



Health and Physical Education

Years 3 and 4 Band Plan 2025

The [K–12 Curriculum, assessment and reporting framework](#) (K–12 Framework) requires schools to document, retain, and monitor or review their [three levels of planning](#). This template provides an overview of the curriculum and assessment coverage. Teachers may modify this template to suit their school context and the decisions about the provision of the curriculum.

Sequence of units	Year 3				Year 4			
	Semester 1		Semester 2		Semester 1		Semester 2	
	Unit 1 Physical Education	Unit 2 Health	Unit 3 Physical Education	Unit 4 Health	Unit 1 Physical Education	Unit 2 Health	Unit 3 Physical Education	Unit 4 Health
Unit description	<p>In Term One, students will perform passing, tackling, control and dribbling skills in field hockey to open up space on the field to win or gain the upper hand within gameplay. They will demonstrate skills to work collaboratively and play fairly during Invasion game related contexts (Field hockey).</p> <p>In Term Two, students are introduced to the skills and sequences of individual and team athletics required for effective participation in modified track and field events (running (sprints and middle distance), jumping. Patterns (high jump, long jump).and throwing (vortex, bean bag)). Working with the teacher, they begin to set goals for skill improvement.</p>	<p>In this unit, students investigate how emotional responses vary and understand how to interact positively with others. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe. They explore risk-taking behaviours, their rights and responsibilities and explore bullying behaviours and strategies to reduce it and identify people who can help them make good decisions and stay safe.</p>	<p>In Term 3, students will perform the refined fundamental movement skills of throwing (overarm shoulder pass and chest pass) and catching and use them to solve movement challenges in minor games. They will apply strategies for working cooperatively and apply rules fairly.</p> <p>In Term 4, Students will perform the fundamental movement skills of punt kicking, handballing, catching, and modified gameplay for the sport of AFL.</p>	<p>In this unit, students investigate the concepts of physical activity and sedentary behaviours while exploring the recommendations of physical activity for five- to twelve-year-olds. They examine the benefits of physical activity and investigate ways to increase physical activity in their lives.</p>	<p>In Term One, students will develop and perform the fundamental movement skills of passing, catching and running with the ball in Touch Football. Students will participate in a range of games with the focus cooperative and effective team play. Students will focus in what it means to play fairly and have to demonstrate these skills.</p> <p>In Term Two, students will develop movement sequences to enhance their development in long jump, shot put, high jump, Turbo Javelin and running (sprint and middle distance) skills. They will participate in physical activities designed to enhance these skills and improve performances.</p>	<p>In this unit, students will explore the impact of positive social interaction on self-identity. They will investigate different types of friendships and examine the qualities we look for in a friend, as well as their roles and responsibilities. Students will learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They will reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships.</p>	<p>In Term 3, students will apply strategies for working cooperatively and rules fairly. They will demonstrate refined striking/fielding skills and concepts in active play and games. They will apply skills, concepts and strategies to solve movement challenges in striking / fielding games.</p> <p>In Term 4, students perform the refined fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenges with circus skills.</p>	<p>In this unit students will identify strategies to keep healthy and improve fitness. They will explore the <i>Australian guide to healthy eating</i> and the five food groups. Students will understand the importance of a balanced diet and how health messages influence food choices. They will create meal plans that reflect health messages.</p>

Assessment		Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment conveyed	Technique	Observed demonstration	Short response	Choose an item.	Short response	Observed demonstration	Short response	Choose an item.	Short response
	If other, or more than one, specify		Booklet		Booklet		Booklet		Booklet
	Mode	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual	<input checked="" type="checkbox"/> Practical	<input checked="" type="checkbox"/> Written <input checked="" type="checkbox"/> Visual
	Conditions	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet	Refer to task sheet
Aspects of the achievement standard		Unit 1	Unit 2	Unit 3	Unit 4	Unit 1	Unit 2	Unit 3	Unit 4
Shade the cells to indicate aspects covered in the assessment									
Personal, social and community health🌞									
recognise strategies for managing change.									

identify influences that strengthen identities.								
investigate how emotional responses vary and understand how to interact positively with others in a variety of situations.								
interpret health messages and discuss the influences on healthy and safe choices.								
understand the benefits of being healthy and physically active.								
describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.								
Movement and physical activity ⚙️								
apply strategies for working cooperatively and apply rules fairly.								
use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active.								
refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges.								
create and perform movement sequences using fundamental movement skills and the elements of movement.								