<table>
<thead>
<tr>
<th>Weeks</th>
<th>Prep</th>
<th>Year One</th>
<th>Year Two</th>
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</thead>
</table>
| One   | **Warm up:** mini cross country  
**Body:** Testing for Spatial Awareness  
**Warm down and calm down:** Follow the leader- marching | **Warm up:** mini cross country  
**Body:** Testing for Spatial Awareness  
**Warm down and calm down:** Follow the leader- marching | **Warm up:** mini cross country  
**Body:** Testing for Spatial Awareness  
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**Body:** Testing for Spatial Awareness  
**Warm down and calm down:** Follow the leader- marching | **Warm up:** mini cross country  
**Body:** Testing for Spatial Awareness  
**Warm down and calm down:** Follow the leader- marching |
| Two   | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – shot put, long jump, sack races, under/over ball  
**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – shot put, long jump, sack races, under/over ball  
**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | **Warm up:** Mid-line cross over work  
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**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. |
| Three | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – shot put, long jump, sack races, under/over ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – shot put, long jump, sack races, under/over ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | **Warm up:** Mid-line cross over work  
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**Body:** Intro sports carnival activities – shot put, long jump, sack races, under/over ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. |
| Four  | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, | **Warm up:** Mid-line cross over work  
**Body:** Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
**Warm down and calm down:** Follow the leader- marching, |
| Five | Warm up: Mid-line cross over work  
Body: Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
Warm down and calm down: Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | Warm up: Mid-line cross over work  
Body: Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
Warm down and calm down: Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | Warm up: Mid-line cross over work  
Body: Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
Warm down and calm down: Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | Warm up: Mid-line cross over work  
Body: Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
Warm down and calm down: Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. | Warm up: Mid-line cross over work  
Body: Intro sports carnival activities – long jump, high jump, relay races, tunnel ball and tug-a-war  
Warm down and calm down: Follow the leader- marching, hopping, jumping, walking quickly, slowly, tiptoeing etc. |
|---|---|---|---|---|---|
| Six | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
Warm down and calm down: Clumping – groups of and make this shape | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
Warm down and calm down: Clumping – groups of and make this shape | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
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Warm down and calm down: Clumping – groups of and make this shape | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
Warm down and calm down: Clumping – groups of and make this shape |
| Seven | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
Warm down and calm down: Clumping – groups of and make this shape | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
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Warm down and calm down: Clumping – groups of and make this shape | Warm up: Mid-line cross over work  
Body: Obstacle course using all actions needed for sports carnival  
Warm down and calm down: Clumping – groups of and make this shape |
| Eight | Warm up: Mid-line cross over work  
Body: Review all sports carnival activities – long jump, high jump, relay races, sack races, tunnel ball, under/over ball, shot put and tug-a-war | Warm up: Mid-line cross over work  
Body: Review all sports carnival activities – long jump, high jump, relay races, sack races, tunnel ball, under/over ball, shot put and tug-a-war | Warm up: Mid-line cross over work  
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Body: Review all sports carnival activities – long jump, high jump, relay races, sack races, tunnel ball, under/over ball, shot put and tug-a-war |
<table>
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<tr>
<th>Warm down and calm down: Practice marching for march past</th>
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</table>
| **Nine** | **Warm up:** Mid-line cross over work  
**Body:** Assessment  
**Warm down and calm down:** Discussion about what we like and don’t like in PE | **Warm up:** Mid-line cross over work  
**Body:** Assessment  
**Warm down and calm down:** Discussion about what we like and don’t like in PE | **Warm up:** Mid-line cross over work  
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**Body:** Assessment  
**Warm down and calm down:** Discussion about what we like and don’t like in PE |
| **Ten** | **Warm up:** Mid-line cross over work  
**Body:** Finish off assessment/game  
**Warm down and calm down:** Discussion about what we like and don’t like in PE | **Warm up:** Mid-line cross over work  
**Body:** Finish off assessment/game  
**Warm down and calm down:** Discussion about what we like and don’t like in PE | **Warm up:** Mid-line cross over work  
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**Warm down and calm down:** Discussion about what we like and don’t like in PE | **Warm up:** Mid-line cross over work  
**Body:** Finish off assessment/game  
**Warm down and calm down:** Discussion about what we like and don’t like in PE |

**Goals for Term Two program** – continue to help students develop a positive attitude to PE and understand the rules and responsibilities of PE. Further develop spatial awareness skills and students’ abilities to cross over their midline. Prepare students for the school sports carnival so they can participate with confidence on the Sports Day. This preparation will develop student’s fundamental movement skills and develop their awareness of games and their rules.

Term 1 assessment showed that students across the board had a good understanding of spatial awareness. Most were able to find their own space and to stay within a marked space. However, a number of students from all classes had difficulty crossing over their midline and making shapes with their bodies. Therefore in term 2 we will be doing more work in these areas as a warm up activity to help address this.
Australian Curriculum

Prep Movement and Physical Activity

Moving our body

1. Practice fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008)
2. Participate in games with and without equipment (ACPMP009)

Understanding movement

1. Explore how regular physical activity keeps individuals healthy and well (ACPMP010)
2. Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)

Learning through movement

1. Cooperate with others when participating in physical activities (ACPMP012)
2. Test possible solutions to movement challenges through trial and error (ACPMP013)
3. Follow rules when participating in physical activities (ACPMP014)

Years One and Two Movement and Physical Activity

Moving our body

1. Perform fundamental movement skills in different movement situations (ACPMP025)
2. Construct and perform imaginative and original movement sequences in response to stimuli (ACPMP026)
3. Create and participate in games (ACPMP027)

Understanding movement

1. Discuss the body’s reactions to participating in physical activities (ACPMP028)
2. Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

Learning through movement

1. Use strategies to work in group situations when participating in physical activities (ACPMP030)
2. Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)
3. Identify rules and play fairly when participating in physical activities (ACPMP032)

**Years 3 and 4 Movement and Physical Activity**

**Moving our body**

1. Practice and refine fundamental movement skills in different movement situations (ACPMP043)
2. Perform movement sequences which link fundamental movement skills (ACPMP044)
3. Practice and apply movement concepts and strategies (ACPMP045)

**Understanding movement**

1. Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046)
2. Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)

**Learning through movement**

1. Adopt inclusive practices when participating in physical activities (ACPMP048)
2. Apply innovative and creative thinking in solving movement challenges (ACPMP049)
3. Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050)

**General Guide**

<table>
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<tr>
<th>Yearly Overview 2014</th>
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<tbody>
<tr>
<td><strong>Term 1</strong></td>
</tr>
<tr>
<td>Development of:-</td>
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<td>Rules and expectations</td>
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<tr>
<td><strong>Spatial awareness</strong></td>
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<tr>
<td>Positive attitude</td>
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<td>Resilience</td>
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<tr>
<td>Gross motor</td>
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<tr>
<td>Through <strong>basic games</strong></td>
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<tr>
<td><strong>Prepare year 4 for Cross Country</strong></td>
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