

Salisbury State School - HPE Mapping across 2 years. Model with specialist taking only Movement and Physical Activity

ODD YEAR PLAN:

	TERM 1										TERM 2										TERM 3										TERM 4									
	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10	1	2	3	4	5	6	7	8	9	10
PREP	MOVEMENT - fundamental skills: jump, skip, hop										Unit 2: Catch that bean Students demonstrate personal and social skills for working with others in a range of activities. They develop the fundamental movement skills of two-handed catching and underarm throwing and explore dynamic balances with beanbags.										Unit 4: Animal grove Students perform fundamental movement skills to music. They explore the elements of movement and describe how their body responds to movement in a performance combining the elements of movement.										SWIMMING: Focus on entries, exits, water safety									
HPE FOCUS AREA	Fundamental Movement Skills & Challenge and adventure activities										Active play and minor games																													
Achievement Standards																																								
YEAR 1-2	SWIMMING										Yr2 Unit 3: Ropes and rhymes Students perform long-rope skipping sequences to rhymes. They identify how their heart reacts to skipping.										Unit 2: They keep me rolling Students demonstrate fundamental movement skills while using scooter boards. They manoeuvre a scooter board along different pathways and through a range of obstacles.										SWIMMING: Focus on rescue and problem solving using movement sequences									
HPE FOCUS AREA																																								
Achievement Standards																																								
YEAR 3-4	SWIMMING										Y4 Unit 2: Athletic spectacle Students create an athletic-themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in										Unit 4: Pump it! Students create and perform movement sequences using fundamental movement skills and the elements of movement. (45B - Yr5s need marking guide)										SWIMMING: Focus on rescue and problem solving using movement sequences									
HPE FOCUS AREA																																								
Achievement Standards																																								
YEAR 5-6	SWIMMING										Adjust from Yr4 U2. Create own marking guide										Unit 4: Over the net Students perform specialised tennis skills. They combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies.										SWIMMING: Focus on rescue and problem solving using movement sequences									
HPE FOCUS AREA																																								
Achievement Standards																																								
	SUMMATIVE ASSESSMENT																																							
	FORMATIVE ASSESSMENT																																							

ACHIEVEMENT STANDARDS MAPPING FOR SUMMATIVE ASSESSMENT FOR REPORTING

		SEMESTER 1										SEMESTER 2										
EVEN YEAR	PREP	MOVEMENT	*Students use personal and social skills when working with others in a range of activities. *They perform fundamental movement skills and solve movement challenges.										*Students use personal and social skills when working with others in a range of activities. *They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. *They apply fundamental movement skills and solve movement challenges.									
		HEALTH	*Students recognise how they are growing and changing *They identify and describe the different emotions people experience.										*They identify actions that help them be healthy, safe and physically active *They identify different settings where they can be active and demonstrate how to move and play safely									
	YEAR 1-2	MOVEMENT	*They perform movement sequences that incorporate the elements of movement. *They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.										*Students demonstrate positive ways to interact with others. *They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.									
		HEALTH	*They recognise how strengths and achievements contribute to identities.										*They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. *They identify areas where they can be active and how the body reacts to different physical activities.									
	YEAR 3-4	MOVEMENT	*Students apply strategies for working cooperatively and apply rules fairly. *They create and perform movement sequences using fundamental movement skills and the elements of movement.										*Students apply strategies for working cooperatively and apply rules fairly. *They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities to solve movement challenges.									
		HEALTH	*They identify influences that strengthen identities										*Students interpret health messages and discuss the influences on healthy and safe choices									
	YEAR 5-6	MOVEMENT	*They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.										*Students demonstrate fair play and skills to work collaboratively. *They apply the elements of movement when composing and performing movement sequences.									
		HEALTH	*They explain the influence of people and places on identities. *They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.										*They describe their own and others' contributions to health, physical activity, safety and wellbeing. *They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and other's health, safety and wellbeing									
ODD YEARS	PREP	MOVEMENT	*Students use personal and social skills when working with others in a range of activities. *They perform fundamental movement skills and solve movement challenges.										*Students use personal and social skills when working with others in a range of activities. *They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. *They apply fundamental movement skills and solve movement challenges.									
		HEALTH	*Students recognise how they are growing and changing *They identify and describe the different emotions people experience.										*They identify actions that help them be healthy, safe and physically active *They identify different settings where they can be active and demonstrate how to move and play safely									
	YEAR 1-2	MOVEMENT	*They perform movement sequences that incorporate the elements of movement. *They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.										*Students demonstrate positive ways to interact with others. *They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges.									
		HEALTH	*They identify how emotional responses impact on others' feelings.										*Students describe changes that occur as they grow older									
	YEAR 3-4	MOVEMENT	*Students apply strategies for working cooperatively *They create and perform movement sequences using fundamental movement skills and the elements of movement.										*Students apply rules fairly. *They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities to solve movement challenges.									
		HEALTH	*They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. *They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.										*Students recognise strategies for managing change.									
	YEAR 5-6	MOVEMENT	*They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.										*Students demonstrate fair play and skills to work collaboratively. *They apply the elements of movement when composing and performing movement sequences.									
		HEALTH	*They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. *They describe the key features of health-related fitness and the significance of physical activity participation to health & wellbeing.										*Students investigate developmental changes and transitions.									