



Health and Physical Education

Years 5 and 6 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 5				Year 6			
		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	In Term One, students applied the object control skills (catching, passing, dribbling/ running with the ball and shooting) into small-sided Invasion games of Basketball. They were also required to demonstrate offensive and defensive strategies and display a basic knowledge of the rules of Basketball.	In this unit, students recognise that emotions and behaviours influence how people interact. They understand that relationships are established and maintained by applying skills. Students will identify practices that keep themselves and others safe and well.	In Term 3, students will participate in a number of skills including dribbling, passing, shooting and developing their understanding of strategies to use to get past your opponent in a game of soccer.	In this unit students explore the concepts of health and wellbeing and the importance of healthy habits as a preventative measure. They identify good habits and how they contribute to overall health and wellbeing. Students identify how physical activity contributes to individual and community wellbeing. Students collect information on physical activity participation in their school setting.	In Term One, students will develop the specialised movement skills identified in the game of Ultimate Frisbee and basketball. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.	In this unit students explain the influence of people and places on identities. They explore how important people in their lives and the media can influence health behaviour. Students examine influences on health behaviour and construct a health message for their peers.	In Term 3, students will develop the skills of (Passing, kicking, dribbling) in All Codes Football and use these skills in a game situation.	Students investigate developmental changes and transitions, and explain the influence of people and places on identities. Students recognise the influence of emotions and discuss factors that influence how people interact in new situations.	
	In Term Two, students will develop specialised movement skills to enhance their development in long jump, shot put, high jump, discus and running (sprint and middle distances: track and off road). They will participate in physical activities designed to enhance fitness and focus on the individual skills associated with track and field events.		In Term 4, Students will develop their skills in the sport of Volleyball, they will work together as a team to dig, set and spike the ball over the net.		In Term Two, students will develop specialised movement skills to enhance their development in long jump, shot put, high jump, discus and running (sprint and middle distances: track and off road). They will participate in physical activities designed to enhance fitness and focus on the individual skills associated with track and field events.		In Term 4, students will develop the specialised movement skills identified in the game of tennis. They will explore ethical behaviour and fair play and apply these concepts within a team and a variety of physical activities.		

Assessment		Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task	Assessment task
Range and balance of assessment con	Technique	Observed demonstration	Short response	Observed demonstration	Short response	Observed demonstration	Short response	Observed demonstration	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☀

investigate developmental changes and transitions.								
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explain the influence of people and places on identities.								
recognise the influence of emotions on behaviours and discuss factors that influence how people interact.								
describe their own and others' contributions to health, physical activity, safety and wellbeing.								
describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing.								
examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.								
Movement and physical activity ⚙								
demonstrate fair play and skills to work collaboratively.								
access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing.								
perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges.								
apply the elements of movement when composing and performing movement sequences.								