

HPE at Port Curtis Road State School

QCARF: Health and Physical Education

At Port Curtis Road State School we are continuing to use the Queensland Essential Learnings and Standards to plan, teach, assess and report on technology whilst we are transitioning to the Australian Curriculum. The QELS continues to provide students with opportunities to engage and demonstrate the Essential Learnings as described in the Queensland Curriculum and Reporting Framework.

The Port Curtis Road State School Health & Physical Education Program was developed based on the interests of the local community as well as the requirements of the QSA through the Essential Learnings.

Each student will complete 4 units per semester. Two units will be based on Movement and two on Health. This will allow all students to demonstrate skills in all strands across the year.

Units combine to meet each 'knowledge and understanding' requirement as students gain proficiency by using the ways of working.

The Productive Pedagogies are the foundation on which this program implements the intended curriculum as described below.

PRODUCTIVE PEDAGOGIES

SUMMARY OF SPORTS

Intellectual Quality	Connectedness
Students are challenged throughout this program to both develop and enhance their skills. They are also faced with the task of learning new information as well as understanding and interpreting this information appropriately.	Students will be exposed to 'real-life', practical and hypothetical scenarios both in physical activity lessons and health lessons.
Supportive Classroom Environment	Recognition of Difference
The program emphasises a balance of skill development, participation and competitiveness. Students will learn to be responsible for their own individual actions and relationships with others in lessons.	Students will be exposed to vast range of different tasks and in these tasks see a range of abilities. Some students will be faced with challenges that others do not face. These will be recognised through both reflection and the nurturing of a supportive environment.

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
P – 3	SWIMMING (NOT PREPS) 5 WEEKS	ATHLETICS -INTERHOUSE SPORTS (JARDINE/ARCHER) Training and Carnival		SWIMMING 8 WEEKS
Yr 4 – 6	SWIMMING 5 WEEKS	ATHLETICS -INTERHOUSE SPORTS (JARDINE/ARCHER) -SELECTED FOR ROCKY DISTRICT SPORTS/CAPRICORNIA/STATE Visiting Development Coaching Clinic – ARL, Ten Pin Bowling, Cricket, NRL Backyard League		SWIMMING 8 WEEKS

Health and Physical Education

Assessable elements and descriptors of quality for A–E

Assessable elements and descriptors support teacher judgments about the standard a student has achieved.

- Assessable elements:**
- Identify the valued features of the key learning area to be assessed
 - Draw from the two dimensions of the Essential Learning: Ways of working and knowledge and understanding
 - Can be used together or independently when designing assessment.
- Descriptors:**
- Indicate the qualities evident in student work
 - Use an A–E scale.

ASSESSABLE ELEMENTS	DESCRIPTORS				
	A	B	C	D	E
Knowledge and understanding	The student with demonstrable evidence of: Comprehensive knowledge and understanding of concepts, facts and procedures	Thorough knowledge and understanding of concepts, facts and procedures	Substantial knowledge and understanding of concepts, facts and procedures	Useful knowledge and understanding of concepts, facts and procedures	Basic knowledge and understanding of concepts, facts and procedures
Investigating	Identify questions and issues to plan and conduct investigations	Identify questions and issues to plan and conduct investigations	Identify questions and issues to plan and conduct investigations	Identify questions and issues to plan and conduct investigations	Identify questions and issues to plan and conduct investigations
Planning	Supplies and validates processes the promote movement, recreation, health and wellbeing and personal development	Formulates and justifies processes the promote movement, recreation, health and wellbeing and personal development	Research and justify processes the promote movement, recreation, health and wellbeing and personal development	Research suggests the promote movement, recreation, health and wellbeing and personal development and decisions	Curriculum suggests the promote movement, recreation, health and wellbeing and personal development and decisions
Implementing and applying	Integrally implementation of processes	Effective implementation of processes	Appropriate implementation of processes	Variable implementation of processes	Variable implementation of processes
Reflecting	Reflective reflection on including factors, actions and setting	Informal reflection on including factors, actions and setting	Research reflection on including factors, actions and setting	Subjective reflection on including factors, actions and setting	Curriculum reflection on including factors, actions and setting

Throughout this program there are several units that require the use of ICT's. These learning experiences are generally in the health units and involve anything from internet searches to 'PowerPoint' presentations.

Smart Moves is integrated for 30 mins per day in every class.

Health and Wellbeing programs are integrated into our everyday teachings including Daniel Morcombe Day, Kids Matter, etc.

The whole school participates in our annual Interhouse Sports Carnival for either Archer or Jardine houses. A selection of students will then go on to represent PCRSS in the Rockhampton District Sports Athletics Carnival with further opportunities to represent Rockhampton at State level.

Swimming is offered to all students in Term 1 (except Prep) and Term 4.

PCRSS encourages and engages visiting sporting developing coaches and health and wellbeing programs throughout the year eg: ARL Development, Aus Tag, NRL Backyard League, Bravehearts and Life Ed etc.

ARCHER

Booma lacha, Booma lacha, Ra, Ra, Ra

Champions, champions! Best by far,

JARDINE

Jardine, Jardine, Go, go, go,

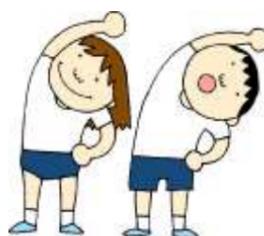
Jardine, Jardine, We're not slow,

Jardine, Jardine, Are the best,



Health and Physical Education

<p>Health and Physical Education – Foundation Year</p> <p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement. Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p>	<p>Health and Physical Education – Years 1-2</p> <p>By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities. Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement.</p>
<p>Health and Physical Education – Years 3-4</p> <p>By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.</p>	<p>Health and Physical Education – Years 5-6</p> <p>By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding. Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.</p>



Class:		Teacher(s):		Class:		Teacher(s):	
Term 1		Term 2		Term 3		Term 4	
Unit 1		Unit 2		Unit 3		Unit 4	
Health Physical Education Prep – Year 3	Prep 2016	<p>HEALTH - I can do it In this unit students will explore information about what makes them unique, identifying their strengths and achievements. Students will identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p> <p>MOVEMENT - Let's get moving In this unit students will examine and apply rules that keep them safe during physical activity. They will develop the fundamental movement skills of running, hopping, jumping and galloping and apply them in activities and games. Students will apply fundamental movement to solve movement challenges.</p>	<p>HEALTH - I am growing and changing In this unit, students explore how their bodies are growing and developing, and identify the actions that will keep them healthy, such as diet, hygiene and physical activity.</p> <p>MOVEMENT – Playing with balls In this unit, students will develop the object-control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.</p>	<p>HEALTH - Looking out for others In this unit students will identify and describe different emotions people experience. They will explore and practice ways to interact with others in a variety of settings.</p> <p>MOVEMENT - Who wants to play? In this unit students will demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p>	<p>HEALTH - I am safe In this unit In this unit students identify actions and protective behaviours that keep them safe and healthy in situations where they may encounter medicines, poisons, water and fires. For further information about course organisation and the way the Australian Curriculum: Health and Physical Education is addressed, consult the Band plan for Foundation Year.</p> <p>MOVEMENT - Animal groove In this unit students will perform fundamental movement skills to music. They will describe how their body responds to movement in a performance combining the elements of movement.</p>		
	Year 1 2016	<p>HEALTH - A little independence In this unit students describe physical and social changes that occur as they grow. They describe their personal strengths and achievements and discuss how these are acknowledged and celebrated. Students identify similarities and differences, and recognise how diversity contributes to identities.</p> <p>MOVEMENT - Playing with balls In this unit students will develop the object control skills of rolling, catching, bouncing, throwing through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others</p>	<p>HEALTH - Good choices, healthy me In this unit students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe actions that keep themselves and others healthy in different situations.</p> <p>MOVEMENT - I'm a 'balliever' In this unit, students will develop locomotor and object control skills. Students will experiment with using different equipment and parts of their body. They will propose a range of alternatives and test their effectiveness when solving movement challenges.</p>	<p>HEALTH - We all belong In this unit students recognise similarities and differences in individuals and groups and describe how these differences can be respected. Students identify and practise emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities and practise strategies to help them and others feel they belong.</p> <p>MOVEMENT - Catch me if you can In this unit, students will participate in simple tagging games which incorporate the fundamental movement skills of dodging and running. They will propose a range of alternatives and test their effectiveness to solve movement challenges. They will demonstrate strategies to work in groups and play fairly during tagging games.</p>	<p>HEALTH - My safety, my responsibilities In this unit students identify social changes that occur as they grow older and recognise ways they can take some responsibility for their own safety in different situations including road safety. Students practice strategies to keep themselves safe and rehearse ways to ask for help when presented with a problem or challenging task.</p> <p>MOVEMENT - Equipped to move In this unit, students will explore movement in response to music. Students will perform sequences of movements to music involving different fundamental movement skills.</p>		
	Year 2 2016	<p>HEALTH - My classroom is healthy, safe and fun In this unit, students will investigate the concept of what health is and which foods and activities make them healthy. They will explore opportunities in the classroom environment where healthy and safe practices can be implemented. Students will also identify the actions that they can apply to keep themselves and others healthy and safe in their classroom.</p> <p>MOVEMENT - Swim and gym Tadpole tales In this unit, students will develop aquatic skills and swimming strokes. Students will perform aquatic skills in a sequence that incorporates the elements of movement.</p>	<p>HEALTH - Our culture In this unit, students explore what shapes their own, their family and classroom's identity. They will examine similarities and differences in individual and groups and ways to include others to make them feel they belong. Students will explore the importance of celebrating who they are and respecting each other's similarities and differences.</p> <p>MOVEMENT - They keep me rolling In this unit, students will demonstrate fundamental movement skills while using scooter boards. They will perform movement skills to manoeuvre a scooter board along different pathways and through a range of obstacles. Students will be provided with numerous opportunities to perform these skills in closed-skill environments, movement challenges and games. They will also work collaboratively with partners to solve team-based scooter board challenges.</p>	<p>HEALTH - Stay safe In this unit students explore safe and unsafe situations so that they understand their responsibility in staying safe. They examine the safety clues that can be used in situations and will explore the emotions they feel in response to safe and unsafe situations. Students consider different aspects of sun safety and how they can promote their health, safety and wellbeing.</p> <p>MOVEMENT - Ropes and rhymes In this unit students will perform long rope skipping sequences to rhymes. They will identify how their heart reacts to skipping.</p>	<p>HEALTH - Message targets In this unit students examine the purpose of advertising and the techniques used to engage children. They explore health messages seen in advertising and how they can be used to make good decisions about their own and others' health and wellbeing.</p> <p>MOVEMENT - What's your target? In this unit, students will demonstrate fundamental movement skills (instep pass, punt kick and one hand strike) and test alternatives to solve movement challenges (to reach their targets).</p>		
	Year 3 2016	<p>HEALTH - Good friends In this unit students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships; examine the qualities we look for in a friend; as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p> <p>MOVEMENT - Scoot scoot In this unit, students will refine movement skills to learn safe scooter riding techniques. They will also apply these skills to solve scooter riding challenges and create a scooter riding sequence.</p>	<p>HEALTH - Feeling safe In this unit, students will explore risk-taking behaviours, their rights and responsibilities and decision-making strategies to help keep them safe. They explore bullying behaviours and strategies to reduce it, and identify people who can help them make good decisions and stay safe.</p> <p>MOVEMENT - Take your marks, get set, play In this unit In this unit, students will develop the fundamental movement skills of running, jumping and throwing. They will practise and refine these skills in individual based activities. Students will apply these skills in simple games and group challenges by refining movement concepts and strategies. They will also explore the benefits of physical activity and how specific benefits relate to major parts of the body.</p>	<p>HEALTH - Healthy futures In this unit students explore the concept of sustainable practice and the ways that they can contribute to the sustainability of the environment in their home, classroom and school.</p> <p>MOVEMENT - Having a ball In this unit students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges. They will apply strategies for working cooperatively and apply rules fairly.</p>	<p>HEALTH - I am healthy and active In this unit students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five to 12 year olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p> <p>MOVEMENT - Pump it! In this unit students will create and perform movement sequences using fundamental movement skills and the elements of movement.</p>		

Class: Teacher(s):

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		Term 1	Term 2	Term 3	Term 4
		Unit 1	Unit 2	Unit 3	Unit 4
Health Physical Education Year 4 - 6	Year 4 2016	<p>HEALTH Making healthy choices In this unit students will identify strategies to keep healthy and improve fitness. They will explore the Australian guide to healthy eating and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p> <p>MOVEMENT Criss cross In this context, students will practise and refine fundamental movement skills to perform long-rope and partner skipping skills, and solve individual skipping challenges. They will examine the benefits of being fit and physically active, and how they relate to skipping.</p>	<p>HEALTH Culture in Australia: Positive interactions In this unit, students participate in partner and group activities to explore the communication skills of respect and empathy and how they support positive interactions. They investigate how heritage and culture contribute to identity.</p> <p>MOVEMENT Athletic spectacle In this unit 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>	<p>HEALTH Health channels In this unit, students examine different sources of health information and how to interpret them with regard to accuracy. They identify health messages and the methods they use to influence decisions. They look at smoking as a case study of how health messages change over time. Students apply decision-making skills to different health scenarios.</p> <p>MOVEMENT Bat, catch, howzat! In this unit, students will apply strategies for working cooperatively and apply rules fairly. They will demonstrate refined striking/fielding skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking/fielding games.</p>	<p>HEALTH Netiquette and online protocols In this unit students examine and interpret health information about cybersafety, cyberbullying and online protocols. They describe and apply strategies that can be used in online situations that make them feel uncomfortable or unsafe. They explore the importance of demonstrating respect and empathy in online relationships. They reflect on young people's use of digital technologies and online communities, and identify resources available locally to support their safety.</p> <p>MOVEMENT Let me entertain you In this unit students will perform the refined fundamental movement skills of throwing, catching and balancing, and apply movement concepts to solve movement challenges.</p>
	Year 5 2016	<p>HEALTH Emotional interactions In this unit students will review the information they know about establishing and keeping friendships and relationships. They will identify the skills need to establish and maintain relationships. Students will use prior knowledge to discuss the differences between friendships and relationships and also interpret the differences between friendships and their peers. Students will discuss the factors that influence theirs and others' behaviours through discussion and brainstorming activities. They will investigate how feelings, emotions and mood can affect their own and others' behaviours and responses. Students will develop an understanding of different points of view and how differing opinions can influence relationships and friendships. They will develop an understanding of bullying and harassment, and who to go to for help if they are a victim or witness such behaviours. Finally students will discuss their overall emotional health, safety and wellbeing.</p> <p>MOVEMENT Play2Rhythm In this unit students will propose, perform and combine specialised movement skills and apply them to solve movement challenges. Students will design and perform a variety of movement sequences. Students will manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences. Students will apply the elements of movement when composing and creating movement sequences.</p>	<p>HEALTH Healthy habits In this unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing.</p> <p>MOVEMENT Tchoukball In this unit, students will perform the specialised movement skills of throwing and catching within the context of Tchoukball. They will propose and combine Tchoukball movement concepts and strategies in game situations to solve movement challenges. Students will demonstrate social and personal skills to work collaboratively and play fairly during games and physical activity.</p>	<p>HEALTH Multicultural Australia In this unit, students gain an understanding of multiculturalism by examining the changing nature of Australia's cultural identity. They examine how sharing traditional foods and physical activities from different cultures can support community wellbeing and cultural understanding.</p> <p>MOVEMENT Built for B-Ball In this unit students will identify and explain the health-related fitness components used in basketball. They will explain the significance of physical activity to their everyday health and wellbeing.</p>	<p>HEALTH Growing up In this unit students explore developmental changes and transitions that occur as they grow older. They investigate strategies available to assist them with the transition.</p> <p>MOVEMENT UNITE In this unit students demonstrate skills to work collaboratively and play fairly to solve movement challenges.</p>
	Year 6 2016	<p>HEALTH Who influences me? In this unit, students explore how important people in their lives, and the media, can influence health behaviour. Students examine how membership of different groups and personal qualities shape identity. Students examine influences on health behaviour and construct a health message for their peers.</p> <p>MOVEMENT People in motion In this unit, students will develop the specialised movement skills of free running, including running, jumping, landing, balancing and safety rolls. They will apply and combine the above skills in different movement situations. Students will apply critical and creative thinking processes in order to generate and assess solutions to movement challenges within a free running environment.</p>	<p>HEALTH Let's all be active In this unit, students investigate how physical activity creates opportunities for different groups to work together. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting and explore how technology can support participation in physical activity.</p> <p>MOVEMENT Fitness fun In this unit, students will identify and explain the health-related fitness components used in various physical activities. They will apply the elements of movement to design a fitness activity station to develop a health-related fitness component.</p>	<p>HEALTH What am I drinking? In this unit, students explore drink products that contribute to health and wellbeing. They focus on investigating a variety of drink options, including soft drinks, energy drinks and fruit juice, and the effects they have on the body. Students examine available alternatives to various drink options.</p> <p>MOVEMENT 'All codes' football In this unit, students will develop and perform fundamental 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>HEALTH Transitioning In this unit, students explore the feelings, challenges and issues associated with making the transition to secondary school. They devise strategies to assist them in making a smooth transition. For further information about course organisation and the way the Australian Curriculum: Health and Physical Education is addressed, consult the Band plan for Year 5 and Year 6.</p> <p>MOVEMENT Over the net In this unit, students will perform specialised tennis skills. They will combine and perform specialised tennis skills to open up space on the court to win the point or gain the upper hand within gameplay. They will demonstrate skills to work collaboratively and play fairly during tennis activities and games.</p>