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.	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.	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.	Students perform specialized movement skills, propose, and combine movement concepts and strategies to achieve movement outcomes in "All codes" football.	In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.	In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options including soft drinks, energy drinks and fruit juice, and the effects they have on the body.	Students explore and describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing in the context of basketball.	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.	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.	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.		
ASSESSMENT		Term 1	Term 2	Term 2		Term 3	Term 4	Term 4		Term 1	Term 2	Term 2		Term 3	Term 4	Term 4	
<b>Range and balance of summative assessment conventions</b>	<b>Assessment Name</b>	Play2Rhythm AT2	Over the net AT5	Emotional Interaction AT1	What am I drinking? AT1	Fitness Fun AT2		Healthy Habits AT4	Transitioning-AT3	Tchoukball AT2	All codes football AT4	Emotional Interaction AT1	What am I drinking? AT1	Built for B-Ball AT3	UNITE AT5	Who influences me? AT4	Transitioning-AT3
	<b>Assessment Description</b>	Practical	Practical	Project	Research assignment	Practical Part A	Practical Part B	Project	Research Assignment	Practical	Project	Project	Research assignment	Practical	Practical	Project	Research Assignment
	<b>Mode</b>	Performance	Performance	Written	Written	Written	Design	Written	Written	Written	Performance	Performance	Written	Written	Performance	Performance	Written
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