

ASPECT	End of Kindergarten Cluster 1	Resources
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Stability skills</p> <p>Holds stable body position for 5 seconds, e.g. static balance</p> <p>Demonstrates stable head and trunk position while stationary</p> <p>Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance</p>	<ul style="list-style-type: none"> • Get Skilled: Get Active – Static Balance video <observation> Joel demonstrates stable head and trunk position while stationary • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Movement games: making body shapes cards <planning and lesson delivery> cards to use a stimulus for students to explore balance and stability • Using noodles for balance activities – video <lesson delivery> a video to demonstrate a range of simple tasks to develop and explore balance • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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	<p>Object control skills</p> <ul style="list-style-type: none"> Keeps eyes focused to track an object when receiving Propels an object with force towards a target area Demonstrates ready position for skills, e.g. standing side on to target area when ready for two hand strike Demonstrates introductory components of object control skills, e.g. hands move to meet the object when catching 	<ul style="list-style-type: none"> • Get Skilled: Get Active – Catch video <observation> Daniel demonstrates eyes focused to track an object when receiving • Get Skilled: Get Active – Overarm throw video <observation> Bradley propels an object with force towards a target area • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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Locomotor skills	<p>Moves rhythmically from one point to another, e.g. skipping</p> <p>Demonstrates introductory components of locomotor movement skills, e.g. high knee lift when running</p>	<ul style="list-style-type: none"> • Get Skilled: Get Active – Skip video <observation> Brooke moves rhythmically from one point to another • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

ASPECT	End of Kindergarten Cluster 1	Resources
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Participates within the rules of physical activities</p>
	<p>Knowledge of physical activity contexts</p>	<p>Identifies rules and tactics within a physical activity</p>

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MOTIVATION AND BEHAVIOURAL SKILLS Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.	Persistence and independence	Participates in a range of new and unfamiliar physical activities with encouragement and assistance Demonstrates willingness to try new physical activities	<ul style="list-style-type: none"> Fast start sport and physical activity cards. Fast start sport and activity cards support teachers to provide students with an opportunity to engage in moderate to vigorous activity within the first few minutes of the lesson.
	Values and attitudes	Participates in physical activities that they enjoy	<ul style="list-style-type: none"> Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games.
	Behavioural skills	Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy Recognises the difference between being physically active and being sedentary Recognises that physical activity can take place in a range of different environments Identifies and understands the immediate effects of physical activity on the body, e.g. heart racing, breathing quickly, feeling hot	<ul style="list-style-type: none"> Exit slips and assessment as learning examples <assessment> uses an exit slip to describe their participation, the effects of physical activity on the body and their emotions after physical activity

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<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Recalls rules related to procedures and safety in physical activities</p> <p>Follows instructions about safe practices with prompting, e.g. controls equipment</p>	<ul style="list-style-type: none"> • How can I use tactics to be successful in games? - ES1 - unit where students explore various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games.
	<p>Conflict resolution</p>	<p>Actively seeks assistance to negotiate unresolved conflict in physical activity</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games.
	<p>Inclusion</p>	<p>Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity</p>	<ul style="list-style-type: none"> • How can I use tactics to be successful in games? - ES1 - unit where students explore various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games.
	<p>Cooperation and communication</p>	<p>Communicates ideas when working with others during physical activity</p> <p>Demonstrates willingness to work with a partner during physical activity</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games.

ASPECT	End of Year 2 Cluster 2	Resources
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Stability skills</p> <p>Balances on a stationary unstable object, e.g. fit ball</p> <p>Demonstrates stable head and trunk position while moving, e.g. leap</p> <p>Demonstrates correct head and trunk position and coordination of arms and legs to remain stable</p> <p>Demonstrates proficiency in stability skills when practised in isolation</p>	<ul style="list-style-type: none"> • Get Skilled: Get Active – Static balance video – <observation> Samantha demonstrates proficiency in the static balance • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Fundamental Movement Skills in Action – <observation> static balance & vertical jump card 1-2 • Get Skilled: Get Active – Hop video - <observation> Yasser demonstrates stable head and trunk position while hopping • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years • Using noodles for balance activities – video <lesson delivery> a video to demonstrate a range of simple tasks to develop and explore balance

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<p>Object control skills</p>	<p>Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking</p> <p>Uses correct body position and follow through when propelling and receiving objects, e.g. kicking leg follows through high towards target area</p> <p>Demonstrates proficiency in object control skills when practised in isolation</p>	<ul style="list-style-type: none"> • Get Skilled: Get Active – Two hand strike video – <observation> Liam uses hip then shoulder rotation and transfers body weight to propel an object with force • Get Skilled: Get Active – Overarm throw video – <observation> Kristen uses correct body position and follow through when throwing overarm • Get Skilled: Get Active – Kick video – <observation> Madison uses correct body position and follow through when kicking • Get Skilled: Get Active – Catch video – <observation> Daniel demonstrates proficiency in catch • Get Skilled: Get Active – Overarm throw video – <observation> Kristen demonstrates proficiency in overarm throw • Get Skilled: Get Active – Kick video – <observation> Madison demonstrates proficiency in kick • Get Skilled: Get Active – Two hand strike video – <observation> Liam demonstrates proficiency in catch • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Athletics – S1 <planning and lesson delivery> unit to develop object control skills through athletics related activities • Game skills – S1 <planning and lesson delivery> unit to develop the leap, the kick, the two-hand strike and the dodge • Demonstrating FMS with equipment in minor games S1 <assessment> assesses the components of the catch and overarm throw whilst appropriately using equipment and working cooperatively with others • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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<p>Locomotor skills</p>	<p>Demonstrates correct coordination of arms and legs to propel the body, e.g. arms drive forward and back in opposition to legs when running</p> <p>Uses correct landing position, e.g. landing on balls of feet with knees bent to absorb force</p> <p>Demonstrates proficiency in locomotor movement skills when practised in isolation</p>	<ul style="list-style-type: none"> • Skipping competence video – <observation> shows the difference between moving rhythmically from one point to another (Cluster 1) and correct coordination of arms and legs to propel the body (Cluster 2) • Get Skilled: Get Active – Vertical Jump video – <observation> Troy bends his knees and absorbs force when jumping • Observation posters (Intranet only) – <observation> Vertical jump image • Get Skilled: Get Active – Skip video – <observation> Natalie demonstrates proficiency in skip • Get Skilled: Get Active – Sprint run video – <observation> Tahlia demonstrates proficiency in sprint run • Get Skilled: Get Active – Hop video – <observation> Yasser demonstrates proficiency in hop • Get Skilled: Get Active – Side Gallop video – <observation> Nina demonstrates proficiency in side gallop • Get Skilled: Get Active – Leap video – <observation> Georgia demonstrates proficiency in leap • Fundamental movement skills in action (DoE) - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

ASPECT	End of Year 2 Cluster 2	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies different movement skills and concepts to achieve success within the rules of a physical activity, e.g. uses dodge to avoid others and move into space</p>
		<ul style="list-style-type: none"> • How can I use tactics to be successful in games? S1- Students explore various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games • Four corner <planning and lesson delivery> activity to practise defending an area, off the ball play, moving into space, passing and receiving • Chinese gates <planning and lesson delivery> activity to practise defending an area as a group • Court movement <planning and lesson delivery> activity to support moving opposition into space and placing object into another space (net wall games). Use appropriate equipment to suit movement competencies, e.g. Bean bags, small and medium bounce balls. Progress to paddle bat and other racquet/ ball/ shuttle options as movement competencies develop. • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games. • Introducing basic invasion game tactics <lesson delivery> lesson plan and activity sequence football skills and concepts

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<p>Knowledge of physical activity contexts</p>	<p>Identifies the underlying reasons for rules within a physical activity</p> <p>Identifies appropriate tactics within a physical activity to influence achievement or success</p>	<p>Identifies the underlying reasons for rules within a physical activity</p> <p>Identifies appropriate tactics within a physical activity to influence achievement or success</p>	<ul style="list-style-type: none"> • Games questioning activity <planning and lesson delivery> to identify appropriate tactics within a physical activity to influence achievement or success • How can I use tactics to be successful in games? S1- Students explore various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in territory games • Introducing basic football skills and concepts <planning and lesson delivery> activity to allow students to identify appropriate tactics and work together to maintain possession, e.g. identifies open space including where to move in relation to others; identifies options when making decisions; explains how a group could maintain possession; maintains possession of a ball while moving or under pressure.

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<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop psychological skills such as motivation, confidence and self-perception through minor and modified games. 	
	<p>Values and attitudes</p>	<p>Recognises that participation in physical activity is important for health and wellbeing</p>	<ul style="list-style-type: none"> • Exit slips and assessment as learning examples <assessment> uses an exit slip to describe their participation, the effects of physical activity on the body and their emotions after physical activity
	<p>Behavioural skills</p>	<p>Monitors personal progress by recording physical activity and sedentary behaviour when reminded or prompted</p> <p>Defines fitness and regular physical activity</p>	<ul style="list-style-type: none"> • Exit slips and assessment as learning examples <assessment> uses an exit slip to describe their participation, the effects of physical activity on the body and their emotions after physical activity

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<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Follows instructions, rules and safety procedures in physical activities</p> <p>Uses equipment appropriately and safely in physical activities</p>	
	<p>Conflict resolution</p>	<p>Shows awareness of strategies to negotiate conflict situations as they arise in physical activity</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop cognitive skills such as safety and risk, rules and reasoning through minor and modified games • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop social skills such as collaboration through minor and modified game
	<p>Inclusion</p>	<p>Demonstrates cooperative behaviour towards others during physical activity</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop social skills such as collaboration and exploring relationships through minor and modified games

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	<p>Cooperation and communication</p> <p>Listens to others and communicates appropriately in a variety of physical activities</p> <p>Demonstrates willingness and capacity to work with a variety of partners</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop social skills such as collaboration through minor and modified games

ASPECT		End of Year 4 Cluster 3	Resources
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Stability skills</p>	<p>Balances on an object while moving for at least 5 seconds, e.g. balance beam or bicycle</p> <p>Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context</p>	<ul style="list-style-type: none"> • Fundamental movement skills in action - easy to print teaching cards that include a warm up activity and support teachers to explicitly teach the 12 fundamental movement skills • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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	Object control skills	Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended
		<ul style="list-style-type: none"> • Fundamental movement skills in action - easy to print activity cards to support K-6 to explicitly teach the 12 fundamental movement skills • Badminton lesson plans <planning and lesson delivery> activity to propel objects suitable distance and in an intended direction • Hockey slap shot <planning and lesson delivery> activity to promote appropriate ways to use a variety of equipment (grip, stance, action), propelling objects suitable distance for the activity and in the intended direction and striking an object against a wall or to a partner with control • Hockey push pass <lesson delivery> instruction and images for hockey push pass • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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<p>Locomotor skills</p>	<p>Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context</p> <p>Manipulates the direction and speed of an object while moving, e.g. bike riding, skiing</p> <p>Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating</p>	<ul style="list-style-type: none"> • Fundamental movement skills in action - easy to print activity cards that include a warm up activity, ideas on how to teach the skill components and activities to practice the skill • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games. • Single rope tricks (with videos) <planning and lesson delivery> sample activities • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Get Skilled: Get Active – FMS planning guide <planning and lesson delivery> a guide for introducing and consolidating FMS in early years

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	<p>Combinations</p> <p>Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games • Movement composition: alternatives to dance (with videos) <planning and lesson delivery>movement composition unit to promote connecting stability, object control and locomotor skills to perform movement sequences in controlled environments with a focus on dance

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<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p> <p>Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move</p> <p>Implements a tactic based on individual strengths within a physical activity</p>	<ul style="list-style-type: none"> • Teaching Games for Understanding sample lessons <lesson delivery> A series of lessons for delivering PE using the TGfU model • Square game/ Endball - <planning and lesson delivery> sample lesson to develop passing and receiving the ball, moving into space and quick passing • How can I use tactics to be successful in games? S2 unit where students test and apply various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in invasion games • Supporting <planning and lesson delivery> sample lesson to develop support play off the ball, e.g. moving into a position to receive the ball or support the person with the ball • Court movement <planning and lesson delivery> activity to support moving opposition into space and placing object into another space (net wall games). Use appropriate equipment to suit movement competencies, e.g. Bean bags, small and medium bounce balls. Progress to paddle bat and other racquet/ ball/ shuttle options as movement competencies develop. • Numbers <planning and lesson delivery> activity to promote scanning surroundings, moving into space and actively seeking a pass when in possession • Capture the Koosh <planning and lesson delivery> is an invasion/territorial game that can be played with many ages. Video shows importance of scaffolding your teaching/coaching and building with progressions. • Golden ball <planning and lesson delivery> video of a game created to work on tactics and strategies involved in invasion/territorial games • Capture the treasure <planning and lesson delivery> game to promote moving in space, directional cues and mobility • Playing for Life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop skills through minor and modified games • Fast start cards - providing students with the opportunity to engage in moderate to vigorous physical activity within the first few minutes of the lesson. e.g. tag games

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<p>Knowledge of physical activity contexts</p>	<p>Describes the intent of tactics used in different physical activities</p> <p>Identifies how to modify tactics within the rules to influence achievement or success within a physical activity</p>	<ul style="list-style-type: none"> • TGfU Invasion games <assessment> assessment strategy to describe the intent of tactics used in different physical activities • Invasion strategies <assessment> assessment strategy to describe the intent of tactics used in different invasion activities • Playing for life activity cards <planning and lesson delivery> cards outlining games and activities with tactical focus identified • Fast start activity cards - providing students with an opportunity to engage in moderate to vigorous physical activity within the first few minutes of the lesson

ASPECT	End of Year 4 Cluster 3	Examples	
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Identifies controllable and uncontrollable factors that promote participation in physical activity</p> <p>Reflects on how their efforts affect skills and achievements in physical activity</p> <p>Works independently on new skills and physical activities</p>	<ul style="list-style-type: none"> • Physical activity across the school day teaching resource - supports teachers to embed physical activity into teaching and learning programs, containing 10 weekly teaching and learning sequences with 3 structured physical activity tasks each day. e.g. physical activity challenges promote independence
	<p>Values and attitudes</p>	<p>Recognises that participation in different types of physical activity can have different effects on health and wellbeing</p> <p>Participates in physical activity with confidence</p>	<ul style="list-style-type: none"> • Playing for Life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop psychological skills such as confidence through minor and modified games
	<p>Behavioural skills</p>	<p>Monitors personal progress by recording physical activity and sedentary behaviour across a time period with assistance, e.g. using a log, diary, apps, pedometer</p> <p>Recognises that the body responds differently when participating in physical activity of different intensities</p> <p>Describes the different components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance</p>	<ul style="list-style-type: none"> • Using the Rate of Perceived Effort scale – blog post <planning and lesson delivery> Measures heart rate, breathing rate and ability to talk to monitor the body's reaction to a range of physical activities • Learning to Lead fitness technique cards - to engage students in short HIIT workouts with no equipment required. Each workout focuses on the different components of fitness

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<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Modifies actions to ensure safety in physical activity without prompting</p> <p>Understands how equipment and the environment can influence safety in physical activity</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop cognitive skills such as safety and risk through minor and modified games.
	<p>Conflict resolution</p>	<p>Applies strategies for negotiating conflict</p>	<ul style="list-style-type: none"> • Playing for life cards - activities to support a games-based approach to teaching sport and physical activity where students learn and develop social skills such as collaboration through minor and modified games.
	<p>Inclusion</p>	<p>Demonstrates respect for self, others, rules and equipment and the environment during physical activity</p>	<ul style="list-style-type: none"> • Responsible personal and social behaviour <planning and lesson delivery> a sample cooperative activity to promote inclusion, fair play and management of own behaviour • Team building activities <planning and lesson delivery> sample cooperative activities to promote inclusion, fair play, cooperation and management of own behaviour
	<p>Cooperation and communication</p>	<p>Offers positive suggestions to facilitate physical activity to be inclusive of others</p> <p>Cooperates when working in a group</p> <p>Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts</p>	<ul style="list-style-type: none"> • Exit slips - uses an exit slip to describe their participation, the effects of physical activity on the body and their emotions after physical activity. • Teamwork: cup stack <planning and lesson delivery> a sample activity to promote working as a group, communicating clearly in group situations, identifying where it is appropriate to adopt a role (leader or follower) • Responsible personal and social behaviour <planning and lesson delivery> a sample activity to promote working as a group, communicating clearly in group situations, identifying where it is appropriate to adopt a role (leader or follower) • Team building activities <planning and lesson delivery> sample cooperative activities to promote inclusion, fair play, cooperation and management of own behaviour

ASPECT	End of Year 6 Cluster 4	Resources
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Combinations</p> <p>Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p>Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw)</p> <p>Applies movement skills to perform sequences in dynamic physical activity contexts</p>	<ul style="list-style-type: none"> • Get Skilled Get Active Observing FMS checklists <observation> advice on observing FMS and checklists for each of the 12 FMS to assist you in observing the skill components • Get Skilled: Get Active – Fundamental Movement Skills overview and images <assessment and observation> overview of each FMS with images to show components • Get Skilled: Get Active – Assessing Fundamental Movement Skills <assessment> advice on assessing FMS and making consistent judgements • Slide hockey - stick handling and shooting <lesson delivery> activities to practise stick handling and shooting. Lesson plan with questioning and sequence of activities. • Hockey skills <lesson delivery> lesson sequence and videos to support passing and eye hand coordination, dribbling and ball control • Fundamental movement skills in action - support for K-6 teachers to explicitly teach the 12 fundamental movement skills

ASPECT	End of Year 6 Cluster 4	Resources
		<ul style="list-style-type: none"> • Hockey passing on the move <lesson delivery> lesson sequence to focus on passing and maintaining possession of the ball as a group • Basketball – dribbling on the move – maintaining possession under pressure – lesson sequence and videos <lesson delivery> • Basketball unit using game sense <lesson delivery> sample unit of work to develop skills in a range of modified basketball activities with a focus on developing attack and defensive tactics • Building a Team Handball Unit <lesson delivery> a blog post outlining the process of developing a team handball unit to develop movement competence • Badminton lesson plans <lesson delivery> sequence of lessons to develop skills for net/ wall games, including grip, one hand strike, overhead strike, sequencing movement • Lacrosse/ Sofcrosse <lesson delivery> propelling an object with equipment – instruction and images using lacrosse/ sofcrosse as the context • Lacrosse/ Sofcrosse <lesson delivery> receiving/ scooping and object with equipment – instruction and images using lacrosse/ sofcrosse as the context • Lacrosse/ Sofcrosse <lesson delivery> instruction and images demonstrating passing progression and sequencing movement • Volleyball skills <lesson delivery> images and instruction to support on the ball skills for net/ wall games such as volleyball, including the forearm pass, overhead pass and underhand serve • Shark - soccer activity <lesson delivery> activity to support dribbling with control under pressure • Jump rope video <observation and lesson delivery> video to explain how to fix 5 common errors when jumping rope • Bound Ball <lesson delivery> Net/wall game to develop volleying skills • Mr Spencer jump rope <lesson delivery> series of videos to demonstrate jump rope skills and tricks for student • No equipment necessary video <lesson delivery> videos of lifelong physical activities without equipment to support refining skills in controlled contexts to improve efficiency and effectiveness of movement • Authentic assessment strategies for invasion games <assessment> provides a variety of options for different tactical solutions in invasion games. • Playsport <lesson planning and delivery> a database of games and activities categorized by game category

ASPECT	End of Year 6 Cluster 4	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</p> <p>Implements tactics which account for the strengths of self and others within a physical activity</p>
	<ul style="list-style-type: none"> • Authentic assessment strategies for invasion games <assessment> video demonstrating movement off the ball to position themselves to receive ball or create advantage • Slide hockey - stick handling and shooting <lesson delivery> activities to develop and practise maintaining possession of the ball with a focus on hockey stick handling and shooting. Lesson plan with questioning and sequence of activities. • Hockey skills <lesson delivery> lesson sequence and videos to support ball control, use of field space, offensive and defensive tactics • Hockey passing on the move <lesson delivery> lesson sequence to focus on passing and maintaining possession of the ball as a group • Hockey – Knock away <lesson delivery> lesson sequence and video to demonstrate dribbling and ball control under pressure • Basketball unit using game sense <lesson delivery> sample unit of work to develop tactical thinking and understanding of tactics in invasion games such as basketball • Basketball – dribbling on the move <lesson delivery> lesson sequence and videos to explore maintaining possession under pressure • Building a team handball unit <lesson delivery> a blog post outlining the process of developing a team handball unit to develop tactical thinking and application • Badminton lesson plans <lesson delivery> sequence of lessons to develop tactical skills for net/ wall games, including propelling objects suitable depth to intentionally create space in other areas of the court and selecting the best option based on opposition’s position • Bound Ball <lesson delivery> Net/wall game to develop volleying skills, court awareness, and tactics and strategies for net/wall games. • Flag football – one on one offensive skills <lesson delivery> lesson sequence to explore use of strategies to advance the ball into opponent’s territory, how to defend, communicate and follow team strategy • Flag football – defending an end zone <lesson delivery> activity and videos to show tactics for defending an end zone • Lacrosse/ Sofcrosse <lesson delivery> images and instruction to demonstrate adapting and combining skills in response to purpose – instruction and images 	

ASPECT	End of Year 6 Cluster 4	Examples
<p>Knowledge of physical activity contexts</p>		
	<p>Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of individual strengths</p>	
		<ul style="list-style-type: none"> • Lacrosse/ Sofcrosse <lesson delivery> adopts receiving and throwing actions for different equipment to increase accuracy – instruction and images • Lacrosse/ Sofcrosse <lesson delivery> instruction and images to adapt and combine skill for purpose • Playsport <lesson planning and delivery> a database of games and activities categorized by game category <hr/> <ul style="list-style-type: none"> • How can I use tactics to be successful in games? - S3- Students test and apply various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in invasion games • Invasion strategies <lesson delivery and assessment> brainstorm strategy to explore similarities and differences between invasion game tactics • Capture the treasure <planning and lesson delivery> game to promote planning to succeed using individual strengths, e.g. moving in space, following directional cues and mobility • Building a team handball unit <lesson delivery> a blog post outlining the process of developing a team handball unit to develop tactical thinking and application • Flag football – one on one offensive skills <lesson delivery> lesson sequence to explore plan strategies to advance the ball into opponent's territory, defend, communicate and develop team strategy • Playsport <lesson planning and delivery> a database of games and activities categorized by game category

PHYSICAL LITERACY CONTINUUM

Cluster 4 resources

ASPECT	End of Year 6 Cluster 4	Examples	
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Compares the opportunities for physical activity in different physical and social environments</p> <p>Identifies resources, facilities and technology available to support participation in physical activity</p> <p>Persists with challenging physical activities and understands how success through persistence can have positive outcomes</p> <p>Takes initiative to work independently in a range of physical activities</p>	<ul style="list-style-type: none"> • How can I use tactics to be successful in games? S3 - Students test and apply various tactics incorporating movement, space, time, equipment and rules to improve their chance of success in invasion games • Authentic assessment strategies for invasion games (video) • Basketball unit using game sense <lesson delivery> sample unit of work to develop persistence when experiencing difficult tasks
	<p>Values and attitudes</p>	<p>Recognises that participation in physical activities can improve performance in various contexts</p> <p>Participates in physical activity with confidence and purpose</p>	<ul style="list-style-type: none"> • Learning to Lead fitness technique cards - to engage students in short HIIT workouts requiring no equipment. Each workout focuses on a component of fitness • Playsport <lesson planning and delivery> a database of games and activities categorized by game category
	<p>Behavioural skills</p>	<p>Generates personal goals based on their understanding of fitness and physical activity</p> <p>Describes the effects of physical activity and sedentary behaviour on fitness and/or health and wellbeing</p> <p>Identifies how different physical activities can be used to develop different components of fitness</p> <p>Assesses personal fitness levels</p>	<ul style="list-style-type: none"> • Learning to Lead fitness technique cards - to engage students in short HIIT workouts requiring no equipment. Each workout focuses on a component of fitness • Goal setting for students – teaching strategy <lesson delivery> teaching strategy to encourage goal setting for students • Using the Rate of Perceived Effort scale – blog post <planning and lesson delivery> Measures heart rate, breathing rate and ability to talk to monitor the body's reaction to a range of physical activities

ASPECT	End of Year 6 Cluster 4	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Consciously participates within the rules and etiquette of different physical activities</p> <p>Applies or modifies rules to ensure their own and others safety</p> <p>Creates solutions to promote a safe environment</p>	<ul style="list-style-type: none"> • Authentic assessment strategies for invasion games (video) <assessment> provides a variety of options for different tactical solutions in invasion games. • River crossing <lesson delivery> sample cooperative activity to encourage creating solutions to promote a safe environment whilst working cooperatively as a group to solve a problem
	<p>Conflict resolution</p>	<p>Uses appropriate strategies to negotiate conflict independently for positive outcomes</p> <p>Recognises that reflecting on and learning from conflict situations is an important part of the resolution process</p>	<ul style="list-style-type: none"> • Team building activities - planning and lesson delivery> sample cooperative activities to promote inclusion, fair play, cooperation and management of own behaviour
	<p>Inclusion</p>	<p>Takes initiative to encourage respect for others in physical activity</p>	<ul style="list-style-type: none"> • Responsible personal and social behaviour <planning and lesson delivery> a sample cooperative activity to promote inclusion, fair play and management of own behaviour • Team building activities <planning and lesson delivery> sample cooperative activities to promote inclusion, fair play, cooperation and management of own behaviour
	<p>Cooperation and communication</p>	<p>Actively involves others in physical activity</p> <p>Participates and takes responsibility for own actions in a group</p> <p>Adopts roles where appropriate in physical activity, e.g. leader</p>	<ul style="list-style-type: none"> • Basketball unit using game sense <lesson delivery> sample unit of work to encourage taking on a role of responsibility in a group situation • Responsible personal and social behaviour <planning and lesson delivery> a sample activity to promote working as a group, communicating clearly in group situations, identifying where it is appropriate to adopt a role (leader or follower) • River crossing <lesson delivery> sample cooperative activity to support adopting roles, taking responsibility for own actions in a group and working together with others to solve a problem

ASPECT

End of Year 8
Cluster 5

Examples

MOVEMENT COMPETENCIES

Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.

Combinations

Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)

Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts

Transfers similar movement skills and sequences appropriately across physical activity contexts

- [Understanding cultural differences – Aboriginal Peoples and their games](#) <lesson delivery> unit of work to develop and transfer movement skills across games, with a focus on Indigenous games
- [Skills and strategies for striking/ fielding games unit](#) <lesson planning and delivery> unit of work to focus on tactical movement and movement skill and performance across a range of striking/fielding games
- [Hockey skills](#) <lesson delivery> lesson sequence and videos to support passing and eye hand coordination, dribbling and ball control
- [Net/wall games](#) <lesson delivery> lesson sequence and videos to support exposing student to adapted game form of volleyball to allow more touches on the ball focusing on forearm pass, set and movement on the court
- [Volleyball \(net/ wall games\) – underhand serving](#) <lesson delivery> lesson sequence and videos to develop the underhand serve in volleyball
- [Volleyball \(net/ wall games\) – overhead pass](#) <lesson delivery>— lesson sequence and videos to develop the overhead pass in volleyball
- [Volleyball \(net/ wall games\) – forearm pass](#) <lesson delivery>— lesson sequence and videos to develop the forearm pass in volleyball
- [Survivor leadership unit](#) <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities
- [Cultural dance assessment](#) <assessment> assessment of students ability to selects from a range of movement skills and apply the most appropriate skill in the dance context
- [Net/wall game performance peer assessment: decision-making](#) <assessment> assesses student's ability to make appropriate and inappropriate decisions when selecting what to do with the ball during the games
- [Net/wall game skill execution peer assessment](#) <assessment> assesses student's ability to efficiently execute selected skills including shot to deep court, drop shot close to net in front of service line, lob, power shot, passes off to other player (if rules allow) to set up move or execute a more effective tactic and shot
- [Striking/ fielding games: skills and strategies – two hand strike assessment](#) <assessment> assesses student's ability to strikes the ball effectively (with efficient skill) using the appropriate level of force, accurate placement and control
- [Striking/ fielding games: skills and strategies – overarm throw peer and self-assessment](#) <assessment> assesses student's ability to throw the ball effectively (with efficient skill) using the appropriate level of force, accurate placement and

ASPECT	End of Year 8 Cluster 5	Examples
		<p>control</p> <ul style="list-style-type: none"> • Striking/ fielding games skills and strategies <assessment> assesses student's ability to field the ball cleanly (with efficient skill, appropriate levels of force, accurate placement and control) • No equipment necessary video <lesson delivery> videos of lifelong physical activities without equipment to support refining skills to improve efficiency and effectiveness of movement • Playsport <lesson planning and delivery> a database of games and activities categorized by game category

ASPECT	End of Year 8 Cluster 5	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p>Transfers tactics across physical activities</p>
		<ul style="list-style-type: none"> • Teaching Games for Understanding sample lessons <lesson delivery> a series of lessons for delivering PE using the TGfU model • Skills and strategies for striking/ fielding games unit <lesson planning and delivery> unit of work to focus on tactical movement and movement skill and performance across a range of striking/fielding games • Net/wall games <lesson delivery> lesson sequence and videos focused on varying placement, force and timing of return and play to create open space in net wall games • Net/wall games <lesson delivery> lesson sequence and videos to identify the role of support players and how to use them and practise appropriate off the ball movement to create advantage • Touch football/ invasion games <lesson delivery> lesson sequence focused on anticipating defensive tactics and applying attacking tactics to achieve success • Flag football – one on one offensive skills <lesson delivery> lesson sequence to explore use of strategies to advance the ball into opponent's territory, how to defend, communicate and follow team strategy • Flag football – defending an end zone <lesson delivery> activity and videos to show tactics for defending an end zone • Lacrosse/ Sofcrosse <lesson delivery> instruction and images to support adopting receiving and throwing actions for different equipment to increase accuracy • Lacrosse/ Sofcrosse <lesson delivery> instruction and images to adapt and combine skill for purpose • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities • Cultural dance assessment <assessment> assessment of students ability to apply multiple tactics to achieve success in the dance context • Net/wall game performance peer assessment: decision-making <assessment> assesses student's ability to make appropriate and inappropriate decisions when selecting what to do with the ball during the games • Invasion game: solving a tactical problem peer assessment <assessment> assesses student's ability to solve a tactical problem with a focus on maintaining possession • Striking/ fielding games: skills and strategies – two hand strike assessment <assessment> assesses student's ability to make the appropriate strike for the

ASPECT	End of Year 8 Cluster 5	Examples
		<p>situation, reflecting an understanding of player movements, rules of the activity and how to hit into space or create advantage</p> <ul style="list-style-type: none"> • Striking/ fielding games: skills and strategies – two hand strike peer and self-assessment <assessment> assesses student's ability to make the appropriate throw for the situation, reflecting an understanding of player movements, rules of the activity and how to hit into space or create advantage • Striking/ fielding games strategic planning – using space assessment <assessment> assesses student's ability to identify and utilise space in striking and fielding game situations • Striking/ fielding games skills and strategies <assessment> assesses student's ability to adopt an appropriate starting position to field the ball when the batter steps up to the tee or home plate and make the appropriate play for the situation • Under the net volleyball outline <lesson delivery> teaching and learning activity to promote making considered decisions in physical activity contexts, identifying appropriate off the ball movement to create advantage and recognising the role of support players and how to use them to create advantage • Playsport <lesson planning and delivery> a database of games and activities categorized by game category

ASPECT	End of Year 8 Cluster 5	Examples
<p>Knowledge of physical activity contexts</p>	<p>Compares tactics and how they can be used across multiple physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p>	<ul style="list-style-type: none"> • Net/wall games <lesson delivery> lesson sequence and videos to identify the role of support players and how to use them and practise appropriate off the ball movement to create advantage • Touch football/ invasion games <lesson delivery> lesson sequence focused on anticipating defensive tactics and applying attacking tactics to achieve success • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities • Cultural dance assessment <assessment> assessment of students ability to create plans taking into account the abilities of self and others to perform well and succeed within a dance context • Net/wall game performance peer assessment: decision-making <assessment> assesses student's ability to make appropriate and inappropriate decisions when selecting what to do with the ball during the games • Striking/ fielding games strategic planning – using space assessment <assessment> assesses student's ability to apply critical thinking and decision making to create plans and apply tactics to identify and utilise space in striking and fielding game situations • Striking/ fielding games skills and strategies <assessment> assesses student's ability to devise initial plans around positional play and batting position/ order and are able to make tactical changes as required • Playsport <lesson planning and delivery> a database of games and activities categorized by game category

ASPECT	End of Year 8 Cluster 5	Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p> <p>Identifies ways that physical and social environments can be modified to promote physical activity</p> <p>Creates plans to assist in the completion of challenging activities</p> <p>Demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities</p> <p>Responds appropriately to success and challenges in physical activities</p> <p>Assesses their ability to work independently in physical activities</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities
	<p>Values and attitudes</p> <p>Evaluates the contribution of regular physical activity to wellbeing, health and fitness levels</p> <p>Recognises the benefits of participating in a range of physical activities not just ones that they enjoy</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities • #Maxyourdays mural – Physical Educator <Lesson delivery> a blog post describing a process to engage students in reflection on the role and contribution of physical activity in their lives
	<p>Behavioural skills</p> <p>Proposes short-term and long-term goals that will assist them to maintain regular participation in physical activity in the future</p> <p>Designs plans for improving or maintaining their personal levels of physical activity and fitness</p> <p>Reflects on personal levels of physical activity, sedentary behaviour and fitness</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities • Fitness – FITT poster <lesson delivery> poster to help students explore target heart rate zones and create activity plans that includes timeframe, goals and a variety of specific activities and targets specific fitness components • #Maxyourdays mural – Physical Educator <Lesson delivery> a blog post describing a process to engage students in reflection on physical activities they participate in and to evaluate the degree to which they meet their needs and interests

ASPECT	End of Year 8 Cluster 5	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Assesses and adjusts the physical environment to ensure safety in physical activity for self and others</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, adapting to the environment to ensure safety for self and others through outdoor recreation, cooperation and initiative activities
	<p>Conflict resolution</p>	<p>Resolves personal conflict in a sensitive manner using appropriate strategies</p> <p>Reflects on conflict situations to devise plans to reduce conflict in the future</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities
	<p>Inclusion</p>	<p>Selects and role models strategies that promote inclusion in physical activity</p> <p>Demonstrates actions that support the rights and feelings of others</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others through outdoor recreation, cooperation and initiative activities • Understanding cultural differences – Aboriginal Peoples and their games <lesson delivery> unit of work to enhance inclusion, respect and fair play, with a focus on Indigenous games
	<p>Cooperation and communication</p>	<p>Interacts confidently with others in physical activities</p> <p>Makes individual compromises based on the strengths of self and others to work effectively as a group</p> <p>Supports and encourages the enjoyable involvement of others</p> <p>Responds positively to the needs of others</p>	<ul style="list-style-type: none"> • Survivor leadership unit <lesson delivery> sample unit of work to promote student leadership, cooperative learning, problem solving, adopting roles, supporting and including others, persistence whilst developing movement skills through outdoor recreation, cooperation and initiative activities • Understanding cultural differences – Aboriginal Peoples and their games <lesson delivery> unit of work to enhance inclusion, respect and fair play, with a focus on Indigenous games • Cultural dance assessment <assessment> assessment of students ability to interact confidently with others, make compromises based on the strengths of self and others to work effectively as a group and support and encourage the enjoyable involvement of others

ASPECT		End of Year 10 Cluster 6	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Combinations</p>	<p>Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space</p> <p>Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts</p>	<ul style="list-style-type: none"> • Backyard games <lesson delivery> unit of work to develop movement skills in increasingly complex and challenging activities and encourage students to adapt, transfer and improvise movement • Design a modified activity <lesson delivery and assessment> sample activity encouraging students to design a modified physical activity to improve performance and promote safe participation in practical situations • Mechanical principles of movement <lesson delivery> sample activity encouraging students to explore how they absorb and apply force, use balance, stability and momentum whilst performing the activity. Students will identify and demonstrate ways they can improve their performance. • Let's get skilled to perform <lesson delivery> unit of work to engage students in activities that develop the skills required to adjust and modify movements for improved skill development and performance in increasingly complex and challenging situations • Ballroom blitz assessment <assessment> assesses student ability to adapt and improvise movement skills and combinations of skills, to perform innovative movement across a range of dance styles. Students choreograph and perform movement inspired from, but not limited to, the basic steps of their chosen dance style.

ASPECT	End of Year 10 Cluster 6	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities</p> <p>Evaluates tactics according to purpose to participate successfully across a range of physical activities</p>
	<p>Knowledge of physical activity contexts</p>	<p>Assesses the relationship between rules and tactics to create plans for achieving success in physical activities</p> <p>Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities</p>

ASPECT	End of Year 10 Cluster 6	Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p> <p>Modifies the physical and social environment to increase opportunities for physical activity for self and others</p> <p>Applies problem solving skills to plan for increased physical activity in the home, school and community</p> <p>Seeks to engage in physical activities that are personally challenging regardless of previous experience or success</p> <p>Applies strategies to motivate self and others to continue to participate and improve performance in physical activities</p> <p>Critiques their effectiveness to work independently and apply initiative to achieve goals and outcomes in variety of contexts</p>	<ul style="list-style-type: none"> • Backyard games <lesson delivery> unit of work to demonstrate an understanding of how physical activities can be modified to be undertaken in the home setting, formulate and implement plans to overcome barriers to physical activity participation and to increase their personal physical activity levels • Local opportunities for physical activity <lesson delivery> sample activity encouraging student to create a video file showcasing and advocating for physical activity opportunities in their local area • Design a modified activity <lesson delivery and assessment> sample activity encouraging student to design a modified physical activity to improve performance and promote safe participation in practical situations
	<p>Values and attitudes</p> <p>Advocates for and positively influences the physical activity experiences of others</p> <p>Recognises their responsibility as a role model beyond participation in physical activity</p>	<ul style="list-style-type: none"> • Backyard games <lesson delivery> unit of work to advocate for increased physical activity and formulate and implement plans to overcome barriers to physical activity participation • Local opportunities for physical activity <lesson delivery> sample activity encouraging student to create a video file showcasing and advocating for physical activity opportunities in their local area • Design a modified activity <lesson delivery and assessment> sample activity encouraging student to design a modified physical activity to improve performance and promote safe participation in practical situations
	<p>Behavioural skills</p> <p>Applies self-monitoring strategies to contexts outside of physical activity, e.g. goal setting</p> <p>Evaluates and modifies personalised plans for improving or maintaining their own and others' physical activity and fitness levels</p>	<ul style="list-style-type: none"> • Backyard games <lesson delivery> unit of work to demonstrate an understanding of how physical activities can be modified to be undertaken in the home setting, formulate and implement plans to overcome barriers to physical activity participation and to increase their personal physical activity levels

ASPECT	End of Year 10 Cluster 6	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating</p>	<ul style="list-style-type: none"> • Design a modified activity <lesson delivery and assessment> sample activity encouraging student to design a modified physical activity to improve performance and promote safe participation in practical situations • Let's get skilled to perform <lesson delivery> unit of work to engage students in exploring different learning environments and safety implications to allow for successful skill development in a variety of physical activities •
	<p>Conflict resolution</p>	<p>Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict</p> <p>Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation</p>	<ul style="list-style-type: none"> •
	<p>Inclusion</p>	<p>Encourages and positively influences others to demonstrate respect and inclusive behaviours</p> <p>Advocates for the inclusion of others</p>	<ul style="list-style-type: none"> • Design a modified activity <lesson delivery and assessment> sample activity encouraging student to design a modified physical activity to improve performance and promote safe participation in practical situations
	<p>Cooperation and communication</p>	<p>Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring</p>	<ul style="list-style-type: none"> • Design a modified activity <lesson delivery and assessment> sample activity encouraging student to design and deliver a modified physical activity to improve performance and promote safe participation in practical situations • Mechanical principles of movement <lesson delivery> sample activity encouraging students to work in pairs to explore how they absorb and apply force, use balance, stability and momentum whilst performing the activity. Students will identify and provide feedback to a partner on ways they can improve their performance.