

Term 3 Primary Physical Education with Miss Bramich

What does PE look like for K – 6 students this term?

Week	Kindergarten	P - 2	3 - 4	5 - 6
1 - 5	Play-based activities including the introduction of simple games (space, rules, safety, small groups/teams, sharing, decision making) Focus: object control/hand manipulative skills (catching/throwing/visual tracking)	Preps: Introduction to minor games (<i>Teaching games for Understanding – TGFU</i>) Focus: object control/hand manipulative skills (catching/throwing/visual tracking) Grade 1 / 2: Continuing the development of “games sense” through TGFU Focus: object control/hand manipulative skills (catching/throwing/visual tracking)	Strategies and Tactics in Sport Focus: applying fundamental motor skills (kick, catch, throw, strike, run, skip, dodge, jump, leap etc) in a range of games/sports. Understanding that a ‘strategy’ is the over-all goal (destination) and that a ‘tactic’ is a specific activity performed to help reach the goal (map/directions used to reach the destination)	Gymnastic & Rhythmical Movement Students of all abilities given opportunities to apply gymnastic fundamentals: balance, hang, support, swing, spring, height, flight, take-off, landing, rotation, control and safety Equipment used may include benches, peg boards, dance, rhythmical hoop/ball routines, balance beam, vault box, monkey bar, floor mats for balances/tumbling
6 - 10	Play-based activities including the introduction of simple games (space, rules, safety, small groups/teams, sharing, decision making) Focus: object control/foot manipulative skills (kicking/visual tracking)	Preps: Introduction to minor games (Teaching games for Understanding – TGFU) Focus: object control/foot manipulative skills (kicking/visual tracking) Grade 1 / 2: Continuing the development of “games sense” through TGFU Focus: object control/foot manipulative skills (kicking/visual tracking)	Exploring & celebrating games from other Cultures Cultures may include: Australian Indigenous games Moari Indigenous games Scottish games Japanese games North American Indigenous games Student interest/choice/suggestions Topics of reference may include climate/weather, competition versus collaborative, clothing/uniforms, skills versus free play, strict rules/no rules, umpires/self-umpired, equipment, playing area	Cooperative Games – working together in Target Games Students will engage in games that require players to propel an object eg. ball, bean bag, vortex, towards a specific target. The aim is to score points or to achieve an individual or group/team outcome. Students will apply their fundamental motor skills, establish rules, determine inclusive play, identify problems & propose solutions, solve game conflict, actively umpire games, identify ways to be an effective player
NOTE: Week 9 & 10**			**DECYP 10 Day Swimming & Water Safety Programme WEEKS 9 & 10 for ALL Grade 3 & 4 students	**DECYP 10 Day Swimming & Water Safety Programme WEEKS 9 & 10 for ALL Grade 5 students and invited Grade 6 students