

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p><b>Imaginative text focus</b></p> <p><b>Exploring texts by Australian authors (U1)</b></p> <p>Students engage with a variety of texts for enjoyment, including short chapter fiction books, picture books, print, digital and oral texts. Texts include classic or contemporary literature by Australian and world authors, including texts from and about Asia and the oral narrative traditions and literature of First Nations Australians. Texts describe sequences of events and unusual happenings and support or extend students as independent readers.</p> <p>Students describe how ideas are developed through characters and events and how texts reflect contexts. They compare texts from different times with similar purposes and their depictions of events.</p> <p>Students use these texts as models to create imaginative adaptations.</p>	<p><b>Informative text focus</b></p> <p><b>Reporting on topics of interest or learning (U2)</b></p> <p>Students engage with a variety of texts including informative texts of increasing complexity and technicality. Texts by Australian, including First Nations Australian, and world authors should extend students as independent readers.</p> <p>Texts may be about topics of interest or topics being studied in other learning areas. They include text-specific language features, varied sentence structures and some unfamiliar vocabulary.</p> <p>Students explore how characteristic features of texts and the specific organisation of language serve the purpose of texts.</p> <p>Students use texts as models to create and present a report.</p>	<p><b>Informative text focus</b></p> <p><b>Experimenting with creative expression (U3)</b></p> <p>Students engage with a variety of texts for enjoyment including oral texts, picture books, rhyming verse, poetry and dramatic performances. These texts support and extend students as independent readers. Texts include oral narrative and literature of First Nations Australians, classic and contemporary literature from Australian and world authors and include texts from and about Asia.</p> <p>Students explore how characteristic features are used to meet the purpose of the text and how language features are typically organised into stages.</p> <p>Students create an imaginative text to share with an audience.</p>	<p><b>Persuasive text focus</b></p> <p><b>Building an argument (U4)</b></p> <p>Students engage with a variety of texts including imaginative, informative and persuasive text, films, multimodal texts and dramatic performances with content of increasing complexity and technicality. Texts may reflect learning in other areas and include literature of Australian, First Nations Australian and world authors.</p> <p>Students explore characteristic features used by authors to persuade and build an argument.</p> <p>Students create a multimodal persuasive text for a particular purpose and audience.</p>
	CURRICULUM KNOWLEDGE	<p><b>Term 1</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Number and place value — Recognise, represent and order numbers to at least tens of thousands; partition, rearrange and regroup numbers to tens of thousands; recall multiplication facts up to 10x and related division facts; efficient mental and written strategies for multiplication and division</li> <li>Patterns and algebra — Solve word problems using number sentences (multiplication or division)</li> <li>Chance — Describe possible everyday events and order their chances of occurring; identify everyday events where one cannot happen if the other happens; identify events where the chance of one will not be affected by the other.</li> <li>Number and place value — Investigate and use the properties of odd and even numbers;</li> </ul>	<p><b>Term 2</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Location and transformation — Use simple scales, legends and directions to interpret information contained in basic maps.</li> <li>Using units of measurement — Use scaled instruments to measure and compare lengths, masses, capacities and temperatures; compare objects using familiar metric units of area and volume;</li> <li>Shape — Compare the areas of regular and irregular shapes by informal means; compare and describe 2D shapes;</li> <li>Location and transformation — Create symmetrical patterns, pictures and shapes</li> <li>Shape — Legends and directions to interpret information contained in basic maps</li> <li>Geometric reasoning — Compare angles and classify them as equal to, greater than, or less than, a right angle.</li> </ul>	<p><b>Term 3</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Fractions and decimals — Count by quarters, halves &amp; thirds and locate and represent on a number line;</li> <li>Money and financial mathematics - Solve purchasing problems and the calculation of change to the nearest five cents; recognise that place value system can be extended to tenths and hundredths, and make connections between fractions and decimal notation.</li> <li>Data representation and interpretation — Select and trial methods for data collection; construct suitable data displays; evaluate the effectiveness of different displays in illustrating data.</li> </ul>	<p><b>Term 4</b></p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> <li>Patterns and algebra — find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences.</li> <li>Using units of measurement — convert between units of time; use 'am' and 'pm' notation and solve simple time problems.</li> <li>Fractions and decimals — recognise that place value system can be extended to tenths and hundredths, and make connections between fractions and decimal notation.</li> </ul>
MATHEMATICS	ASSESSMENT	<p><b>Summative assessment</b></p> <p><i>Students choose appropriate strategies for calculations involving multiplication and division, and recall multiplication facts to 10 x 10 and related division facts.</i></p> <p><i>Students identify dependent and independent events and list the probabilities of everyday events.</i></p> <p><i>Students use the relationships between the four operations and odd and even numbers.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students recall multiplication and division facts, interpret information contained in simple maps and classify angles in relation to a right angle.</i></p> <p><i>Student compare areas of regular and irregular shapes using informal units, use scaled instruments to measure temperatures, lengths, shapes and objects, and create symmetrical shapes and patterns.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students locate familiar fractions on a number line and recognise common equivalent fractions in familiar contexts.</i></p> <p><i>Students solve simple purchasing problems including the calculation of change.</i></p> <p><i>Students define the different methods for data collection and representation, and evaluate their effectiveness. To construct data displays from given or collected data.</i></p>	<p><b>Summative assessment</b></p> <p><i>Students demonstrate and explain the connections between fractions and decimals to hundredths.</i></p> <p><i>Students solve problems involving time duration and convert between units of time.</i></p> <p><i>Students find unknown quantities in number sentences involving addition and subtraction and identify equivalent number sentences.</i></p>

		SEMESTER ONE	SEMESTER TWO
		DIGITAL TECHNOLOGIES	DESIGN AND TECHNOLOGIES
<b>TECHNOLOGIES</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Unit 2: What's your waste footprint?</b></p> <p>In this unit students will explore and manipulate different types of data and transform data into information. They will create a digital solution that presents data as meaningful information to address a school or community issue (such as how lunch waste can be reduced). They will:</p> <ul style="list-style-type: none"> <li>recognise different types of data and represent the same data in different ways</li> <li>collect, access and present data as information using simple software (such as spreadsheets)</li> <li>explore and describe how a range of common information systems present data as information to meet personal, school and community needs</li> <li>develop skills in computational and systems thinking when solving problems and creating solutions</li> <li>plan, create and communicate ideas and information independently and with others, applying agreed ethical and social protocols</li> <li>explain how existing information systems meet personal, school and community needs.</li> </ul> <p>Suggested partner unit: HASS Year 4 Unit 2 – Using places sustainably</p>	<p><b>Unit 1: Repurpose it</b> <i>Materials and technologies specialisations</i></p> <p>In this unit, students investigate the suitability of materials, systems, components, tools, equipment and techniques for specific purposes. They repurpose an item of clothing to create another useful item. They explore the role of people in design and technologies occupations as well as factors, including sustainability, that impact on designs that meet community needs. Students apply processes and production skills, including:</p> <ul style="list-style-type: none"> <li>investigating by: <ul style="list-style-type: none"> <li>communicating with client and critiquing needs or opportunities for designs</li> <li>testing materials including fabrics and exploring techniques for shaping and joining them</li> <li>identifying examples of recycling, up-cycling and re-using</li> </ul> </li> <li>generating design ideas for a useful item and communicating them with annotated design drawings</li> <li>producing a useful item by selecting relevant tools and resources and using them safely</li> <li>evaluating design ideas, processes and solutions</li> <li>collaborating as well as working individually throughout the process</li> <li>managing by sequencing production steps.</li> </ul> <p>Suggested partner units:</p> <ul style="list-style-type: none"> <li>Science Year 4 Unit 3 – Material use</li> <li>HASS Year 4 Unit 2 – Using places sustainably</li> </ul>
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b></p> <p><u>Part A:</u> Collect and manipulate data to create information</p> <p><u>Part B:</u> Describe how a familiar information system is used</p> <p><u>Part C:</u> Draw, identify and explain data types and representations</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><b>Summative assessment</b></p> <p>Students complete a design challenge to repurpose an item of clothing to create another useful item.</p>

		SEMESTER ONE		SEMESTER TWO	
SCIENCE	CURRICULUM KNOWLEDGE	<p><b>Unit 2: Ready, set, grow!</b></p> <p>Students investigate life cycles and sequence key stages in the life cycles of plants and animals. They examine relationships between living things and their dependence on each other and on the environment. By considering human and natural changes to the habitats, students will predict the effect of these changes on living things, including the impact on life cycles and the survival of the species. They identify when science is used to understand the effect of their own and others' actions. They identify investigable questions and make predictions based on prior knowledge. They discuss ways to conduct investigations safely and make and record observations with accuracy. They use tables and column graphs to organise their data, suggest explanations for observations and compare their findings with their predictions. They communicate their observations and findings.</p>	<p><b>Unit 1: Here today, gone tomorrow</b></p> <p>In this unit students will explore natural processes and human activity that cause weathering and erosion of Earth's surface. Students relate this to their local area, make observations and predict consequences of future occurrences and human activity. They describe situations where science understanding can influence their own and others' actions. They identify questions and make predictions based on prior knowledge. They safely use equipment and make and record observations with accuracy. They suggest explanations for their observations, compare their findings with their predictions and communicate their observations and findings.</p>	<p><b>Unit 3: Material use</b></p> <p>They investigate physical properties of materials and consider how these properties influence the selection of materials for particular purposes. They consider how science involves making predictions and how science knowledge helps people to understand the effect of their actions. They make predictions and use appropriate materials and equipment safely to make and record observations when conducting investigations. They represent data, identify patterns in their results, suggest explanations for their results, compare their results with their predictions, and reflect upon the fairness of their investigations. They complete simple reports to communicate their findings.</p>	<p><b>Unit 4: Fast Forces!</b></p> <p>Students use games to investigate and demonstrate the direction of forces and the effect of contact and non-contact forces on objects. They use their knowledge of forces to make predictions about games and complete games safely in order to collect data. They use tables and column graphs to organise data and identify patterns so that findings can be communicated. They identify how science knowledge of forces helps people understand the effects of their actions.</p>
	ASSESSMENT	<p><b>Summative assessment</b></p> <p><i>Mapping life cycles and relationships</i> – Students understand how relationships of living things impact on their life cycle. To describe situations when science is used to understand the effect of actions, and organise and communicate findings.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating soil erosion</i> – Students describe the natural processes and human activity that cause changes to Earth's surface. To plan, conduct and report on an investigation of the erosion process. To apply science understandings to formulate control strategies in real-life situations.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating and selecting materials for uses based on their properties including the use of ochre</i> – Students investigate the observable properties of materials and explain how they can be used in real-life situations.</p>	<p><b>Summative assessment</b></p> <p><i>Investigating contact and non-contact forces</i> – Students conduct an investigation about how contact and non-contact forces are exerted on an object. They design and investigate their own forces game, make a prediction, collect data and identify patterns. Students identify when science is used to understand the effect of their actions.</p>
		SEMESTER ONE		SEMESTER TWO	
HASS	CURRICULUM KNOWLEDGE	<p><b>Unit 1: Early exploration and settlement</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• What was life like for Aboriginal and Torres Strait Islander Peoples before and after the arrival of the Europeans.</li> <li>• Why did the First Fleet journey occur? (Where/when did the First Fleet go? How was daily life challenged in the Botany Bay penal settlement?)</li> </ul> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>• explore life before and after British colonisation</li> <li>• explore Makasar people story</li> <li>• describe factors that shape their identity and sense of belonging</li> <li>• distinguish facts and opinions on Australia Day</li> <li>• investigate experiences of an individual/group on the First Fleet</li> <li>• sequence a First Fleet journey</li> </ul>		<p><b>Unit 2: Sustainable use of places</b></p> <p><i>Inquiry questions:</i></p> <ul style="list-style-type: none"> <li>• How can people use environments more sustainably?</li> </ul> <p>In this unit, students will:</p> <ul style="list-style-type: none"> <li>• explore the concept of 'place' with a focus on Africa and South America</li> <li>• describe the relative location of places at a national scale</li> <li>• identify how places are characterised by their environments</li> <li>• describe the characteristics of places, including the types of natural vegetation and native animals</li> <li>• examine the interconnections between people and environment and the importance of environments to animals and people</li> <li>• identify the purpose of structures in the local community, such as local government, and the services these structures provide for people and places</li> <li>• investigate how people use, and are influenced by, environments and how sustainability is perceived in different ways by different groups and involves careful use of resources and management of waste</li> <li>• recognise the knowledge and practices of Aboriginal and Torres Strait Islander peoples in regards to places and environments</li> <li>• propose actions for caring for the environment and meeting the needs of people.</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b> Students</p> <p><b>Inquiry A</b></p> <ul style="list-style-type: none"> <li>• before and after table explaining life before and after British colonisation.</li> <li>• respond to questions about the Makasar people</li> <li>• create a mind map describing factors that shape their identity and sense of belonging</li> <li>• distinguish fact and opinions on Australia Day statement</li> </ul> <p><b>Inquiry B</b></p> <ul style="list-style-type: none"> <li>• video entry describing the experiences of an individual/group on the First Fleet, reasons for the journey, and daily life in the Botany Bay penal settlement and challenges experienced</li> <li>• sequence a First Fleet journey timeline, explaining the sequences and reasons for stopping at various locations</li> </ul>		<p><b>Summative assessment</b></p> <p>Students conduct an inquiry to answer the following question: How can people use environments more sustainably?</p>	

		SEMESTER ONE		SEMESTER TWO	
		Visual Arts		Drama	
THE ARTS	CURRICULUM KNOWLEDGE	<p><b>Unit 1: Meaning in found objects</b></p> <p>In this unit, students explore the communication of cultural meaning through found objects and surface manipulation.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore and identify purpose and meaning in sculptural artworks by Aboriginal and Torres Strait Islander peoples and Asian artists and use this as inspiration to develop their own artworks</li> <li>experiment with visual conventions (plaster cast relief sculpture, mixed media, mould making, found objects, surface manipulation) in research and development of individual artworks following shared conditions</li> <li>collaborate and plan the presentation of individual sculptures as a mural project</li> <li>compare the unique qualities of three-dimensional artworks with two-dimensional artworks and use art terminology to communicate meaning.</li> </ul>		<p><b>Unit 3: Exploring issues through drama</b></p> <p>In this unit, students will make and respond to drama by investigating ways that issues and ideas about the world can be explored and expressed through drama.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>explore ideas and narrative structures through roles and situations and use empathy in their own improvisations and devised drama around an issue</li> <li>use voice, body, movement and language to sustain role and relationships and create dramatic action with a sense of time and place in an issues-based drama</li> <li>shape and perform dramatic action around an issue using narrative structures and tension in devised and scripted drama, including exploration of Aboriginal drama and Torres Strait Islander drama</li> <li>identify intended purposes and meaning of drama, starting with Australian drama, including drama of Aboriginal peoples and Torres Strait Islander peoples, using the elements of drama to make comparisons.</li> </ul>	
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students explore how found objects can communicate meaning in three-dimensional artworks.</p>		<p><b>Summative assessment</b></p> <p>Students devise, respond to and perform drama about the issue of endangered animals.</p>	
		<b>Music</b>			
	CURRICULUM KNOWLEDGE	<p><b>Songs of Australia</b></p> <p>They continue to practise in tune singing and aural skills by singing in groups and identifying rhythmic and melodic elements in music they make and hear. They read, write and perform with simple time rhythms and solfa (do, re, mi, so and la). Students will apply their understanding of staff notation by playing short songs on recorder (notes E G A B C ) while reading from the staff while being in an ensemble with an accompanying part on glockenspiel.</p>	<p><b>Rhythmic Creations</b></p> <p>Students will:</p> <ul style="list-style-type: none"> <li>Listen to theme music for Super Heroes and discuss the different elements of music used and how the music relates to the character. In an ensemble and then create their own super hero and super powers.</li> <li>discuss how the composers used the elements of music in their compositions of super hero theme music</li> </ul>	<p><b>Ensemble/Part Work</b></p> <p>Students learn about compound time and will compare compound and simple time songs. They will continue to apply their understanding of staff notation and the elements of music through playing the glockenspiel (G/A/B), recorder (notes G/A/B/C/D) untuned percussion, singing and reflecting on performances. Students will develop their understanding of part work through canon, ostinato and partner songs.</p>	
	ASSESSMENT	<p><b>Summative assessment</b></p> <ul style="list-style-type: none"> <li>In a small ensemble, students play the recorder part of "Bobby Shaftoe" with the correct technique, melody, rhythm and tempo against a tuned ostinato pattern that is played at the same tempo</li> <li>Students will change the known music of the song "Dreaming" to make it about their place in Australia they would like to visit. Students write the changes as music notation and play their composition on recorder.</li> <li>Describe and discuss similarities and differences between music they listen to, compose and perform</li> </ul>	<p><b>Summative assessment</b></p> <p>Students will create, compose, perform and record compositions in music portraying characters and action by selecting and organising sounds, silence, tempo and volume that communicates ideas about their super hero. Students will reflect on their own and others performances and respond to listening to Super Hero themes using the elements of music and identifying different instruments.</p>	<p><b>Summative assessment</b></p> <p>Students will perform a song in a small ensemble with the melody played on recorder and the accompaniment on glockenspiel. Students will play partner songs at the same tempo. They will write the rhythm of an ostinato from a partner song and play against the melody of the partner song played on recorder. Students will reflect on their performance and others. They will listen to music, identifying whether it is in compound or simple time.</p>	

		SEMESTER ONE		SEMESTER TWO	
		Dance			
	CURRICULUM KNOWLEDGE	Students will develop knowledge and understanding of their bodies and how they can be utilised to perform and produce movement. They have the opportunity to develop their gross motor movements. Students will refine dance technique and flexibility ensuring they are implementing safe dance practices. They will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices.		Students will continue to develop technical and expressive skills. They will explore and improvise new movement possibilities using a slow tempo. Students will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance. They will be given the opportunity to improvise and structure movement ideas to create dance sequences that tells a cultural or community story in pairs. Students will discuss how elements of dance and production and choreographic devices/choices can be used to represent a mood or storyline including exploration of Aboriginal and Torres Strait Islander dance.	
	ASSESSMENT	<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore and improvise with ways to represent ideas through movement</li> <li>• develop technical and expressive skills</li> <li>• share their dance work with an audience</li> <li>• understand that there are many ways to express themselves in Dance.</li> <li>• Use the elements of dance to support their movements.</li> </ul>		<p><b>Summative assessment</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>• explore and improvise with ways to represent ideas through movement</li> <li>• develop technical and expressive skills</li> <li>• share their dance work with an audience</li> <li>• respond to dance works from a range of contexts</li> <li>• reflect on their own dance making</li> <li>• have a variety of individual responses</li> <li>• think about and plan responses to stimulus</li> <li>• work together to imagine ideas and create movement</li> <li>• use choreographic devices</li> <li>• Use the elements of dance to support their movements.</li> </ul>	
JAPANESE	CURRICULUM KNOWLEDGE	<p><b>Me and my place.</b></p> <p>In this unit, students use language to introduce themselves, explore the concept of housing in Japan and make connections with student's own personal spaces within a home.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• share their name and information about aspects of their personal spaces (such as their bedroom)</li> <li>• engage with a range of texts about housing in Japan</li> <li>• use a range of language to discuss and describe aspects of housing</li> <li>• analyse and understand the systems of language relating to pronunciation</li> <li>• participate in intercultural experiences to notice, compare and reflect on language and culture associated with Japanese homes.</li> </ul>	<p><b>Unit 2: A day in a Japanese school</b></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"> <li>• engage with a range of texts about school experiences in Japan</li> <li>• use a range of language to discuss school experiences</li> <li>• analyse and understand the systems of language relating to script recognition</li> <li>• participate in intercultural experiences to notice, compare and reflect on language and culture associated with school experiences.</li> </ul>	<p><b>Unit 8 — The journey of the tale</b></p> <p>Students will use language to explore the different representations of characters in traditional stories.</p> <p>They will:</p> <ul style="list-style-type: none"> <li>• engage with a range of traditional Japanese stories</li> <li>• explore the representation of heroes in traditional stories</li> <li>• analyse and understand the systems of language relating to pronunciation, script recognition and Japanese sentence structure</li> <li>• participate in intercultural experiences to reflect on language and cultural values relating to character transformations in imaginative texts.</li> </ul>	<p><b>Unit 5: Amazing places</b></p> <p>In this unit, students explore different regions in Japan and describe places in their own community.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• engage with a range of texts about different places around Japan explore the geography of Japan in comparison to Australia</li> <li>• use a range of language to describe various places in their community</li> <li>• analyse and understand the systems of language relating to script recognition and Japanese sentence structure</li> <li>• participate in intercultural experiences to reflect on language and culture relating to descriptions of places within a community.</li> </ul>

<b>ASSESSMENT</b>	<p><b>Summative assessment</b> <b>Collection of work</b> Modes assessed: listening, speaking</p> <p>Students introduce themselves, identify specific items of information, create short spoken texts related to their personal world. They describe people and events using adjectives and verbs, identify ways in which rhythm is used to chunk phrases and know the role of particles..</p>	<p><b>Summative assessment</b> <b>Collection of work – Speaking-Reflecting-reading</b></p> <p>Students interact with the teacher and peers in regular classroom routines and structured interactions. Students comprehend short written texts that use familiar and repetitive language.</p>	<p><b>Summative assessment</b> <b>Collection of work – Speaking-Reflecting</b></p> <p>Students describe people and events using adjectives, time-related vocabulary and appropriate verb forms They apply word order (subject–object–verb) in simple sentences</p>	<p><b>Summative assessment</b> <b>Composition – Speaking-Writing</b></p> <p>Students describe places and events using adjectives, time- related vocabulary and appropriate verb forms.</p>
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<b>HEALTH</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Interpreting health messages (U1 - FLSS)</b> Students will:</p> <ul style="list-style-type: none"> <li>interpret health messages and discuss the influences on healthy and safe choices.</li> <li>explore choices, behaviours and outcomes of conveyed health messages</li> </ul>	<p><b>Managing change (U2 - FLSS)</b> Students will:</p> <ul style="list-style-type: none"> <li>recognise strategies for managing change</li> <li>discuss changes that occur as they get older and how these changes impact on how they think about themselves.</li> </ul>
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b> Students interpret health messages and discuss the influences on healthy and safe choices.</p>	<p><b>Summative assessment</b> Students recognise strategies for managing change.</p>
<b>PHYSICAL EDUCATION</b>	<b>CURRICULUM KNOWLEDGE</b>	<p><b>Criss Cross (U1)</b> Students will practise and refine fundamental movement skills to perform long-rope, partner and individual skipping sequences. They will examine the benefits of being healthy and physically active, and how they relate to skipping.</p>	<p><b>Athletic spectacle (U2)</b> Students will create an athletic-themed sequence using fundamental movement skills and elements of movement. They will perform running, jumping and throwing sequences in authentic situations.</p>
	<b>ASSESSMENT</b>	<p><b>Summative assessment</b> Students will recognise how emotional responses vary, understand how to interact positively with others in a variety of situations, describe factors that contribute to positive relationships</p>	<p><b>Summative assessment</b> Students will recognise how emotional responses vary, understand how to interact positively with others in a variety of situations, describe factors that contribute to positive relationships</p>
		<p><b>Having a Ball Again (FLSS)</b> <i>Large Ball Games – students apply skills in Basketball, Netball and Newcombe to play modified games.</i></p>	<p><b>Let me Entertain You (FLSS)</b> <i>Juggling – individual and with partner.</i> <i>Tennis Ball Juggling Challenges</i></p>

	<b>ASSESSMENT</b>	<b>Summative assessment</b> Perform movement sequences using fundamental movement skills and the elements of movement. Students understand the benefits of being healthy and physically active.	<b>Summative assessment</b> Create and perform movement sequences using fundamental movement skills and the elements of movement.	<b>Summative assessment</b> Apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.	<b>Summative assessment</b> Refine fundamental movement skills and movement concepts and strategies in a variety of physical activities and to solve movement challenges. Students apply strategies for working cooperatively and apply rules fairly.
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