

Years 1 to 10 Health and Physical Education Syllabus

Analysis of Core Learning Outcomes

DEVELOPING CONCEPTS AND SKILLS FOR PHYSICAL ACTIVITY

LEVEL 1

1.1 Students demonstrate a variety of basic locomotor and non locomotor skills varying body actions and use of space.

What is it the students should know?

- Which skills are locomotor skills
- Which skills are non locomotor skills
- How to vary body actions (body parts leading or supporting, body shape, relationships, time energy)
- How to use space (directions, levels, air and floor patterns)

What is it that the students should be able to do?

- Demonstrate a variety of basic locomotor skills varying body actions and use of space.
- Demonstrate a variety of basic non locomotor skills varying body actions and use of space

1.2 Students demonstrate a variety of manipulative skills using a range of implements and different parts of the body.

What is it the students should know?

- Which skills are manipulative skills
- What implements can be used to manipulate objects
- How to use a range of implements to manipulate objects
- Which body parts can be used to manipulate objects
- How to use a range of body parts to manipulate objects

What is it that the students should be able to do?

- Demonstrate a variety of manipulative skills using a range of implements
- Demonstrate a variety of manipulative skills using different parts of body.

1.3 Students describe the physical and emotional effects that result from their participation in a variety of vigorous whole-body activities.

What is it the students should know?

- How to provide a good description
- Physical effects that result from their participation in a variety of vigorous whole-body activities
- Emotional effects that result from their participation in a variety of vigorous whole-body activities

What is it that the students should be able to do?

- Participate in a variety of vigorous whole-body activities
- Describe the physical and emotional effects that result from their participation in a variety of vigorous whole-body activities.

1.4 Students categorise the physical activities that they and others watch or play.

What is it the students should know?

- Ways of categorising physical activities
- The physical activities they watch or play
- The physical activities that others watch or play

What is it that the students should be able to do?

- Categorise the physical activities that they and others watch or play

LEVEL 2

2.1 Students demonstrate simple combinations of locomotor and non-locomotor skills.

What is it the students should know?

- A range of locomotor skills
- A range of non-locomotor skills
- The difference between locomotor and non-locomotor skills
- How to combine locomotor and non locomotor skills

What is it that the students should be able to do?

- Demonstrate simple combinations of locomotor and non-locomotor skills.

2.2 Students demonstrate basic movement skills using equipment in play and simple games.

What is it the students should know?

- Equipment used in play and simple games
- Basic movement skills using equipment in play and simple games

What is it that the students should be able to do?

- Demonstrate basic movement skills using equipment in play and simple games.

2.3 Students compare the effects on the body of participating in physical activities of varying intensities.

What is it the students should know?

- Different physical activities require different intensities of effort – low, medium, high
- Physical activities that require varying intensities of effort
- The effects on the body of participating in activities of varying intensities
- How to make comparisons between the effects of different activities

What is it that the students should be able to do?

- Compare the effects on the body of participating in physical activities of varying intensities

2.4 Students identify physical activities in which they, their friends and their family participate, and suggest reasons for different choices.

What is it the students should know?

- The different physical activities in which they, their friends and their families participate
- People choose to participate in different activities physical activities for a variety of reasons
- Reasons for participation
- Reasons for choices of physical activities

What is it that the students should be able to do?

- Identify physical activities in which they, their friends and their family participate
- Suggest reasons for different choices of physical activities

LEVEL 3

3.1 Students perform movement skills and sequences to meet the requirements of different physical activities and tasks.

What is it the students should know?

- Basic movement skills for different physical activities and tasks
- What a sequence of movement is
- How to combine basic movement skills to create sequences
- The requirements of different physical activities and tasks

What is it that the students should be able to do?

- Perform movement skills to meet the requirements of different physical activities and tasks
- Perform movement sequences to meet the requirements of different physical activities and tasks

3.2 Students observe rules and demonstrate an awareness of others in play and simple games.

What is it the students should know?

- Reasons for rules in games
- The rules of play and simple games in which they participate
- Ways to be aware of others in play and simple games

What is it that the students should be able to do?

- Observe rules in play and simple games
- Demonstrate an awareness of others in play and simple games

3.3 Students describe what it means to be fit and demonstrate activities that promote health-related fitness.

What is it the students should know?

- What is required in a description
- What fitness is
- What health-related fitness is
- Activities that promote health-related fitness

What is it that the students should be able to do?

- Describes what it means to be fit
- Demonstrate activities that promote health-related fitness.

3.4 Students suggest how people and the availability of facilities influence choices relating to physical activities.

What is it the students should know?

- Which people influence choices relating to physical activities
- How people influence choices relating to physical activities
- How the availability of facilities influences choices relating to physical activity

What is it that the students should be able to do?

- Suggest how people influence choices relating to physical activities
- Suggest how the availability of facilities influences choices relating to physical activities.

LEVEL 4

4.1 Students create and perform movement sequences in games, sports or other physical activities, implementing ways to enhance their own and others' performances.

What is it the students should know?

- The movement sequences required for various games, sports and other physical activities
- How to create movement sequences
- How to perform movement sequences
- Ways to enhance their own performance
- Ways to enhance the performance of others

What is it that the students should be able to do?

- Create movement sequences in games, sports or other physical activities
- Perform movement sequences in games, sports or other physical activities
- Implement ways to enhance their own performances
- Implement ways to enhance the performances of others

4.2 Students demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.

What is it the students should know?

- The difference between tactics and strategies
- The goals of the games, sport or other physical activities
- Tactics and strategies to achieve identified goals

What is it that the students should be able to do?

- Demonstrate basic tactics and strategies to achieve identified goals in games, sports or other physical activities.

4.3 Students identify and take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.

What is it the students should know?

- The components of health-related fitness
- Activities that contribute to the various components of health-related fitness

What is it that the students should be able to do?

- Identify physical activities that contribute to the development of particular components of health-related fitness.
- Take part in a variety of physical activities that contribute to the development of particular components of health-related fitness.

4.4 Students explain how images of physical activity influence their own and others' participation in, and attitudes towards, physical activities.

What is it the students should know?

- What constitutes a good explanation
- Messages carried by images of physical activity
- How images of physical activity influence their own participation in, and attitudes towards, physical activities
- How images of physical activity influence the participation in, and attitudes towards, physical activities of others

What is it that the students should be able to do?

- Explain how images of physical activity influence their own participation in, and attitudes towards, physical activities
- Explain how images of physical activity influence others' participation in, and attitudes towards, physical activities

LEVEL 5

5.1 Students perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts.

What is it the students should know?

- Basic movement concepts
- How to modify movement skills and sequences using basic movement concepts

What is it that the students should be able to do?

- Perform games, sports or other physical activities in ways which reflect their ability to modify movement skills and sequences using basic movement concepts

5.1 Students demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities.

What is it the students should know?

- Goals of the identified game, sport or other physical activity
- A range of tactics and strategies to achieve an identified goal

What is it that the students should be able to do?

- Demonstrate a range of tactics and strategies to achieve an identified goal in games, sports or other physical activities

5.2 Students devise and implement a health-related fitness program applying principles of training.

What is it the students should know?

- The principles of training
- The elements of a health-related fitness program
- How to devise a health-related fitness program
- How to implement a health-related fitness program

What is it that the students should be able to do?

- Devise a health-related fitness program applying principles of training
- Implement a health-related fitness program that applies the principles of training

5.3 Students explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activities.

What is it the students should know?

- What constitutes a good explanation
- What sorts of things are individual factors
- What sorts of things are social factors
- Which individual factors influence their own and others' attitudes towards, and participation in, physical activities
- How these individual factors influence their own and others' attitudes towards, and participation in, physical activities
- Which social factors influence their own and others' attitudes towards, and participation in, physical activities
- How these social factors influence their own and others' attitudes towards, and participation in, physical activities

What is it that the students should be able to do?

- Explain how individual and social factors influence their own and others' attitudes towards, and participation in, physical activities

LEVEL 6

6.1 Students evaluate their own and others' performances in order to plan and implement ways of improving performance in games, sports or other physical activities.

What is it the students should know?

- How to carry out an evaluation
- How to evaluate their own and others' performance
- Ways of improving performance
- How to develop a plan to improve performance in games, sports and other physical activities
- How to implement ways of improving performance in games, sports and other physical activities

What is it that the students should be able to do?

- Evaluate their own and others performance in games, sports and physical activities
- Plan ways of improving performance in games, sports and other physical activities
- Implement ways of improving performance in games, sports and other physical activities

6.2 Students select and implement individual and group tactics and strategies in games, sports and other physical activities to respond to environmental conditions or opposing players.

What is it the students should know?

- Individual tactics and strategies to respond to environmental conditions
- Group tactics and strategies to respond to environmental conditions
- Individual tactics and strategies to respond to opposing players
- Group tactics and strategies to respond to opposing players

What is it that the students should be able to do?

- Select appropriate tactics and strategies to respond to environmental conditions or opposing players
- Implement appropriate tactics and strategies to respond to environmental conditions or opposing players

6.3 Students design and implement a fitness program that reflects personal priorities and goals.

What is it the students should know?

- How to design a fitness program
- How to identify and set personal priorities and goals
- Fitness activities that contribute to identified priorities and goals
- How to implement a fitness program

What is it that the students should be able to do?

- Design a fitness program that reflects personal priorities and goals
- Implement a fitness program that reflects personal priorities and goals.

6.4 Students plan strategies to overcome inequities relating to participation in physical activities.

What is it the students should know?

- How to plan strategies
- Inequities that exist in relation to participation in physical activities
- Strategies to overcome inequities relating to participation in physical activities

What is it that the students should be able to do?

- Plan strategies to overcome inequities relating to participation in physical activities