|  |
| --- |
| Years 5–6 band Health and Physical Education Curriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| The Years 5–6 curriculum builds on each student’s prior learning. During this time, students are taking more responsibility for their own health, physical activity and personal safety.Students develop optimistic habits in the way they look at themselves, their world and their perception of what the future holds for them. They understand the important role persistence and resilience play in maintaining confidence and commitment to complete tasks.Most students will be experiencing the physical, emotional and social changes associated with puberty during these years. The content supports learning about these changes and positive ways to manage these transitions. Students also learn about their own unique qualities and explore ways in which people define their own identities and value the diversity within their community.Students are becoming more conscious of external influences on their attitudes, beliefs and behaviours. They explore how their choices and behaviours influence their health and wellbeing.Students have frequent opportunities to apply and transfer the movement skills and strategies they have learnt and refined previously into a range of new movement situations. Students explore ways they can actively participate in a range of physical activity settings and contribute to building a healthier community.Students begin to explore more complex movement concepts and promote safe, equitable and fair participation for all. Students further develop and refine a range of communication and conflict resolution skills and processes, enabling them to interact appropriately and respectfully with others in a range of different movement and social situations. | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | By the end of Year 6, students explain how different factors influence identities. They propose strategies to manage emotions, developmental changes and transitions. They propose strategies to demonstrate respect, empathy and inclusion. They explain how stereotypes influence roles and responsibilities. Students explain how communication skills, protective behaviours and help-seeking strategies keep themselves and others safe online and offline. They analyse health information to refine strategies to enhance their own and others’ health, safety, relationships and wellbeing. Students refine and modify movement skills and apply movement concepts across a range of situations. They transfer movement strategies between situations and evaluate the impact on movement outcomes. Students propose strategies to promote physical activity participation that enhance health, fitness and wellbeing. They describe contributions they can make as a group and team member to support fair play and inclusion across a range of movement contexts. | [By the end of Year 6, students explain how different factors influence identities.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to manage emotions, developmental changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=3&hide-ccp=0&hide-gc=0) [They propose strategies to demonstrate respect, 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| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Personal, social and community health  | 1 | 2 | 3 | 4 | Movement and physical activity  | 1 | 2 | 3 | 4 |
| **Identities and change**explain how identities can be influenced by people and places, and how we can create positive self-identities AC9HP6P01 | [ ]  | [ ]  | [ ]  | [ ]  | **Moving our bodies**adapt and modify movement skills across a variety of situations AC9HP6M01 | [ ]  | [ ]  | [ ]  | [ ]  |
| investigate resources and strategies to manage changes and transitions, including changes associated with puberty AC9HP6P02 | [ ]  | [ ]  | [ ]  | [ ]  | transfer familiar movement strategies to different movement situations AC9HP6M02 | [ ]  | [ ]  | [ ]  | [ ]  |
| investigate how the portrayal of societal roles and responsibilities can be influenced by gender stereotypes AC9HP6P03 | [ ]  | [ ]  | [ ]  | [ ]  | investigate how different movement concepts related to effort, space, time, objects and people can be applied to improve movement outcomesAC9HP6M03 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Interacting with others**describe and demonstrate how respect and empathy can be expressed to positively influence relationships AC9HP6P04 | [ ]  | [ ]  | [ ]  | [ ]  | **Making active choices**participate in physical activities to investigate the body’s reaction to different levels of intensity AC9HP6M04 | [ ]  | [ ]  | [ ]  | [ ]  |
| describe and implement strategies to value diversity in their communities AC9HP6P05 | [ ]  | [ ]  | [ ]  | [ ]  | participate in physical activities that enhance health and wellbeing in natural and outdoor settings, and analyse the steps and resources needed to promote participation AC9HP6M05 | [ ]  | [ ]  | [ ]  | [ ]  |
| apply strategies to manage emotions and analyse how emotional responses influence interactions AC9HP6P06 | [ ]  | [ ]  | [ ]  | [ ]  | propose and explain strategies to increase physical activity and reduce sedentary behaviour levels in their lives AC9HP6M06 | [ ]  | [ ]  | [ ]  | [ ]  |
| describe strategies for seeking, giving or denying consent and rehearse how to communicate their intentions effectively and respectfully AC9HP6P07 | [ ]  | [ ]  | [ ]  | [ ]  | **Learning through movement**predict and test the effectiveness of applying different skills and strategies in a range of movement situations AC9HP6M07 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Making healthy and safe choices** analyse and rehearse protective behaviours and help-seeking strategies that can be used in a range of online and offline situations AC9HP6P08 | [ ]  | [ ]  | [ ]  | [ ]  | devise and test alternative rules and game modifications to support fair play and inclusive participation AC9HP6M08 | [ ]  | [ ]  | [ ]  | [ ]  |
| investigate different sources and types of health information and how these apply to their own and others’ health choices AC9HP6P09 | [ ]  | [ ]  | [ ]  | [ ]  | participate positively in groups and teams by contributing to group activities, encouraging others and negotiating roles and responsibilities AC9HP6M09 | [ ]  | [ ]  | [ ]  | [ ]  |
| analyse how behaviours influence the health, safety, relationships and wellbeing of individuals and communities AC9HP6P10 | [ ]  | [ ]  | [ ]  | [ ]  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |
| --- | --- |
| Focus areas |  |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs | [ ]  | [ ]  | [ ]  | [ ]  |
| Food and nutrition | [ ]  | [ ]  | [ ]  | [ ]  |
| Health benefits of physical activity | [ ]  | [ ]  | [ ]  | [ ]  |
| Mental health and wellbeing | [ ]  | [ ]  | [ ]  | [ ]  |
| Relationships and sexuality | [ ]  | [ ]  | [ ]  | [ ]  |
| Safety | [ ]  | [ ]  | [ ]  | [ ]  |
| Active play and minor games | [ ]  | [ ]  | [ ]  | [ ]  |
| Challenge and adventure activities | [ ]  | [ ]  | [ ]  | [ ]  |
| Fundamental movement skills | [ ]  | [ ]  | [ ]  | [ ]  |
| Games and sports | [ ]  | [ ]  | [ ]  | [ ]  |
| Lifelong physical activities | [ ]  | [ ]  | [ ]  | [ ]  |
| Rhythmic and expressive activities | [ ]  | [ ]  | [ ]  | [ ]  |

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| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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