

		SEMESTER ONE		SEMESTER TWO	
ENGLISH	CURRICULUM KNOWLEDGE	<p>Imaginative focus – Narrative</p> <p>Exploring shifts in time (U1)</p> <p>Students engage with a variety of literary texts including films, digital texts and novels for enjoyment. These texts may include less predictable characters, elaborated events, flashbacks and shifts in time and literature by First Nations Australian, Australian and world authors including texts from and about Asia.</p> <p>Students explore contexts in which texts were created and how ideas and events are represented by authors. They explore author style, use of text structures and language features and identify interpersonal relationships between characters. Students use texts as models to innovate on a narrative and participate in discussion.</p>	<p>Informative text focus</p> <p>Using text structures purposefully (U2)</p> <p>Students engage with a variety of informative texts incorporating texts by First Nations Australian, Australian and world authors. These may include reports, reviews, procedures, biographies and autobiographies.</p> <p>Students explore content about a wide range of topics of interest or topics being studied in other curriculum areas.</p> <p>They identify text structures and features including headings, timelines and images and how these inform the reader and improve access to the information in texts.</p> <p>Students create a report to present to an audience.</p>	<p>Informative focus: Arguing a point of view</p> <p>Engaging with classic and contemporary literature (U3)</p> <p>Students engage with a variety of oral narrative traditions and literature of First Nations Australians, and classic and contemporary literature from wide-ranging Australian and world authors. Texts include short stories, poems, songs and dramatic performances.</p> <p>Students explore how literary devices including figurative language and visual features are used to create meaning and effect.</p> <p>Students create their own short story, poem or song and present to an audience.</p>	<p>Persuasive text focus</p> <p>Using language to persuade (U4)</p> <p>Students engage with a variety of persuasive texts including film, digital texts, non-fiction or dramatic performances that explore themes of interpersonal relationships and ethical dilemmas in real world settings. Texts may include topics of interest or topics from other curriculum areas.</p> <p>Students examine texts for persuasive techniques and devices, including language choices that evoke emotion and judgements in direct and indirect ways. They explore the use of objective and subjective language and identify bias.</p> <p>Students create a multimodal persuasive text for a particular purpose and audience.</p>
	CURRICULUM KNOWLEDGE	<p>Unit 1</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — Identify and describe properties of prime, composite, square and triangular numbers. • Using units of measurement — Convert between common metric units of capacity and volume; connect volume and capacity and their units of measurement • Shape- Construct simple prisms and pyramids • Location and transformation - Investigate combinations of translations; reflections and rotations, with and without the use of digital technologies; Introduce the Cartesian coordinate system using all four quadrants • Geometric reasoning - Investigate, with and without digital technologies, angles on a straight line, angles at a point and vertically opposite angles. Use results to find unknown angles 	<p>Unit 2</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Number and place value — Select and apply efficient mental and written strategies and appropriate digital technologies to solve problems involving all four operations with whole numbers; Investigate everyday situations that use integers. Locate and represent these numbers on a number line • Fractions and decimals — Multiply decimals by whole numbers and perform divisions by non-zero whole numbers where the results are terminating decimals, with and without digital technologies; Multiply and divide decimals by powers of 10; Make connections between equivalent fractions, decimals and percentages • Using units of measurement — Interpret and use timetables • Data representation and interpretation - Interpret secondary data presented in digital media and elsewhere 	<p>Unit 3</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Fractions and decimals — Solve problems involving addition and subtraction of fractions with the same or related denominators; Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies; Find a simple fraction of a quantity where the result is a whole number, with and without digital technologies • Money and financial mathematics — Investigate and calculate percentage discounts of 10%, 25% and 50% on sale items, with and without digital technologies • Patterns and algebra — Continue and create sequences involving whole numbers, fractions and decimals. Describe the rule used to create the sequence; Explore the use of brackets and order of operations to write number sentences 	<p>Unit 4</p> <p>Students develop understandings of:</p> <ul style="list-style-type: none"> • Using units of measurement — Connect decimal representations to the metric system; Convert between common metric units of length, mass and capacity; Solve problems involving the comparison of lengths and areas using appropriate units • Chance - Describe probabilities using fractions, decimals and percentages; Conduct chance experiments with both small and large numbers of trials using appropriate digital technologies; Compare observed frequencies across experiments with expected frequencies • Data representations and interpretation — Interpret and compare a range of data displays, including side-by-side column graphs for two categorical variables
	ASSESSMENT	<p>Summative assessment</p> <ul style="list-style-type: none"> • Recognise the properties of prime, composite, square and triangular numbers, locate an ordered pair in any one of the four quadrants on the Cartesian plane. • Make connections between capacity and volume, and construct simple prisms and pyramids. • Describe combinations of transformations and solve problems using the properties of angles. 	<p>Summative assessment</p> <ul style="list-style-type: none"> • solve problems involving all four operations with whole numbers and make connections between the powers of 10 and the multiplication and division of decimals • describe the use of integers in everyday contexts and connect fractions, locate fractions and integers on a number line and decimals and percentages as different representations of the same number. • Interpret timetables • Interpret secondary data displayed in the media 	<p>Summative assessment</p> <ul style="list-style-type: none"> • solve problems involving the addition and subtraction of related fractions and describe rules used in sequences involving whole numbers, fractions and decimals • add, subtract and multiply decimals and divide decimals where the result is rational, and write correct number sentences using brackets and order of operations • calculate a simple fraction of a quantity and calculate common percentage discounts on sale items 	<p>Summative assessment</p> <ul style="list-style-type: none"> • solve problems involving length and area, and connect decimal representations to the metric system and choose appropriate units of measurement to perform a calculation • compare observed and expected frequencies, interpret and compare a variety of data displays including those displays for two categorical variables and describe probabilities using simple fractions, decimals and percentages

		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>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>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	<p>Unit 3: Our changing world</p> <p>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.</p>	<p>Unit 4: Life on Earth</p> <p>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.</p>	<p>Unit 2: Energy and electricity</p> <p>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.</p>	<p>Unit 1: Making changes</p> <p>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.</p>
	ASSESSMENT	<p>Summative assessment</p> <p><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.</p>	<p>Summative assessment</p> <p><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.</p>	<p>Summative assessment</p> <p><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.</p>	<p>Summative assessment</p> <p><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.</p>

		SEMESTER ONE		SEMESTER TWO	
		Unit 1: Australia in the past	Unit 2: Australians as citizens	Unit 3: Australia in a diverse world	Unit 5: Making decisions to benefit my community
HASS	CURRICULUM KNOWLEDGE	<p>Inquiry questions: Why and how did Australia become a nation? <i>How have key figures, events and values shaped Australian society, its system of government and citizenship?</i></p> <p>In this unit, students:</p> <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 and secondary sources present ideas, findings, viewpoints and conclusions in a range of communication forms that incorporate source materials. 	<p>Inquiry questions: <i>What does it mean to be an Australian citizen?</i> <i>How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?</i></p> <p>In this unit, students:</p> <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. 	<p>Inquiry questions: <i>How do places, people and cultures differ across the world?</i></p> <p>In this unit, students:</p> <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. 	<p>Inquiry questions: <i>How can resources be used to benefit individuals, the community and the environment?</i></p> <p>In this unit, students:</p> <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	<p>Summative assessment</p> <p>Students explain the significance of key people, events, institutions and/or processes to the development of the Australian nation and present their findings.</p>	<p>Summative assessment</p> <p>Students investigate the rights and responsibilities of Australian citizens today, and the experiences of Australian democracy and citizenship for different groups in the past.</p>	<p>Summative assessment</p> <p>Students conduct an inquiry to demonstrate an understanding of the diversity of places by representing and interpreting data and information in a variety of forms.</p> <p>Students answer the following inquiry questions:</p> <ul style="list-style-type: none"> <i>How do places, people and cultures differ across the world?</i> <i>What are Australia's global connections between people and places?</i> <i>How do people's connections to places affect their perception of them?</i> 	<p>Summative assessment</p> <p>Students explain ways that resources can be used to benefit individuals, the community and the environment.</p>

		SEMESTER ONE		SEMESTER TWO			
		Visual Arts		Drama	Media Arts		
THE ARTS	CURRICULUM KNOWLEDGE	Unit 1: The animal within In this unit, students focus on representation of animals as companion, metaphor, totem and predator. Students will: <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. 		Unit 3: Dramatic transformations 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. Students will: <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. 		Unit 2: Music Video In this unit, students explore the purpose of music videos and work collaboratively to create a music video. Students will: <ul style="list-style-type: none"> 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 	
	ASSESSMENT	Summative assessment Students explore artists' use of animal representations and relationship to environment as inspiration for a sculptural artwork.		Summative assessment Students devise, perform and respond to drama that explores dramatic transformations.		Summative assessment Students explore the purpose of music videos and work collaboratively to create a music video.	
	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.		Music			
	ASSESSMENT	Summative assessment Students: <ul style="list-style-type: none"> Perform a song on ukulele with four chords that has a repetitive chord pattern while singing in tune. (In the jungle, Riptide) Create their own version of the 12 Bar Blues by varying the strumming pattern of the 3 chords used (C, F, G7) and play with accurate tempo. Compose their own lyrics based on the 12 Bar Blues song, "Johnny be good". Perform their song with in-tune singing and in time strumming and correct chord changing on the ukulele. Use the elements of music to describe music they listen to, discussing music from different times and cultures and analyse the song "Treaty" by using the elements of music. 		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"> create a recording of a known song in the Garage band app that includes 3 parts (smart guitar, vocal and a loop) "In The Jungle/Riptide) Use a nursery rhyme and record it in Garage Band in a different style; For example;. Rap, hip hop, jazz etc... The composition must have percussion, a loop in the style of music they are using and voice. Students will need to also know the metre of their nursery rhyme and adjust the settings in Garage Band. They will share their nursery rhyme with The Prep students. compose their own song using the chords C, Am, G and F. The composition must have smart drums, smart base, smart piano/strings and voice. Students will either compose their own lyrics or use a poem. 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	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 including body control, accuracy, alignment, strength, balance and coordination. Students will continue to refine dance technique and flexibility ensuring they are implementing safe dance practices. They will continue to develop technical and expressive skills. Students will perform a choreographed dance in front of a live audience and will reflect on their performance and rehearsal practices. They will continue to investigate the elements of dance through movement and understand that there are many ways to express themselves in Dance.		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 explore movement and choreographic devices, using the elements of dance to choreograph dances that communicate meaning. Students will discuss how elements of dance and production and choreographic devices/choices can be used to represent a mood or storyline.	
	ASSESSMENT	Summative assessment Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • understand that there are many ways to express themselves in Dance. (Space, time, dynamics and relationships) • respond to dance works from a range of contexts 		Summative assessment Students: <ul style="list-style-type: none"> • explore and improvise with ways to represent ideas through movement • develop technical and expressive skills • share their dance work with an audience • reflect on their own dance making • have a variety of individual responses • think about and plan responses to stimulus • work together to imagine ideas and create movement • understand that there are many ways to express themselves in Dance. 	
		SEMESTER ONE		SEMESTER TWO	
JAPANESE	CURRICULUM KNOWLEDGE	Unit 7: What is school life? In this unit, students use language to explore the concept of school life in Japan and make connections with own school experiences. Students will: <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. 	Unit 5: What is character? 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. Students will: <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. 	Unit 6: What is change? In this unit, students explore the concept of change and use language to describe feelings in situations involving change. Students will: <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. 	What are mini Olympics? (FLSS Unit) In this unit, students will explore the sports and activities and belonging through their own individual interests. Students will: <ul style="list-style-type: none"> • discuss leisure activities and interests • gather, classify and compare information about the interests of Japanese children • identify borrowed words used to discuss interests.
	ASSESSMENT	Summative assessment Students locate specific information from a written text, translate a familiar text and identify behaviours, values and language associated with Japanese society.	Summative assessment Students create a connected text of a few sentences. Students identify values associated with Japanese society.	Summative assessment Students create a connected text of a few sentences to convey information about activities and events using knowledge of stroke order to form characters.	Summative assessment Students interact in the classroom, locate specific information and some supporting details in a listening text on a familiar topic.

		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>