

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative focus: Narrative</i></p> <p>Investigating characters (U2)</p> <ul style="list-style-type: none"> Listen to, view and read a novel to explore the authors' use of descriptive language in the construction of characters. Read an extract from the novel and answer questions using comprehension strategies to build literal and inferred meaning of the text. Write a short imaginative narrative that develops characters. 	<p><i>Persuasive focus: Argument</i></p> <p>Analysing and creating persuasive texts (U1)</p> <ul style="list-style-type: none"> Read, view and analyse persuasive texts. Explore how persuasive language is used to express feelings and opinions on topics. Identify persuasive text structures and language features that create texts. 	<p><i>Imaginative focus: Description</i></p> <p>Reading, writing and performing poetry (U6)</p> <ul style="list-style-type: none"> Listen to, read, view and adapt Australian poems. Discuss how language is used to describe settings in texts and explore how settings shape the events and influence the mood. Write and present an adaptation of a poem 	<p><i>Imaginative focus: Narrative</i></p> <p>Examining imaginative texts (U5)</p> <ul style="list-style-type: none"> Listen to, read, view and interpret imaginative texts from different cultures. Explore text structure, language choices and visual features used to describe the setting and events. Create a multimodal imaginative text. 	<p><i>Informative focus</i></p> <p>Examining stories from different perspectives (U4)</p> <ul style="list-style-type: none"> Listen to, view, read and compare different versions of the same story. Create a spoken retelling of a story from a different perspective. 	<p><i>Informative focus: Procedure</i></p> <p>Exploring character and setting in texts (U3)</p> <ul style="list-style-type: none"> Listen to, read, view and analyse informative texts. Create and present a spoken procedure in the role of a character. Make inferences about characters and settings and draw connections between the text and their own experiences. Write a persuasive letter that links to the literary text.
		6 weeks	6 weeks	5 weeks	6 weeks	6 weeks	5 weeks
	TEXTS	<ul style="list-style-type: none"> Rose Meets Mr Wintergarten 	<ul style="list-style-type: none"> I Wanna Iguana The local persuader 	<ul style="list-style-type: none"> The ABC book of Australian poetry 	<ul style="list-style-type: none"> Kumiko and the dragon 	<ul style="list-style-type: none"> The Lorax The true story of the 3 little pigs 	<ul style="list-style-type: none"> Procedural texts (How to make...)
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Narrative text structure Paragraphing Expanded noun groups Doing, thinking and saying verbs Consistent verb tense Evaluative language 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Persuasive texts Modal verbs Evaluative language Questions, facts, exaggeration Editing for text purpose 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Poetry Reader reaction Imagery Adjectives, verbs, adverbs, rhyme, rhythm, onomatopoeia, alliteration Speaking skills – tone, pace, pitch, volume, gesture and eye contact 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Narrative structure Varied sentence types Verbs to represent character's actions, thoughts, speech and feeling Appropriate verb tense 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Doing, saying and thinking verbs Past-tense verbs Language to influence mood Presentation skills – clear voice, appropriate pace, volume and expression 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – procedure Adverbs Perfect tense Presentation skills – appropriate tone, pace, pitch, volume and intonation
	ASSESSMENT	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Students write an imaginative narrative that develops characters.</p>	<p>Summative assessment</p> <p>Students examine ways persuasive language features are used to influence an audience.</p>	<p>Summative assessment</p> <p>Students write and present an adaptation of a poem.</p>	<p>Summative assessment</p> <p><u>Assessment task 1</u> – Students create a multimodal imaginative text about overcoming a fear, using software.</p> <p><u>Assessment task 2</u> – Students comprehend a story, drawing on knowledge of context, text structure and language features, and evaluate language and images in a text.</p>	<p>Summative assessment</p> <p>Students prepare and present a spoken retelling of a familiar narrative from the perspective of another character in the text.</p>	<p>Summative assessment</p> <p>To create and present a spoken procedure explaining how to do something.</p>
	Text – Clancy & Millie and the Very Fine House			Text – Kumiko and the Dragon	Text – The Lorax		


		SEMESTER ONE		SEMESTER TWO	
		Unit 1	Unit 2	Unit 3	Unit 4
MATHEMATICS	CURRICULUM KNOWLEDGE	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count to 1 000, identify odd and even numbers, represent 3-digit numbers, compare and order 3-digit numbers, partition numbers (standard and non-standard place value partitioning), recall addition facts and related subtraction facts, represent and solve addition problems, add 2-digit, single-digit and 3-digit numbers, subtract 2-digit and 3-digit numbers, represent multiplication, solve simple problems involving multiplication, recall multiplication number facts. Using units of measurement — tell time to 5-minute intervals, identify one metre as a standard metric unit, represent a metre, measure with metres. Chance — conduct chance experiments, describe the outcomes of chance experiments, identify variations in the results of chance experiments. Data representation and interpretation — collect simple data, record data in lists and tables, display data in a column graph, interpret and describe outcomes of data investigations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — compare and order three-digit numbers, partition three-digit numbers into place value parts, investigate 1 000, count to and beyond 1 000, use place value to add and subtract numbers, recall addition number facts, add and subtract three-digit numbers, add and subtract numbers eight and nine, solve addition and subtraction word problems, double and halve multiples of ten. Fractions and decimals — describe fractions as equal portions or shares, represent halves, quarters and eighths of shapes and collections, represent thirds of shapes and collections. Money and financial mathematics — count collections of coins and notes, make and match equivalent combinations, calculate change from simple transactions, solve a range of simple problems involving money. Patterns and algebra — infer pattern rules from familiar number patterns, identify and continue additive number patterns, identify missing elements in number patterns. Location and transformation — represent positions on a simple grid map, show full, half and quarter turns on a grid map, describe positions in relation to key features, represent movement and pathways on a simple grid map. Geometric reasoning — identify angles in the environment, construct angles with materials, compare the size of familiar angles in everyday situations. 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — count and sequences beyond 1 000, represent, combine and partition three-digit and four-digit numbers flexibly, use place value to add (written strategy), represent multiplication as arrays and repeated addition, identify part-part-whole relationships in multiplication and division situations, add and subtract two –digit numbers and three-digit numbers, recall multiplication number facts, identify related division number facts, make models and use number sentences that represent problem situations, recall addition and subtraction facts, identify and describe the relationship between addition and subtraction, choose appropriate mental strategies to add and subtract. Fractions and decimals — represent and compare unit fractions, represent and compare unit fractions of shapes and collections, represent familiar unit fractions symbolically, solve simple problems involving, halves, thirds, quarters and eighths. Money and financial mathematics — represent money amounts in different ways, compare values, count collections of coins and notes accurately and efficiently, choose appropriate coins and notes for shopping situations, calculate change and simple totals. Patterns and algebra — identify number patterns to 10 000, connect number representations with number patterns, use number properties to continue number patterns, identify pattern rules to find missing elements in patterns. Units of measurement — use familiar metric units to order and compare objects, explain measurement choices, represent time to the minute on digital and analogue clocks, transfer knowledge of time to real-life contexts. Location and transformation — describe and identify examples of symmetry in the environment, classify shapes as symmetrical and non- symmetrical 	<p>Students develop understandings of:</p> <ul style="list-style-type: none"> Number and place value — recall addition and related subtraction number facts, use ‘part-part-whole’ thinking to interpret and solve addition and subtraction word problems, add and subtract using a written place value strategy, recall multiplication and related division facts, multiply two-digit numbers by single-digit multipliers, interpret and solve multiplication and division word problems. Fractions and decimals — identify, represent and compare familiar unit fractions and their multiples (shapes, objects and collections), record fractions symbolically, recognise key equivalent fractions, solve simple problems involving fractions. Money and financial mathematics — count the change required for simple transactions to the nearest five cents. Using units of measurement — measure, order and compare objects using familiar metric units of length, mass and capacity. Shape — make models of three-dimensional objects. Location and transformation — represent symmetry, interpret simple maps and plans. Geometric reasoning — identify angles as measures of turn, compare angle sizes in everyday situations. Data representation and interpretation — identify questions of interest based on one categorical variable, gather data relevant to a question, organise and represent data, interpret data displays.
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Count to 1000 Count in 2s, 3s, 5s, 10s Order 3 digit numbers Number facts: addition and subtraction 2 digit numbers. Months of the Year Time: 5min intervals 4 digit numbers Arrays Repeated addition Part-part whole model (multiplication) Division facts Fractions: symbolic representation Fractions of collections Chance language Data: types of graphs 	<ul style="list-style-type: none"> Count beyond 1000 Multiplication Facts Related Division facts Addition Facts Subtraction facts Column graphs Money: count coins and notes Calculating change Patterns Addition facts Subtractions facts Grid coordinates Directional language Angles- right angle, greater than/less than right angle 	<ul style="list-style-type: none"> Partition 3 digit numbers Odd/even numbers Multiplication facts Patterns Fractions: $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{3}$ Multiplication facts: $\times 0$, $\times 2$, $\times 5$, $\times 10$ Related division facts Fractions: $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{5}$, $\frac{1}{8}$, $\frac{1}{4}$, $\frac{1}{8}$ Symmetry Telling time to nearest minute Measuring length using standard metric units (metres and centimetres) Measuring mass using standard metric units (kilograms) Measuring mass using standard metric units (grams) Measuring capacity using standard metric units (litres) Measuring capacity using standard metric units (millilitres) 	<ul style="list-style-type: none"> Addition Facts Subtraction facts Grids Angles Count coins/notes Equivalent combinations Change Angles Money: Change Measurement units 3D shapes (curved surfaces) Mixed Number facts

ASSESSMENT	Summative assessment <i>Conducting a simple chance experiment</i> – Students collect and interpret data from simple chance experiments. <i>Representing, adding and subtracting numbers</i> – Students recognise, represent and order numbers, recognise the connection between addition and subtraction, and add and subtract numbers.	Summative assessment <i>Adding, subtracting and partitioning numbers</i> – Students recall addition and subtraction facts and apply place value understanding to partition, rearrange and regroup numbers. <i>Interpreting grid maps, and identifying symmetry, three-dimensional objects and angles</i> – Students match positions on maps with given information, and identify symmetry in the environment. To make a model of a three-dimensional object and recognise angles in real situations.	Summative assessment <i>Measuring length, mass and capacity using metric units</i> – Students use metric units to measure and compare length, mass and capacity. <i>Money (eAssessment)</i> – Students represent money values in various ways and correctly count change from financial transactions. <i>Representing multiplication</i> – Students represent multiplication problems using a range of strategies. <i>Patterning and connection addition and subtraction</i> – Students classify numbers as either odd or even, continue number patterns, recall addition facts for single-digit numbers and recognise the connection between addition and subtraction. <i>Telling time to the nearest minute</i> – Students tell time to the nearest minute and solve problems involving time.	Summative assessment <i>Using unit fractions and multiplication</i> – Students recall multiplication facts for single-digit numbers, solve problems using efficient strategies for multiplication, and model and represent unit fractions.
	<i>Maths assessment tasks to be reviewed in 2021</i>			

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 1: What digital systems do you use?</p> <p>In this unit students will explore and use a range of digital systems including peripheral devices and create a digital solution (an interactive guessing game) using a visual programming language. They will:</p> <ul style="list-style-type: none"> identify and explore a range of digital systems and their use to meet needs at home, in school and in the local community, and use a range of peripheral devices to transmit data define simple problems and identify needs develop technical skills in using a visual programming language to create a digital solution describe, follow and apply a sequence of steps and decisions (algorithms) in non-digital contexts and when using a visual programming language implement a simple digital solution that involves branching algorithms and user input when creating a simple guessing game explain how their solutions and existing information systems, such as learning software, meet personal, school and community needs develop skills in computational and systems thinking when solving simple problems and creating solutions. <p>Suggested partner units:</p> <ul style="list-style-type: none"> Any unit in Years 3-4 For example: Science Year 3 Unit 1 – Is it living? 	<p>Unit 3: Pinball paradise <i>Engineering principles and systems</i></p> <p>In this unit, students investigate how forces and the properties of materials affect the behaviour of a product or system. They make a pinball machine and design a games environment for its use. They explore the role of people in engineering technology occupations and how they address factors that meet client needs.</p> <p>Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> exploring games with moving parts testing materials, tools and techniques exploring techniques for shaping and joining materials and creating mechanisms generating, developing and communicating design ideas for: <ul style="list-style-type: none"> a pinball machine a games room environment producing by working safely with components and materials to create a functioning product evaluating design ideas and processes for the product and environment collaborating as well as working individually throughout the design and production managing by sequencing production steps. <p>Suggested partner unit: Science Year 4 Unit 4 – Fast forces</p>
	ASSESSMENT	<p>Summative assessment</p> <p><u>Assessment task 1:</u> Identify and describe digital systems and solutions</p> <p><u>Assessment task 2:</u> Guessing game</p> <p>Students demonstrate knowledge and understanding of digital systems and apply skills in defining, designing, implementing and evaluating a digital solution (simple guessing game) using a visual programming language.</p>	<p>Summative assessment</p> <p>Students design and make a pinball machine that is fun to play. They design a games environment for pinball machines.</p>

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	Unit 1: Is it living? Students learn about grouping living things based on observable features and that living things can be distinguished from non-living things. They justify sorting living things into common animal and plant groups based on observable features. They also explore grouping familiar things into living, non-living, once living things and products of living things. Students understand that science knowledge helps people to understand the effect of actions. They use their experiences to identify questions that can be investigated scientifically and make predictions about scientific investigations. Students identify and use safe practices to make scientific observations and record data about living and non-living things. Students use scientific language and representations to communicate their observations, ideas and findings.	Unit 2: Spinning Earth Students use their understanding of the movement of Earth to suggest explanations for everyday observations such as day and night, sunrise and sunset and shadows. They identify the observable and non-observable features of Earth and compare its size with the sun and moon. They make observations of the changes in sunlight throughout the day and investigate how Earth's movement causes these changes. Students plan and conduct an investigation about shadows and collect data safely using appropriate equipment to record formal measurements. Students represent their data in tables and simple column graphs to identify patterns and explain their results. They identify how Aboriginal peoples use knowledge of Earth's movement in their traditional lives. Students explore the relationship between the sun and Earth to identify where people use science knowledge in their lives. They create a presentation to communicate their understandings and findings about the regular changes on Earth and its rotation.	Unit 3: Hot stuff Students investigate how heat energy is produced and the behaviour of heat when it transfers from one object or area to another. They explore how heat can be observed by touch and that formal measurements of the amount of heat (temperature) can be taken using a thermometer. Students identify that heat energy transfers from warmer areas to cooler areas. They use their experiences to identify questions about heat energy and make predictions about investigations. Students describe how they can use science investigations to respond to questions. Students plan and conduct investigations about heat and heat energy transfer and collect and record observations, using appropriate equipment to record measurements. They represent their data in tables and simple column graphs, to identify patterns, explain their results and describe how safety and fairness were considered in their investigations.	Unit 4: What's the matter? Students understand how a change of state between solid and liquid can be caused by adding or removing heat. They explore the properties of liquids and solids and understand how to identify an object as a solid or a liquid. Students identify how science is involved in making decisions and how it helps people to understand the effect of their actions. They evaluate how adding or removing heat affects materials used in everyday life. They conduct investigations, including identifying investigation questions and making predictions, assessing safety, recording and analysing results, considering fairness and communicating ideas and findings. Students describe how science investigations can be used to answer questions. They recognise that Australia's First Peoples traditionally used knowledge of solids and liquids in their everyday lives.
	ASSESSMENT	Summative assessment <i>Investigating living things</i> – Students group living things based on observable features and distinguish them from non-living things.	Summative assessment <i>Investigating the sun, Earth and us</i> – Students explain the cause of everyday observations on Earth, including night and day, sunrise and sunset, and shadows, and use diagrams and other representations to communicate ideas.	Summative assessment <i>Understanding heat</i> – Students conduct an investigation into the behaviour of heat to explain everyday observations. To describe how science investigations can be used to respond to questions. To describe how safety and fairness were considered and use diagrams and other representations to communicate ideas.	Summative assessment <i>Investigating solids and liquids</i> – Students conduct an investigation about liquids and solids changing state when heat is added or taken away. To make a prediction, record observations and suggest reasons for findings. To describe how safety and fairness were considered.

		SEMESTER ONE		SEMESTER TWO	
HASS	CURRICULUM KNOWLEDGE	Unit 1: Our unique communities <i>Inquiry questions:</i> <ul style="list-style-type: none"> • How do people contribute to their unique communities? In this unit, students: <ul style="list-style-type: none"> • identify individuals, events and aspects of the past that have significance in the present • identify and describe aspects of their community that have changed and remained the same over time • explain how and why people participate in and contribute to their communities • identify a point of view about the importance of different celebrations and commemorations to different groups • pose questions and locate and collect information from sources, including observations to answer questions and draw simple conclusions • sequence information about events and the lives of individuals in chronological order communicate their ideas, findings and conclusions in visual and written forms using simple discipline-specific terms. 	Unit 2: Exploring places near and far <i>Inquiry questions:</i> <ul style="list-style-type: none"> • How and why are places similar and different? In this unit, students: <ul style="list-style-type: none"> • identify connections between people and the characteristics of places • describe the diverse characteristics of different places at the local scale and explain the similarities and differences between the characteristics of these places • interpret data to identify and describe simple distributions and draw simple conclusions • record and represent data in different formats, including labelled maps using basic cartographic conventions. • explain the role of rules in their community and share their views on an issue related to rule-making • describe the importance of making decisions democratically and propose individual action in response to a democratic issue • communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms. 		
	ASSESSMENT	Summative assessment Students conduct an inquiry to answer the following inquiry question: How and why are Anzac Day commemorations significant for different groups?	Summative assessment Students identify, describe and interpret data about Australian places and explain the importance of making decisions democratically, the role of rules in the community and action in response to an issue. *democratic processes in the classroom		
		HASS assessment tasks to be reviewed in 2021			

		SEMESTER ONE		SEMESTER TWO		
THE ARTS	CURRICULUM KNOWLEDGE	Visual Arts Unit 2: Tiny worlds In this unit, students explore the communication of diversity in environments through the manipulation of visual language. Students will: <ul style="list-style-type: none"> • explore and identify purpose and meaning of cultural symbolism in artworks by Aboriginal and Torres Strait Islander peoples and Asian artists to communicate relationships to environments and places • experiment with visual conventions and visual language to depict personal responses and qualities of environments (printmaking techniques, colour relationships – warm/cool; application of materials - harsh/gentle; spatial devices – flattened space/aerial perspective/ depth) • collaborate, plan and create a collection/ exhibition of artworks to depict diversity in Australian environments and diversity in individual approach • compare contemporary artworks of Aboriginal and Torres Strait Islander peoples and Australian artists that communicate personal experience with environments and natural landforms and use art terminology to communicate meaning. 		Media Arts Unit 1: Persuade to protect In this unit students explore representations of people, settings, ideas and story structure in advertising and persuasive presentations, focusing on moving images.		
	ASSESSMENT	Summative assessment Students explore human connections to real and imagined places as inspiration for constructing mixed-media artworks.		Summative assessment Students explore media artworks that inform the making of a collaborative television-style advertisement, which persuades a targeted audience to protect an imaginary place.		
	Music					
	CURRICULUM KNOWLEDGE	Songs of Australia Students continue to develop their in-tune singing voices through the singing of simple songs, with reference to Australian culture, and the use of solfa, handsigns and singing games. They read, write and perform with rhythms  and solfa (do, mi, so and la). Students develop an understanding of how to change the lyrics of a known song and how to perform to an audience.	Bees in the Beehive Students develop an understanding of staff notation, play tuned and un-tuned percussion and respond to music that they make and hear and compose. They develop an understanding of staff notation including time signatures $\frac{2}{4}$ $\frac{4}{4}$ and read from the staff focusing on the notes E G and A.	Recorder One Students begin to learn recorder with two notes E and G and the correct technique. They learn how tonguing relates to the rhythm of the song. Continue their understanding of staff notation, sing rhythmic names and melodic names while reading songs on the staff. Learn to sight read while playing the recorder.	Recorder One Students continue to learn recorder with three notes E,G and A focussing on the correct technique. They learn how tonguing relates to the rhythm of the song. Continue their understanding of staff notation, sing rhythmic names and melodic names while reading songs on the staff. Learn to sight read while playing the recorder.	

ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	Summative assessment
	<ul style="list-style-type: none"> demonstrate aural skills by singing and playing instruments with accurate pitch, rhythm and expression collaborate to improvise, compose and arrange sound, silence, tempo and volume in music that communicates ideas Perform their food song (improvisation of lyrics) with in-tune singing with the beat and playing the rhythm on untuned percussion 	<ul style="list-style-type: none"> compose and arrange a melody using the notes E (mi) and G (So) for an 8 beat song (to go with the lyrics of "Bees in the Beehive"), write it in stick notation and on the staff perform their composition by singing and playing tuned percussion respond to their own and others' music. 	Sight-reads familiar music accurately from the staff fluently with correct technique and tone on the recorder with the notes E and G.	Sight-reads familiar and unfamiliar music accurately from the staff fluently with correct technique and tone on the recorder with the notes E, G and A. Use the elements of music to reflect on their own and others' music.
	Dance			
CURRICULUM KNOWLEDGE	Update coming soon	Update coming soon	Update coming soon	Update coming soon
ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	Summative assessment

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	Identity (U1- FLSS) Students will: <ul style="list-style-type: none"> identify influences that strengthen their identities suggest ways to respond positively to challenges and failures, such as using self-talk, early help-seeking behaviours, and optimistic thinking predict and reflect on how other students might feel in a range of challenging situations, and discussing what they can do support them. 	Being healthy (U2 - FLSS) Students will: <ul style="list-style-type: none"> explore the benefits of being healthy and physically active practise strategies to promote health, safety and wellbeing examine <i>The Australian Guide to Healthy Eating</i> 	Emotional responses (U3 - FLSS) Students will: <ul style="list-style-type: none"> investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. learn how to recognise physical responses that indicate that they are feeling uncomfortable describe strategies that can be used to identify and manage emotions before making a decision to act. 	
	ASSESSMENT	Summative assessment Students identify influences that strengthen identities.	Summative assessment Students demonstrate an understanding of the benefits of being healthy and physically active.	Summative assessment Students investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.	
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	JUMP IT (FLSS) Students create individual skipping movement phase to music. They with others to combine phases into a sequence.	Take your marks, get set, play (U2) Students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individually based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies. They will also explore the benefits of physical activity to health and wellbeing.	Having a ball (U3) Students will refine the fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and transfer them to a range of movement situations. They will develop understanding of net game movement concepts and strategies and apply these to solve the offence and defence challenges faced during games of Fast 4 newcombe. They will also apply strategies for working cooperatively and apply rules fairly.	Tennis, Bat, Catch, Howzat (FLSS) Tennis ball striking. Place hitting of tees with cricket/softball/hockey bats. Fielding and throwing challenges.
	ASSESSMENT	Summative assessment Create and perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.	Summative assessment Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	Summative assessment Students refine fundamental movement skills. They apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.	Summative assessment Students refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges.