

# Level Six plan — Victorian Curriculum: Physical Education



Implementation year: 2017

School name: Kyabram P-12 College

Prepared By: Sarah Mangan

<b>Identify Curriculum</b>	<b>Phase curriculum focus and Year level description</b>	Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations in a range of settings, including indoor, outdoor and aquatic. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Levels 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to communicate and problem-solve in teams or groups in movement settings. By Level 6, it is anticipated that students should be able to demonstrate the knowledge and skills identified in the Victorian Water Safety Certificate.			
	<b>Achievement standard</b>	By the end of Level 6, students investigate developmental changes and transitions. They understand the influences people and places have on personal identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how community wellbeing is supported by celebrating diversity and connecting to the natural and built environment. Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and creating movement sequences.			
	<b>Course Outline</b>	Students study one hour of Physical Education per week in Years Five and Six.			
<b>Teaching and learning</b>	<b>Unit Overview</b>	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
		<b>FITNESS, FUNDAMENTAL MOVEMENT SKILLS &amp; PEER TEACHING</b> 2017 Week 1-7 <b>FMS AP</b> (begin invasion)  Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115)  <b>INDIVIDUAL – GYMNASTICS</b> 2017 Week 8&9 <b>RE</b>	<b>INVASION GAMES</b> 2017 Week 1-4 <b>Week 5 &amp; 6 – SEPEP Basketball</b> <b>AP GS FMS</b>  Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)  <b>ATHLETICS AND FITNESS</b> Week 7-10 <b>FMS LLPA</b>	<b>ATHLETICS AND FITNESS</b> 2017 Week 1 – 6 <b>LLPA FMS</b>  <b>NET/WALL</b> 2017 – Tennis <b>LLPA GS AP FMS</b>  Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)	<b>STRIKING AND FIELDING</b> Cricket – refresh Softball <b>FMS, GS</b>  <b>INVASION – soccer</b> <b>FMS GS</b>  Design and perform a variety of movement sequences (VCHPEM116)
		<b>FITNESS, FUNDAMENTAL MOVEMENT SKILLS &amp; PEER TEACHING</b> <b>FMS AP</b>  <b>INDIVIDUAL – GYMNASTICS</b> <b>RE</b>  Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119)	<b>LIFESTYLE/TARGET/BOOTCAMP</b> - Golf, Bocce, Circuit, Bootcamp <b>LLPA CA</b>  Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)  <b>ATHLETICS AND FITNESS</b> Week 7-10 <b>FMS GS</b>	<b>ATHLETICS AND FITNESS</b> 2018 Week 1 – 6 <b>FMS</b>  <b>INVASION – AFL 9's</b> <b>FMS GS</b>  Propose and apply movement concepts and strategies (VCHPEM117)	<b>STRIKING AND FIELDING</b> Cricket <b>FMS GS</b>  <b>INVASION GAMES</b> Week 1-4 Week 5 & 6 – SEPEP Netball <b>FMS GS</b>  Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)

Develop assessment	Assessment		Unit 1		Unit 2		Unit 3		Unit 4	
	Week	Assessment	Week	Assessment	Week	Assessment	Week	Assessment	Week	Assessment
	1	Canadian FMS test	1	Testing – Canadian and Beep Test	1	Testing - Canadian and Beep Test	1	Testing - Canadian and Beep Test	1	Testing - Canadian and Beep Test
2	Beep Test	Odd	SEPEP Rubric	Odd	Forehand strike FMS checklist	Odd	Striking FMS checklist	Odd	Striking FMS checklist	
Odd	Peer teach to P/1/2's - Checklist	Even	Create fitness circuit – Check list HR	Even	I can statements for AFL	Even	SEPEP rubric	Even	SEPEP rubric	
Even	Movement sequence									

**Level Six Physical Education: review for balance and coverage of content descriptions.**

Movement and Physical Activity					
	1	2	3	4	O
Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115)	*				
Design and perform a variety of movement sequences (VCHPEM116)				*	
Propose and apply movement concepts and strategies (VCHPEM117)			*		
Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)		*			

Movement and Physical Activity					
	1	2	3	4	O
Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119)	*				
Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)				*	
Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)			*		
Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)		*			