



NSW PD/H/PE SYLLABUS for the Australian Curriculum

GYMNASTICS

(Rhythmic and Expressive Movement)

Program Overview, Outcomes and Report

Early Stage One to Stage Three

2024



Email: info@sportit.com.au

www.sportit.com.au

PDHPE – Gymnastics 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 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>	<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 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>	<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

<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>Links with other key learning areas in this subject include;</p> <ul style="list-style-type: none"> • <i>Numeracy: participates in games where students need to recognise, describe and continue repeating patterns (Mae-8NA).</i>  • <i>Literacy: communicates with peers and known adults in informal and guided activities demonstrating emerging skills of group interactions (ENe-1A).</i> 

Gymnastics – Program outline

Week	Learning Focus	GYMNASTICS PROGRAM OUTLINE	Outcomes covered
One	Straight/pencil shape in a range of various activities (loco & non-locomotor)	Practises simple locomotor & non locomotor skills, log rolls down an incline, jumping & landing from one foot to two; hanging on bars in pencil shape ; static balance on large & small body parts; travelling using different body parts on a variety of equipment.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Two	Tuck shape in a range of various activities (loco & non-locomotor)	Practises simple locomotor & non locomotor skills, egg rolls down an incline, climbing, hanging on single & parallel bars in tuck shape ; static balance & travelling on large & small body parts; mounting & dismounting from equipment using different body parts & movements.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Three	Star shape in a range of various activities (loco & non-locomotor)	Locomotor skills, introduce a bunny hop in tuck; climbing, hanging bars in star shape ; mounting & dismounting from apparatus; travelling on a variety of equipment using different body parts; participate in a range of co-operative games and activities.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Four	Spring & landing activities with & without apparatus & introduce cartwheel	Practice sequences such as 1 to 2 foot take off; locomotor skills involving jumping (hop scotch) & landing on & from various heights & apparatus; revises previous shapes while hanging from single & parallel bar; participates in a range of co-operative games and activities.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Five	Balance & supports with & without apparatus	Practises balance activities using various body parts and shapes on the floor and on beam and balance apparatus such as domes and wobble boards. Revises previous skills such as 1 to foot take off & jumping & landing safely from small heights .	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Six	Swings & rotations with & without apparatus	Learns how to swing moving legs back and forward while on single and parallel bars. Demonstrates how their body can move using a variety of ways such as log rolls, egg rolls and side bunny hops along a small beam. Revises previous balance skills on beam and on balance apparatus.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Seven	Travel & sequences with & without apparatus	Demonstrates how their body can move using a variety of ways such as log rolls, egg rolls and side bunny hops along a small beam. Uses a range of modified equipment to propel themselves forward using different actions of the whole body.	PDe-4; PDe-5; PDe-7; PDe-9; PDe-10; PDe-11.
Eight	Student assessment (& favourite activities)	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. Students get an opportunity to revisit & enjoy their favourite activities & skills they have participated in throughout the term.	

Note: 9 and 10 week programs are available on request.

Assessment Overview
<p>Assessment FOR Learning; involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.</p> <ul style="list-style-type: none"> - 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 <p>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.</p> <ul style="list-style-type: none"> - 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 <p>Assessment OF Learning; assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p> <ul style="list-style-type: none"> - 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 – Gymnastics for Stage one

Content for Stage 1

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 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>	<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 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>	<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).* 

Gymnastics - Program outline

Week	Learning Focus	GYMNASTICS PROGRAM OUTLINE	Outcomes covered
One	Straight/pencil shape in a range of various activities (loco & non-locomotor)	Practises simple locomotor & non locomotor skills, log rolls down an incline, jumping & landing from one foot to two; hanging on bars in pencil shape ; static balance on large & small body parts; travelling using different body parts on a variety of equipment.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Two	Tuck shape in a range of various activities (loco & non-locomotor)	Practises simple locomotor & non locomotor skills, egg rolls down an incline, climbing, hanging on single & parallel bars in tuck shape ; static balance & travelling on large & small body parts; mounting & dismounting from equipment using different body parts & movements.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Three	Star shape in a range of various activities (loco & non-locomotor)	Locomotor skills, introduce a bunny hop in tuck; climbing, hanging bars in star shape ; mounting & dismounting from apparatus; travelling on a variety of equipment using different body parts; participate in a range of co-operative games and activities.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Four	Travel & sequences with & without apparatus	Demonstrates how their body can move using a variety of ways such as log rolls, egg rolls and side bunny hops along a small beam. Uses a range of modified equipment to propel themselves forward using different actions of the whole body.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Five	Spring & landing activities with & without apparatus & introduce cartwheel	Practice sequences such as 1 to 2 foot take off; locomotor skills involving jumping (hop scotch) & landing on & from various heights & apparatus; revises previous shapes while hanging from single & parallel bar; participates in a range of co-operative games and activities.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Six	Balance & supports with & without apparatus	Practises balance activities using various body parts and shapes on the floor and on beam and balance apparatus such as domes and wobble boards. Revises previous skills such as 1 to foot take off & jumping & landing safely from small heights.	PD1-4; PD1-5; PD1-8; PD1-9; PD1-10; PD1-11.
Seven	Swings & rotations with & without apparatus	Learns how to swing moving legs back and forward while on single and parallel bars. Demonstrates how their body can move using a variety of ways such as log rolls, egg rolls and side bunny hops along a small beam. Revises previous balance skills on beam and on balance apparatus.	PD1-4; PD1-5; PD1-8; PD1-9;
Eight	Student assessment (& favourite activities)	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. 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.

Note: 9 and 10 week programs are available on request.

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 – Gymnastics for Stage Two

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		
<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 games and activities where they need to select and use appropriate mental or written strategies or technology to solve problems (MA2-2WM).</i> 

Gymnastics – Program outline

Week	Learning Focus	GYMNASTICS PROGRAM OUTLINE	Outcomes covered
One	Straight, star & tuck shape in a range of various activities (loco & non-locomotor)	Locomotor & non locomotor skills, rolling, jumping & landing from one foot to two; hanging & travelling on bars keeping a straight shape ; static balance on large & small body parts; travelling using different body parts on a variety of equipment; discuss inclusion & safety for self and others when participating on gymnastics equipment.	PD2-4; PD2-5; PD 2-6; PD2-8; PD2-9; PD2-11.
Two	Spring & landing activities with & without apparatus & introduce cartwheel	Review forward roll & include bunny hop where applicable (incline) locomotor skills involving jumping & landing on & from various heights & apparatus; introduce the foundation skills for a cartwheel . Discuss the outcomes & benefits of effort & practice.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Three	Balance & supports with & without apparatus	Practice & revise previous skills; review cartwheels; students perform a range of skills including front, rear & side supports with and without apparatus. Discuss how self & peer assessment can positively contribute to benefit physical development.	PD2-4; PD2-5; PD2-8; PD2-9; PD 2-10; PD2-11.
Four	Travel & sequences with & without apparatus	Revise & refine sequences & compositions using skills learnt from previous lessons. Develop creative routines & explore different ways to travel from one point to another using equipment & locomotor skills learnt in previous lessons.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Five	Swings & rotations with & without apparatus	Practice simple compositions and activities such as swinging & rotations ; counter balance activities & cooperative activities with equipment in minor games.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Six	Swings & rotations with & without apparatus (partner)	Practice simple compositions with a partner including synchronized activities such as swinging & rotations ; counter balance activities & cooperative activities with equipment in minor games.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-10; PD2-11.
Seven	Partner & co-operative skill activities with & without apparatus	Practice simple compositions with a partner including synchronized activities such as swinging & rotations; counter balance activities & cooperative activities with equipment in minor games.	PD2-4; PD2-5; PD2-8; PD2-9; PD2-11.
Eight	Student assessment (& favourite activities)	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. 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.

Note: 9 and 10 week programs are available on request.

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 – Gymnastics for Stages Three

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).* 

Gymnastics - Program outline

Week	Learning Focus	GYMNASTICS PROGRAM OUTLINE	Outcomes covered
One	Straight, star & tuck shape in a range of various activities (loco & non-locomotor)	Locomotor & non locomotor skills, rolling, jumping & landing from one foot to two; hanging & travelling on bars keeping a straight shape ; static balance on large & small body parts; travelling using different body parts on a variety of equipment; discuss inclusion & safety for self and others when participating on gymnastics equipment.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Two	Spring & landing activities with & without apparatus & introduce cartwheel	Review forward roll & include bunny hop where applicable (incline) locomotor skills involving jumping & landing on & from various heights & apparatus; introduce the foundation skills for a cartwheel . Discuss the outcomes & benefits of effort & practice.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Three	Balance & supports with & without apparatus	Practice & revise previous skills; review cartwheels; students perform a range of skills including front, rear & side supports with and without apparatus. 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
Four	Travel & sequences with & without apparatus	Revise & refine sequences & compositions using skills learnt from previous lessons. Develop creative routines & explore different ways to travel from one point to another using equipment & locomotor skills learnt in previous lessons.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Five	Swings & rotations with & without apparatus	Practice simple compositions and activities such as swinging & rotations ; counter balance activities & cooperative activities with equipment in minor games.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Six	Swings & rotations with & without apparatus (partner)	Practice simple compositions with a partner including synchronized activities such as swinging & rotations ; counter balance activities & cooperative activities with equipment in minor games.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Seven	Partner & co-operative skill activities with & without apparatus	Practice simple compositions with a partner including synchronized activities such as swinging & rotations; counter balance activities & cooperative activities with equipment in minor games.	PD3-4; PD3-5; PD 3-7; PD3-8; PD3-9; PD3-10; PD3-11
Eight	Student assessment (& favourite activities)	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. 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

Note: 9 and 10 week programs are available on request.

Assessment Overview
<p>Assessment FOR Learning; involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching.</p> <ul style="list-style-type: none"> - 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 <p>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.</p> <ul style="list-style-type: none"> - 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 <p>Assessment OF Learning; assists teachers to use evidence of student learning to assess student achievement against learning goals and standards.</p> <ul style="list-style-type: none"> - 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: _____