

## Learning Outline

**Year 6 HPE**  
Semester 1 – 2018

TIME	TOPIC	LESSON CONTENT		RESOURCES	ASSESSMENT	
		PRACTICAL	PRACTICAL	HEALTH		
<b>Weeks 1-10</b>	<b>Swimming and European handball</b>	<p><u>Swimming</u></p> <p>In this Unit the primary focus of is to develop students swimming ability across the major strokes. Students will develop and refine their technique and apply these skills in a class carnival. They will learn race skills and strategies in order to become a more competitive swimmer.</p> <p>Students will gain learning experiences in:</p> <ul style="list-style-type: none"> <li>• Freestyle</li> <li>• Backstroke</li> <li>• Breaststroke</li> <li>• Butterfly</li> <li>• Various Survival strokes</li> <li>• Basic rescue scenarios</li> </ul>	<p><u>European Handball</u></p> <p>This unit is targeted as an introduction to European handball. Students will learn the fundamental gross motor skills of the game as well as the strategies for successful game play. There will be an emphasis on a Games for Understanding (GFU) approach in order for students to develop skills and strategies relevant to game situations. Furthermore, students will develop an awareness of the rules and procedures of the game so that they can self-officiate in small sided games.</p>	<p><u>Emotional Interactions</u></p> <p><b>Weeks 2-18</b></p> <p>In this unit, students review the information they know about establishing and keeping relationships. They explore their roles in relationships and why they may change over time. Students explore differing opinions and understand assertive behaviours. Students will recognise how individual personalities and teamwork contribute to achieving success in physical activities</p>	<p><u>Swimming</u></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> </ul> <p><u>European Handball</u></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> </ul> <p><u>Emotional interactions</u></p> <ul style="list-style-type: none"> <li>-School workbook (Provided)</li> </ul>	<p><u>Swimming</u></p> <p>On-going practical assessment throughout Term 1 focusing on the Level of performance of stroke techniques.</p> <p><u>European Handball</u></p> <p>Continuing into Term 2 focusing on the Level of performance of skills</p> <p><u>Emotional Interactions</u></p> <p>Continuing into term 2, students complete an ongoing reflective journal that responds to a series of questions and scenarios about emotional responses and interactions with others.</p>
<b>Weeks 11-20</b>	<b>Faster, stronger, higher and European handball</b>	<p><u>Faster, stronger, higher</u></p> <p>In this unit, students develop specialised movement skills and explore the benefits of flexibility within the context of athletics. Students will:</p> <ul style="list-style-type: none"> <li>• discuss the impact regular participation can have on health and wellbeing</li> <li>• participate in physical activities designed to enhance fitness</li> <li>• develop and practice fundamental movement skills to perform shot put, discuss, long jump, high jump and sprinting</li> <li>• examine the role the sport of athletics plays in different countries and how intercultural connections may be made, for example, through the Olympics.</li> </ul>	<p>Students will:</p> <ul style="list-style-type: none"> <li>• Develop a team ethos using a variety of team building exercises</li> <li>• Create a team to compete in the class carnival</li> <li>• Reflect upon their interactions with their peers</li> <li>• Develop strategies to communicate with peers</li> </ul>	<p><u>Faster, stronger, higher</u></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> </ul> <p><u>European Handball</u></p> <ul style="list-style-type: none"> <li>-PE Uniform</li> <li>-Hat</li> <li>-Water Bottle</li> </ul>	<p><u>Faster, stronger, higher</u></p> <p>On-going practical assessment across Running, Jumping and throwing events.</p> <p><u>European Handball</u></p> <p>Ongoing practical assessment focusing on the application of skills and conceptual understanding.</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.