

Our school community is one with high expectations.
We are collaborative and inclusive of all.
We deliver a 21st century guaranteed and viable curriculum that results in outstanding student achievement.

The Health and Physical Education Curriculum links directly to:



2020
2021
2022

The planning, teaching and learning of the Health and Physical Education Curriculum links directly to the College's Strategic Plan (2021 – 2024) goals:

- Goal 1: To improve student's learning outcomes in Literacy and Numeracy.
- Goal 2: To empower students to become independent and self-regulating learners.
- Goal 3: To enhance the health and wellbeing of all students.

Instructional Framework	Reading Mantraa	Reading Model
		

Curriculum Planning - Refer to DuFour's questions

- What do we need our students to learn?
- How will we know they are learning?
- What will we do if they have already learned it?
- What will we do if they have not learned?

Assessment & Reporting - Data drives discussion in all meetings

21st century learning

- Ways of Thinking: Creativity & Innovation, Critical Thinking, Problem Solving & Decision Making, Learning to Learn
- Ways of Working: Communication & Collaboration
- Ways of Living in the World: Local & Global Citizenship, Personal & Social Responsibility, Life & Career
- Tools for Working: Information Literacy, Information & Communication Technology

[Duke & Pearson Comprehension Strategies](#)

[Critical and Creative Thinking](#)

	Term 1	Term 2	Term 3	Term 4
Foundation	<p>PE curriculum link</p> <p>Cooperation Cooperate with others when participating in physical activities (VCHPEM068)</p> <hr/> <p>Health Curriculum link FMS Circuits Follow rules when participating in physical activities (VCHPEM070)</p> <p>Critical and Creative Thinking Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</p> <p>Text structure & Predicting</p>	<p>PE curriculum link</p> <p>FMS Circuits- Participate in play that promotes engagement with outdoor settings including aquatic and the natural environment (VCHPEP063)</p> <hr/> <p>Health Curriculum link Inclusive Activities Practise personal and social skills to interact with others (VCHPEP060) Identify personal strengths (VCHPEP057)</p> <p>Critical and Creative Thinking Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)</p> <p>Questioning, inferring & visualising</p>	<p>PE curriculum link</p> <p>Athletics Identify people and actions that help keep themselves safe and healthy (VCHPEP059)</p> <hr/> <p>Circle time + Minor Games Identify and describe emotional responses people may experience in different situations (VCHPEP061)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>PE curriculum link</p> <p>Gymnastics Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli in indoor, outdoor and aquatic settings (VCHPEM064)</p> <hr/> <p>Health Curriculum link Skills focus Weeks Catch, kick, run, jump- Identify actions that promote health, safety and wellbeing (VCHPEP062)</p> <p>Critical and Creative Thinking Identify and use 'If, then...' and 'what if...' reasoning (VCCCTR016)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up,</p>
Year 1	<p>PE curriculum link</p> <p>Cooperative Activities Use strategies to work in group situations when participating in physical activities (VCHPEM085)</p> <hr/> <p>Health Curriculum link Inclusive Activities Describe ways to include others to make them feel that they belong (VCHPEP075)</p> <p>Critical and Creative Thinking Compare and contrast information and ideas in own and others reasoning (VCCCTR005)</p> <p>Questioning, inferring & visualising</p>	<p>PE curriculum link</p> <p>Soccer Identify rules and fair play when creating and participating in physical activities (VCHPEM087)</p> <hr/> <p>Health Curriculum link https://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/curriculum/f-10#level=1-2 Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072)</p> <p>FMS Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)</p> <p>Critical and Creative Thinking Consider ways to express and describe thinking activity, including the expression of feelings about learning, both to others and self (VCCCTM007)</p> <p>Text structure & Predicting</p>	<p>PE curriculum link</p> <p>Gymnastics Propose a range of alternatives and test their effectiveness when solving movement challenges (VCHPEM086)</p> <hr/> <p>Health Curriculum link https://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/curriculum/f-10#level=1-2 Recognise situations and opportunities to promote their own health, safety and wellbeing (VCHPE074)</p> <p>Athletics Critical and Creative Thinking Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>PE curriculum link</p> <p>Overarm / Underarm Throw</p> <p>PE curriculum link</p> <p>Overarm / Underarm Throw Create and participate in games (VCHPEM082)</p> <hr/> <p>Health Curriculum link https://victoriancurriculum.vcaa.vic.edu.au/health-and-physical-education/curriculum/f-10#level=1-2 Examine health messages and how they relate to health decisions and behaviours (VCHPEP077)</p> <p>Skills Focus Week Identify and practice emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Critical and Creative Thinking Identify, describe and use different kinds of question stems to gather information and ideas (VCCCTQ001)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up,</p>
Year 2	<p>PE curriculum link</p> <p>Cricket Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (VCHPEM084)</p> <hr/> <p>Health Curriculum link Cooperative Activities Practise strategies they can use when they need help with a task, problem or situation at home and/or at school (VCHPEP073) Describe ways to include others to make them feel that they belong (VCHPEP075) Critical and Creative Thinking Consider how reasons and examples are used to support a point of view and illustrate meaning (VCCCTR006)</p> <p>Text structure & Predicting</p>	<p>PE curriculum link</p> <p>FMS Focus Week Perform fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM080)</p> <hr/> <p>Health Curriculum link Fitness Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (VCHPEP072)</p> <p>Critical and Creative Thinking Consider personal reactions to situations or problems and how these reactions may influence thinking (VCCCTQ002)</p> <p>Questioning, inferring & visualising</p>	<p>PE curriculum link</p> <p>Dance Construct and perform imaginative and original movement sequences in response to stimuli (VCHPEM081)</p> <hr/> <p>Football (Punt) Identify rules and fair play when creating and participating in physical activities (VCHPEM087)</p> <p>Health Curriculum link Athletics Identify and practise emotional responses that account for own and others' feelings (VCHPEP076)</p> <p>Critical and Creative Thinking Explore some learning strategies, including planning, repetition, rewording, memorisation and use of mnemonics (VCCCTM008)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>PE curriculum link</p> <p>Soccer Use strategies to work in group situations when participating in physical activities (VCHPEM085)</p> <hr/> <p>Health Curriculum link Circle Time Explore actions that help make the classroom a healthy, safe and active place (VCHPEP078) Discuss the body's reactions to participating in physical activities (VCHPEM083)</p> <p>Critical and Creative Thinking Investigate ways to problem-solve, using egocentric and experiential language (VCCCTM009)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up,</p>

Year 3	<p>PE curriculum link Healthy Active Spaces -Based around ball bounce (Basketball) Practise and apply movement concepts and strategies (VCHPEM099)</p>	<p>PE curriculum link Intro to Invasion (Handball)- Adopt inclusive practices when participating in physical activities (VCHPEM102)</p>	<p>PE curriculum link Athletics- Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings. (VCHPEM097)</p>	<p>PE curriculum link Target Games- Participate in outdoor games and activities to examine how participation promotes a connection</p>
	<p>Health Curriculum link Healthy Active Spaces Identify and practise strategies to promote health, safety and wellbeing(VCHPEP091)</p> <p>Critical and Creative Thinking Examine and use the structure of a basic argument, with an aim, reasons and conclusion to present a point of view (VCCCTR013)</p> <p>Questioning, inferring & visualising</p>	<p>Health Curriculum link Gymnastics (Inclusive)- Describe strategies to make the classroom and playground healthy, safe and active spaces(VCHPEP095)</p> <p>Critical and Creative Thinking Examine an increased range of learning strategies, including visualisation, note-taking, peer instruction and incubation, and reflect on how these can be applied to different tasks to reach a goal (VCCCTM019)</p> <p>Text structure & Predicting</p>	<p>Health Curriculum link Food Diary + Bat Tennis- Discuss and interpret health information and messages in the media (VCHPEP094)</p> <p>Critical and Creative Thinking Explore reactions to a given situation or problem and consider the effect of pre-established preferences (VCCCTQ011)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>between the community, natural and built environments, and health and wellbeing (VCHPEP096)</p> <p>Health Curriculum link Soccer Kickball (FMS)- Identify and practise strategies to promote health, safety and wellbeing(VCHPEP091)</p> <p>Critical and Creative Thinking Investigate a range of problem-solving strategies, including brainstorming, identifying, comparing and selecting options, and developing and testing hypotheses (VCCCTM020)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up,</p>

Year 4	<p>PE curriculum link Minor Games Adopt inclusive practices when participating in physical activities (VCHPEM102)</p>	<p>PE curriculum link Soccer Apply basic rules and scoring systems, and demonstrate fair play when participating(VCHPEM104)</p>	<p>PE curriculum link Athletics Practise and refine fundamental movement skills in different movement situations in indoor, outdoor and aquatic settings (VCHPEM097)</p>	<p>PE curriculum link Basketball Apply innovative and creative thinking in solving movement challenges (VCHPEM103)</p>
	<p>Health Curriculum link Circle Time Discuss and interpret health information and messages in the media (VCHPEP094) Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</p> <p>Critical and Creative Thinking Identify and use 'if, then...' and 'what if...' reasoning (VCCCTR016)</p> <p>Questioning, inferring & visualising</p>	<p>FMS Perform movement sequences which link fundamental movement skills (VCHPEM098)</p> <p>Health Curriculum link Dance Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (VCHPEP090)</p> <p>Critical and Creative Thinking Investigate different techniques to sort facts and extend known ideas to generate novel and imaginative ideas (VCCCTQ012)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>Health Curriculum link Fitness Examine the benefits of physical activity and physical fitness to health and wellbeing (VCHPEM100)</p> <p>Critical and Creative Thinking Investigate why and when the consequences of a point of view should be considered (VCCCTR015)</p> <p>Text structure & Predicting</p>	<p>Health Curriculum link T-Ball Examine how success, challenge and failure strengthen personal identities (VCHPEP088)</p> <p>Football (Punt) Describe strategies to make the classroom and playground healthy, safe and active spaces (VCHPEP095)</p> <p>Critical and Creative Thinking Identify and use 'if, then...' and 'what if...' reasoning (VCCCTR016)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up,</p>

<p>Year 5</p>	<p>Hockey PE curriculum link - Moving the Body Practise specialised movement skills and apply them in different movement situations in indoor, outdoor and aquatic settings (VCHPEM115)</p> <p>Basketball Health Curriculum link Being healthy, safe and active Explore how identities are influenced by people and places (VCHPEP105)</p> <p>Critical and Creative Thinking Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>Athletics PE curriculum link Understanding movement Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)</p> <p>Fitness Health Curriculum link Contributing to healthy and active communities. Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to the natural and built environment (VCHPEP113)</p> <p>Critical and Creative Thinking Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated (VCCCTR026)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up.</p>	<p>Gymnastics PE curriculum link Learning through movement Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (VCHPEM120)</p> <p>Soccer Health Curriculum link Contributing to healthy and active communities Investigate the role of preventive health in promoting and maintaining health, safety and wellbeing for individuals and their communities (VCHPEP112)</p> <p>Critical and Creative Thinking Explore what a criterion is, different kinds of criteria, and how to select appropriate criteria for the purposes of filtering information and ideas (VCCCTR028)</p> <p>Text structure & Predicting</p>	<p>Cricket PE curriculum link Learning through movement Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (VCHPEM121)</p> <p>AFL Health Curriculum link Communicating and interacting for health and wellbeing Practise skills to establish and manage relationships (VCHPEP109)</p> <p>Critical and Creative Thinking Experiment with alternative ideas and actions by setting preconceptions to one side (VCCCTQ022)</p> <p>Questioning, inferring & visualizing</p>
<p>Year 6</p>	<p>Netball Moving the body PE curriculum link Design and perform a variety of movement sequences (VCHPEM116)</p> <p>Rugby Health Curriculum link Communicating and interacting for health and wellbeing Examine the influence of emotional responses on behaviour, relationships and health and wellbeing (VCHPEP110)</p> <p>Critical and Creative Thinking Consider the importance of giving reasons and evidence and how the strength of these can be evaluated (VCCCTR025)</p> <p>Setting a purpose & Think aloud (metacognition)</p>	<p>Athletics PE curriculum link Understanding movement Participate in physical activities designed to enhance fitness, and discuss the impact of regular participation on health and wellbeing (VCHPEM118)</p> <p>Health Curriculum link</p> <p>Fitness Being healthy, safe and active Investigate community resources and strategies to seek help about health, safety and wellbeing (VCHPEP107)</p> <p>Critical and Creative Thinking Consider when analogies might be used in expressing a point of view and how they should be expressed and evaluated (VCCCTR026)</p> <p>Summarising and retelling, monitoring, clarifying and fixing up.</p>	<p>PE curriculum link Ultimate Frisbee Moving the Body Propose and apply movement concepts and strategies (VCHPEM117)</p> <p>Handball Understanding movement Manipulate and modify the elements of effort, space, time, objects and people to perform movement sequences (VCHPEM119)</p> <p>Health Curriculum link Being healthy, safe and active Puberty Investigate resources to manage changes and transitions associated with puberty (VCHPEP106)</p> <p>Critical and Creative Thinking Investigate thinking processes using visual models and language strategies (VCCCTM029)</p> <p>Text structure & Predicting</p>	<p>PE curriculum link Dance Moving the body Design and perform a variety of movement sequences (VCHPEM116)</p> <p>Health Curriculum link Being healthy, safe and active</p> <p>Cricket Plan and practise strategies to promote health, safety and wellbeing (VCHPEP108)</p> <p>Critical and Creative Thinking Examine learning strategies, including constructing analogies, visualising ideas, summarising and paraphrasing information and reflect on the application of these strategies in different situations (VCCCTM030)</p> <p>Questioning, inferring & visualising</p>

Year 7

PE curriculum link
Netball
Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [\(VCHPEM137\)](#)

PE curriculum link Volleyball
Practice, apply and transfer movement concepts and strategies [\(VCHPEM135\)](#)

Health Curriculum link
Self-Identity & relationships Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing [\(VCHPEP127\)](#)

Critical and Creative link
Invasion Games
Suspend judgements temporarily and consider how preconceptions may limit ideas and alternatives [\(VCCCTQ033\)](#)

[Inferring & Questioning](#)

PE curriculum link
Athletics
Soccer
Use feedback to improve body control and coordination when performing specialised movement skills [\(VCHPEM133\)](#)

PE curriculum link
AFL
Modify rules and scoring systems to allow for fair play, safety and inclusive participation [\(VCHPEM141\)](#)
Participate in and investigate the cultural and historical significance of a range of physical activities [\(VCHPEM138\)](#)

PE curriculum link
Softball
Practise and apply personal and social skills when undertaking a range of roles in physical activities [\(VCHPEM139\)](#)

Health Curriculum link
Puberty & Peer Pressure
Use feedback to improve body control and coordination when performing specialised movement skills [\(VCHPEM133\)](#)

Investigate the impact of transition and change on identities [\(VCHPEP123\)](#)

Critical and Creative Link
Synthesise information from multiple sources and use lateral thinking techniques to draw parallels between known and new solutions and ideas when creating original proposals and artefacts [\(VCCCTQ034\)](#)

[Summarising and Retelling & Metacognition.](#)

PE curriculum link
Basketball
Practise, apply and transfer movement concepts and strategies [\(VCHPEM135\)](#)

Lacrosse
Investigate and select strategies to promote health, safety and wellbeing [\(VCHPEP126\)](#)

Badminton
Practise, apply and transfer movement concepts and strategies [\(VCHPEM135\)](#)

Health Curriculum link Nutrition
Investigate and select strategies to promote health, safety and wellbeing [\(VCHPEP126\)](#)
Develop skills to evaluate health information and express health concerns [\(VCHPEP129\)](#)

Critical and Creative link
Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem- solving and criteria used to assess emerging ideas and proposals [\(VCCCTM042\)](#)

[Predicting & Setting a Purpose](#)

PE curriculum link
Cricket
Investigate and select strategies to promote health, safety and wellbeing [\(VCHPEP126\)](#)

Compose and perform movement sequences for specific purposes in a variety of contexts [\(VCHPEM134\)](#)

Hockey
Use feedback to improve body control and coordination when performing specialised movement skills [\(VCHPEM133\)](#)

Modify rules and scoring systems to allow for fair play, safety and inclusive participation [\(VCHPEM141\)](#)

Health Curriculum link
Fitness Components
Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans [\(VCHPEM136\)](#)

Critical and Creative link
Consider a range of strategies to represent ideas and explain and justify thinking processes to others [\(VCCCTM040\)](#)

[Visualising & Monitoring Comprehension.](#)

PE curriculum link

Netball

Practice and apply personal and social skills when undertaking a range of roles in physical activities [\(VCHPEM139\)](#)

Volleyball

Use feedback to improve body control and coordination when performing specialised movement skills [\(VCHPEM133\)](#)

Health Curriculum link

Respectful Relationships

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing [\(VCHPEP127\)](#)

Examine the benefits to individuals and communities of valuing diversity and promoting inclusivity [\(VCHPEP132\)](#)

Critical and creative thinking

Investigate when counter examples might be used in expressing a point of view [\(VCCCTR037\)](#)

[Predicting & Setting a Purpose](#)

PE curriculum link

Fitness

Participate in physical activities that develop health-related and skill-related fitness components, and create and monitor personal fitness plans [\(VCHPEM136\)](#)

Soccer

Modify rules and scoring systems to allow for fair play, safety and inclusive participation [\(VCHPEM141\)](#)

AFL

Participate in and investigate the cultural and historical significance of a range of physical activities [\(VCHPEM138\)](#)

Health Curriculum Link

Mental Health

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [\(VCHPEP124\)](#)

Examine barriers to seeking support and evaluate strategies to overcome these [\(VCHPEP125\)](#)

Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities [\(VCHPEP131\)](#)

Investigate the benefits of relationships and examine their impact on their own and others' health and wellbeing [\(VCHPEP127\)](#)

Critical and Creative Thinking

Examine a range of learning strategies and how to select strategies that best meet the requirements of a task [\(VCCCTM041\)](#)

[Inferring & Questioning](#)

PE curriculum link

Basketball

Evaluate and justify reasons for decisions and choices of action when solving movement challenges [\(VCHPEM140\)](#)

Rugby

Modify rules and scoring systems to allow for fair play, safety and inclusive participation [\(VCHPEM141\)](#)

Badminton

Practise, apply and transfer movement concepts and strategies [\(VCHPEM135\)](#)

Health Curriculum link

Drugs and Alcohol

Plan and use strategies and resources to enhance the health, safety and wellbeing of their communities [\(VCHPEP130\)](#)

Develop skills to evaluate health information and express health concerns [\(VCHPEP129\)](#)

Critical and creative thinking

Consider a range of strategies to represent ideas and explain and justify thinking processes to others [\(VCCCTM040\)](#)

[Visualising & Monitoring Comprehension.](#)

PE curriculum link

Cricket

Compose and perform movement sequences for specific purposes in a variety of contexts [\(VCHPEM134\)](#)

Hockey

Demonstrate and explain how the elements of effort, space, time, objects and people can enhance performance [\(VCHPEM137\)](#)

Health Curriculum link

Sexual Education

Evaluate strategies to manage personal, physical and social changes that occur as they grow older [\(VCHPEP124\)](#)

Analyse factors that influence emotions, and develop strategies to demonstrate empathy and sensitivity [\(VCHPEP128\)](#)

Critical and creative thinking

Consider how problems can be segmented into discrete stages, new knowledge synthesised during problem-solving and criteria used to assess emerging ideas and proposals [\(VCCCTM042\)](#)

[Summarising and Retelling & Metacognition.](#)

Year 9

PE curriculum link
Netball
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities [\(VCHPEM160\)](#)

Volleyball
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [\(VCHPEM156\)](#)

Health Curriculum link
Drugs in Sport
Evaluate factors that shape identities, and analyse how individuals impact the identities of others [\(VCHPEP142\)](#)

Plan, implement and critique strategies to enhance the health, safety and wellbeing of their communities [\(VCHPEP149\)](#)

Plan, rehearse and evaluate options (including CPR and first aid) for managing situations where their own or others' health, safety and wellbeing may be at risk [\(VCHPEP144\)](#)

Evaluate situations and propose appropriate emotional responses and then reflect on possible outcomes of different responses to health and wellbeing [\(VCHPEP147\)](#)

Critical and Creative Thinking
Critically examine their own and others thinking processes and discuss factors that influence thinking, including cognitive biases [\(VCCCTM051\)](#)

[Visualising & Monitoring Comprehension.](#)

PE curriculum link
Fitness
Design, implement and evaluate personalised plans for improving or maintaining their own and others' physical activity and fitness levels [\(VCHPEM155\)](#)

Soccer
Develop, implement and evaluate movement concepts and strategies for successful outcomes [\(VCHPEM154\)](#)

AFL
Evaluate own and others' movement compositions, and provide and apply feedback in order to enhance performance situations [\(VCHPEM153\)](#)

Badminton
Perform and refine specialized movement skills in challenging movement situations [\(VCHPEM152\)](#)

Health Curriculum link
Sexual Education
Examine the impact of changes and transitions on relationships [\(VCHPEP143\)](#)

Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [\(VCHPEP145\)](#)

Critical and Creative Thinking
Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions [\(VCCCTQ045\)](#)

[Summarising and Retelling & Metacognition.](#)

PE curriculum link
Athletics
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [\(VCHPEM156\)](#)

Basketball
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [\(VCHPEM158\)](#)

Lacrosse
Perform and refine specialised movement skills in challenging movement situations [\(VCHPEM152\)](#)

Health Curriculum
link History of Australian sport / musculoskeletal system

Critical and Creative Thinking
Investigate how the use of a range of learning strategies can be monitored, evaluated and re-directed as necessary [\(VCCCTM052\)](#)

[Inferring & Questioning](#)

PE curriculum link
Softball
Reflect on how fair play and ethical behaviour can influence the outcomes of movement activities [\(VCHPEM160\)](#)

Cricket
Transfer understanding from previous movement experiences to create solutions to movement challenges [\(VCHPEM159\)](#)

Bocce
Analyse the impact of effort, space, time, objects and people when composing and performing movement sequences [\(VCHPEM156\)](#)

Hockey
Devise, implement and refine strategies demonstrating leadership and collaboration skills when working in groups or teams [\(VCHPEM158\)](#)

Health Curriculum
link Nutrition

Evaluate health information from a range of sources and apply to health decisions and situations [\(VCHPEP148\)](#)

Identify and critique the accessibility and effectiveness of support services based in the community that impact on the ability to make healthy and safe choices [\(VCHPEP145\)](#)

Critique behaviours and contextual factors that influence the health and wellbeing of their communities [\(VCHPEP151\)](#)

Critical and Creative Thinking
Challenge previously held assumptions and create new links, proposals and artefacts by investigating ideas that provoke shifts in perspectives and cross boundaries to generate ideas and solutions [\(VCCCTQ045\)](#)

[Predicting & Setting a Purpose](#)