

BOONDALL STATE SCHOOL YEAR 5: YEAR LEVEL PLAN

HEALTH & PHYSICAL EDUCATION	40 mins /week	Band Description	<p>The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.</p> <p>The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.</p> <p>Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.</p> <p>Focus areas to be addressed in Years 5 and 6 include:</p> <ul style="list-style-type: none"> • alcohol and other drugs (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships and sexuality (RS) • safety (S) • challenge and adventure activities (CA) • fundamental movement skills (FMS) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). 			
			Unit 1	Unit 2	Unit 3	Unit 4
			<p>Swimming Different Strokes (adapted from the Australian Curriculum and Aquapak RLSSA)</p>	<p>Athletics Faster, Stronger, Higher (adapted from the Australian Curriculum)</p>	<p>Ball Skills Built for B-Ball (adapted from the Australian Curriculum)</p>	<p>Water safety and swimming education program (adapted from the Australian Curriculum and Aquapak RLSSA)</p>
Unit Description	<p>Students develop specialised aquatic skills and perform a sequence of these skills for individual and team relays.</p> <p>Students:</p> <ul style="list-style-type: none"> • practise and refine the aquatic skills of kicking, different strokes, breathing, diving and tumble turns in a variety of movement situations • practise combining specialised aquatic skills in short movement sequences. • manipulate elements of movement when performing aquatic skills in sequences • performing aquatic skills in sequence 	<p>Students develop the specialised movement skills in athletic events. They explore ethical behaviour and fair play and apply these concepts within a team or individually and a variety of physical activities.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop an understanding of athletic event rules • perform and refine running, throwing and jumping skills within the context of athletics • participate in activities that allow them to experiment with various athletic-specific movement concepts, equipment and strategies • practise and refine athletic-specific concepts and strategies identified as effective for successful throwing, running and jumping • apply learned concepts and strategies during events • demonstrate fair play and cooperation during athletics events and competition 	<p>Students explore and describe the key features of health related fitness and the significance of physical activity participation to health and well-being in the context of basketball.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore the health-related fitness components within the game of basketball • develop the basketball skills of dribbling, passing, shooting and rebounding • determine the links between the recorded images and components of fitness • identify different physical activities in their everyday life • discuss benefits of regular participation in physical activity to their health and wellbeing. 	<p>Students:</p> <ul style="list-style-type: none"> • Safely enter and exit shallow and deep water using 3 deep water methods suitable for the water location • Swim 100 metres continuously using a combination of 2 above water and 2 underwater arm recovery strokes • Demonstrate a backward and forward somersault in the water • Correctly fit a lifejacket while treading water, swim 25 metres using survival strokes, signal for help • Perform a continuous survival sequence wearing swimwear, long pants and long-sleeved shirt: scull, float or tread water for 3 minutes; swim survival strokes for 6 minutes; remove clothing in deep water • Perform a feet-first surface dive in deep water to recover an object • Perform 2 non-swimming rescues using a non-rigid aid and an unweighted rope • Perform a throw rescue using an unweighted rope for 5 metres • Plan strategically and practise strategies that help keep themselves and others safe and healthy around the water • Demonstrate understanding of: hazards in water locations; rules for safe behaviour around the water; self-preservation in survival and rescue situations; safety signage; non-swimming rescues 		

Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.

Assessment	<p>Practical</p> <ul style="list-style-type: none"> • Standing dive and 25m freestyle. • 25m backstroke 	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • perform specialised movement skills and sequences • propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges • explain the influence of people and places on identities • describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. 	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • demonstrate fair play and skills to work collaboratively. • describe their own and others' contributions to health, physical activity, safety and wellbeing 	<p>Practical</p> <p>Physical performances are based on the ongoing application of skills and conceptual understandings. Assessment occurs over a period of time during lessons where students complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made and recorded on observation records.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • perform specialised movement skills • propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges • describe their own and others' contribution to health and wellbeing • access and interpret health information • apply problem-solving skills to enhance their own and others' health and wellbeing.
Assessment Conventions	<p>Text –</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions - Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>	<p>Text – Information reports</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions - Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>	<p>Text – Information reports</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions - Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>	<p>Text – Information reports</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions - Provide a test or examination where students produce their response independently, under supervision and in a set timeframe</p>
Aspect of Achievement Standard	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>	<p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.</p> <p>Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>

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