



Delivering excellence in PDHPE

NSW PD/H/PE SYLLABUS for the Australian Curriculum

Fundamental Movement Skills (Movement Skill and Performance)

Program Overview, Outcomes and Report

Early Stage One to Stage 3

2024



Email: info@sportit.com.au

www.sportit.com.au

PDHPE – Fundamental Movement 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).* 

Fundamental Movement Skills – Program outline

Week	Learning Focus	FUNDAMENTAL MOVEMENT SKILLS PROGRAM OUTLINE	Outcomes covered
One	Introduce games that include a combination of throwing and catching skills	Underarm throw (Bean bags & small balls); Practice and refine under arm throwing techniques using large & small objects; Use different underarm strategies to achieve the correct outcome within a game situation; playing a game involving special awareness and an ability to work within set boundaries and follow simple instructions.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Two	Review games that include a combination of throwing and catching skills	Catching (Large & small balls); Practice and refine chest pass, under arm throwing and catching techniques using large & small objects; takes part in a variety of games that require using different underarm and catching strategies to achieve the correct outcome; playing a game that involves cooperation with others and ability to follow simple instructions.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Three	Introduce games that involve the two handed strike & fielding (T-ball)	Two handed strike (Tee Ball) ; Practice and refines two handed striking technique hitting a ball from a stationary position; Takes part in a variety of games that require striking an object (ball) 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.
Four	Review games that involve the two handed strike & fielding (Cricket)	Two handed strike (Cricket) ; Practice and refines two handed striking technique hitting a ball from a stationary position; Takes part in a variety of games that require striking an object (ball or bean bag) 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.
Five	Introduce games that involve the two handed strike & fielding (Hockey)	Striking (Hockey) ; Practice and refine hockey dribbling techniques manipulating a puck or ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work and the following of simple rules to achieve effective outcomes .	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Six	Introduce, practice and refine one handed bouncing skills (Basketball)	Bouncing (Large ball); Practice & refine one hand and two handed bouncing techniques using a large ball while in moving &/or stationary positions. Takes part in games that require using different bouncing & catching skills to achieve the correct outcome; playing a modified basketball game that involves cooperation with others and an ability to follow simple instructions.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Seven	Introduce, practice and refine kicking & dribbling skills (Soccer)	Kicking (Soccer) ; Practice and refine dribbling techniques manipulating a large ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work and the following of simple rules to achieve effective outcomes .	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Eight	Introduce, practice and refine kicking & dribbling skills (AFL)	Kicking (AFL) ; Practice and refine drop punt techniques at a variety of different target and distances. Take part in a variety of simple games that involve using the drop punt technique, team work and the following of simple rules to achieve effective outcomes .	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Nine	Student assessment	Assess students for class teachers and upload outcomes and report to Sportit's online 'School Resources' page for teachers to conveniently access, view and use for their PDHPE report.	N/A
Ten	Favourite activities from the term	Students get an opportunity to revisit & enjoy their favourite activities & skills they have participated in throughout the term.	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 – Fundamental Movement 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).* 

Fundamental Movement Skills - Program outline

Week	Learning Focus	FUNDAMENTAL MOVEMENT SKILLS PROGRAM OUTLINE	Outcomes covered
One	Introduce games that include a combination of throwing and catching skills	Underarm throw (Bean bags & small balls); Practice and refine under arm throwing techniques using large & small objects; Use different underarm strategies to achieve the correct outcome within a game situation; playing a game involving special awareness and an ability to work within set boundaries and follow simple instructions.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Two	Review games that include a combination of throwing and catching skills	Catching (Large & small balls); Practice and refine chest pass, under arm throwing and catching techniques using large & small objects; takes part in a variety of games that require using different underarm and catching strategies to achieve the correct outcome; playing a game that involves cooperation with others and ability to follow simple instructions.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Three	Introduce games that involve the two handed strike & fielding (T-ball)	Two handed strike (Tee Ball) ; Practice and refines two handed striking technique hitting a ball from a stationary position; Takes part in a variety of games that require striking an object (ball) 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.
Four	Review games that involve the two handed strike & fielding (Cricket)	Two handed strike (Cricket) ; Practice and refines two handed striking technique hitting a ball from a stationary position; Takes part in a variety of games that require striking an object (ball or bean bag) 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.
Five	Introduce games that involve the two handed strike & fielding (Hockey)	Striking (Hockey) ; Practice and refine hockey dribbling techniques manipulating a puck or ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work and the following of simple rules to achieve effective outcomes .	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Six	Introduce, practice and refine one handed bouncing skills (Basketball)	Bouncing (Large ball); Practice & refine one hand and two handed bouncing techniques using a large ball while in moving &/or stationary positions. Takes part in games that require using different bouncing & catching skills to achieve the correct outcome; playing a modified basketball game that involves cooperation with others and an ability to follow simple instructions.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Seven	Introduce, practice and refine kicking & dribbling skills (Soccer)	Kicking (Soccer) ; Practice and refine dribbling techniques manipulating a large ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work and the following of simple rules to achieve effective outcomes .	PD1-4; PD1-5; PD1-8; PD1-9;
Eight	Introduce, practice and refine kicking & dribbling skills (AFL)	Kicking (AFL) ; Practice and refine drop punt techniques at a variety of different target and distances. Take part in a variety of simple games that involve using the drop punt technique, team work and the following of simple rules to achieve effective outcomes .	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Nine	Student assessment	Assess students for class teachers and upload outcomes and report to Sportit's online 'School Resources' page for teachers to conveniently access, view and use for their PDHPE report.	N/A
Ten	Favourite activities from the term	Students get an opportunity to revisit & enjoy their favourite activities & skills they have participated in throughout the term.	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 – Fundamental Movement Skills 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).* 

Fundamental Movement Skills – Program outline

Week	Learning Focus	FUNDAMENTAL MOVEMENT SKILLS PROGRAM OUTLINE	Outcomes covered
One	Introduce games that include a combination of throwing and catching skills	Throwing & Catching (Modified games/Game Sense); Practice and refine throwing and catching techniques using large & small objects; takes part in a variety of games that require using different throwing and catching strategies to achieve the correct outcome; playing a game that involves cooperation with others and an ability to negotiate roles & responsibilities.	PD2-4; PD2-5; PD 2-6; PD2-8; PD2-9; PD2-11.
Two	Review games that include a combination of throwing and catching skills	Throwing & Catching (Modified games/Game Sense); Practice and refine overarm throwing techniques using a variety of objects & targets; Use different throwing strategies to achieve the correct outcome within a game situation; playing a game that involves cooperation with others and an ability to negotiate roles & responsibilities.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Three	Introduce games that involve the two handed strike & fielding (T-ball)	Two handed strike (T-ball); Practice and refines two handed striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force, speed and team work to achieve effective outcomes.	PD2-4; PD2-5; PD2-8; PD2-9; PD 2-10; PD2-11.
Four	Review games that involve the two handed strike & fielding (Cricket)	Two handed strike (Cricket); Practice and refines two handed striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force and speed and team work to achieve effective outcomes.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Five	Introduce games that involve the two handed strike & fielding (Hockey)	Striking (Hockey); Practice and refines hockey dribbling & striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force and speed and team work to achieve effective outcomes.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Six	Introduce, practice and refine one handed bouncing skills (Basketball)	Bouncing (Basketball); Practice & refine one hand and two handed bouncing techniques using a large ball while in moving &/or stationary positions. Takes part in a variety of games that require using different bouncing & catching skills and teamwork to achieve the correct outcome.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Seven	Introduce, practice and refine kicking & dribbling skills (Soccer)	Kicking (Soccer dribbling & target shooting); Practice and refine dribbling techniques manipulating a large ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work to achieve effective outcomes.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Eight	Introduce, practice and refine kicking & dribbling skills (AFL)	Kicking (AFL drop punt); Practice and refine manipulating a large ball through use of a drop punt. Takes part in a variety of games that involve using the dribbling technique, team work to achieve effective outcomes.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Nine	Student assessment	Assess students for class teachers and upload outcomes and report to Sportit's online 'School Resources' page for teachers to conveniently access, view and use for their PDHPE report.	N/A
Ten	Favourite activities from previous lessons	Students get an opportunity to revisit & enjoy their favourite activities & skills they have participated in throughout the term.	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
- 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 – Fundamental Movement Skills 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		
<p>Movement Skills (M)</p> <ul style="list-style-type: none"> - Fundamental and specialised movement skills and concepts - Tactical and creative movement - Health and fitness enhancing movement 	<p>Interpersonal Skills (I)</p> <ul style="list-style-type: none"> - Communication - Collaboration, inclusion and relationship building - Empathy building - Leadership and advocacy - Social awareness 	<p>Self-Management Skills (S)</p> <ul style="list-style-type: none"> - Strengthening personal identity - Self-awareness - Emotion and stress management - Decision making and problem solving - Help seeking

PDHPE Propositions
<ul style="list-style-type: none"> • Focus on value proposition • Take a strength based approach • Value Movement • Develop health literacy • Include a critical enquiry approach

Cross Curriculum Priorities
<p>All SPORTIT PDHPE programs are inclusive of cross-curriculum priorities to assist students achieve broad learning outcomes.</p> <p></p> <p>Links with other key learning areas in this subject include;</p> <ul style="list-style-type: none"> • <i>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).</i> 

Fundamental Movement Skills - Program outline

Week	Learning Focus	FUNDAMENTAL MOVEMENT SKILLS PROGRAM OUTLINE	Outcomes covered
One	Introduce games that include a combination of throwing and catching skills	Throwing & Catching (Modified games/Game Sense); Practice and refine throwing and catching techniques using large & small objects; takes part in a variety of games that require using different throwing and catching strategies to achieve the correct outcome; playing a game that involves cooperation with others and an ability to negotiate roles & responsibilities.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Two	Review games that include a combination of throwing and catching skills	Throwing & Catching (Modified games/Game Sense); Practice and refine overarm throwing techniques using a variety of objects & targets; Use different throwing strategies to achieve the correct outcome within a game situation; playing a game that involves cooperation with others and an ability to negotiate roles & responsibilities.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Three	Introduce games that involve the two handed strike & fielding (T-ball)	Two handed strike (T-ball); Practice and refines two handed striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force, speed and team work to achieve effective outcomes.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Four	Review games that involve the two handed strike & fielding (Cricket)	Two handed strike (Cricket); Practice and refines two handed striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force and speed and team work to achieve effective outcomes.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Five	Introduce games that involve the two handed strike & fielding (Hockey)	Striking (Hockey); Practice and refines hockey dribbling & striking technique hitting a ball from moving & stationary positions; Takes part in a variety of games that require striking an object (ball) using different levels of force and speed and team work to achieve effective outcomes.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Six	Introduce, practice and refine one handed bouncing skills (Basketball)	Bouncing (Basketball); Practice & refine one hand and two handed bouncing techniques using a large ball while in moving &/or stationary positions. Takes part in a variety of games that require using different bouncing & catching skills and teamwork to achieve the correct outcome.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Seven	Introduce, practice and refine kicking & dribbling skills (Soccer)	Kicking (Soccer dribbling & target shooting); Practice and refine dribbling techniques manipulating a large ball through a series of obstacles. Takes part in a variety of games that involve using the dribbling technique, team work to achieve effective outcomes.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Eight	Introduce, practice and refine kicking & dribbling skills (AFL)	Kicking (AFL drop punt); Practice and refine manipulating a large ball through use of a drop punt. Takes part in a variety of games that involve using the dribbling technique, team work to achieve effective outcomes.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Nine	Student assessment	Assess students for class teachers and upload outcomes and report to Sportit's online 'School Resources' page for teachers to conveniently access, view and use for their PDHPE report.	N/A
Ten	Favourite activities from previous lessons	Students get an opportunity to revisit & enjoy their favourite activities & skills they have participated in throughout the term.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11

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: _____