



WORKING TOWARD ACHIEVEMENT OF STANDARDS

Moving the body	Understanding movement	Learning through movement
Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115) Design and perform a variety of movement sequences (VCHPEM116) Propose and apply movement concepts and strategies (VCHPEM117)	Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118) Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119)	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120) Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121) Demonstrate ethical behaviour and fair play that aligns with the rules when participating in a range of physical activities (VCHPEM122)
"I can..." - Use my body to keep an object in motion - Be both an attacking and defensive player in my teams	"I can..." - Adjust the speed of the movement of objects, resulting in a more preferred outcome for myself and my team	"I can..." - Negotiate with my team to solve issues
		Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information. They explain and apply strategies to enhance their own and others' health, safety and wellbeing at home, at school and in the community. They perform specialised movement skills 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 creating movement sequences

Links to Capability & Digital Technologies Content Descriptors

<u>Critical and Creative Thinking</u>	<u>Digital Technologies</u>
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Purpose: Structure/Organisation: Language Features:	Teaching & Learning Approaches – non-negotiables <ul style="list-style-type: none"> Listening and following instructions Using equipment appropriately Use of ongoing assessment and data to target teach Use of ongoing feedback Visible learning intentions and success criteria Differentiated expected outcomes 	Special Events/Dates: <ul style="list-style-type: none"> Dahlia and Arts Festival Bendigo Show Art Competition Jacinta Allen Christmas Card
Performance Outcome/Product of Learning: <ul style="list-style-type: none"> 		Vocabulary expectations (English specific)

Tune In	Target Teach	Try Out	Tune Up	Take Off	Tie Together
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Term	Learning Focus			Assessment Charts
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4				
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<u>Ongoing Comments/Reflections</u>				