

## Year 4 Health and Physical Education

### Achievement Standard

By the end of Year 4, 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.

## Year 4 Health and Physical Education

Units, Learning Experiences and Summative Assessment	
<b>Semester 1</b>	<p style="text-align: center;"><b>Term 2</b></p> <p><b>Making Healthy Choices</b>  <b>Health:</b>            The purpose of this unit is to recognise how strengths and achievements contribute to our identity and how emotional responses impact on our feelings.  <b>Physical Education:</b>            The purpose of this unit is to throw, control and catch balls in a variety of situations and test ways to solve movement challenges.</p> <p>Students will:</p> <ul style="list-style-type: none"> <li>• Recognise strategies for managing health</li> <li>• Interpret the Australian guide to health eating to plan a healthy breakfast</li> <li>• Interpret health messages and discuss influences on healthy choices</li> <li>• Use decision-making skills to select strategies to stay healthy</li> <li>• Refine fundamental movement skills for throwing, catching and balancing</li> <li>• Apply movement concepts to solve movement challenges</li> </ul>
	<p><b>Summative Assessment:</b>  <b>Health:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment task: Making Healthy Choices</b> <ul style="list-style-type: none"> <li>○ Part A: Plan a breakfast using the Australian Guide to Healthy Eating</li> <li>○ Part B: Health messages in the advertisement for Super Sporty Bar</li> </ul> </li> </ul> <p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment task: Let Me Entertain You</b>            Refine fundamental movement skills of throwing, catching and balancing and apply movement concepts to solve movement challenge.s</li> </ul>

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