

***Physical Continuum K-6***

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| MOVEMENT COMPETENCIESInvolves developing proﬁciency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings. |
| Image result for physical activity*Stability Skills* |
| Cluster 1 (end of K)    | * Holds stable body position for 5 seconds, e.g. static balance
* Demonstrates stable head and trunk position while stationary
* Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance
 |
| Cluster 2 (end of Year 2) | * Balances on a stationary unstable object, e.g. fit ball
* Demonstrates stable head and trunk position while moving, e.g. leap
* Demonstrates correct head and trunk position and coordination of arms and legs to remain stable
* Demonstrates proficiency in stability skills when practised in isolation
 |
| Cluster 3 (end of Year 4) | * Balances on an object while moving for at least 5 seconds, e.g. balance beam or bicycle
* Performs stability skills with control and precision in a range of contexts,
* e.g. using different levels, directions and pathways depending on the context
 |
| Cluster 4 (end of Year 6) | * Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* 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)
* Applies movement skills to perform sequences in dynamic physical activity contexts
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| *Object control skills* |
| Cluster 1 (end of K)    | * Keeps eyes focused to track an object when receiving Propels an object with force towards a target area
* Demonstrates ready position for skills, e.g. standing side on to target area when ready for two hand strike
* Demonstrates introductory components of object control skills, e.g. hands move to meet the object when catching
 |
| Cluster 2 (end of Year 2) | * Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking
* Uses correct body position and follow through when propelling and receiving objects, e.g. kicking leg follows through high towards target area
* Demonstrates proficiency in object control skills when practised in isolation
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| Cluster 3 (end of Year 4) | * 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
 |
| Cluster 4 (end of Year 6) | * Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* 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)
* Applies movement skills to perform sequences in dynamic physical activity contexts
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| *Stability Skills* | CLUSTER1 | CLUSTER2 | CLUSTER3 | CLUSTER4 | *Object control skills* | CLUSTER1 | CLUSTER2 | CLUSTER3 | CLUSTER4 |
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| MOVEMENT COMPETENCIESInvolves developing proﬁciency in object control, stability and locomotor skills to sequence movement in a wide variety of physical activity settings. |
| *Locomotor Skills* |
| Cluster 1 (end of K)    | * Moves rhythmically from one point to another, e.g. skipping
* Demonstrates introductory components of locomotor movement skills, e.g.
* high knee lift when running
 |
| Cluster 2 (end of Year 2) | * Demonstrates correct coordination of arms and legs to propel the body, e.g. arms drive forward and back in opposition to legs when running
* Uses correct landing position, e.g. landing on balls of feet with knees bent to absorb force
* Demonstrates proficiency in locomotor movement skills when practised in isolation
 |
| Cluster 3 (end of Year 4) | * 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
* Manipulates the direction and speed of an object while moving, e.g. bike riding, skiing
* Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating
 |
| Cluster 4 (end of Year 6) | * Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* 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)
* Applies movement skills to perform sequences in dynamic physical activity contexts
 |
| *Combinations* |
| Cluster 1 (end of K)    | * Students will demonstrate stability, object control and locomotor skills in isolation before connecting these skills in movement sequences.
 |
| Cluster 2 (end of Year 2) |
| Cluster 3 (end of Year 4) | * 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)
 |
| Cluster 4 (end of Year 6) | * Refines stability, locomotor and object control skills in controlled physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)
* 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)
* Applies movement skills to perform sequences in dynamic physical activity contexts
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| *Locomotor Skills* | CLUSTER1 | CLUSTER2 | CLUSTER3 | CLUSTER4 | *Combinations* | CLUSTER1 | CLUSTER2 | CLUSTER3 | CLUSTER4 |
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| TACTICAL MOVEMENTIncludes 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. |
| *Thinking in action* |
| Cluster 1 (end of K)    | * Participates within the rules of physical activities
 |
| Cluster 2 (end of Year 2) | * 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
 |
| Cluster 3 (end of Year 4) | * Applies a specific tactic to achieve success in a single physical activity, e.g. shows an understanding of when, where and how to move
* Implements a tactic based on individual strengths within a physical activity
 |
| Cluster 4 (end of Year 6) | * 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
* Implements tactics which account for the strengths of self and others within a physical activity
 |
| *Knowledge of physical activity contexts* |
| Cluster 1 (end of K)   | * Identifies rules and tactics within a physical activity
 |
| Cluster 2 (end of Year 2) | * Identifies the underlying reasons for rules within a physical activity
* Identifies appropriate tactics within a physical activity to influence achievement or success
 |
| Cluster 3 (end of Year 4) | * Describes the intent of tactics used in different physical activities
* Identifies how to modify tactics within the rules to influence achievement or success within a physical activity
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| Cluster 4 (end of Year 6) | * Recognises similarities and differences between tactics used to achieve specific purposes in physical activities
* Creates a plan to succeed in physical activity which takes account of individual strengths
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| *Thinking in action* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** | *Knowledge of physical activity contexts* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** |
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| MOTIVATION AND BEHAVIOURAL SKILLSIncludes 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. |
| *Persistence and independence* |
| Cluster 1 (end of K)   | * Participates in a range of new and unfamiliar physical activities with encouragement and assistance
* Demonstrates willingness to try new physical activities
 |
| Cluster 2 (end of Year 2) | * Identifies factors that support their personal participation in physical activity, e.g. family encouragement, equipment available at home or in school breaks
* Identifies when assistance is required and who can provide assistance to support participation in physical activity
* Demonstrates motivation to try new physical activities
* Persists in a range of physical activities regardless of success
* Works independently on familiar skills and physical activities
 |
| Cluster 3 (end of Year 4) | * Identifies controllable and uncontrollable factors that promote participation in physical activity
* Reflects on how their efforts affect skills and achievements in physical activity
* Works independently on new skills and physical activities
 |
| Cluster 4 (end of Year 6) | * Compares the opportunities for physical activity in different physical and social environments
* Identifies resources, facilities and technology available to support participation in physical activity
* Persists with challenging physical activities and understands how success through persistence can have positive outcomes
* Takes initiative to work independently in a range of physical activities
 |
| *Values and attitudes* |
| Cluster 1 (end of K)  | * Participates in physical activities that they enjoy
 |
| Cluster 2 (end of Year 2) | * Recognises that participation in physical activity is important for health and wellbeing
 |
| Cluster 3 (end of Year 4) | * Recognises that participation in different types of physical activity can have different effects on health and wellbeing
* Participates in physical activity with confidence
 |
| Cluster 4 (end of Year 6) | * Recognises that participation in physical activities can improve performance in various contexts
* Participates in physical activity with confidence and purpose
 |
| *Behavioural skills* |
| Cluster 1 (end of K)    | * Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy
* Recognises the difference between being physically active and being sedentary
* Recognises that physical activity can take place in a range of different environments
* Identifies and understands the immediate effects of physical activity on the body, e.g. heart racing, breathing quickly, feeling hot
 |
| Cluster 2 (end of Year 2) | * Monitors personal progress by recording physical activity and sedentary behaviour when reminded or prompted
* Defines fitness and regular physical activity
 |
| Cluster 3 (end of Year 4) | * Monitors personal progress by recording physical activity and sedentary behaviour across a time period with assistance, e.g. using a log, diary, apps, pedometer
* Recognises that the body responds differently when participating in physical activity of different intensities
* Describes the different components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance
 |
| Cluster 4 (end of Year 6) | * Generates personal goals based on their understanding of fitness and physical activity
* Describes the effects of physical activity and sedentary behaviour on fitness and/or health and wellbeing
* Identifies how different physical activities can be used to develop different components of fitness
* Assesses personal fitness levels
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| *Persistence and independence* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** | *Values and attitudes* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** |
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| MOTIVATION AND BEHAVIOURAL SKILLSIncludes 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. |
| *Behavioural skills* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** |
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| PERSONAL AND SOCIAL ATTRIBUTESIncludes 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. |
| *Safety* |
| Cluster 1 (end of K)   | * Recalls rules related to procedures and safety in physical activities
* Follows instructions about safe practices with prompting, e.g. controls equipment
 |
| Cluster 2 (end of Year 2) | * Follows instructions, rules and safety procedures in physical activities
* Uses equipment appropriately and safely in physical activities
 |
| Cluster 3 (end of Year 4) | * Modifies actions to ensure safety in physical activity without prompting
* Understands how equipment and the environment can influence safety in physical activity
 |
| Cluster 4 (end of Year 6) | * Consciously participates within the rules and etiquette of different physical activities
* Applies or modifies rules to ensure their own and others’ safety
* Creates solutions to promote a safe environment
 |
| *Conflict resolution* |
| Cluster 1 (end of K)   | * Actively seeks assistance to negotiate unresolved conflict in physical activity
 |
| Cluster 2 (end of Year 2) | * Shows awareness of strategies to negotiate conflict situations as they arise in physical activity
 |
| Cluster 3 (end of Year 4) | * Applies strategies for negotiating conflict
 |
| Cluster 4 (end of Year 6) | * Uses appropriate strategies to negotiate conflict independently for positive outcomes
* Recognises that reflecting on and learning from conflict situations is an important part of the resolution process
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| *Safety* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** | *Conflict resolution* | **C****L****U****S****T****E****R****1** | **C****L****U****S****T****E****R****2** | **C****L****U****S****T****E****R****3** | **C****L****U****S****T****E****R****4** |
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| PERSONAL AND SOCIAL ATTRIBUTESIncludes 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. |
| *Inclusion* |
| Cluster 1 (end of K)    | * Demonstrates consideration and cooperative behaviour towards others when prompted during physical activity
 |
| Cluster 2 (end of Year 2) | * Demonstrates cooperative behaviour towards others during physical activity
 |
| Cluster 3 (end of Year 4) | * Demonstrates respect for self, others, rules and equipment and the environment during physical activity
 |
| Cluster 4 (end of Year 6) | * Takes initiative to encourage respect for others in physical activity
 |
| *Cooperation and Communication* |
| Cluster 1 (end of K)    | * Communicates ideas when working with others during physical activity
* Demonstrates willingness to work with a partner during physical activity
 |
| Cluster 2 (end of Year 2) | * Listens to others and communicates appropriately in a variety of physical activities
* Demonstrates willingness and capacity to work with a variety of partners
 |
| Cluster 3 (end of Year 4) | * Offers positive suggestions to facilitate physical activity to be inclusive of others
* Cooperates when working in a group
* Identifies situations where it is appropriate to adopt a role (e.g. leader or follower) in physical activity contexts
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| Cluster 4 (end of Year 6) | * Actively involves others in physical activity
* Participates and takes responsibility for own actions in a group
* Adopts roles where appropriate in physical activity, e.g. leader
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