

		SEMESTER ONE			SEMESTER TWO		
ENGLISH	CURRICULUM KNOWLEDGE	<p><i>Imaginative focus – Short story</i></p> <p>Short Stories (U1)</p> <ul style="list-style-type: none"> Listen to and read short stories by different authors. Examine text structure, language features and strategies to create humorous effects. Write a short story about a character that faces a conflict. Reflect on the writing process when making and explaining editorial choices. 	<p><i>Persuasive focus: Advertisement</i></p> <p>Examining advertising in the media (U2)</p> <ul style="list-style-type: none"> Read, view and listen to advertisements in print and digital media. Understand how language and text features can be combined for persuasive effect. Create a digital multimodal advertisement and an explanation of creative choices. 	<p><i>Informative focus: News report</i></p> <p>Examining news reports in the media (U3)</p> <ul style="list-style-type: none"> Listen to, read and view a variety of news reports from television, radio and the internet. Identify and analyse bias in media reports. Evaluate the effectiveness of language devices that represent ideas and events with the intent to influence an audience. Create a written response to a news report. 	<p><i>Persuasive focus: Text interpretation</i></p> <p>Exploring literary texts by the same author (U5)</p> <ul style="list-style-type: none"> Listen to and read novels by the same author Identify language choices and author strategies used to influence the reader. Compare two novels by the same author to identify aspects of author style. Prepare a response analysing author style in the novel, and participate in a panel discussion. 	<p><i>Imaginative: Recount episode</i></p> <p>Interpreting literary texts (U4)</p> <ul style="list-style-type: none"> Listen to, read and view extracts from literary texts set in earlier times. They demonstrate their understanding of how the events and characters are created within historical contexts. Create a literary text (letter) that establishes time and place for the reader and explores personal experiences. 	<p><i>Informative focus: Arguing a point of view</i></p> <p>Comparing texts (U6)</p> <ul style="list-style-type: none"> Listen to, read, view and analyse literary and informative texts on the same topic. Evaluate how topics and messages are conveyed through both literary (imaginative) and informative texts, including digital texts. Identify the author's purpose Analyse similarities and differences in texts. Compare and analyse the effectiveness of a text to deliver a message. Write arguments persuading others to a particular point of view using specific structural and language features. Transform an informative text into a literary text
		6 weeks	5 weeks	5 weeks	5 weeks	5 weeks	6 weeks
	TEXTS	<ul style="list-style-type: none"> Give Peas a Chance and other funny stories Mission Impossible 	<ul style="list-style-type: none"> Variety of print and digital advertisements Moreton Island Whitsundays Thredbo Kingsland website 	<ul style="list-style-type: none"> BTN articles (current) 	<ul style="list-style-type: none"> 45 + 47 Stella Street and everything that happened Don't pat the wombat! Grandma's Shipwreck – Jackie French Give Peas a Chance and other funny stories 	<ul style="list-style-type: none"> My Place 	<ul style="list-style-type: none"> Where the forest meets the sea Shackleton
	SKILL DEVELOPMENT	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Noun and noun groups Verb and verb groups Adverbs and adverb groups Metaphors Similes Narrative point of view Evaluative language Cohesive devices Text connectives 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – Multimodal advertisement Evaluative language Noun and noun groups Verbs Adverbs and adverb groups 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Modality Point of view Noun/noun groups Verbs and adverb groups Objective/Subjective language Complex sentences Literal and inferential meanings Paragraphing 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Panel discussion Characterisation Literacy devices Verbs, adverb groups Elaborated tenses Modality and evaluative language Audience 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Objective language Evaluative language Precise choices of verbs and adverbs Figurative language Varied sentence starters Paragraphing 	<ul style="list-style-type: none"> Spelling – weekly lists Spelling – context of a text Text structure – Written argument Compare text structure, layout, language features Provide evidence Direct and indirect quotes Evaluative/subjective language Express a point of view Topic sentences paragraphing
ASSESSMENT	<p>Summative assessment</p> <p>Students write an imaginative and entertaining short story about a character who faces a conflict and explain editorial choices.</p>	<p>Summative assessment</p> <p>Students create a multimodal advertisement and explain how it persuades the viewer.</p>	<p>Summative assessment</p> <p>Students evaluate the use of language in a news report (interview transcript) that influences the audience to accept a particular point of view about a topic.</p>	<p>Summative assessment</p> <p>Students participate in a panel discussion to analyse and evaluate the style of an individual author.</p>	<p>Summative assessment</p> <p>Students write a letter to a student in the future to evoke a sense of time and place.</p>	<p>Summative assessment</p> <p>Students argue a point of view about the effectiveness of literary and informative texts in conveying their message.</p>	

SKILL DEVELOPMENT	<ul style="list-style-type: none"> • Times tables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Identifying, representing simple fractions, decimals, • percentages • Add and subtract unit fractions, decimals • Equivalent fractions • Converting fractions, decimals, percentages • Classify categorical and numerical data • List possible outcomes • Representing probability using fractions • Read and represent 24 hour time • Perimeter of 2D shapes • Area of rectangles • Converting units of measurement (length) • Calculating discounts 	<ul style="list-style-type: none"> • Times tables (x2 – x10) • Identify and represent decimals • Place value (decimal numbers) • Equivalent fractions and decimals and percentages • Connect nets of 3D shapes to 3D objects and vice versa • Identify and classify angles • Order of operations • Generalisations – angles • Multiplying and dividing fractions and decimals 	<ul style="list-style-type: none"> • Times tables (x2 – x10) • Factors • Multiples • Prime & composite numbers • Square & triangular numbers • Calculate discounts • Best value for money problems • Cartesian plane – plotting points • Convert decimals to metric system • Identify translation, rotation, reflection symmetry • Convert decimals to metric system • Find capacity • Find volume • Perimeter of 2D shapes • Area of rectangles • Add/subtract decimals • Equivalent fractions and decimals 	<ul style="list-style-type: none"> • List possible outcomes • Representing probability using fractions • Classify categorical and numerical data • Timetables (x2 – x10) • Factors • Multiples • Calculate discounts • Best value for money problems • Identify and represent decimals • Place value (decimal numbers) • Order decimals (ascending and descending order) • Order of operations
	ASSESSMENT	<p>Summative assessment</p> <p><i>Interpreting and comparing data displays</i> – Students interpret, compare and analyse data displays to make decisions.</p> <p><i>Interpreting and using timetables</i> – Students interpret and use timetables and cost information to determine a travel schedule.</p>	<p>Summative assessment</p> <p><i>Investigating angles</i> – Students solve problems using the relationships between angles on a straight line, vertically opposite angles and angles at a point.</p> <p><i>Applying the order of operations</i> – Students write and apply the correct use of brackets and order of operations in number sentences.</p>	<p>Summative assessment</p> <p><i>Calculating fractions and decimals</i> - Students locate fractions on a number line, solve problems involving the addition and subtraction of related fractions, calculate a simple fraction of a quantity and describe rules for sequences involving fractions and decimals. They perform calculations on decimals including multiplying and dividing by powers of 10 and make connections between capacity and volume.</p> <p><i>Locating integers and describing transformations</i> – Students describe the use of integers in everyday contexts, locate integers on a number line, locate an ordered pair in any one of the four quadrants on the Cartesian plane and describe combinations of transformations.</p> <p><i>Identifying number properties and calculating percentage discounts</i> – Students recognise the properties of prime, composite, square and triangular numbers, solve problems involving division and multiplication, calculate common percentage discounts on sale items and connect fractions, decimals and percentages as different representations of the same number.</p>
Maths assessment tasks to be reviewed in 2021				

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
TECHNOLOGIES	CURRICULUM KNOWLEDGE	<p>Unit 2: Data changing our world</p> <p>In this unit students will investigate how information systems meet local and community needs and will create a spreadsheet solution. Learning opportunities will include:</p> <ul style="list-style-type: none"> exploring how community organisations collect data and present information to meet community needs visualising data to create information that is easily understood creating a data-driven solution that processes user input to provide information about a reading challenge. <p>Students will apply a range of skills and processes when creating digital solutions. They will:</p> <ul style="list-style-type: none"> explore information systems, including systems that deliver community information, and explain how they meet needs examine how digital information systems use whole numbers to represent all data collect, manage and analyse data using a range of software (such as spreadsheets) interpret and visualise data to create information define problems by considering the need, the required data, the audience and what features need to be included implement a digital solution to solve a defined problem apply technical protocols such as devising meaningful file naming conventions and determining safe storage locations to protect data and represent information in ethical ways. <p>Suggested partner units:</p> <ul style="list-style-type: none"> English Year 5 Unit 1 — Examining and creating fantasy texts English Year 6 Unit 1 — Short stories Mathematics Year 5 Unit 1 — Assessment task: Interpreting data and posing questions to gather data Mathematics Year 6 Unit 1 — Assessment task: Interpreting and comparing data displays 	<p>Unit 2: Hands off!</p> <p>Engineering principles and systems</p> <p>In this unit, students investigate how electrical energy can control movement, sound or light in a designed product or system. They design a solution to an environment's security need and make a prototype electrical device that is part of the solution.</p> <p>Students apply the following processes and production skills:</p> <ul style="list-style-type: none"> investigating by: <ul style="list-style-type: none"> the analysis of technologies applied in security systems the testing of circuits and devices that control movement, sound or light generating and documenting design ideas for securing environments using technical terms and graphical representation techniques producing a functional device by safely using materials, components, tools and techniques evaluating design ideas, processes and solutions against negotiated criteria for success including sustainability collaborating as well as working individually throughout the process managing by developing project plans that include resources. <p>Suggested partner unit: Science Year 6 Unit 2 — Energy and electricity</p>
	ASSESSMENT	<p>Summative assessment</p> <p><u>Part A:</u> Explain how information systems meet local and community needs</p> <p><u>Part B:</u> Represent a variety of data types in digital systems</p> <p><u>Part C:</u> Design and create an interactive spreadsheet and share information ethically</p> <p>Students describe digital systems and their components and explain how digital systems connect together to form a network. To create a maze game using the skills of defining, designing, implementing using visual programming, managing and evaluating.</p>	<p>Summative assessment</p> <p>Students design a solution to an environment's security need. They make an electrical device that is part of the solution.</p>

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	Unit 4: Life on Earth Students explore the environmental conditions that affect the growth and survival of living things. They use simulations to plan and conduct fair tests and analyse the results of these tests. Students pose questions, plan and conduct investigations into the environmental factors that affect the growth of living things. They gather, record and interpret observations relating to their investigations. Students consider human impact on the environment and how science knowledge can be used to inform personal and community decisions. They recommend actions to develop environments for native plants and animals.	Unit 3: Our changing world Students explore how sudden geological changes and extreme weather events can affect Earth's surface. They consider the effects of earthquakes and volcanoes on the Earth's surface and how communities are affected by these events. They gather, record and interpret data relating to weather and weather events. Students explore the ways in which scientists are assisted by the observations of people from other cultures, including those throughout Asia. Students construct representations of cyclones and evaluate community and personal decisions related to preparation for natural disasters. They investigate how predictions regarding the course of tropical cyclones can be improved by gathering data.	Unit 2: Energy and electricity Students investigate electrical circuits as a means of transferring and transforming electricity. They design and construct electrical circuits to make observations, develop explanations and perform specific tasks, using materials and equipment safely. Students explore how energy from a variety of sources can be used to generate electricity and identify energy transformations associated with different methods of electricity production. They identify where scientific understanding and discoveries related to the production and use of electricity have, affected people's lives. They evaluate personal and community decisions related to use of different energy sources and their sustainability.	Unit 1: Making changes Students investigate changes that can be made to materials and how these changes are classified as reversible or irreversible. They plan investigation methods using fair testing to answer questions. Students identify and assess risks, make observations, accurately record data and develop explanations. They suggest improvements, which can be made to their methods to improve investigations. Students explore the effects of reversible and irreversible changes in everyday materials and how this scientific understanding is used to solve problems that directly affect people's lives.
	ASSESSMENT	Summative assessment <i>Investigating mouldy bread</i> – Students develop an investigable question and design an investigation into simple cause-and-effect relationships including identifying variables to be changed and measured and potential safety risks. They collect, organise and interpret data to identify environmental factors that contribute to mould growth in bread and explain how scientific knowledge helps to solve problems.	Summative assessment <i>Explaining changes to the surface of the Earth</i> – Students explain how natural events cause rapid changes to Earth's surface and identify contributions to the development of science by people from a range of cultures. They identify how research can improve data.	Summative assessment <i>Exploring energy and electricity</i> – Students analyse requirements for the transfer of electricity in a circuit and describe how energy can be transformed from one form to another to generate electricity. They explain how scientific knowledge is used to assess energy sources selected for a specific purpose.	Summative assessment <i>Testing change: Reversible or irreversible?</i> Students plan and conduct an investigation into reversible and irreversible changes, including identifying variables to be changed and measured, describing potential safety risks, identifying improvements to methods and constructing texts to communicate ideas, methods and findings.
		SEMESTER ONE		SEMESTER TWO	
HASS	CURRICULUM KNOWLEDGE	Unit 1: Australia in the past Inquiry questions: <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i> In this unit, students: <ul style="list-style-type: none"> examine the key figures, events and ideas that led to Australia's Federation and Constitution recognise the contribution of individuals and groups to the development of Australian society since Federation investigate the key institutions, people and processes of Australia's democratic and legal system locate, collect and interpret information from primary sources sequence information about events and the lives of individuals in chronological order present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	Unit 2: Australians as citizens Inquiry questions: <i>What does it mean to be an Australian citizen? How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i> In this unit, students: <ul style="list-style-type: none"> recognise the responsibilities of electors and representatives in Australia's democracy consider the shared values, right and responsibilities of Australian citizenship and obligations that people may have as global citizens identify different points of view and solutions to an issue generate alternative responses to an issue, use criteria to make decisions and identify the advantages and disadvantages of preferring one decision over others examine continuities and changes in the experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, women and children investigate stories of groups of people who migrated to Australia since Federation sequence information about events and represent time by creating timelines present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	Unit 3: Australia in a diverse world Inquiry questions: <i>How do places, people and cultures differ across the world?</i> In this unit, students: <ul style="list-style-type: none"> examine the geographical diversity of the Asia region and the location of its major countries in relation to Australia investigate differences in the economic, demographic and social characteristics of countries across the world consider the world's cultural diversity, including that of its indigenous peoples identify Australia's connections with other countries organise and represent data in large- and small-scale maps using appropriate conventions interpret data to identify, describe and compare distributions, patterns and trends in the diverse characteristics of places present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, mapping, communication conventions and discipline-specific terms. 	Unit 5: Making decisions to benefit my community Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i> In this unit, students: <ul style="list-style-type: none"> investigate a familiar community or regional economics or business issue that may affect the individual or the local community examine how the concept of opportunity cost involves choices about the alternative use of resources and the need to consider trade-offs identify the effect that consumer and financial decisions can have on the individual, the broader community and the environment recognise the reasons businesses exist and the different ways they provide goods and services present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials, communication conventions and discipline-specific terms.

ASSESSMENT	Summative assessment	Summative assessment	Summative assessment	Summative assessment
	Students explain the significance of key people, events, institutions and processes to the development of the Australian nation.	Students investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.	Students demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.	Students explain ways that resources can be used to benefit individuals, the community and the environment.
<i>HASS assessment tasks to be reviewed in 2021</i>				

		SEMESTER ONE	SEMESTER TWO	
		Visual Arts	Drama	
THE ARTS	CURRICULUM KNOWLEDGE	<p>Unit 1: The animal within</p> <p>In this unit, students focus on representation of animals as companion, metaphor, totem and predator.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore and explain the representation of values and beliefs in sculptural artworks by artists including Aboriginal and Torres Strait Islander peoples and Asian artists and consider this in the development of their own artworks experiment with and use visual conventions and practices (ceramic sculpture, collage, surface manipulation, 3-dimensional form, mixed media) in research and development of individual artworks which express a personal view plan the presentation of sculptural animals to enhance meaning for audience with description of influence and personal view compare visual art conventions and the representation of animals in 3-dimensional artworks from different cultures, times and places and use art terminology to explain the communication of meaning. 	<p>Unit 2: Documentary – What’s the story?</p> <p>In this unit, students create a documentary style film to tell the personal story of someone known to them or researched.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore the use of documentary codes and conventions to tell a story, depict a character, enhance representation and point of view experiment with media technology and collaborative production processes (script, storyboard, film, photography, editing, lighting, sound and text) to create mood and atmosphere and communicate point of view present productions in digital form to share and discuss similarities and differences in story principles, point of view, genre conventions, mood and lighting compare and explain the shaping of viewpoint, ideas and stories in their own media artwork and that of others, examining representation of culture, time and place in media artworks from Australia, including media artworks of Aboriginal and Torres Strait Islander Peoples. 	<p>Unit 3: Dramatic transformations</p> <p>In this unit, students make and respond to drama by investigating dramatic forms that use more than the human body in role and dramatic action. These will include fantasy, puppetry, clowning, mask, media, props and alternate performance spaces.</p> <p>Students will:</p> <ul style="list-style-type: none"> explore dramatic action, empathy and space in drama forms that use more than the human body through improvisations, playbuilding and scripted drama to develop characters and situations develop skills and techniques of voice and movement to create character, mood and atmosphere and focus dramatic action in drama forms that use more than the human body rehearse and perform devised and scripted drama, in drama forms that use more than the human body, to develop narrative, drive dramatic tension, and use dramatic symbol, performance styles and design elements to share community and cultural stories and engage an audience explain how the elements of drama and production elements, in drama forms that use more than the human body, communicate meaning by comparing drama from different social, cultural and historical contexts.
	ASSESSMENT	Summative assessment	Summative assessment	Summative assessment
	Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.	Students explore how documentary techniques are used to portray stories, ideas and points of view of people in the community.	Students devise, perform and respond to drama that explores dramatic transformations.	

		Music			
CURRICULUM KNOWLEDGE	Ukulele Two	Students continue to develop their in-tune singing voices and ukulele skills by singing, playing and composing songs using four chords (C F G7 Am). They develop their musicianship through reading, writing and performing with simple and compound time rhythms, staff notation and solfa. They will analyse and compare music they make and hear including music from different times and cultures.		Garage Band	
				Students apply their accumulated music knowledge and skills to create electronic music compositions and recordings on iPads using the Garageband app. They also reflect on music making processes and the elements of music found in different cultures, times and places.	
ASSESSMENT	Summative assessment	Students: <ul style="list-style-type: none"> • sing and play a song on ukulele using three or four chords • compose new melody in Q&A form. Write last phrase on the staff • use the elements of music to describe music they listen to, discussing music from different times and cultures 		Summative assessment	
				Students: <ul style="list-style-type: none"> • create a recording of a known song in the Garageband app that includes 3 parts (guitar, vocal and a loop) • compose two variations on the class composition. Record in Garage band • explain how the elements of music are used in their own composition and how it is influenced by music from different cultures, times and places. 	
		Dance			
CURRICULUM KNOWLEDGE	Update coming soon	Update coming soon		Update coming soon	
ASSESSMENT	Summative assessment	Summative assessment		Summative assessment	

		SEMESTER ONE		SEMESTER TWO	
LOTE	CURRICULUM KNOWLEDGE	<p>Unit 7: What is school life?</p> <p>In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of texts about school in Japan use a range of language to discuss school experiences participate in an intercultural experience to notice, compare and reflect on language and culture. 	<p>Unit 5: What is character?</p> <p>In this unit students will explore the concept of character as reflected in personality traits and qualities of real people and imaginative characters in Japan and Australia.</p> <p>Students will:</p> <ul style="list-style-type: none"> use Japanese to discuss qualities of people they admire encounter authentic language in a range of spoken and written texts about a variety of imaginary characters respond to imaginative texts and identify qualities in imaginative characters understand and apply knowledge of adjectives and text features to describe attributes of imaginative characters reflect on intercultural experiences noticing similarities and differences in values portrayed by characters in imaginative texts. 	<p>Unit 8: What do my interests say about me?</p> <p>In this unit, students will explore the concepts of group identity and belonging through their own individual interests.</p> <p>Students will:</p> <ul style="list-style-type: none"> discuss leisure activities and interests gather, classify and compare information about the interests of Japanese children create bilingual profiles based on interests identify borrowed words used to discuss interests. 	<p>Unit 6: What is change?</p> <p>In this unit, students explore the concept of change and use language to describe feelings in situations involving change.</p> <p>Students will:</p> <ul style="list-style-type: none"> engage with a range of spoken and written imaginative and informative texts describing the emotional experience of dealing with change such as establishing oneself in a new place, encountering a new situation convey the experience of moving from a familiar to an unfamiliar situation using expressive language to convey feelings create a children's story book in which a character journeys from a familiar to an unfamiliar situation participate in intercultural experiences to notice, compare and reflect on language and culture.
	ASSESSMENT	<p>Summative assessment</p> <p>Students locate specific information from a written text, translate a familiar text and identify behaviours, values and language associated with Japanese society.</p>	<p>Summative assessment</p> <p>Students create a connected text of a few sentences. Students identify values associated with Japanese society.</p>	<p>Summative assessment</p> <p>Students interact in the classroom, locate specific information and some supporting details in a listening text on a familiar topic.</p>	<p>Summative assessment</p> <p>Students create a connected text of a few sentences to convey information about activities and events using knowledge of stroke order to form characters.</p>

		SEMESTER ONE		SEMESTER TWO	
HEALTH	CURRICULUM KNOWLEDGE	<p>Let's talk about wellbeing (FLSS U1)</p> <p>Students will explore their own and other's contribution to health and wellbeing proposing practices that help promote and maintain wellbeing. Students will discuss the importance of social supports.</p>	<p>Decision making for healthy living (FLSS U2)</p> <p>Students will access and interpret health information (healthy drinks) and apply decision-making skills to enhance their own and other's health, safety and wellbeing in different situations including traffic and alcohol related.</p>	<p>Transitioning (FLSS U3)</p> <p>Students will investigate developmental changes and transitions. They will explore strategies for managing the change and identifying resources to support transitions to high school.</p>	
	ASSESSMENT	<p>Summative assessment</p> <p>Students describe their own and others' contribution to health and wellbeing.</p>	<p>Summative assessment</p> <p>Students access and interpret health information and apply decision-making and problem solving skills to enhance their own and others' health, safety and wellbeing.</p>	<p>Summative assessment</p> <p>Students investigate developmental changes and transitions and explain the influence of people and places on identities as they transition to high school.</p>	
		SEMESTER ONE		SEMESTER TWO	
PHYSICAL EDUCATION	CURRICULUM KNOWLEDGE	<p>Fitness fun (U2)</p> <p>Students will explore the health-related fitness components of a range of physical activities and the importance of physical activity participation to health and wellbeing. They will apply the elements of movement to compose and perform a fitness activity station that develops a health-related fitness component.</p>	<p>People in motion (U1)</p> <p>Students perform free running skills including running, jumping, landing, balancing and safety rolls. They combine free running skills, movement concepts and strategies to complete obstacle courses.</p>	<p>All codes football (U3)</p> <p>Students will develop and perform the specialised movement skills of passing, kicking and catching in 'All codes' football game situations. They will propose and combine movement concepts and strategies to achieve outcomes in 'All codes' football.</p>	<p>Over the net (U4)</p> <p>Students will perform specialised tennis skills. They will combine movement concepts and strategies during mini-tennis gameplay to open up space on the court to win points or gain control in rallies. They will demonstrate fair play and skills to work collaboratively during tennis activities and games.</p>
	ASSESSMENT	<p>Summative assessment</p> <p><i>Describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. Students apply the elements of movement when composing and performing movement sequences.</i></p>	<p>Summative assessment</p> <p><i>Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges</i></p>	<p>Summative assessment</p> <p><i>Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.</i></p>	<p>Summative assessment</p> <p><i>Perform specialised movement skills and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. Students demonstrate fair play and skills to work collaboratively to solve movement challenges.</i></p>