

***Physical Continuum K-6***

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| MOVEMENT COMPETENCIES  Involves 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 |
| *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 |
| 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* | 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 | *Object control 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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| MOVEMENT COMPETENCIES  Involves 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* | 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 | *Combinations* | 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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| TACTICAL MOVEMENT  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. | |
| *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 |
| 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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| TACTICAL MOVEMENT  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. | | | | | | | | | |
| *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 SKILLS  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. | |
| *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 SKILLS  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. | | | | |
| *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 ATTRIBUTES  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. | |
| *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 ATTRIBUTES  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. | |
| *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 |
| 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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| PERSONAL AND SOCIAL ATTRIBUTES  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. | | | | | | | | | |
| *Inclusion* | **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** | *Cooperation and Communication* | **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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