

Unit overview templates

Foundation – Year 6

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| Unit title: | **Content in focus – Foundation** (identify up to 3 content descriptions as your focus for the unit)**Complimentary content –** (What other content could be addressed in this unit?) |
| **Identify aspects of the Achievement Standard that you could address**By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. | **Which focus areas can you explore?**Safe use of medicines (AD) Food and nutrition (FN)Health benefits of physical activity (HBPA)Mental health and wellbeing (MH)Relationships (RS)Safety (S)Active play and minor games (AP)Fundamental movement skills (FMS)Rhythmic and expressive movement activities (RE). |

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| Unit title:  | **What will be the sequence of learning you will use to teach the content?** | **What will students do, say or produce in class that will demonstrate that they have achieved the standard?** |

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| Unit title: | **Content in focus – Year 1/2** (identify up to 3 content descriptions as your focus for the unit)**Complimentary content –** (What other content could be addressed in this unit?) |
| **Identify aspects of the Achievement Standard that you could address**By the end of Year 2, students describe changes that occur as they grow older. They recognise diversity and how it contributes to identities. They recognise how emotional responses impact on others’ feelings. They examine messages related to health decisions and describe actions that help keep themselves and others healthy, safe and physically active. They identify areas where they can be active and how the body reacts to different physical activities.Students demonstrate positive ways to interact with others. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. They demonstrate fundamental movement skills in different movement situations and test alternatives to solve movement challenges. They perform movement sequences that incorporate the elements of movement. | **Which focus areas can you explore?**Safe use of medicines (AD)Food and nutrition (FN)Health benefits of physical activity (HBPA)Mental health and wellbeing (MH)Relationships(RS)Safety (S)Active play and minor games (AP)Fundamental movement skills (FMS)Rhythmic and expressive activities (RE) |

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| Unit title: | **Content in focus – Year 3-4** (identify up to 3 content descriptions as your focus for the unit)**Complimentary content –** (What other content could be addressed in this unit?) |
| **Identify aspects of the Achievement Standard that you could address**By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity. Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | **Which focus areas can you explore?**Alcohol and other drugs (AD)Food and nutrition (FN)Health benefits of physical activity (HBPA)Mental health and wellbeing (MH)Relationships and sexuality (RS)Safety (S)Active play and minor games (AP)Challenge and adventure activities (CA)Fundamental movement skills (FMS)Games and sports (GS)Lifelong physical activities (LPA)Rhythmic and expressive activities (RE) |

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| Unit title: | **Content in focus - Year 5/6** (identify up to 3 content descriptions as your focus for the unit)**Complimentary content –** (What other content could be addressed in this unit?) |
| **Identify aspects of the Achievement Standard that you could address**By the end of Year 6, students investigate developmental changes and transitions. They examine the changing nature of personal and cultural identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others’ contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity supports community wellbeing and cultural understanding.Students demonstrate skills to work collaboratively and play fairly. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others’ health, safety and wellbeing. 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. | **Which focus areas can you explore?**Alcohol and other drugs (AD)Food and nutrition (FN)Health benefits of physical activity (HBPA)Mental health and wellbeing (MH)Relationships and sexuality (RS)Safety (S)Active play and minor games (AP)Challenge and adventure activities (CA)Fundamental movement skills (FMS)Games and sports (GS)Lifelong physical activities (LPA)Rhythmic and expressive activities (RE) |

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