



Physical Education Planner 2024

	TERM ONE	TERM TWO	TERM THREE	TERM FOUR
Foundation	<p>Gross motor movements through games/ circuits</p> <p>Exploration of rules and safety</p> <p>Using correct vocabulary to talk about their bodies, movements and physiological changes as a result of physical activity</p> <p>Developing ball skills through throwing and catching, and rolling</p> <p>Focusing on partnered work</p>	<p>Continued development of gross motor skills</p> <p>Continued exploration of rules and safety</p> <p>Developing ball skills through bouncing, kicking and use of different equipment</p> <p>Using correct vocabulary to give directions and instructions</p> <p>Continued focus on partnered work</p> <p>Kicking/ throwing and catching/ kickball</p>	<p>Continued development of gross motor skills</p> <p>Continued exploration of rules and safety</p> <p>Start introducing correct techniques for throwing, kicking, and dribbling</p> <p>Start introducing students to team games (with limited rules), and game etiquette</p> <p>Start introducing sports; like kickball to consolidate learning</p> <p>Bouncing/ moving with a ball/ circuits/ athletics/ gymnastics</p>	<p>Continued development of gross motor skills</p> <p>Continued exploration of rules and safety</p> <p>Continue encouraging students to use correct techniques</p> <p>Continue playing team games and start introducing more rules</p> <p>Focus more on games etiquette</p> <p>Continue playing sports, hoop ball, soccer, and kickball (with bat)</p> <p>Soccer/ kickball/ throwing/ catching</p>
Levels 1 & 2	<p>Development of motor skills in different environments through games and circuits</p> <p>Discuss why rules and procedures are used</p> <p>Students to use correct game etiquette, through team games</p> <p>Ensure students are using correct vocabulary to describe movements and skills</p> <p>Throwing/ catching/ bouncing/jumping</p>	<p>Students start combining motor skills in individual and group activities, through games and circuits. (skipping, catching)</p> <p>Students start using rules in games</p> <p>Skipping/ relays/ throwing/catching</p>	<p>Students combine both gross motor skills and fine motor skills in individual and group activities. (skipping and target throw)</p> <p>Students introduced to correct techniques</p> <p>Students explore changes in speed, direction and level; whilst participating in physical activity</p> <p>Students use correct vocab</p> <p>Students create and perform sequential movements</p> <p>Soccer/ athletics/ gymnastics</p>	<p>Students refine motor skills, and combine them to achieve a desired outcome (basketball, rounders.)</p> <p>Students continue understanding of correct techniques in skills</p> <p>Students explore changes in speed, direction and level; whilst participating in physical activity</p> <p>Students explore the link between physical education and health</p> <p>Basketball/ invasion games</p>



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<p>Levels 3 & 4</p>	<p>Introduction of more complex motor skills and movements. (field hockey, tennis, badminton & lacrosse)</p> <p>Team etiquette upheld, and cooperation in both partnered games and team games</p> <p>Perform sequences involving complex motor skills through games</p>	<p>Developing control of complex motor skills and movements. (volleyball and Ultimate frisbee)</p> <p>Exploring coordination and balance in different skills</p> <p>Continued exploration of team tactics</p> <p>Explore goals within sports and games</p> <p>Introduction to components of health-related fitness</p>	<p>Start exploring sport specific skills. (athletics, olympics, soccer & AFL)</p> <p>Continued exploration of components in health.</p> <p>Start experimenting with basic game tactics with teacher support</p> <p>Introduction to different roles within sports. (Umpire, scorer, captain)</p>	<p>Students start applying sport specific skills to games. (basketball, rugby & fitness)</p> <p>Explore feedback and how it relates to performance outcomes</p> <p>Students explore sequences of coordinated movements to achieve a goal (individual and team)</p> <p>Students come with their own ideas about safety and rules</p>
<p>Levels 5 & 6</p>	<p>Students refine techniques, in a range of open environments. (field hockey, tennis, badminton & lacrosse)</p> <p>Student focus on improvement of fine motor skills in games</p> <p>Explore different roles within games and students start taking on these roles</p>	<p>Students understand the need for variations in techniques. (volleyball and Ultimate frisbee)</p> <p>Exploration of criteria for themselves and others through games</p> <p>Continue to develop own games</p> <p>Continued discussion of health-related components</p> <p>Students start developing their own games, rules/ safety/ equipment/ rules/ space</p>	<p>Students look at sport specific skills and techniques. (athletics, olympics, soccer & AFL)</p> <p>Students start receiving and giving feedback to others to improve performance</p> <p>Students start playing their games, taking on the different roles</p> <p>Students can explain the need and use for different roles within sports through a SEPEP program</p>	<p>Students start performing ranges of movements and skills competently, using game tactics and strategic thinking (basketball, rugby & fitness)</p> <p>Students evaluate a partner in a specific skill and provide feedback</p> <p>Discuss the process for improving health related fitness</p>