

PHYSICAL LITERACY CONTINUUM

Cluster 1 examples

ASPECT		End of Kindergarten Cluster 1	Examples
MOVEMENT COMPETENCIES Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.	Stability skills	<p>Holds stable body position for 5 seconds, e.g. static balance</p> <p>Demonstrates stable head and trunk position while stationary</p> <p>Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance</p>	<ul style="list-style-type: none"> maintains stability and stillness on different bases of support, e.g. two feet, one foot, one hand and one knee demonstrates static and dynamic balances at different levels, reflecting different body shapes, e.g. wide, narrow, twisted, curled floats on back and front holding a buoyant aid and recovers to secure position
	Object control skills	<p>Keeps eyes focused to track an object when receiving</p> <p>Propels an object with force towards a target area</p> <p>Demonstrates ready position for skills, e.g. standing side on to target area when ready for two hand strike</p> <p>Demonstrates introductory components of object control skills, e.g. hands move to meet the object when catching</p>	<ul style="list-style-type: none"> focuses eyes on target when receiving an object (catch, trap) catches an object with eyes focused on the object, moving hands to meet the object moves and stops an object with hands and feet, e.g. roll, kick, dribble, bounce throws a small object (e.g. ball, beanbag) to a wall, target or partner using low and high pathways throws underarm and overarm with eyes focused on target and body position side on to target strikes a stationary object using a shorthanded bat or object, e.g. a ball from a tee strikes a lightweight object sending it upward, e.g. volleys a balloon kicks a stationary ball from a stationary position adjusts starting position and target line to hit target on instruction
	Locomotor skills	<p>Moves rhythmically from one point to another, e.g. skipping</p> <p>Demonstrates introductory components of locomotor movement skills, e.g. high knee lift when running</p>	<ul style="list-style-type: none"> moves in response to stimuli e.g. music, instructions, leader differentiates between fast and slow speeds and light and strong force performs locomotor skills at different speeds e.g. fast, slow, heavy, soft travels in different directions and pathways changes direction in response to a signal or obstacle when travelling forwards, backwards or sideways shows a rhythmical step hop when skipping performs a single jump with a self turned rope pushes and glides with and without aids in the water propels the body in water using a repeated kicking action

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<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	Thinking in action	Participates within the rules of physical activities	<ul style="list-style-type: none"> • demonstrates the difference between personal space, general space and play space in physical activities • moves in general space in a controlled manner to avoid contact with people and objects • moves at different speeds and in different directions with others in a designated area in response to instructions or stimulus • moves towards an end point, target or goal (invasion games) • moves away from opponents into open space • responds to both verbal and non-verbal directions to show understanding of the language used in movement and physical activities
	Knowledge of physical activity contexts	Identifies rules and tactics within a physical activity	<ul style="list-style-type: none"> • identifies boundaries such as personal space, general space, play area • identifies open space as space without opponents and within boundaries • identifies how and when to move safely in free space • holds a ball or object within personal space to protect it or maintain possession • recognises basic terminology and vocabulary <ul style="list-style-type: none"> - movement skills e.g. run, skip, throw - body shapes e.g. curled, twisted, wide, narrow - body positions e.g. tuck, straddle - directions e.g. forwards, sideways, backwards, clockwise, - pathways e.g. curved, straight, zig zag - levels e.g. high, middle, low - movement concepts e.g. space, relationships to equipment and others

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Cluster 1 examples

ASPECT	End of Kindergarten Cluster 1		Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Participates in a range of new and unfamiliar physical activities with encouragement and assistance</p> <p>Demonstrates willingness to try new physical activities</p>	<ul style="list-style-type: none"> attempts new and unfamiliar tasks with support or prompting describes their feelings and emotions when learning a new skill or new activity identifies situations that feel comfortable identifies their individual abilities, skills, interests, (strengths and limitations) makes a choice to participate in an class physical activity
	<p>Values and attitudes</p>	<p>Participates in physical activities that they enjoy</p>	<ul style="list-style-type: none"> expresses personal preference for physical activities identifies physical activities that are enjoyable identifies what they enjoy about physical activities
	<p>Behavioural skills</p>	<p>Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy</p> <p>Recognises the difference between being physically active and being sedentary</p> <p>Recognises that physical activity can take place in a range of different environments</p> <p>Identifies and understands the immediate effects of physical activity on the body, e.g. heart racing, breathing quickly, feeling hot</p>	<ul style="list-style-type: none"> describes their emotions after experiencing activity with guidance acknowledges that some physical activities can be challenging identifies examples of physical activity identifies participation in or completion of a skill or activity distinguishes between active and inactive tasks distinguishes between being inactive and being sedentary (sitting and lying for long periods of time) identifies different ways to be active at school and at home identifies the physical activities that they do as a family or group identifies that effects such as heart racing, breathing quickly, feeling hot are a normal part of being active recognises that when you move faster, your heart beats faster, your breathing rate increases and breathing gets deeper

PHYSICAL LITERACY CONTINUUM

Cluster 1 examples

ASPECT	End of Kindergarten Cluster 1	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Recalls rules related to procedures and safety in physical activities</p> <p>Follows instructions about safe practices with prompting, e.g. controls equipment</p>	<ul style="list-style-type: none"> • knows the basic rules and safety procedures of activities • follows class routines to assist learning • identifies who to ask for assistance when using new equipment • manages own behaviour when reminded or teacher is present • responds to simple instructions and rules
	<p>Conflict resolution</p>	<p>Actively seeks assistance to negotiate unresolved conflict in physical activity</p>	<ul style="list-style-type: none"> • identifies who can help when disagreements and problems occur in physical activity • asks for help where required
	<p>Inclusion</p>	<p>Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity</p>	<ul style="list-style-type: none"> • identifies cooperative behaviours, e.g. taking turns, sharing equipment when prompted • identifies examples of fair play in different activities • shares equipment and space with others when prompted
	<p>Cooperation and communication</p>	<p>Communicates ideas when working with others during physical activity</p> <p>Demonstrates willingness to work with a partner during physical activity</p>	<ul style="list-style-type: none"> • shares ideas with others when in a group • interacts with others one to one • uses self-control to deal with anger or excitement

ASPECT		End of Year 2 Cluster 2	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Stability skills</p>	<p>Balances on a stationary unstable object, e.g. fit ball</p> <p>Demonstrates stable head and trunk position while moving, e.g. leap</p> <p>Demonstrates correct head and trunk position and coordination of arms and legs to remain stable</p> <p>Demonstrates proficiency in stability skills when practised in isolation</p>	<ul style="list-style-type: none"> eyes focused forward when performing stability skills demonstrates stable head and trunk position on unstable objects while stationary, e.g. sitting on a fit ball balances on different bases of support (e.g. two hands, 1 foot, 1 hand 1 foot) on floor combining levels (high, low) and shapes (wide, narrow, curled, tuck, twisted) balances on different bases of support with extension of body parts performs static balance with non-support leg bent, not touching the support leg, head stable, eyes focused forward, trunk stable and upright and no excessive arm movements (fine tuning until Year 3) performs static balance with support leg still, foot flat on the ground (fine tuning until Year 3) treads water using an arm sculling action while supporting the body in an upright position with and without flotation aid transfers weight from one body part to another in personal space for balance and/or travel performs jumping and landing actions with eyes focused forward, stable head and trunk crouches with knees bent and arms behind the body in preparation phase of vertical jump uses forceful forward and upward swing of the arms with legs straightened in the air during vertical jump (fine tuning until Year 3) jumps and lands in the horizontal and vertical planes with or without equipment, e.g. rope lands on balls of the feet and bends knees to absorb landing after vertical jump controls landing with no more than one step in any direction (fine tuning until Year 3) jumps a long rope with teacher assisted turning up to 5 consecutive jumps

ASPECT	End of Year 2 Cluster 2	Examples
	<p>Object control skills</p>	<p>Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking</p> <p>Uses correct body position and follow through when propelling and receiving objects, e.g. kicking leg follows through high towards target area</p> <p>Demonstrates proficiency in object control skills when practised in isolation</p> <ul style="list-style-type: none"> • identifies appropriate ways to use a variety of equipment, including grip, stance and action • propels an object in an intended or nominated direction while stationary • throws underarm and overarm with different sized objects and types of objects to a stationary partner or large target with accuracy • eyes focused on target and body position side on to target when throwing • steps forward to target area with foot opposite to throwing arm and following through down and across the body when throwing • throws for distance with appropriate force • strikes standing side on to target area, eye focused on the ball throughout the strike • grips object with two hands next to each other, bottom hand matches the front foot during two hand strike • strikes a stationary object by transferring weight (hips then shoulders rotate forward) and following through to propel with force (with hand, foot, bat, racquet, stick, club, implement) • uses an underhand or sidearm striking motion to strike an object to a target or partner • non-kicking foot is placed beside the ball and eyes focus on the ball throughout the kick • kicks a stationary and moving ball • kicks balls of different shapes and sizes with various levels of force • dribbles in self-space and general space with preferred hand or foot while stationary and moving • dribbles and travels in general space at various speeds with control of body and ball • absorbs force when catching or stopping by bending elbows • catches a self tossed object before it bounces in self space • catches objects of various sizes from a bounce or thrown by a skilled person • catches an object with eyes focused on the object, moving hands to meet the object (cluster 1) by moving feet to place the body in line with the object and hands and fingers relaxed and slightly cupped to catch the object • catches and controls the object with hands only (well-timed closure) (fine tuning until Year 3)

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Cluster 2 examples

ASPECT	End of Year 2 Cluster 2	Examples
<p>Locomotor skills</p>	<p>Demonstrates correct coordination of arms and legs to propel the body, e.g. arms drive forward and back in opposition to legs when running</p> <p>Uses correct landing position, e.g. landing on balls of feet with knees bent to absorb force</p> <p>Demonstrates proficiency in locomotor movement skills when practised in isolation</p>	<ul style="list-style-type: none"> • maintains efficient and consistent rhythm when moving from one point to another • propels the body in water with a streamlined body position, arm action and continuous flutter kick action (front crawl, backstroke) • demonstrates circular feet sweeping motion (ending with feet together) with horizontal body position to perform survival backstroke or breaststroke • transfers body weight from one part of the body to another efficiently for balance or travel including feet to hands • absorbs force when jumping and landing from different heights • lowers body during change of direction to maintain stability and move efficiently, e.g. dodge • demonstrates high knee lift (thigh almost parallel to the ground), head and trunk stable, eyes focused forward and elbows bent at 90 degrees during sprint run • lands on ball of the foot during sprint run (fine tuning until Year 3) • non-support knee bends at least 90 degrees during the recovery phase of sprint run (fine tuning until Year 3) • arms drive forward and back in opposition to the legs during sprint run (fine tuning until Year 3) • hops with non-support leg bent and swinging in rhythm with the support leg • hops with head stable, eyes focused forward throughout the jump • side gallops with weight on the balls of the feet, hips and shoulders pointing to the front and head stable with eye focused forward or in the direction of travel • skips with a rhythmical step-hop, head and trunk stable, eyes focused forward and arms relaxed and swinging in opposition to legs

ASPECT	End of Year 2 Cluster 2	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies different movement skills and concepts to achieve success within the rules of a physical activity, e.g. uses dodge to avoid others and move into space</p>
		<ul style="list-style-type: none"> • describes the skills that are part of an activity • moves in ways that demonstrate understanding of the rules of the activity • demonstrates understanding of spacing, e.g. uses appropriate spacing in partner or small group activities • uses the full width and length of the activity or play space • moves when space is free to support others and avoid opponents • moves to the goal or end point in attack in invasion games • creates open space by combining locomotor movements with movement concepts, e.g. varies pathways, changing speed and changing direction • moves quickly and calls for the ball • adopts a posture that allows for various actions and movement • demonstrates understanding of positioning, e.g. maintains or returns to a base position • positions themselves appropriate distance between opponents and target • positions themselves in space to receive a pass • responds to the movements of a partner or opponent, e.g. follows a player, defends a space • start or restarts activities in appropriate ways • reduces, protects or defends space in games (e.g. striking/ fielding, net/wall, invasion) through positioning themselves in relation to boundaries and others • varies rhythm, intensity and direction of movement, e.g. accelerates, decelerates, turns and pivots • varies force and direction of objects in net/ wall games • maintains possession of an object while moving or under pressure • passes to a teammate in open space • receives an object while moving • watches an object's path and moves on contact where appropriate • progresses play to a target by passing an object ahead of the receiver when advancing forward • plans and executes tactics for success in tag games

PHYSICAL LITERACY CONTINUUM

Cluster 2 examples

ASPECT		End of Year 2 Cluster 2	Examples
	Knowledge of physical activity contexts	<p>Identifies the underlying reasons for rules within a physical activity</p> <p>Identifies appropriate tactics within a physical activity to influence achievement or success</p>	<ul style="list-style-type: none"> explains how rules shape an activity, e.g. boundaries, safety identifies open space, including where to move or propel an object in relation to others identifies positions and roles in an activity identifies options when making decisions to increase the chance of success in a physical activity identifies opportunities to create advantage, e.g. how to score runs in striking/fielding games including when to run based on risk (how much time is there) identifies how and where to hit the ball in a game context identifies how players without the ball can support a player with the ball identifies how they can maintain possession of the ball individually explains how a group could maintain possession, e.g. a group of 3 against 1 defender in a game identifies similar movement skills, patterns and concepts across related activities, e.g. striking with a bat and a tennis forehand compares different movement skills and identifies which skills area easier and which skills are harder and why this is the case

ASPECT	End of Year 2 Cluster 2	Examples	
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Identifies factors that support their personal participation in physical activity, e.g. family encouragement, equipment available at home or in school breaks</p> <p>Identifies when assistance is required and who can provide assistance to support participation in physical activity</p> <p>Demonstrates motivation to try new physical activities</p> <p>Persists in a range of physical activities regardless of success</p> <p>Works independently on familiar skills and physical activities</p>	
	<p>Values and attitudes</p>	<p>Recognises that participation in physical activity is important for health and wellbeing</p>	<ul style="list-style-type: none"> participates in physical activity as part of classroom activities participates in physical activities when encouraged by others participates in physical activity because they are informed it is necessary to keep healthy and well describes how participation in physical activity is worthwhile describes how they feel emotionally during and after physical activity moves in ways that improve various aspects of health and wellbeing
	<p>Behavioural skills</p>	<p>Monitors personal progress by recording physical activity and sedentary behaviour when reminded or prompted</p> <p>Defines fitness and regular physical activity</p>	<ul style="list-style-type: none"> draws an example of physical activity they have participated in lists physical activities they perform at school and out of school sets simple goals, e.g. improve skipping skills explains how physical activities affect the body physically, e.g. fatigue, alert recognises that physical activity should be performed every day for health benefits

ASPECT	End of Year 2 Cluster 2	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Follows instructions, rules and safety procedures in physical activities</p> <p>Uses equipment appropriately and safely in physical activities</p>	<ul style="list-style-type: none"> • adheres to rules and practices within physical activity settings • follows directions in group settings and different physical activity settings (indoor, outdoor) • responds positively to reminders of appropriate safety procedures • suggests ways to share play equipment
	<p>Conflict resolution</p>	<p>Shows awareness of strategies to negotiate conflict situations as they arise in physical activity</p>	<ul style="list-style-type: none"> • identifies conflict situations as they arise • identifies ways in which they can take responsibility for their own actions in physical activity • recognises there are many ways to negotiate or solve conflict • identifies basic conflict resolution strategies including walking away, asking for help • practises solving simple interpersonal problems and discusses conflict with the people involved with assistance
	<p>Inclusion</p>	<p>Demonstrates cooperative behaviour towards others during physical activity</p>	<ul style="list-style-type: none"> • takes turns and shares equipment and space • suggests solutions to problems • plays fairly and cooperatively in small groups and with partners
	<p>Cooperation and communication</p>	<p>Listens to others and communicates appropriately in a variety of physical activities</p> <p>Demonstrates willingness and capacity to work with a variety of partners</p>	<ul style="list-style-type: none"> • listens and responds to the ideas of others when participating in physical activities • identifies positive ways to initiate, join and interrupt conversations with adults and peers • recognises that others may see things differently from them • interacts with other students and adults one on one and in groups

ASPECT		End of Year 4 Cluster 3	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Stability skills</p>	<p>Balances on an object while moving for at least 5 seconds, e.g. balance beam or bicycle</p> <p>Performs stability skills with control and precision in a range of contexts, e.g. using different levels, directions and pathways depending on the context</p>	<ul style="list-style-type: none"> demonstrates static and dynamic balances on different bases of support on floor or apparatus supports body weight on different body parts to perform static balances using different bases of support and different shapes with control, e.g. tuck sit, v sit, front support and rear support, balancing on one hand and one knee, balancing individually or with a partner describes what helps to remain stable in that position lowers centre of gravity and widens base of support for the purpose of maintaining balance or increasing stability moves in and out of different balances and body shapes at differing levels with control explores pushing and pulling movements and how these can be manipulated to perform counter balances with a partner transfers weight from feet to hands for momentary support with control and precision e.g. mule kick, handstand, cartwheel dodges to change direction in one step using control and precision combines balance and weight transference to sequence movement with a partner

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Object control skills	Performs object control skills with control and precision in a variety of ways depending on the context, e.g. using different levels of force to place an object where intended	<ul style="list-style-type: none"> propels objects suitable distance for the activity or context propels an object in an intended or nominated direction while moving overarm throws to a partner or at a target with control and precision overarm throws with objects of different sizes, shapes and lengths with control and precision strikes an object against a wall to themselves with or without equipment with control and precision e.g. with a foot, hand, racquet or bat makes contact to elevate the ball when striking for accuracy in a variety of contexts (kick, two hand strike) uses the two handed strike to hit an object off a tee with different levels of force and precision depending on where they intend to land the ball contacts the ball with the top of the foot (shoelaces) or instep depending on the context kicks along the ground and in the air accurately to a partner or target with control and precision performs a variety of kicking actions, e.g. punt kick, drop kick, place kick, dribbling, grubber kick (low with bounces), bomb (high) tracks movement of objects and others in relation to their own movement receives and propels objects while moving in controlled environments, e.g. passing and catching on the run catches a ball from a partner at different levels e.g. above the head, at chest or waist level or below the waist receives objects (catch, trap) of different levels of force e.g. hard and soft absorbs force to catch and field a variety of objects at different levels and force

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	<p>Locomotor skills</p>	<p>Performs locomotor movement skills with control and precision in a range of contexts, e.g. using different speeds, levels, directions, pathways and relationships to equipment and others depending on the context</p> <p>Manipulates the direction and speed of an object while moving, e.g. bike riding, skiing</p> <p>Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating</p>
	<p>Combinations</p>	<p>Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)</p>
		<ul style="list-style-type: none"> • selects the most appropriate locomotor skill for the situation • performs a variety of skipping skills with both a long and a short rope with control, e.g. runs in skips and runs out of a long rope, creates a jump rope routine with a short or long rope • jumps a self-turned short rope consecutively forwards and backwards • quickly changes speed and direction of movement or objects with control in a variety of locomotor skills • pivots and changes direction in a continuous manner (run, skip, gallop) • decelerates with control to a momentary stop during locomotor skills • performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation • uses spring and step take offs and landings specific to dance/ gymnastics with control and precision • uses a surface dive and propels the body underwater to recover an object in chest depth water with precision • coordinates kicking action with arm stroke to propel the body through the water on front and back
		<ul style="list-style-type: none"> • combines locomotor skills and movement concepts (levels, shapes, pathways, force, time and flow) to create and perform a movement sequence individually, in pairs or in a group • combines locomotor and stability skills to create and perform a movement sequence with and without equipment or apparatus, e.g. balancing, twisting or bending whilst dancing. • combines locomotor skills with object control skills to maintain control of objects, e.g. dribbling while moving in controlled environment (without opposition or pressure) • combines sequences that use rolling actions, tumbling, weight transfer and balance actions • transfers sequence of locomotor and stability movements from the floor to simple apparatus, e.g. bench

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<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move</p> <p>Implements a tactic based on individual strengths within a physical activity</p>
		<ul style="list-style-type: none"> scans surroundings and shows awareness of who and what is around them moves away from an opponent moves into space, avoids crowding and actively seeks a pass when in possession or attacking a goal or end point moves into open space to create a passing or receiving option in a game moves an opponent in attacking and support roles defends space by preventing an opponent's turn and movement reduces open space by making the body larger and reducing passing angles positions themselves to reduce advantage at game starts and restarts independently works out the most effective way to defend in invasion games, e.g. moves to a goal side position works with others cooperatively to reduce advantage, e.g. corner a play in tag games or run out an opponent in striking/ fielding games knows the situation and where to place or propel the object makes quick turns while in possession of the ball/ object transitions quickly from receiving an object (e.g. catch) to propelling an object (e.g. throw) modifies movement skills based on characteristics of the task, (e.g. size of the object, distance to target, goal, speed or time to complete movement) and/or environment (e.g. space, number of players) in controlled environments adapts propulsion skills (e.g. throwing, kicking, striking) for different game situations, equipment or rules makes effective decisions based on the best option using own skills and capacity asks questions related to improving their own performance or success adopts a role and understands the importance of that role in a physical activity makes links between what they do and success in a physical activity uses a tactic based on strengths, e.g. a power shot in tennis, a dance movement or gymnastic movement to gain higher scores adopts a role that plays to their strengths, e.g. a winger who runs fast, first in a relay if quickest in the team

ASPECT		End of Year 4 Cluster 3	Examples
	Knowledge of physical activity contexts	<p>Describes the intent of tactics used in different physical activities</p> <p>Identifies how to modify tactics within the rules to influence achievement or success within a physical activity</p>	<ul style="list-style-type: none"> describes the purpose of a tactic in a specific situation, e.g. a player's movement, the direction or placement of an object, the position of an individual in the play/work area in relation to others and equipment shows awareness that individuals need support to be able to advance and create advantage, e.g. a support player to pass to identifies how they can maintain individual possession of the ball to achieve success within a physical activity explains why infringements result in consequences, such as a penalty, in a physical activity describes how to change tactics within the rules to be successful in a tag or invasion game, e.g. run behind other participants (use a screen)

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<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Identifies controllable and uncontrollable factors that promote participation in physical activity</p> <p>Reflects on how their efforts affect skills and achievements in physical activity</p> <p>Works independently on new skills and physical activities</p>	<ul style="list-style-type: none"> identifies factors that increase a person's ability to participate in physical activity, e.g. enjoyment, influence of family or friends, access and availability reflects on which factors that promote participation in physical activity are controllable, e.g. being active in school breaks identifies the role of family, friends and community in supporting an individual's access to and participation in physical activity acknowledges that some physical activities are challenging and that success can be rewarding describes examples of personal success in a physical activity and links their effort and actions to this success recognises that effort and practice contribute to improvement and success considers individual strengths and limitations when taking on physical activity roles, e.g. team positions demonstrates perseverance when challenged by a physical activity undertakes and persists with familiar and unfamiliar tasks and identifies when help is required identifies what needs to be done to achieve a goal or improve skill levels creates games individually and with others in school breaks
	<p>Values and attitudes</p>	<p>Recognises that participation in different types of physical activity can have different effects on health and wellbeing</p> <p>Participates in physical activity with confidence</p>	<ul style="list-style-type: none"> identifies how regular physical activity keeps individuals healthy and well identifies physical activity as an important component of good health throughout life participates in physical activity because they know it will improve their health related fitness, e.g. flexibility, strength, muscular endurance and cardiovascular fitness describes how participation in physical activity can improve various aspects of health and wellbeing, including physical health, mental and emotional health and social health describes positive feelings that result from participating in physical activities discusses reasons for enjoying different physical activities participates in a wide range of physical activities in class time and school breaks demonstrates a positive attitude when participating in physical activity

ASPECT	End of Year 4 Cluster 3	Examples
	Behavioural skills	<p>Monitors personal progress by recording physical activity and sedentary behaviour across a time period with assistance, e.g. using a log, diary, apps, pedometer</p> <p>Recognises that the body responds differently when participating in physical activity of different intensities</p> <p>Describes the different components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance</p> <ul style="list-style-type: none"> • maintains a physical activity log, e.g. uses the Premier's Sporting Challenge app to record activity over a period of time • records sedentary behaviour per day or week and compares to the Australian physical activity guidelines • uses a pedometer or technology (e.g. wearable technology or app) to monitor physical activity, e.g. steps per day, minutes of activity, activity intensity through heart rate • monitors personal best times or distances for different physical activities • monitors and records the effect of low intensity and high intensity physical activities on the body, e.g. uses a heart rate monitor to check heart rate during activity • compares the body's response to different physical activities, e.g. heart rate, breathing rate, body temperature, muscle fatigue, mental alertness, emotions/feelings • identifies physical changes which result from participation in regular physical activity, such as getting stronger to be able to throw further or hold a balance for longer • describes the differences between the components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance • identifies examples of physical activities which rely on each component of fitness, e.g. gymnastic and dance require balance and muscle endurance • recognises that physical activities require a variety of components of fitness, e.g. tennis players require cardio respiratory fitness for the duration of the match but need strength for power in shots and balance for control of overhead and ground strokes

ASPECT	End of Year 4 Cluster 3	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Modifies actions to ensure safety in physical activity without prompting</p> <p>Understands how equipment and the environment can influence safety in physical activity</p>	<ul style="list-style-type: none"> • accepts personal responsibility for safe use of equipment and space • works independently and safely with equipment in physical activity settings • identifies the most efficient and safest ways to use a variety of equipment • recognises the role of rules and processes in physical activity settings to promote safety • identifies environmental hazards and proposes actions to make the environment safer
	<p>Conflict resolution</p>	<p>Applies strategies for negotiating conflict</p>	<ul style="list-style-type: none"> • practises solving interpersonal problems by discussing conflict one on one with the people involved • listens to others and discusses their own point of view
	<p>Inclusion</p>	<p>Demonstrates respect for self, others, rules and equipment and the environment during physical activity</p>	<ul style="list-style-type: none"> • shows concern for the wellbeing of others • shows an understanding of how it feels to be included in activities • identifies examples of fair play in different physical activities • plays fairly in a wide range of physical activities • manages own behaviour, whether teacher is present or not
	<p>Cooperation and communication</p>	<p>Offers positive suggestions to facilitate physical activity to be inclusive of others</p> <p>Cooperates when working in a group</p> <p>Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts</p>	<ul style="list-style-type: none"> • listens to others, shares ideas and negotiates options as a group • praises others for their success in physical activities • cooperates with others to create rules for a new game • takes turns and shares equipment and space • considers their own strengths and the strengths of others when adopting roles in physical activity • communicates clearly with others in group situations

ASPECT		End of Year 6 Cluster 4	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Combinations</p>	<p>Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p>	<ul style="list-style-type: none"> adopts the most efficient grip, stance and action when using different equipment uses feedback from others to improve body control and coordination when performing movement skills, e.g. teacher, coach or video feedback understands how to adjust force and speed of an object and applies this understanding to improve accuracy and control adapts throwing and striking actions to cater for different types of equipment and increase accuracy, e.g. shot put for distance, Frisbee for accuracy passes and receives with hands and feet in combination with locomotor skills and change of direction and speed, e.g. passing on the run, striking in tennis, catching a hoop while moving, receiving a baton while increasing speed receives objects with hands and feet from a range of levels and pathways while under pressure from opponents manipulates swinging and striking action to control power for both distance and accuracy propels objects at different levels using appropriate force to reach targets or open space while under pressure, e.g. pressure from opposition or time limits controls the trajectory and pathway of an object when striking and kicking, e.g. straight, curved, high, low, long, short reflects on movement skill performance and identifies areas for improvement combines movement skills and movement concepts to vary movement patterns to cater for context, e.g. varies running patterns to cater for sprinting, distance running, side stepping, dodging or defensive marking synchronises and sequences weight transfer to trunk rotation to upper body rotation to strike an object with appropriate force and control across physical activity contexts coordinates leg and arm actions with rhythmic breathing to propel the body in water performs a sequence of locomotor skills, transitioning from one skill to another smoothly and without hesitation performs a simple movement sequence within particular limitations, e.g. restricted use of space, varied levels and tempo manipulates and modifies effort, use of space, timing, objects and relationships to others to perform effective movement sequences
		<p>Transitions smoothly from one skill to another in controlled physical activity contexts, e.g. transitions from receiving an object (e.g. catch) to propelling the object (e.g. throw)</p>	
		<p>Applies movement skills to perform sequences in dynamic physical activity contexts</p>	

ASPECT	End of Year 6 Cluster 4	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p> <p>Applies multiple tactics within a physical activity, e.g. shows they have a number of options in a situation to change the way they move</p> <p>Implements tactics which account for the strengths of self and others within a physical activity</p>	<ul style="list-style-type: none"> • uses the depth and width of a playing area to create space • modifies movement skills based on characteristics of the task, (e.g. size of the object, distance to target, goal, speed or time to complete movement) and/or environment (e.g. space, number of players) in changing environments • positions themselves to increase scoring opportunities or create advantage, e.g. increase passing opportunities • understands the need to follow or mark players to pressure the ball to defend space • creates an overlap in attack by effectively using space • reduces open spaces in the play area by working with others to maximise coverage • adapts and combines skills in response to purpose, e.g. environmental or rule changes • selects the best option based on opposition's position, e.g. the most appropriate shot in net/ wall games • propels objects suitable depth to intentionally create space in other areas of the court (net/wall games) • propels objects to receivers moving at slow, medium and fast pace regardless of starting position • maintains possession of the ball or object under pressure, e.g. dribbles with control while defended, alternates short and long passes where appropriate • passes the ball first time to optimise forward movement into space • receives or retrieves ball/ object in a position or manner that facilitates advantage • draws a defender towards them before offloading the ball • varies rhythm and intensity of movement to evades an opponent or create indecision in defence • tracks an object, moves in response and intercepts to achieve or retain possession • pushes an opponent to one area of a court to create space in another area (net/wall games) • selects the best option based on own strengths and opposition's weaknesses

ASPECT		End of Year 6 Cluster 4	Examples
	Knowledge of physical activity contexts	<p>Recognises similarities and differences between tactics used to achieve specific purposes in physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of individual strengths</p>	<ul style="list-style-type: none"> recognises how changes in rules influence the tactics to be used compares how a tactic such as running behind opposition in tag games (using a screen) could be applied in a game such as basketball (to protect a shooter) describes how a 2 on 1 passing tactic could be applied across physical activity contexts to create advantage describes how and where to propel a ball/ object for success in different scenarios demonstrates an understanding of how to use support players to create an attacking or defensive play in a variety of activities, e.g. 2 on 1 designs a plan to maintain possession as a group, e.g. a sequence of passes designs a plan to work cooperatively to move a piece of equipment from one point to another as a group

ASPECT	End of Year 6 Cluster 4	Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p> <p>Compares the opportunities for physical activity in different physical and social environments</p> <p>Identifies resources, facilities and technology available to support participation in physical activity</p> <p>Persists with challenging physical activities and understands how success through persistence can have positive outcomes</p> <p>Takes initiative to work independently in a range of physical activities</p>	<ul style="list-style-type: none"> identifies enablers for participation in physical activity and suggests ways to utilise them discusses factors that limit and enhance the capacity to move and perform compares and contrasts different community physical activity facilities reflects on different groups they are a part of and how they influence their involvement in physical activity, e.g. friends, family, social groups evaluates the most suitable community facilities and contexts for personal involvement in physical activity plans for opportunities when they can be active at school, at home and in the community proposes changes they can make to daily routines to reduce sedentary behaviour and increase physical activity levels identifies technology, facilities and apps to support physical activity participation for particular groups, e.g. people with a disability, older people, students analyses the role of the school and community in supporting an individual's access to and participation in physical activity, e.g. facilities, costs, role models describes their levels of confidence when approaching physical activities that are challenging discusses the challenge associated with learning a new activity or skill reflects on levels of confidence and feelings after participating in challenging activities and tasks demonstrates enthusiasm and optimism about trying new things shows willingness to learn from participation, even if they may be unsuccessful continues to participate in physical activities after being unsuccessful in initial attempts persists with tasks when faced with challenges and adapts their approach where first attempts are not successful experiments with strategies to perform new or unfamiliar skills and activities selects and practices physically challenging activities to improve a skill and/or to experience success explains reasons for selecting a particular physical activity as a favourite

PHYSICAL LITERACY CONTINUUM

Cluster 4 examples

ASPECT		End of Year 6 Cluster 4	Examples
	Values and attitudes	<p>Recognises that participation in physical activities can improve performance in various contexts</p> <p>Participates in physical activity with confidence and purpose</p>	<ul style="list-style-type: none"> • determines the purpose of movement, and their personal needs and interests • participates in physical activity to improve their ability to perform daily activities • participates in physical activity because they know it will improve their skill related fitness, e.g. coordination, reaction time, balance • describes how attitudes impact on physical performance • deliberately moves in ways that improve skill to improve various aspects of performance • evaluates how moving and participating in physical activities can improve their physical skills and social skills • selects and practices physically challenging activities to improve a skill and/or to experience success

ASPECT	End of Year 6 Cluster 4	Examples
	Behavioural skills	<p>Generates personal goals based on their understanding of fitness and physical activity</p> <p>Describes the effects of physical activity and sedentary behaviour on fitness and/or health and wellbeing</p> <p>Identifies how different physical activities can be used to develop different components of fitness</p> <p>Assesses personal fitness levels</p> <ul style="list-style-type: none"> • reflects on their current levels of incidental and planned physical activity and identifies areas for improvement • generates personal goals based on their understanding of what it means to be fit and active • identifies aspects of an activity that contribute to enjoyment, improvement and increased confidence • sets and monitors personal goals targeting specific aspects of skill development or fitness • strives to achieve a relevant personal target, e.g. improve swimming distance, participate in physical activity for 60 minutes a day or reduce sedentary time • devises plans to achieve personal active lifestyle goals • measures heart rate, breathing rate and ability to talk to monitor the body's reaction to a range of physical activities • describes similarities and differences between physical activity for health and physical activity for fitness • assesses physical activities they enjoy that can assist in developing physical fitness • understands how the intensity of physical activity influences outcomes • compares the body's reactions to participation in activities of different intensity • describes how heart rate is used to monitor activity intensity • distinguishes between activity considered low, moderate and vigorous in nature • identifies target training heart rate zones for increasing fitness • uses technology to identify appropriate levels of intensity and identifies how to adjust level of intensity as fitness level improves • differentiates between the components of fitness • assesses and monitors personal level of physical activity • measures physical fitness levels using fitness tests • compares fitness test results to criterion referenced fitness standards • makes links between their involvement in physical activity and improved fitness • creates a fitness profile for a physical activity

ASPECT	End of Year 6 Cluster 4	Examples
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Consciously participates within the rules and etiquette of different physical activities</p> <p>Applies or modifies rules to ensure their own and others safety</p> <p>Creates solutions to promote a safe environment</p>
	<p>Conflict resolution</p>	<p>Uses appropriate strategies to negotiate conflict independently for positive outcomes</p> <p>Recognises that reflecting on and learning from conflict situations is an important part of the resolution process</p>
	<p>Inclusion</p>	<p>Takes initiative to encourage respect for others in physical activity</p>
		<ul style="list-style-type: none"> consistently demonstrates etiquette and adherence to rules across a range of physical activities and environments contributes to fair decision making in physical activity adopts roles to demonstrate understanding of rules and fair play demonstrates an understanding of rules and etiquette through participation in physical activity and sport demonstrates an understanding of the importance of warm up and cool down as part of safe participation in physical activity
		<ul style="list-style-type: none"> identifies a range of conflict negotiation and resolution strategies to seek positive outcomes to problems resolves conflict by discussing it with the people involved listens to and responds to the ideas and opinions of others by comparing to their own ideas and opinions values difference in opinions and ideas as a way of thinking and working differently
		<ul style="list-style-type: none"> demonstrates an understanding of how social behaviours may affect the outcome of an activity explains to others why showing respect is important in physical activity praises and encourages the performance and actions of others when fair play and inclusion is displayed

PHYSICAL LITERACY CONTINUUM

Cluster 4 examples

ASPECT		End of Year 6 Cluster 4	Examples
	Cooperation and communication	<p>Actively involves others in physical activity</p> <p>Participates and takes responsibility for own actions in a group</p> <p>Adopts roles where appropriate in physical activity, e.g. leader</p>	<ul style="list-style-type: none"> recognises, respects and actively involves others in physical activities and group activities regardless of ability levels modifies physical activities to ensure everyone can be included, e.g. changes equipment, rules or playing space demonstrates an understanding of ways they can encourage others as part of a team or group in physical activity reflects on personal social behaviour in physical activity and takes responsibility for own actions as part of a group listens to and responds to others when participating in physical activities to achieve agreed outcomes considers their own strengths and the strengths of others when adopting roles in physical activity initiates or helps to organise group activities that address a common need

ASPECT		End of Year 8 Cluster 5	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Combinations</p>	<p>Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)</p> <p>Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts</p> <p>Transfers similar movement skills and sequences appropriately across physical activity contexts</p>	<ul style="list-style-type: none"> transfers understanding of fundamental movement skills to perform specialised skills with efficiency, e.g. transfers body rotation and weight transfer from throwing and striking actions to overarm serve, tennis forehand uses external feedback to refine movement and movement sequences and increase accuracy and control, e.g. knowledge of results, peer feedback creates and implements self assessment and peer assessment tools to evaluate performance of movement skills recognises errors in technique and identifies modifications to improve performance receives objects with and without equipment (e.g. softcrosse stick, baseball mit) from a range of levels and pathways while under pressure from opponents propels objects with a variety of equipment at different levels using suitable force and placement under pressure, e.g. pressure from opposition or time limits dribbles with control using both dominant and non-dominant hand or foot while varying speed and direction in a variety of contexts varies speed, force and trajectory of a strike based on the location of an object in relation to a target receives a pass and executes a quick shot on target shoots at goal with power and accuracy in partner and small sided activities identifies movement skills that can be applied effectively in different physical activity contexts adapts and combines movements according to purpose selects the most appropriate movement skill for the physical activity context explores and participates in other physical activities that allow for transfer of skill and development of new movement skills experiments with and practises extensions and variations of locomotor and object control skills by applying variations of speed, force, levels and distance

ASPECT	End of Year 8 Cluster 5	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking in action</p>	<p>Applies multiple tactics appropriately to achieve success within a range of physical activities</p> <p>Transfers tactics across physical activities</p>
		<ul style="list-style-type: none"> • makes considered decisions in various physical activity contexts • uses appropriate tactics at the right time in a changing situation and understands the importance of this • selects the correct attack or defensive option based on the situation and context • demonstrates an understanding of timing and angles, e.g. body position, passing angles • positions themselves in the best place to defend space • reduces open space by denying possession • creates a screen or block • applies pressure to take away passing options or force errors • transitions quickly from defensive positions to offensive positions or offensive positions to defensive positions • creates depth in attack by using support players in suitable positions • positions themselves to provide more than one option for the ball carrier • exploits space to create opportunities, e.g. using an overlapping run, providing width in attack • anticipates the speed of an object or person for the purpose of interception or deflection • varies placement, force and timing of return to create open space and prevent anticipation by opponent in net/wall games • applies spin to vary direction and intensity of object • transfers understanding of tactics to participate in similar but different movement forms, physical activities and contexts

PHYSICAL LITERACY CONTINUUM

Cluster 5 examples

ASPECT		End of Year 8 Cluster 5	Examples
	Knowledge of physical activity contexts	<p>Compares tactics and how they can be used across multiple physical activities</p> <p>Creates a plan to succeed in physical activity which takes account of the abilities of self and others</p>	<ul style="list-style-type: none"> • recognises tactical similarities between games and activities • identifies appropriate off the ball movement to create scoring opportunities • assesses their ability to use space in different movement contexts and applies this knowledge in creating plans for success • describes how reducing the number of players in a game or activity creates more space • describes effective tactics for successful performance in multiple categories of movement • reflects on and refines their own positional play and the positional play of others • evaluates the strengths and weaknesses of a group or team • predicts how a team or group will perform based on its members' behaviour, movement skills and interpersonal skills

ASPECT	End of Year 8 Cluster 5	Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p>	<p>Identifies ways that physical and social environments can be modified to promote physical activity</p> <p>Creates plans to assist in the completion of challenging activities</p> <p>Demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities</p> <p>Responds appropriately to success and challenges in physical activities</p> <p>Assesses their ability to work independently in physical activities</p>
<ul style="list-style-type: none"> • analyses barriers to regular participation in physical activity and proposes strategies to overcome them • identifies a community physical activity need or barrier and consider ways to take action to address it • proposes interventions to support enjoyable and successful participation in physical activity in their community • evaluates the most suitable community facilities and contexts for personal involvement in physical activity • plans for increased physical activity in the school environment for self and others • discusses their strengths and weaknesses and identifies ways they can use their strengths to help themselves and others in challenging activities • describes what strategies they can use to persist until they are successful in new activities or new movements/skills • values the challenge of experiencing new movements and physical activities and learning new skills • explains the value of self-discipline and goal-setting in helping them to learn and persist in physical activity contexts • describes personal interests, skills and achievements and explains how these contribute to successful participation in physical activity • suggests ways to respond positively to challenges and failure such as using self-talk, and optimistic thinking • applies a range of appropriate ways to respond to successes and challenges • makes a realistic assessment of their ability to work independently • identifies aspects of independent work and could be improved and strategies to adopt to improve them 		

PHYSICAL LITERACY CONTINUUM

Cluster 5 examples

ASPECT	End of Year 8 Cluster 5	Examples
	<p>Values and attitudes</p>	<p>Evaluates the contribution of regular physical activity to wellbeing, health and fitness levels</p> <p>Recognises the benefits of participating in a range of physical activities not just ones that they enjoy</p>
		<ul style="list-style-type: none"> • participates in a variety of lifelong physical activities and evaluates the degree to which these physical activities meet their needs and interests, e.g. pilates, resistance training, recreational activities and rhythmic activities • participates in physical activity to increase sense of self, improve mental alertness and enhance emotional wellbeing • recognises that physical activity is an opportunity for personal growth through social interaction and meeting challenges • participates in physical activity to increase opportunities for socialisation • explains how meeting challenges makes you feel good about yourself and builds confidence to try new things • describes their own feelings of satisfaction and self-worth associated with involvement in physical activity • values regular physical activity as part of their lifestyle • seeks a sense of personal accomplishment from participation in physical activities • evaluates how their participation in physical activities can improve health and wellbeing • justifies the broad range of benefits associated with participation in regular physical activity • chooses an appropriate level of challenge to experience success

PHYSICAL LITERACY CONTINUUM

Cluster 5 examples

ASPECT	End of Year 8 Cluster 5	Examples
	Behavioural skills	<p>Proposes short-term and long-term goals that will assist them to maintain regular participation in physical activity in the future</p> <p>Designs plans for improving or maintaining their personal levels of physical activity and fitness</p> <p>Reflects on personal levels of physical activity, sedentary behaviour and fitness</p> <ul style="list-style-type: none"> • reflects on personal strengths and achievements based on self-assessment strategies and teacher feedback • develops goals based upon personal strengths and weaknesses • devises, reviews and applies strategies to monitor own behaviour and achieve goals • participates in physical activity programs based on personal goals • critiques target training heart rate zones for a range of different people and how they apply to health, wellbeing and fitness • explains the training and cross training effect of different activities on fitness and movement skill development • creates, participates in and monitors a personal fitness/ physical activity plan which includes timeframe, goals and a variety of specific activities • participates in a variety of physical activities and evaluates the degree to which they meet their needs and interests • evaluates ability to monitor progress • helps others to make positive decisions as a result of monitoring progress and participation in physical activity • assesses individual and group effectiveness in achieving a goal and makes recommendations for improvement • seeks feedback on how to improve physical activity to enhance wellbeing, health and/or fitness • takes action to support others seeking ways to introduce regular physical activity into their lives • explains and prioritises the components of physical fitness required to participate in a specific physical activity • justifies how physical fitness enhances performance and safety • designs plans to achieve fitness goals in a specific physical activity context • reflects on their current levels of physical activity and propose short-term and long-term goals that will assist them to maintain regular participation in the future • identifies lifelong physical activities that have the potential to meet their present and future needs • measures physical fitness levels and designs strategies to achieve fitness goals in a specific physical activity context • evaluates their own response to physical activity

PHYSICAL LITERACY CONTINUUM

Cluster 5 examples

ASPECT	End of Year 8 Cluster 5	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Assesses and adjusts the physical environment to ensure safety in physical activity for self and others</p>	
	<p>Conflict resolution</p>	<p>Resolves personal conflict in a sensitive manner using appropriate strategies</p> <p>Reflects on conflict situations to devise plans to reduce conflict in the future</p>	<ul style="list-style-type: none"> acts to ensure the safety of self and others in physical activity contexts takes responsibility for individual roles and contributes positively to group goals responds appropriately to the ethical and unethical behaviour of others during physical activity by applying rules and guidelines to ensure safety of others
	<p>Inclusion</p>	<p>Selects and role models strategies that promote inclusion in physical activity</p> <p>Demonstrates actions that support the rights and feelings of others</p>	<ul style="list-style-type: none"> demonstrates a positive attitude to receiving and providing constructive feedback shows concern for the feelings of others identifies causes and effects of conflict assesses the appropriateness of various conflict resolution strategies in a range of situations
	<p>Cooperation and communication</p>	<p>Interacts confidently with others in physical activities</p> <p>Makes individual compromises based on the strengths of self and others to work effectively as a group</p> <p>Supports and encourages the enjoyable involvement of others</p> <p>Responds positively to the needs of others</p>	<ul style="list-style-type: none"> recognises the importance of fairness and inclusion in physical activity recognises and respects the needs, interests, rights and values of others develops trust of group or team members selects and applies strategies that promote responsibility and connectedness in physical activity expresses and acts appropriately on concern for others

ASPECT		End of Year 10 Cluster 6	Examples
<p>MOVEMENT COMPETENCIES</p> <p>Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings.</p>	<p>Combinations</p>	<p>Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space</p> <p>Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts</p>	<ul style="list-style-type: none"> • analyses and evaluates own performance of movement skills according to correct technique using a variety of external feedback methods, e.g. video or peer feedback • detects and correct errors in personal movement performance based on internal feedback and knowledge of performance • provides feedback to others on movement skill performance • recognises more and less effective applications of the movement skill in various contexts • adapts and responds to changes in equipment, rules and space that increase the complexity of a task • experiments with the manipulation of force and speed applied to an object to examine the difference created in movement paths • modifies body position and technique to experiment with skill application and biomechanical principles • experiments with changes in technique and skill execution to achieve success and performance goals, e.g. swinging a ball in cricket, applying spin to a ball in net/wall games • creates new adaptations to skills to make them more effective in different contexts • manipulates variables to perform movement skills in dynamic environments (speed, opposition, space and time, reduce effective play space)

PHYSICAL LITERACY CONTINUUM

Cluster 6 examples

ASPECT	End of Year 10 Cluster 6	Examples
<p>TACTICAL MOVEMENT</p> <p>Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration of critical and creative thinking through movement.</p>	<p>Thinking while moving</p>	<p>Transfers and adapts tactics according to purpose to participate successfully across a range of physical activities</p> <p>Evaluates tactics according to purpose to participate successfully across a range of physical activities</p>
	<p>Knowledge of physical activity contexts</p>	<p>Assesses the relationship between rules and tactics to create plans for achieving success in physical activities</p> <p>Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities</p>
		<ul style="list-style-type: none"> • helps others to make effective decisions about moving in ways that demonstrate understanding of the rules of the activity • transfers tactical understanding and skills to other physical activities and contexts, e.g. effective use of space • alters tactics in response to changes in play space, rules and participant numbers • switches play where appropriate to create attacking opportunities or changes the direction of play to exploit space • changes rhythm and space orientation to fake a movement and create uncertainty in opponent • moves in one direction and releases an object in another • exploits a screen or block in attack • lures opponent to one zone and concludes in another • positions themselves in support so that the attacker can split the defence, e.g. pass the ball between two defenders • positions themselves in defence to reduce the angle for opponents • pressures the attacker forcing them to control the ball with their non-dominant side • demonstrates the ability to improvise and apply creative solutions alone and with others in response to unpredictable movement situations • demonstrates an understanding of the role of support players and uses them effectively to create advantage
		<ul style="list-style-type: none"> • evaluates the effect different rules and tactics have in any physical activity • suggests modifications to rules to make activities more challenging • demonstrates an awareness and understanding of how and why people move • reflects on and refines the skills, tactics and positional play of self and others • evaluates the effectiveness of skills, tactics and plans to improve performance • develops new tactical solutions in response to questioning and feedback • designs tactics and plans to improve performance • evaluates their ability to make skilled and active decisions in physical activities

ASPECT	End of Year 10 Cluster 6	Examples
<p>MOTIVATION AND BEHAVIOURAL SKILLS</p> <p>Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.</p>	<p>Persistence and independence</p> <p>Modifies the physical and social environment to increase opportunities for physical activity for self and others</p> <p>Applies problem solving skills to plan for increased physical activity in the home, school and community</p> <p>Seeks to engage in physical activities that are personally challenging regardless of previous experience or success</p> <p>Applies strategies to motivate self and others to continue to participate and improve performance in physical activities</p> <p>Critiques their effectiveness to work independently and apply initiative to achieve goals and outcomes in variety of contexts</p>	<ul style="list-style-type: none"> demonstrates an understanding of the sociocultural circumstances that affect personal and community access to physical activity selects and performs a variety of roles as they organise, manage and participate in physical activities reflects on the difference between the perceived and actual environment and how they might influence physical activity describes how they contribute to physical activity opportunities in their homes, classrooms and local communities, and how others can assist them examines the roles they can play to support enjoyable and successful participation in physical activity in their home, school and community proposes and implements opportunities to increase their physical activity levels at school and at home develops physical activity contingency plans evaluates, rethinks and refines plans and approaches to take account of unexpected or difficult situations predicts the outcomes of personal and physical challenges by drawing on previous problem solving and decision making strategies and feedback from peers and teachers participates in challenging physical activities to develop life skills such as leadership, teamwork, creativity, goal-setting and problem-solving seeks personally challenging experiences in physical activity opportunities uses positive self-talk and encouragement to motivate self and others recognises how individual personalities and team work contribute to achieving success in physical activities describes how the strengths of others contribute to successful outcomes adapts personal plans, and revisits tasks with renewed confidence to achieve future success makes a realistic assessment of their abilities and achievements, and prioritises areas for improvement reflects on their performance and the performance of others and recognises ways they can perform more successfully demonstrates the personal attributes and skills required to perform successfully in a range of physical activity roles establishes personal priorities and manages resources effectively demonstrates initiative to achieve personal goals and learning outcomes reflects on feedback to analyse characteristics and skills that contribute to their ability to work independently to achieve goals and outcomes

PHYSICAL LITERACY CONTINUUM

Cluster 6 examples

ASPECT	End of Year 10 Cluster 6	Examples	
	Values and attitudes	<p>Advocates for and positively influences the physical activity experiences of others</p> <p>Recognises their responsibility as a role model beyond participation in physical activity</p>	<ul style="list-style-type: none"> communicates key messages about being active to others assists other to move and actively participate in ways that improve their health and skills adopts a variety of roles such as leader, mentor, official, coach and team member, to support and encourage the enjoyable involvement of others recognises how their values and attitudes towards physical activity can be adopted in other aspects of life evaluates the contribution they can make as an individual to leadership and enjoyable participation for self and others
	Behavioural skills	<p>Applies self-monitoring strategies to contexts outside of physical activity, e.g. goal setting</p> <p>Evaluates and modifies personalised plans for improving or maintaining their own and others' physical activity and fitness levels</p>	<ul style="list-style-type: none"> selects, uses and analyses strategies that assist in regulating behaviour and achieving personal goals across contexts displays management and planning skills to achieve personal and group goals. critically analyses self-discipline strategies and personal goals and considers their application in physical activity and broader social contexts evaluates the potential of various activities as a lifelong physical activity

PHYSICAL LITERACY CONTINUUM

Cluster 6 examples

ASPECT	End of Year 10 Cluster 6	Examples	
<p>PERSONAL AND SOCIAL ATTRIBUTES</p> <p>Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and respectful participation in physical activity and other contexts.</p>	<p>Safety</p>	<p>Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating</p>	<ul style="list-style-type: none"> initiates or helps to organise and implement safe physical activities for self and others adjusts environment to characteristics of the performance to ensure safe play contributes to the development and maintenance of rules for safe participation beyond involvement in physical activity
	<p>Conflict resolution</p>	<p>Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict</p> <p>Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation</p>	<ul style="list-style-type: none"> reflects on the steps taken to resolve conflict and how these might be improved if the situation arises again demonstrates the ability to form relationships that are inclusive, caring and satisfying practises different strategies to diffuse or resolve conflict situations across contexts evaluates the consequences of actions in familiar and hypothetical contexts takes a leadership role in managing the behaviour and conflict of others
	<p>Inclusion</p>	<p>Encourages and positively influences others to demonstrate respect and inclusive behaviours</p> <p>Advocates for the inclusion of others</p>	<ul style="list-style-type: none"> role models respectful behaviour within and outside of physical activity settings demonstrates the ability to positively influence the physical activity experiences of others including their peers and family members helps others to understand why showing respect is important recognises unfairness and exclusion in physical activity and proposes strategies for addressing it appropriately
	<p>Cooperation and communication</p>	<p>Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring</p>	<ul style="list-style-type: none"> adopts a variety of roles such as leader, mentor, official, coach and team member, to support and encourage the enjoyable involvement of others