

## Year 3 Health and Physical Education

### Achievement Standard

By the end of Year 3, students recognise strategies for managing change. They identify influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, wellbeing, safety and physical activity.

Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement.

### 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, stationery, resource list and SRS list.

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Units, Learning Experiences and Summative Assessment		
Semester 1	Term 2	<p><b>Take care, be kind</b> Students:</p> <ul style="list-style-type: none"> <li>• Explore actions that affect their social and emotional health</li> <li>• Explore the importance of respect, empathy and conflict resolution to maintain healthy relationships how to make decisions in risky situations</li> <li>• Develop the fundamental movement skills of running, jumping and throwing</li> <li>• Apply these skills in simple games and group challenges by refining movement concepts and strategies</li> <li>• Explore the benefits of physical activity to health and wellbeing.</li> </ul>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment 1: Health ‘Take Care, Be Kind</b> <ul style="list-style-type: none"> <li>○ To investigate how emotional responses vary and understand how to interact positively with others in different situations</li> <li>○ To use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe.</li> </ul> </li> <li>• <b>Assessment 2: Movement ‘Physical Assessment’</b> <ul style="list-style-type: none"> <li>○ To refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges</li> <li>○ To understand the benefits being healthy and physically active.</li> </ul> </li> </ul>
Semester 2	Term 4	<p><b>Keep Moving</b> Students explore the benefits of physical activity on physical, emotional and social health. They investigate how exercise affects body systems and the social and cultural benefits of participation in sport.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment 1: Keep Moving</b> <ul style="list-style-type: none"> <li>○ To use decision-making skills to select and demonstrate strategies that help them stay healthy and active</li> <li>○ To understand the benefits of being fit and physically active</li> </ul> </li> </ul>

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