

Term 2 Week 1-5 Year F-2 HPE Home Learning Unit Plan Overview

Achievement Standard: *The following aspects of the F- Year 2 Achievement Standard can be the focus of your work across these three lessons.*

Reception

They perform fundamental movement skills and solve movement challenges.

Students use personal and social skills when working with others in a range of activities.

Year 1/2

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 a variety of movement sequences and situations and test alternatives to solve movement challenges.

They perform movement sequences that incorporate the elements of movement.

Content Descriptors

Reception

Practise fundamental movement skills and movement sequences using different body parts ([ACPMPO08](#))

Participate in games with and without equipment ([ACPMPO09](#))

Identify and describe how their body moves in relation to effort, space, time, objects and people ([ACPMPO11](#))

Cooperate with others when participating in physical activities ([ACPMPO12](#))

Follow rules when participating in physical activities ([ACPMPO14](#))

Year 1/2

Perform fundamental movement skills in a variety of movement sequences and situations ([ACPMPO25](#))

Create and participate in games with and without equipment ([ACPMPO27](#))

Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ([ACPMPO29](#))

Propose a range of alternatives and test their effectiveness when solving movement challenges ([ACPMPO31](#))

Identify rules and fair play when participating in physical activities ([ACPMPO32](#))

General Capabilities

Highlight appropriate General Capability from list below

- Literacy
- Numeracy
- ICT Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding

Learning Intentions:	<p>By the end of these lessons students will:</p> <p>Know: Some of the key elements of each FMS they perform.</p> <p>Do: Perform competently a variety of developmentally appropriate FMS.</p> <p>Understand: How to work collaboratively with others and build positive relationships.</p>
Assessment Opportunities	<p>Formative Each lesson will provide a formative assessment task to enable students to reflect on their learning.</p> <p>Summative A summative assessment task will be provided at the conclusion of the unit where students apply FMS and personal and social skills in a game when they return to school.</p>
Additional Resources/References	<ul style="list-style-type: none"> • Mitchell, S. A., Griffin, L. L. & Oslin, J. L. (2013). <i>Teaching sport concepts and skills: A tactical games approach</i>. 3rd Edition Champaign, IL: Human Kinetics. • Hellison, D. (2011). <i>Teaching Personal and Social Responsibility Through Physical Activity</i>. (3rd ed.). Champaign, IL: Human Kinetics • Pill, S (2013). <i>Play with Purpose Game Sense to Sport Literacy: A resource to support teachers and coaches in the implementation of a game-centred approach to sport teaching</i>. Hindmarsh, SA: ACHPER Australia • True Sport: https://truesportpur.ca/ • Pill, S (2015) <i>Play with purpose: For Fundamental Movement Skills Teaching: A teaching guide for early years and primary educators for physical education and daily PE</i>. Kent Town, SA: ACHPER (SA). • Walkley, J, Troth, M. & Baldock R. (1993) <i>Sport It! Teacher Resource Manual: Tactical Directions</i>, Crows Nest, NSW, Australia
Prior Learning	<p>Previous experience in HPE lessons is assumed, including student understanding of appropriate behaviours such as respect and effort. A focus of learning in this unit will be increasing student self-direction.</p>
Differentiation	<p>Each lesson provides suggestions for variations to games and activities to differentiate the task to meet each learners' appropriate level of challenge.</p>

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