



Delivering excellence in PDHPE

NSW PD/H/PE SYLLABUS for the Australian Curriculum

ATHLETICS

(Movement Skill and Performance)

Program Overview, Outcomes and Report

Early Stage One and Stage Three

2024



Email: info@sportit.com.au

www.sportit.com.au

PDHPE – Athletics skills for Early Stage One

Content for Early Stage One

Unit Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Personal Development, Health and Physical Education Outcomes

<p>Movement, Skills & Performance</p> <ul style="list-style-type: none"> • PDe-4 – practices different movement skills and sequences using different body parts. • PDe-5 – explore possible solutions to movement challenges through participation in a range of activities. • PDe-10 – use interpersonal skills to effectively interact with others. • PDe-11 – demonstrates how the body moves in relation to space, time, objects, effort and people. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How do we move our bodies? • How can we solve problems when moving? • How do we participate with others when we are active?
<p>Healthy, Safe & Active Lifestyles</p> <ul style="list-style-type: none"> • PDe-7 – identifies actions that promote health, safety, wellbeing and physically active spaces. • PDe-9- practices self-management skills in familiar and unfamiliar scenarios. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • What choices can help make me safe, supported and active? • What helps us to stay healthy and active?* • How do we make healthy and safe choices in different situations?

PDHPE Skill Domains

Movement Skills (M)	Interpersonal Skills (I)	Self-Management Skills (S)
<ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement - Health and fitness enhancing movement 	<ul style="list-style-type: none"> - Communication - Collaboration, inclusion and relationship building - Empathy building - Leadership and advocacy - Social awareness 	<ul style="list-style-type: none"> - Strengthening personal identity - Self-awareness - Emotion and stress management - Decision making and problem solving - Help seeking

PDHPE Propositions



- Focus on value proposition
- Take a strength based approach
- Value Movement
- Develop health literacy
- Include a critical enquiry approach

Cross Curriculum Priorities

All SPORTIT PDHPE programs are inclusive of cross-curriculum priorities to assist students achieve broad learning outcomes.



Links with other key learning areas in this subject include;

- *Numeracy: participates in games where students need to recognise, describe and continue repeating patterns (Mae-8NA).* 
- *Literacy: communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interactions (ENe-1A).* 

Athletics skills – Program outline

Week	Learning Focus	ATHLETICS PROGRAM OUTLINE	Outcomes covered
One	Sprint run & relay formations.	Introduce & practise the techniques & skills associated with the sprint run ; standing starts & relay formations . Discuss the outcomes & benefits of effort & practice. Play a variety of running games that involve co-operation & an ability to follow simple instructions.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Two	Sprint run & circular relay.	Review sprint run & relay formations; introduce, practice & refine the techniques & skills associated with circular relay formations & cross country running; review standing & crouching starts; baton changes & discuss roles, responsibilities & benefits of teamwork.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Three	Long Jump & revision of previous weeks skills	Introduce & practice the skills & technique associated with long jump ; discuss safety considerations, related rules & strategies. Review skills learnt from the previous week.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Four	High Jump technique (scissor kick)	Introduce the skills & technique associated with & high jump (scissor kick); teach safety considerations, technique & rules. Review skills learnt from the previous week. Play a variety of games that involve loco- motor skills learnt in previous lessons, co-operation & an ability to follow simple instructions.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Five	Hurdles (small)	Introduce the skills & technique associated with & hurdling (small); teach safety considerations, technique & rules. Review skills learnt from the previous week.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Six	Vortex & Javelin	Introduce field events using modified equipment such as the foam javelin and plastic vortex. Takes part in a variety of games that require manipulating an object using different levels of force and speed to reach a variety of distances and targets.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Seven	Shot put introduction	Introduce & practise the skills associated with shot-put ; (bean bags & tennis balls) teach safety considerations. Review previous week & discuss how safe practices promote personal well-being & the well-being of others.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Eight	Shot put & revision of previous week's skills learnt	Review skills & techniques associated shot-put ; review safety considerations, rules, & techniques (push high).	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Nine	Assessment of skills learnt	Assess, provide teacher feedback to assist with student development and record student results to assist with the organisation of the school's Athletic carnival events.	N/A
Ten	Gala Day	Revise & explore all the Athletic activities that have been learnt throughout the term in a tabloid style gala day where students work together in teams	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10.

Assessment Overview

Assessment **FOR** Learning; involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.

- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular lessons
- Is inclusive of all learners

Assessment **AS** Learning; involves students in the learning process where they can monitor their own progress, ask questions and practice skills; students use self-assessment and teacher feedback to reflect on their learning.

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating their own learning goals to encourage growth and development
- Encourages peer assessment, self- assessment and reflection

Assessment **OF** Learning; assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Is used to plan future learning goals and pathways for students
- Provides a transparent interpretation across all audiences

Register - To be attached to Assessment Report (please sign and date)

Date commenced: _____ **Date completed:** _____

Class teacher: _____ **Signature:** _____

PDHPE – Athletics skills for Stage One

Content for Stage One

Unit Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Personal Development, Health and Physical Education Outcomes

<p>Movement, Skills & Performance</p> <ul style="list-style-type: none"> • PD1-4 – performs movement skills in a variety of sequences and situations. • PD1-5 – proposes a range of alternatives to solve movement challenges through participation in a range of activities. • PD1-10 – describes and practices interpersonal skills to promote inclusion to make themselves and others feel they belong. • PD1-11 – incorporates elements of space, time, objects, effort and people in creating and performing simple movement sequences. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • What are the different ways we can move our body? • How can we move and improve our involvement in physical activity? • How can we participate safely and fairly during physical activity?
<p>Healthy, Safe & Active Lifestyles</p> <ul style="list-style-type: none"> • PD1-8 – participates in a range of opportunities that promote physical activity. * • PD1-9- demonstrates self-management skills in taking responsibility for their own actions. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How can I be responsible for my own, and others’ health, safety and well-being? • How can I act to help make me environments healthy, safe and active? • What influences my decisions and actions to be healthy, safe and physically active?

PDHPE Skill Domains

Movement Skills (M)	Interpersonal Skills (I)	Self-Management Skills (S)
<ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement - Health and fitness enhancing movement 	<ul style="list-style-type: none"> - Communication - Collaboration, inclusion and relationship building - Empathy building - Leadership and advocacy - Social awareness 	<ul style="list-style-type: none"> - Strengthening personal identity - Self-awareness - Emotion and stress management - Decision making and problem solving - Help seeking

PDHPE Propositions



- Focus on value proposition
- Take a strength based approach
- Value Movement
- Develop health literacy
- Include a critical enquiry approach

Cross Curriculum Priorities

All SPORTIT PDHPE programs are inclusive of cross-curriculum priorities to assist students achieve broad learning outcomes.



Links with other key learning areas in this subject include;

- *Numeracy: through imaginative games, creates, represents and continues a variety of patterns with numbers and objects (MA1-8NA).* 
- *Literacy: Communicates with a range of people in informal and guided activities demonstrating interaction skills and considers how own communication is adjusted in different situations (EN1-1A).* 

Athletics Skills - Program outline

Week	Learning Focus	ATHLETICS SKILLS PROGRAM OUTLINE	Outcomes covered
One	Sprint run & relay formations.	Introduce & practise the techniques & skills associated with the sprint run ; standing starts & relay formations . Discuss the outcomes & benefits of effort & practice. Play a variety of running games that involve co-operation & an ability to follow simple instructions.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Two	Sprint run & circular relay.	Review sprint run & relay formations; introduce, practice & refine the techniques & skills associated with circular relay formations & cross country running; review standing & crouching starts; baton changes & discuss roles, responsibilities & benefits of teamwork.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Three	Long Jump & revision of previous weeks skills	Introduce & practice the skills & technique associated with long jump ; discuss safety considerations, related rules & strategies. Review skills learnt from the previous week.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Four	High Jump technique (scissor kick)	Introduce the skills & technique associated with & high jump (scissor kick); teach safety considerations, technique & rules. Review skills learnt from the previous week. Play a variety of games that involve loco- motor skills learnt in previous lessons, co-operation & an ability to follow simple instructions.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Five	Hurdles (small)	Introduce the skills & technique associated with & hurdling (small); teach safety considerations, technique & rules. Review skills learnt from the previous week.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Six	Vortex & Javelin	Introduce field events using modified equipment such as the foam javelin and plastic vortex. Takes part in a variety of games that require manipulating an object using different levels of force and speed to reach a variety of distances and targets.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Seven	Shot put introduction	Introduce & practise the skills associated with shot-put ; (bean bags & tennis balls) teach safety considerations. Review previous week & discuss how safe practices promote personal well-being & the well-being of others.	PD1-4; PD1-5; PD1-8; PD1-9;
Eight	Shot put & revision of previous week's skills learnt	Review skills & techniques associated shot-put ; review safety considerations, rules, & techniques (push high).	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Nine	Assessment of skills learnt	Assess, provide teacher feedback to assist with student development and record student results to assist with the organisation of the school's Athletic carnival events.	N/A
Ten	Gala Day	Revise & explore all the Athletic activities that have been learnt throughout the term in a tabloid style gala day where students work together in teams	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.

Assessment Overview

Assessment **FOR** Learning; involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.

- Includes clear goals for the learning activity
- Provides effective feedback that motivates the learner and can lead to improvement
- Reflects a belief that all students can improve
- Encourages self-assessment and peer assessment as part of the regular lessons
- Is inclusive of all learners

Assessment **AS** Learning; involves students in the learning process where they can monitor their own progress, ask questions and practice skills; students use self-assessment and teacher feedback to reflect on their learning.

- Encourages students to take responsibility for their own learning
- Requires students to ask questions about their learning
- Involves teachers and students creating their own learning goals to encourage growth and development
- Encourages peer assessment, self- assessment and reflection

Assessment **OF** Learning; assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.

- Provides evidence of achievement to the wider community, including parents, educators, the students themselves and outside groups
- Is used to plan future learning goals and pathways for students
- Provides a transparent interpretation across all audiences

Register - To be attached to Assessment Report (please sign and date)

Date commenced: _____ **Date completed:** _____

Class teacher: _____ **Signature:** _____

PDHPE – Athletics for Stages 2 & 3

Content for Stage 2

Unit Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Personal Development, Health and Physical Education Outcomes

<p>Movement, Skills & Performance</p> <ul style="list-style-type: none"> • PD2-4 – Performs and refines movement skills in a variety of sequences and situations. • PD2-5 – Applies strategies to solve movement challenges • PD2-10 – Demonstrates a range of interpersonal skills that build and enhance relationships and promote inclusion in various situations. • PD2-11 – Combines movement skills and concepts to effectively create and perform movement sequences. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How can we move our bodies to perform skills in different ways? • How can we demonstrate our understanding of movement to solve challenges? • How can we include others in physical activity?
<p>Healthy, Safe & Active Lifestyles</p> <ul style="list-style-type: none"> • PD2-6 – Describes how contextual factors are interrelated to influence health, safety, wellbeing and participation in physical activity. • PD2-8 – Investigates and participates in physical activities to promote the benefits of physical activity on health and wellbeing. • PD2-9- Demonstrates self-management skills to respond to their own and others actions. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How can I contribute to promote healthy, safe and active communities? • How can I take action to enhance my own and others health, safety, wellbeing and participation in physical activity? • What skills and strategies do we need to be healthy, safe and empowered?

PDHPE Skill Domains

Movement Skills (M)	Interpersonal Skills (I)	Self-Management Skills (S)
<ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement - Health and fitness enhancing movement 	<ul style="list-style-type: none"> - Communication - Collaboration, inclusion and relationship building - Empathy building - Leadership and advocacy - Social awareness 	<ul style="list-style-type: none"> - Strengthening personal identity - Self-awareness - Emotion and stress management - Decision making and problem solving - Help seeking

PDHPE Propositions

- Focus on value proposition
- Take a strength based approach
- Value Movement
- Develop health literacy
- Include a critical enquiry approach

Cross Curriculum Priorities

All SPORTIT PDHPE programs are inclusive of cross-curriculum priorities to assist students achieve broad learning outcomes.



Links with other key learning areas in this subject include;

- *Numeracy: students take part in games and activities where they need to select and use appropriate mental or written strategies or technology to solve problems (MA2-2WM).*

Athletics – Program outline

Week	Learning Focus	ATHLETICS PROGRAM OUTLINE	Outcomes covered
One	Sprint run & baton changes.	Introduce, practise & refine the techniques & skills associated with the sprint run ; standing & crouching starts; baton changes & relay formations. Discuss the outcomes & benefits of effort & practice.	PD2-4; PD2-5; PD 2-6; PD2-8; PD2-9; PD2-11.
Two	Middle distance running & circular relay.	Introduce, practice & refine the techniques & skills associated with middle distance running ; circular relay formations & cross country running; review standing & crouching starts; baton changes & discuss roles, responsibilities & benefits of teamwork.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Three	Shot put introduction	Introduce, practise & refine the techniques & skills associated with shot-put ; teach safety considerations, rules, tactics & strategies. Review previous week & discuss how safe practices promote personal well-being & the well-being of others.	PD2-4; PD2-5; PD2-8; PD2-9; PD 2-10; PD2-11.
Four	Shot put & revision of previous week's skills learnt	Review skills & techniques associated shot-put ; self & peer assess technique; review safety considerations, rules, tactics & strategies. Discuss how self & peer assessment can positively contribute to benefit physical development.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Five	Discus introduction	Introduce, practise & refine the techniques & skills associated with discus ; discuss safety considerations, technique, rules, tactics & strategies. Discuss the outcomes & benefits of effort & practice.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Six	Discus & revision of previous week's skills learnt	Review discus skills & technique; self & peer assess; review safety considerations, technique, rules, tactics & strategies. Discuss how self & peer assessment can positively contribute to benefit physical development.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Seven	Hurdles & High Jump technique (scissor kick)	Introduce the skills & technique associated with hurdling & high jump (scissor kick); teach safety considerations, technique, rules, tactics & strategies.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Eight	Long Jump & revision of previous weeks skills	Introduce, practice & refine the skills & technique associated with long jump ; discuss safety considerations, technique, related rules, tactics & strategies. Review skills learnt from the previous week.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Nine	Assessment of skills learnt	Assess, provide teacher feedback to assist with student development and record student results to assist with the organisation of the school's Athletic carnival events.	N/A
Ten	Gala Day	Revise & explore all the Athletic activities that have been learnt throughout the term in a tabloid style gala day where students work together in teams	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.

Assessment Overview

Assessment **FOR** Learning; involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.

- Includes clear goals for the learning activity
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- Is inclusive of all learners

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Date commenced: _____ Date completed: _____

Class teacher: _____ Signature: _____

PDHPE – Athletics for Stages 2 & 3

Content for Stage 3

Unit Overview of Teaching and Learning

The strand *Movement Skill and Performance* focuses on active participation in a broad range of movement contexts to develop movement skill and enhance performance. Students develop confidence and competence to engage in physical activity. They develop an understanding of movement concepts and the features of movement composition as they engage in a variety of planned and improvised movement experiences. Through movement experiences students also develop self-management and interpersonal skills to support them to strive for enhanced performance and participation in a lifetime of physical activity.

Personal Development, Health and Physical Education Outcomes

<p>Movement, Skills & Performance</p> <ul style="list-style-type: none"> • PD3-4 – Adapts movement skills in a variety of physical activity contexts • PD3-5 – Proposes, applies and assesses solutions to movement challenges • PD3-10 – Selects and uses interpersonal skills to interact respectfully with others to promote inclusion and build connections • PD3-11 – Selects, manipulates and modifies movement skills and concepts to effectively create and perform movement sequences 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How can we adapt and perform movement skills in different situations? • How can we use strategies and tactics to create solutions to movement challenges? • How can we work with others to build positive relationships during physical activity?
<p>Healthy, Safe & Active Lifestyles</p> <ul style="list-style-type: none"> • PD3-7 – Proposes and implements actions and protective strategies that promote health, safety, well-being and physically active spaces • PD3-8 – Creates and participates in physical activities to promote healthy and active lifestyles • PD3-9- Applies and adapts self-management skills to respond to personal and group situations. 	<p>Key enquiry questions</p> <ul style="list-style-type: none"> • How responsible am I for my own and others’ health, safety and well-being? • What actions positively influence the health, safety and well-being of my community? • How does a healthy, safe and active lifestyle enhance connection with others?

PDHPE Skill Domains

Movement Skills (M)	Interpersonal Skills (I)	Self-Management Skills (S)
<ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement - Health and fitness enhancing movement 	<ul style="list-style-type: none"> - Communication - Collaboration, inclusion and relationship building - Empathy building - Leadership and advocacy - Social awareness 	<ul style="list-style-type: none"> - Strengthening personal identity - Self-awareness - Emotion and stress management - Decision making and problem solving - Help seeking

PDHPE Propositions


- Focus on value proposition
- Take a strength based approach
- Value Movement
- Develop health literacy
- Include a critical enquiry approach

Cross Curriculum Priorities

All SPORTIT PDHPE programs are inclusive of cross-curriculum priorities to assist students achieve broad learning outcomes.



Links with other key learning areas in this subject include;

- *Numeracy: Students take part in activities where they need to select and apply appropriate strategies for addition and subtraction with counting numbers of any size (MA3-5NA).* 

Athletics - Program outline

Week	Learning Focus	ATHLETICS PROGRAM OUTLINE	Outcomes covered
One	Sprint run & baton changes.	Introduce, practise & refine the techniques & skills associated with the sprint run; standing & crouching starts; baton changes & relay formations. Discuss the outcomes & benefits of effort & practice.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Two	Middle distance running & circular relay.	Introduce, practice & refine the techniques & skills associated with middle distance running; circular relay formations & cross country running; review standing & crouching starts; baton changes & discuss roles, responsibilities & benefits of teamwork.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Three	Shot put introduction	Introduce, practise & refine the techniques & skills associated with shot-put; teach safety considerations, rules, tactics & strategies. Review previous week & discuss how safe practices promote personal well-being & the well-being of others.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Four	Shot put & revision of previous week's skills learnt	Review skills & techniques associated shot-put; self & peer assess technique; review safety considerations, rules, tactics & strategies. Discuss how self & peer assessment can positively contribute to benefit physical development.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
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Six	Discus & revision of previous week's skills learnt	Review discus skills & technique; self & peer assess; review safety considerations, technique, rules, tactics & strategies. Discuss how self & peer assessment can positively contribute to benefit physical development.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Seven	Hurdles & High Jump technique (scissor kick)	Introduce the skills & technique associated with hurdling & high jump (scissor kick); teach safety considerations, technique, rules, tactics & strategies.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
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Ten	Gala Day	Revise & explore all the Athletic activities that have been learnt throughout the term in a tabloid style gala day where students work together in teams	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11

Assessment Overview

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Register - To be attached to Assessment Report (please sign and date)

Date commenced: _____ **Date completed:** _____

Class teacher: _____ **Signature:** _____