

What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Prep	Semester: ONE	Subject: Physical Education Dance Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can practice and develop my use of Fundamental Movement Skills in different situations. - I can practice and begin to demonstrate the correct techniques for Fundamental Movement Skills. - I can solve challenges using my Fundamental Movement Skills.	I can practice and attempt to perform the correct technique for the following fundamental motor skills: <ol style="list-style-type: none">1. Running2. Leaping3. Dodging4. Catching5. Throwing6. Kicking7. Punting8. Forehand Strike9. Two Handed Strike10. Vertical Jump I can use different equipment to develop my skills when: <ol style="list-style-type: none">1. Balancing2. Sliding3. Rolling on a board	Experience with small games using different equipment.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Weeks 1-5 Balancing Sliding Rolling Sending and Receiving Establishing Right and Left Week 6-9 Running Leaping Dodging Term 2 Week 1-5 Throwing and Catching Week 6-8 Kicking	I can apply my Fundamental Motor Skills with greater precision in modified games with my peers.

*Working in Collaborative teams, examine all relevant documents, school scope and sequence, regional documents and AusVELS, and then apply the criteria of endurance, leverage and readiness to determine which standards are essential for all students to master. Remember, less is more. For each standard selected, complete the remaining columns. Complete the chart by the second or third week of each term/semester.

	4. Sending and receiving items 5. Establishing right and left				
I can play safely and respectfully with my peers in Physical Education. - I can identify and follow the rules of PE games and activities. - I can demonstrate the Wembley Values when playing with others.	I can follow the Golden rules of PE. I understand and can demonstrate the Wembley values in PE. I can follow the rules of different games in PE.	Understand the idea of rules and knowledge of consequences.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1	
I can explain how my body is growing, changing and reacting to physical activity. - I can identify different emotions that I can feel. - I can describe how my body feels during physical activity.	I can recognise parts of my body that are growing. I can explain why we need to keep some body parts private at school. I can explain the different emotions that people can feel.	Knowledge of Vocabulary: Head, shoulders, arms, finger, chest, hips, legs, knees, feet, toes, left, right, tired, heavy, sore.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 8-9	
I can identify what it means to be healthy, safe and active. - I can identify what food is healthy for me. - I can explain where people might play and try to stay active.	I can talk about different types of food and how they make me feel. I can investigate food that I should eat all of the time and food that I should eat sometimes. I can talk about where people are active in my life,	Knowledge of different types of food.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 10-11	

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Year Level: Year One	Semester: ONE	Subject: Physical Education Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can practice and perform Fundamental Movement Skills in different situations. - I can practice and demonstrate the correct techniques for Fundamental Movement Skills. - I can solve multi stage problems using my Fundamental Movement Skills.	I can practice and perform the correct technique for the following fundamental motor skills: <ol style="list-style-type: none">1. Running2. Leaping3. Dodging4. Catching5. Throwing6. Kicking7. Punting8. Forehand Strike9. Two Handed Strike10. Vertical Jump11. Ball Bounce I can apply the above Fundamental Motor Skills with greater precision in modified games with my peers.	Experience and practice using different equipment to complete different Fundamental Motor Skills.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Weeks 1-5 Establishing Rules and Procedures in PE Running Leaping Dodging Week 6-9 Throwing and Catching Term 2 Week 4-5 Ball Bounce Week 6-10 Kicking	
I can interact with my peers in a positive way by understanding how they might be feeling.	I can follow the Golden rules of PE. I can demonstrate the Wembley values when talking to people at school.	I can follow the Golden rules of PE. I understand and can demonstrate the Wembley values in PE.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1	

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<p>- I can explore the emotions that I feel and how emotional reactions might affect others.</p>	<p>I can explain different emotions that people can feel and how to help them.</p>	<p>I can follow the rules of different games in PE.</p>			
<p>I can recognise my own personal strengths and achievements. - I can celebrate things I have done.</p>	<p>I can explain what things make me proud of myself. I can list the things that make me happy. I can explain why these things make me feel good. I can explain how it feels when other people are proud or happy with something I have done.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 Week 1-3</p>	

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What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year Two	Semester: ONE	Subject: Physical Education Dance Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can perform Fundamental Movement Skills in modified sporting situations. - I can demonstrate the correct techniques for Fundamental Movement Skills in modified sports. - I can solve multi stage problems using my Fundamental Movement Skills.	I can practice, perform and improve upon my Fundamental Motor Skills in different games and sports. I can follow the rules for different games and modified sports. I can demonstrate my FMS in: Handball: Running, Dodging, Throwing and Catching T-Ball: Two Handed Strike, Throwing and Catching AFL: Punting, Catching, Dodging, Leaping and Running. Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce Soccer: Kicking, Catching, Dodging, Leaping and Running.	I can practice and perform Fundamental Movement Skills in different situations.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-5 Establishing Rules and Expectations in PE & Minor Games Practice Week 5-9 Handball Term 2 Week 1-5 Teeball Week 6-11 AFL	

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What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year Three	Semester: ONE	Subject: Physical Education Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can develop and improve upon my Fundamental Motor Skills in sporting situations. - I can use Fundamental Movement Skills to participate in modified games and challenges.	I can follow the rules for different games and modified sports. I can develop and improve upon my FMS in: Athletics: Throwing, Leaping, Jumping, Tennis: Running, Throwing, Two Handed Strike and One Handed Strike Hockey: Two Handed Strike, Running, Dodging AFL: Punting, Catching, Dodging, Leaping and Running. Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce. Volleyball/VolleyStars: Catching, Throwing, One Handed Strike, Running and Vertical Jumping.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games. Week 4-9 Athletics Term 2 Week 2-6 Tennis	
I can develop and follow my own and others sets of rules for modified games.	Partner and Group Work: - I can work effectively with a group. - I can work cooperatively with a partner when practising new skills - I can create rules and play fair when participating in physical activities.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1	
I can create and perform a basic gymnastics routine using safe and			Video Assessments Anecdotal Assessment	Term 3 Week 1-4	

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correct techniques.			FMS Checklists Exit Tickets Work Samples		
I can identify and explain different emotional situations and develop strategies to deal with these situation.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by: <ul style="list-style-type: none"> - recognising the emotional responses of myself and other in different situations, including home and at school - describing strategies they can use to identify and manage their emotions before making a decision to act. 		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-2	
I can understand and explain the benefits of being fit and healthy. - I can explain what healthy and fit mean.	<ul style="list-style-type: none"> - I can look at health resources and explain the core message they are trying to convey about health. - I can explain why there are advertisements about health in our community. - I can use the information from community and reputable websites to explain what health and fitness mean. - I can explain how these messages affect me and the people I care about. 		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 7-11	

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What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year Four	Semester: ONE	Subject: Physical Education Dance Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessment S What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can refine my Fundamental Motor Skills in sporting situations. - I can use Fundamental Movement Skills to modified games and challenges.	I can follow the rules for different games and modified sports. I can refine and build upon my FMS in: Athletics: Throwing, Leaping, Jumping, Handball: Running, Throwing, Two Handed Strike and One Handed Strike Lacrosse: Throwing, Catching, Running, Dodging Soccer: Kicking, Catching, Dodging, Leaping and Running. Netball: Throwing, Catching, Running, Dodging and Leaping. Cricket: Catching, Throwing, Two Handed Strike, Running.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games. Week 4-9 Athletics Term 2 Week 2-6 Netball Term 3 Week 6-8 Handball Term 3 Week 7-11 Soccer Term 4 Week 1-5	

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				Cricket Week 6-11 Lacrosse	
I can demonstrate an understanding of what can help me to stay safe, healthy and active	I can explore the benefits of regular physical activity and identify chances for me to be active at school, at home and in the community. I can explore messages related to health and explain how to help keep myself and others healthy, safe and physically active.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 7-11	
I can create and evaluate a dance routine that includes different elements of movement and dance. - I can create a dance that conveys a message or theme. - I can perform a choreographed dance with safety, accuracy, projection and focus. - I can evaluate and describe differences between dances.	I can work with others to learn a dance routine. I can use the dance clinics to develop my understanding of basic dance principles and choreography. I can use the dance clinics to create a group dance.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-4	
I can identify and use strategies that help me to manage the changes in my life. - I can identify my own strengths and the people in my life who have a positive impact on me.	I can explain strategies I can use to handle the changes that occur in my life eg: - Positive thinking. - Mindfulness - Talking with someone I trust I can explain what makes me the person I am. I can identify what can change people's perspectives about others.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 5	
I can identify places in the community that promote options for people's health and wellbeing. - I can explain the connections I have with community organisations and the programs they offer.	- I can look at community health advertisements and explain the message they are trying to convey about health. - I can explain why there are advertisements about health in our community. - I can decide which advertisements are effective and why. - I can explain how these messages affect me and the people I care about.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 7-11	

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What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year Five	Semester: ONE	Subject: Physical Education Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can practice specialised movement skills in different sporting situations. - I can combine my knowledge of movement skills to achieve greater results in different challenges.	I can follow the rules for different games and modified sports. I can perform FMS with precise and complex movements in: Athletics: Throwing, Leaping, Jumping, Tennis: Running, Throwing, Two Handed Strike and One Handed Strike Hockey: Two Handed Strike, Running, Dodging AFL: Punting, Catching, Dodging, Leaping and Running. Basketball: Throwing, Catching, Running, Dodging, Leaping and Ball Bounce. Volleyball/VolleyStars: Catching, Throwing, One Handed Strike, Running and Vertical Jumping.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games. Week 4-9 Athletics Term 2 Week 3-6 Tennis Term 3 Week 5-7 Volleyball Term 3 Week 8-11 Basketball Term 4 Week 1-5 AFL	

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				Week 6-11 Hockey	
I can demonstrate effective strategies for working with my peers fairly and collaboratively.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by: <ul style="list-style-type: none"> - recognising the emotional responses of myself and other in different situations, including home and at school - describing strategies they can use to identify and manage their emotions before making a decision to act. 		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1	
I can list, explain and apply strategies that can improve my own and others' health, safety and wellbeing.	I can differentiate between always and sometimes foods. I can label and place foods appropriately in their basic food groups. I can describe why it is important to eat healthy foods and exercise regular. I can describe what I need to keep my body strong and healthy.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 1-2	
I can apply elements of movement to create a continuous gymnastics routine.			Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 2 Week 7-10	
I can identify and explain the influence that people and places have on a person's identity.	I can explain what makes me the person that I am. I can explain the way that my actions affect the way people perceive me.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 3 Week 1-2	
I can recognise and explore responses and strategies when dealing with emotions.	I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by:		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets	Term 3 Week 3-4	

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	<ul style="list-style-type: none"> - recognising the emotional responses of myself and other in different situations, including home and at school - describing strategies they can use to identify and manage their emotions before making a decision to act. 		Work Samples		
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What is it that we want our students to know, understand, do and communicate KUDCO?

Year Level: Year Six	Semester: ONE	Subject: Physical Education Dance Health	Team Members: Simon Zammit & Meg Makin		
Essential Learning What is the essential learning? Describe in student friendly vocabulary.	Example-Rigor What does proficient student work look like? Provide an example and/or description.	Prior Skills Needed What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	Common Assessments What assessment/s will be used to measure student mastery?	When taught? When will this essential learning be taught?	Extension Skills What will we do when students have already learned this essential learning?
I can perform specialised movement skills in various sporting situations. - I can combine specialised movement skills to engage in and create modified sports.	I can follow the rules for different games and modified sports. I can perform FMS with precision and purpose in: Athletics: Throwing, Leaping, Jumping, Handball: Running, Throwing, Two Handed Strike and One Handed Strike Lacrosse: Throwing, Catching, Running, Dodging Soccer: Kicking, Catching, Dodging, Leaping and Running. Netball: Throwing, Catching, Running, Dodging and Leaping. Cricket: Catching, Throwing, Two Handed Strike, Running.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	Term 1 Week 1-3 Establishing Routines and Introduction to Minor Games. Week 4-9 Athletics Term 2 Week 3-6 Netball Term 3 Week 5-7 Handball Term 3 Week 8-11 Soccer Term 4 Week 1-5 Cricket Week 6-11 Lacrosse	

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<p>I can create a choreographed piece of dance with a group that conveys a message or theme through movement.</p> <ul style="list-style-type: none"> - I can perform a dance demonstrating technical and expressive movement skills. - I can explain how the elements of dance can convey ideas and messages. 	<p>I can create a dance routine that flows with the rhythm/beat of the music.with my group.</p> <p>I can include different techniques, movement patterns and formations during our dance performance.</p> <p>I can work cooperatively with my group.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 3 Week 1-4</p>	
<p>I can investigate the developmental changes and transition my body is going through.</p> <ul style="list-style-type: none"> - I can investigate the resources and people that can support me through these changes. - I can explain and apply strategies I can use to help manage my emotions during this change. 	<p>I can explain what puberty is.</p> <p>I can list the resources and people I trust to find more information.</p> <p>I can list the strategies I can use to manage these changes as they occur.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 Week 1-2</p>	
<p>I can identify areas in the community that promote health and wellbeing messages.</p> <ul style="list-style-type: none"> - I can investigate the types of messages promoted to our diverse community. 	<p>I can look at community health advertisements and explain the message they are trying to convey about health.</p> <p>I can explain why there are advertisements about health in our community.</p> <p>I can decide which advertisements are effective and why.</p> <p>I can explain how these messages affect me and the people I care about.</p> <p>I can research how the wider community engages in supporting diversity.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 Week 7-8</p>	
<p>I can describe the key feature of health related fitness and how important it is to my health.</p> <ul style="list-style-type: none"> - I can identify my own and others' contributions to physical activity and wellbeing. 	<p>Proposing and implementing opportunities to increase their physical activity levels at school and at home.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p>Term 2 9-11</p>	

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