

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

<b>Year Level:</b> Prep	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Gus Carty Cowling & Laura Keays		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b>I can practice and develop my use of Fundamental Movement Skills in different situations.</b></p> <p>I can practice and begin to demonstrate the correct techniques for Fundamental Movement Skills.</p> <p>I can solve challenges using my Fundamental Movement Skills.</p>	<p>I can practice and attempt to perform the correct technique for the following fundamental motor skills:</p> <ol style="list-style-type: none"> <li>1. Running</li> <li>2. Leaping</li> <li>3. Dodging</li> <li>4. Catching</li> <li>5. Throwing</li> <li>6. Kicking</li> <li>7. Punting</li> <li>8. Forehand Strike</li> <li>9. Two Handed Strike</li> <li>10. Vertical Jump</li> </ol> <p>I can use different equipment to develop my skills when:</p> <ol style="list-style-type: none"> <li>1. Balancing</li> <li>2. Sliding</li> <li>3. Rolling on a board</li> <li>4. Sending and receiving items</li> <li>5. Establishing right and left</li> </ol>	Experience with small games using different equipment.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<p><b>Term 1 and Term 2</b></p> <p>Balancing Sliding Rolling Sending and Receiving Establishing Right and Left</p> <p>Running Leaping Dodging</p> <p>Throwing and Catching Kicking</p>	I can apply my Fundamental Motor Skills with greater precision in modified games with my peers.

<p><b>I can play safely and respectfully with my peers in Physical Education.</b>  I can identify and follow the rules of PE games and activities.  I can demonstrate the Wembley Values when playing with others.</p>	<p>I can follow the rules of PE.  I understand and can demonstrate the Wembley values in PE.  I can follow the rules of different games in PE.</p>	<p>Understand the idea of rules and knowledge of consequences.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 2</b></p>	
<p><b>I can explain how my body is growing, changing and reacting to physical activity.</b>  I can identify different emotions that I can feel.  I can describe how my body feels during physical activity.</p>	<p>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.</p>	<p>Knowledge of Vocabulary: Head, shoulders, arms, finger, chest, hips, legs, knees, feet, toes, left, right, tired, heavy, sore.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 1</b></p>	
<p><b>I can identify what it means to be healthy, safe and active.</b>  I can identify what food is healthy for me.  I can explain where people might play and try to stay active.</p>	<p>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,</p>	<p>Knowledge of different types of food.</p>	<p>Video Assessments  Anecdotal Assessment  FMS Checklists  Exit Tickets  Work Samples</p>	<p><b>Term 2</b></p>	

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<b>Year Level:</b> Year One		<b>Semester:</b> ONE		<b>Subject:</b> Physical Education Health		<b>Team Members:</b> Gus Carty Cowling & Laura Keays	
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?		
<b>I can practice and perform Fundamental Movement Skills in different situations.</b> - 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"><li>1. Running</li><li>2. Leaping</li><li>3. Dodging</li><li>4. Catching</li><li>5. Throwing</li><li>6. Kicking</li><li>7. Punting</li><li>8. Forehand Strike</li><li>9. Two Handed Strike</li><li>10. Vertical Jump</li><li>11. Ball Bounce</li></ol> 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	<b>Term 1</b>			
<b>I can interact with my peers in a positive way by understanding how they might be feeling.</b>	I can follow the Golden rules of PE. I can demonstrate the Wembley values when talking to people at school.	I can follow the rules of PE. I understand and can demonstrate the Wembley values in PE.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 2</b>			

<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><b>I can recognise my own personal strengths and achievements.</b> - 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><b>Term 2</b></p>	
<p><b>- I understand that how I act can affect the emotions of others</b> - I can discuss ways that will help me remain healthy</p>	<ul style="list-style-type: none"> <li>- recognising own emotions and demonstrating positive ways to react in different situations at home and at school</li> <li>- identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li> <li>- predicting how a person might be feeling based on the words they use, their facial expressions and body language</li> <li>- understanding how a person's reaction to a situation can affect others' feelings</li> </ul>			<p><b>Term 2</b></p>	

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

<b>Year Level:</b> Year Two	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Gus Carty Cowling & Laura Keays		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<b>I can practice and perform Fundamental Movement Skills in different situations.</b> <ul style="list-style-type: none"> <li>- I can practice and demonstrate the correct techniques for Fundamental Movement Skills.</li> <li>- I can solve multi stage problems using my Fundamental Movement Skills.</li> </ul>	I can practice and perform the correct technique for the following fundamental motor skills: <ol style="list-style-type: none"> <li>12. Running</li> <li>13. Leaping</li> <li>14. Dodging</li> <li>15. Catching</li> <li>16. Throwing</li> <li>17. Kicking</li> <li>18. Punting</li> <li>19. Forehand Strike</li> <li>20. Two Handed Strike</li> <li>21. Vertical Jump</li> <li>22. Ball Bounce</li> </ol>	Experience and practice using different equipment to complete different Fundamental Motor Skills.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 1</b>	

	I can apply the above Fundamental Motor Skills with greater precision in modified games with my peers.				
<b>I can interact with my peers in a positive way by understanding how they might be feeling.</b> - I can explore the emotions that I feel and how emotional reactions might affect others.	I can follow the Golden rules of PE. I can demonstrate the Wembley values when talking to people at school. I can explain different emotions that people can feel and how to help them.	I can follow the rules of PE. I understand and can demonstrate the Wembley values in PE. I can follow the rules of different games in PE.	Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 2</b>	
<b>I can recognise my own personal strengths and achievements.</b> - I can celebrate things I have done	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.		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 1</b>	
<b>- I understand that how I act can affect the emotions of others</b> - I can discuss ways that will help me remain healthy	<ul style="list-style-type: none"> <li>- recognising own emotions and demonstrating positive ways to react in different situations at home and at school</li> <li>- identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses</li> <li>- predicting how a person might be feeling based on the words they use, their facial expressions and body language</li> <li>- understanding how a person's reaction to a situation can affect others' feelings</li> </ul>			<b>Term 2</b>	

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<b>Year Level:</b> Year Three	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Gus Carty Cowling & Laura Keays		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
<p><b>I can develop and improve upon my Fundamental Motor Skills in sporting situations.</b> - I can use Fundamental Movement Skills to participate in modified games and challenges.</p>	<p>I can follow the rules for different games and modified sports.</p> <p>I can develop and improve upon my FMS in:</p> <p>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.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<b>Term 1</b>	
<p><b>I can develop and follow my own and others sets of rules for modified games.</b></p>	<p>Partner and Group Work:</p> <ul style="list-style-type: none"> <li>- I can work effectively with a group.</li> <li>- I can work cooperatively with a partner when practising new skills</li> <li>- I can create rules and play fair when participating in physical activities.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<b>Term 2</b>	
<p><b>I can identify and explain different emotional situations and develop strategies to deal with these situations.</b></p>	<p>I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by:</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets</p>	<b>Term 1</b>	

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

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<b>Year Level:</b> Year Four	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Gus Carty Cowling & Laura Keays		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigor</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?

<p>I can refine my Fundamental Motor Skills in sporting situations. - I can use Fundamental Movement Skills to modified games and challenges.</p>	<p>I can follow the rules for different games and modified sports.</p> <p>I can refine and build upon my FMS in:</p> <p>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.</p>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 1</b></p>	
<p>I can develop and follow my own and others sets of rules for modified games.</p>	<p>Partner and Group Work:</p> <ul style="list-style-type: none"> <li>- I can work effectively with a group.</li> <li>- I can work cooperatively with a partner when practising new skills</li> <li>- I can create rules and play fair when participating in physical activities.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 2</b></p>	
<p><b>I can identify and explain different emotional situations and develop strategies to deal with these situations.</b></p>	<p>I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by:</p> <ul style="list-style-type: none"> <li>- recognising the emotional responses of myself and other in different situations, including home and at school</li> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 1</b></p>	
<p><b>I can understand and explain the benefits of being fit and healthy.</b> - I can explain what healthy and fit mean.</p>	<ul style="list-style-type: none"> <li>- I can look at health resources and explain the core message they are trying to convey about health.</li> <li>- I can explain why there are advertisements about health in our community.</li> <li>- I can use the information from community and reputable websites to explain what health and fitness mean.</li> <li>- I can explain how these messages affect me and the people I care about.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 2</b></p>	

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<b>Year Level:</b> Year Five	<b>Semester:</b> ONE	<b>Subject:</b> Physical Education Health	<b>Team Members:</b> Gus Carty Cowling & Laura Keays		
<b>Essential Learning</b> What is the essential learning? Describe in student friendly vocabulary.	<b>Example-Rigour</b> What does proficient student work look like? Provide an example and/or description.	<b>Prior Skills Needed</b> What prior knowledge, skills and/or vocabulary are needed for a student to master this essential learning?	<b>Common Assessments</b> What assessment/s will be used to measure student mastery?	<b>When taught?</b> When will this essential learning be taught?	<b>Extension Skills</b> What will we do when students have already learned this essential learning?
I can practise specialised movement skills in different sporting situations.	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.  <b>Perform a range of individual and group challenges.</b>		Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples	<b>Term 2</b>	

<p>I can demonstrate effective strategies for working with my peers fairly and collaboratively.</p>	<p>I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by:</p> <ul style="list-style-type: none"> <li>- recognising the emotional responses of myself and other in different situations, including home and at school</li> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 1</b></p>	
<p><b>I can describe the key feature of health related fitness and how important it is to my health.</b> - I can identify my own and others' contributions to physical activity and wellbeing.</p>	<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><b>Term 1</b></p>	
<p>I can recognise and explore responses and strategies when dealing with emotions.</p>	<p>I can use my knowledge of my emotions and feelings to interact with my peers in a positive way by:</p> <ul style="list-style-type: none"> <li>- recognising the emotional responses of myself and other in different situations, including home and at school</li> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>		<p>Video Assessments Anecdotal Assessment FMS Checklists Exit Tickets Work Samples</p>	<p><b>Term 2</b></p>	

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	<p>different situations, including home and at school</p> <ul style="list-style-type: none"> <li>- describing strategies they can use to identify and manage their emotions before making a decision to act.</li> </ul>				
<p><b>I can describe the key feature of health related fitness and how important it is to my health.</b></p> <ul style="list-style-type: none"> <li>- I can identify my own and others' contributions to physical activity and wellbeing.</li> </ul>	<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><b>Term 1</b></p>	