

Year 5 Health and Physical Education

Achievement Standard

Students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.

Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- **Personal, Social and Community Health:**
Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities
- **Movement and Physical Activity:**
Moving our body; Understanding movement; Learning through movement.

Delivery (mode, time requirements, lessons)

With support from Home Tutors, students are expected to undertake independent study to complete lessons, tasks and assessments in accordance with the Work Rate Calendar. Course materials are accessed online via our Learning Management System.

Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone and stationery.

Units, Learning Experiences and Summative Assessment		
Semester 1		What makes me, me? Students explore the changes to our identity that happen as we grow and change; Identify ways to create an inclusive community; Explore cultural games from around the world
	Term 2	Summative Assessment: Describe developmental changes and recognise the influence of emotions and behaviour; Examine the changing nature of cultural identities and discuss factors that influence how people interact; Demonstrate ethical behaviours and fair play that aligns with rules when participating in physical activities <ul style="list-style-type: none">• Part A - My Identity Wheel• Part B - Examine cultural identity and create an inclusive community• Part C - Develop own game

Disclaimer All of the above information is accurate at the time of development.