

TIME	TOPIC	LESSON CONTENT			RESOURCES	ASSESSMENT
		PRACTICAL	PRACTICAL	HEALTH		
Weeks 1-10	Swimming & Indigenous Games	<p><b>Swimming</b></p> <p>In this unit, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke, and solve safety and survival challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>develop arm, leg and breathing movements to perform recognised swimming strokes</li> <li>understand how timing and effort affect movements and overall stroke performance</li> <li>refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge</li> </ul>	<p><b>Indigenous Games</b></p> <p>In this unit, students will experience a range of different indigenous games from different activity groups, e.g. net games, invasion games, and individual games. Students will begin to appreciate the history and traditions of the game and gain an understanding of the use of the natural environment within indigenous games.</p>	<p><b>Health Channels</b></p> <p><b>Weeks 3-12</b></p> <p>In this unit, students examine different sources of health information and how to interpret them with regard to credibility, relevance and inescapable truths. Students identify health messages directed at them and the influences they have on them. They explore strategies to assist children interpreting the messages to make better choices.</p>	<p><b>Swimming</b></p> <ul style="list-style-type: none"> <li>-SPS Swimmers</li> <li>-Swim Cap</li> <li>-Sun-shirt</li> <li>-Towel</li> <li>-Goggles (optional)</li> <li>-Thongs</li> <li>-Sunscreen</li> </ul> <p><b>Indigenous Games</b></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> <li>-Sunscreen</li> </ul> <p><b>Health Channels</b></p> <ul style="list-style-type: none"> <li>-School workbook (Provided)</li> </ul>	<p><b>Swimming</b></p> <p>Ongoing assessment throughout Term 1 focusing on the 4 different stroke techniques.</p>
		<p><b>Athletics (Run, Jump, Throw)</b></p> <p>In this unit, students combine fundamental movement skills to perform athletic sequences.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>refine fundamental movement skills of running, throwing and jumping</li> <li>combine fundamental movement skills to form sequences</li> <li>apply the elements of movement to refine sequences</li> <li>apply sequences to perform athletic events.</li> <li>Practice cross country strategies in preparation for inter house carnival</li> </ul>	<p><b>Netball/Basketball</b></p> <p>In this unit students will be taught by the Year 9 students the fundamental skills of Netball and basketball.</p> <ul style="list-style-type: none"> <li>practise and refine fundamental movement throwing and object control skills</li> <li>consider and combine the concepts and strategies when participating in various activities</li> <li>understand and apply rules</li> <li>use creative thinking to transfer and apply fundamental movement to new contexts and game situation</li> </ul>		<p><b>Athletics &amp; Netball/ Basketball</b></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> <li>-Sunscreen</li> </ul>	<p><b>Athletics</b></p> <p>On-going assessment across Running, Jumping and throwing events.</p> <p><b>Netball/ Basketball</b></p> <p>Assessment across skills performed in isolation and game situations transfer.</p>

## HOME STUDY FOCUS

- Encourage your child to play outside for 30 minutes a day. This will help them to discover the importance of being active and be creative in their play.
- Encourage your child to show you what they have learnt in PE. Demonstrations in the backyard or in the lounge room encourage the students to become more confident and reinforce what they have learnt.
- Promote a healthy and an active lifestyle.
- Try to encourage your child to be active each day through example.
- Discuss situations that happened at school and help them to create strategies to develop positive relationships.
- Discuss ways to help other students who may be experiencing difficulties.
- Discuss the family heritage and cultural identities
- Recognise how Health issues are portrayed in the media and discuss its impact with positive and negative outcomes.

## ADDITIONAL INFORMATION

### **Uniform:**

The first priority is to be changed into appropriate clothing for the activity you are engaged in. On occasions when PE gear is unavailable for some reason students are to bring an alternative. Junior School students should bring a note from parents requesting the change for that day. It is expected that this will not occur on more than one occasion per semester.

### **PE lessons:**

Green School PE shorts, green all purpose or coloured House shirt, white socks and sandshoes. For outdoor lessons a School Hat must be worn. Appropriate sports footwear (or school shoes if it is unavailable) must be brought to all non-swimming lessons unless specifically told not to.

### **Valuables:**

All valuables are to be left within the classroom and brought to the attention of the class teacher.

### **Jewellery**

The wearing of watches, chains and sleeper earrings are to be removed prior to the PE Lesson or left at home on these particular days.

### **Books**

Students will be provided with a Work Book for their Health lessons. This book needs to be present for all sessions and wherever Homework for the subject has been sent home, please return this back to school prior to the Health lesson timetabled.