

BOONDALL STATE SCHOOL YEAR 4: YEAR LEVEL PLAN

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| BOONDALL STATE SCHOOL YEAR 4: YEAR LEVEL PLAN | | | | | | |
| HEALTH & PHYSICAL EDUCATION | 40 mins /week | Band Description | <p>The Year 3 and 4 curriculum further develops students' knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop a further understanding of how their bodies grow and change as they get older. The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing and safe decisions, and interpret health messages from different sources to take action to enhance their own health and wellbeing. The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity. The Year 3 and 4 curriculum also gives students opportunities to develop through movement personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making. Focus areas to be addressed in Years 3 and 4 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) • active play and minor games (AP) • challenge and adventure activities (CA) • fundamental movement skills (FMS) • games and sports (GS) • lifelong physical activities (LLPA) • rhythmic and expressive movement activities (RE). | | | |
| | | | C2C Unit 1 | C2C Unit 2 | C2C Unit 3 | Water safety and swimming education program: certificate of competency |
| | | | Unit Description | <p>Swimming Superstars: Splish Splash – based on the C2C Unit of the same name</p> <p>In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke and solve safety and survival challenges. They also examine the benefits of being fit and physically active and how they relate to swimming.</p> <p>Students:</p> <ul style="list-style-type: none"> • combine arm, leg and breathing movements with the elements of movement to develop swimming strokes • refine body movements and apply movement concepts to perform aquatic skills and swimming strokes in a sequence • examine the benefits of swimming. | | <p>Athletics and Others Athletic Spectacle – based on the C2C Unit of the same name</p> <p>Students create an athletic themed sequence using fundamental movement skills and elements of movement. They perform running, jumping and throwing sequences in authentic situations.</p> <p>Students:</p> <ul style="list-style-type: none"> • develop and combine fundamental movement skills to form athletic sequences • become familiar with the elements of movement and their use in athletic sequences. • create and practise athletic-themed movement sequences that link fundamental movement skills and apply the elements of movement • develop athletic-movement sequences in authentic running, jumping and throwing situations. |
| <p>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.</p> | | | | | | |

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| | Assessment | <p>Practical</p> <ul style="list-style-type: none"> Crouching dives <i>and</i> swim half or full length of freestyle Width of torpedo on front and back. Tread water in middle of pool. Capable students tread in deep water. <p>Assessed</p> | <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 children 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"> create and perform movement sequences using fundamental movement skills and the elements of movement identify influences that strengthen identities <p>Assessed</p> | <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 children 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"> apply strategies for working cooperatively and apply rules fairly refine fundamental movement skills and movement concepts in a variety of physical activities solve movement challenges. investigate how emotional responses vary understand how to interact positively with others in different situations <p>Assessed</p> | <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 children 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"> refine fundamental movement skills and apply movement concepts in a variety of physical activities and to solve movement challenges. interpret health messages and discuss influences on healthy choices <p>Assessed</p> |
| | 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 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Assessed</p> | <p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Assessed</p> | <p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Assessed</p> | <p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.</p> <p>Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p> <p>Assessed</p> |
| All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in Health and Physical Education. | | | | | |

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| Content descriptions for Years 3 and 4 Health and Physical Education Review for balance and coverage of Content Descriptions and Concepts in each unit | Moderation | Consistency of teacher judgments Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards | | | | | | | | | |
| | General capabilities and cross-curriculum priorities | Opportunities to engage with: | Opportunities to engage with: | Opportunities to engage with: | Opportunities to engage with: | | | | | | |
| | Key | <i>General capabilities</i> Literacy Numeracy Information and Communication Technology (ICT) Capability Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking | | | | <i>Cross-curriculum priorities</i> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability | | | | | |
| | | | | Year 4 | | | | | | | |
| | | | | Term 1 | | Term 2 | | Term 3 | | Term 4 | |
| | | | | PPS | PMP | PPS | PMP | PPS | PMP | PPS | PMP |
| Personal, Social and Community Health — Being healthy, safe and active | | | | | | | | | | | |
| Explore how success, challenge and failure strengthen identities (ACPPS033) | | | | | | ✓ | | | | ✓ | |
| Explore strategies to manage physical, social and emotional change (ACPPS034) | | | | ✓ | | | | | | | |
| Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) | | | | | | | | | | ✓ | |
| Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) | | | | ✓ | | | | ✓ | | ✓ | |
| Personal, Social and Community Health — Communicating and interacting for health and wellbeing | | | | | | | | | | | |
| Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037) | | | | | | ✓ | | | | ✓ | |
| Investigate how emotional responses vary in depth and strength (ACPPS038) | | | | | | ✓ | | | | | |
| Discuss and interpret health information and messages in the media and internet (ACPPS039) | | | | ✓ | | | | ✓ | | ✓ | |
| Personal, Social and Community Health — Contributing to healthy and active communities | | | | | | | | | | | |
| Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) | | | | | | | | | | ✓ | |
| Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) | | | | ✓ | | | | | | | |
| Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042) | | | | | | ✓ | | | | | |
| Movement and Physical Activity — Moving our body | | | | | | | | | | | |
| Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043) | | | | | ✓ | | ✓ | | ✓ | | ✓ |
| Practise and apply movement concepts and strategies with and without equipment (ACPMP045) | | | | | ✓ | | | | ✓ | | |
| Movement and Physical Activity — Understanding movement | | | | | | | | | | | |
| Examine the benefits of physical activity to health and wellbeing (ACPMP046) | | | | | ✓ | | | | | | |
| Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047) | | | | | ✓ | | ✓ | | | | ✓ |
| Participate in physical activities from their own and other cultures (ACPMP108) | | | | | | | | | | | |
| Movement and Physical Activity — Learning through movement | | | | | | | | | | | |
| Adopt inclusive practices when participating in physical activities (ACPMP048) | | | | | | | | | ✓ | | |
| Apply innovative and creative thinking in solving movement challenges (ACPMP049) | | | | | | | | | ✓ | | ✓ |
| Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMP050) | | | | | ✓ | | | | ✓ | | |

