



Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 1 Movement Competencies

	GOVERNMENT	1 Public Scriools	Class Name:	Class Year:	Class Stage:	Current Unit:	Date:
ASPECT		End of Kindergarten Cluster 1	End of Year 2 Cluster 2	End of Year 4 Cluster 3	End of Year 6 Cluster 4	End of Year 8 Cluster 5	End of Year 10 Cluster 6
MOVEMENT COMPETENCIES Involves developing proficiency in object control, stability and locomotor skills to sequence movement in a wide variety of	Stability skills	Holds stable body position for 5 seconds, e.g. static balance Demonstrates stable head and frunk position while stationary Demonstrates introductory components of stability skills, e.g. non-support leg bent and not touching support leg when performing static balance	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	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			
physical activity settings.	Object control skills	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 eatching	receiving objects, e.g. kicking leg follows through high towards target area	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	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	Refines stability, locornotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome)	Applies and refines movement skills in a range of increasingly complex dynamic physical activity contexts, e.g. at different speeds or within reduced play space
	Locomotor skills	Moves rhythmically from one point to another, e.g. skipping Demonstrates introductory components of locomotor movement skills, e.g. high knee lift when running	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.	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. bits raiding, skilling Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating moving on an object, e.g. bending knees to produce force when skating	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	appropriate skill in dynamic physical activity contexts Tagging a picture skill and appropriate skill appropriate skill and appropriate skill and appropriate skill and appropr	Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts
	Combinations	Students will demonstrate stability, object control and locomotor to	skills in isolation before connecting these skills in movement sequences.	Connects a variety of stability, object control and locomotor skills to perform quality movement sequences in a range of controlled or controlled controlled on the controlled of controlled or contro			

Student Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)





Aspect 2 Tactical Movement: Thinking in Action

Class Name: Class Year: Class Stage: Current Unit: Date: End of Kindergarten Cluster 1 End of Year 10 Cluster 6 End of Year 2 Cluster 2 End of Year 4 Cluster 3 End of Year 6 Cluster 4 End of Year 8 Cluster 5 ASPECT TACTICAL MOVEMENT Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration Applies multiple tactics within a physical activity, e.g. shows they have a Transfers and adapts tactics according to purpose to participate Applies a specific tactic to achieve success in a single physical activity, Applies multiple tactics appropriately to achieve success within a range of Applies different movement skills and concepts to achieve success within Thinking in number of options in a situation to change the way they move successfully across a range of physical activities e.g. shows an understanding of when, where and how to move Participates within the rules of physical activities the rules of a physical activity, e.g. uses dodge to avoid others and move Evaluates tactics according to purpose to participate successfully across a range of physical activities Implements tactics which account for the strengths of self and others within Implements a tactic based on individual strengths within a physical activity Transfers tactics across physical activities

through movement.						
Student Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)





Aspect 2 Tactical Movement: Knowledge of Physical Activity Contexts

Class Name: Class Year: **Class Stage: Current Unit:** Date: End of Kindergarten Cluster 1 End of Year 10 Cluster 6 End of Year 2 Cluster 2 End of Year 4 Cluster 3 End of Year 6 Cluster 4 End of Year 8 Cluster 5 ASPECT TACTICAL MOVEMENT Recognises similarities and differences between tactics used to achieve Assesses the relationship between rules and tactics to create plans for Includes understanding of physical activity contexts, rules and tactics. This understanding is used to plan for tactical movement and demonstration Compares tactics and how they can be used across multiple physical specific purposes in physical activities Identifies the underlying reasons for rules within a physical activity Describes the intent of tactics used in different physical activities achieving success in physical activities Identifies rules and tactics within a physical activity Creates a plan to succeed in physical activity which takes account of Identifies appropriate tactics within a physical activity to influence Identifies how to modify tactics within the rules to influence achievement or Reflects on and creates new plans that take account of a number of Creates a plan to succeed in physical activity which takes account of the variables (e.g. own team's and opposition's strengths, the effectiveness success within a physical activity abilities of self and others of previous plans) to succeed in a range of physical activities

through movement.						or previous pians) to succeed in a range or physical activities
Student Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)

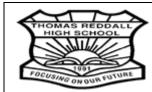




Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 3 Motivation & Behaviour Skills: Persistence & Independence

Date: **Class Name: Class Stage: Current Unit:** Class Year: End of Kindergarten Cluster 1 End of Year 2 Cluster 2 End of Year 4 Cluster 3 End of Year 6 Cluster 4 End of Year 8 End of Year 10 ASPECT Cluster 5 Cluster 6 MOTIVATION AND BEHAVIOURAL SKILLS Modifies the physical and social environment to increa opportunities for physical activity for self and others Identifies ways that physical and social environments can be modified to promote physical activity Compares the opportunities for physical activity in different physical and social environments Includes persistence, initiative and working independently in physical activity settings with a Creates plans to assist in the completion of challenging activities Participates in a range of new and unfamiliar physical activities with encouragement and assistance Identifies resources, facilities and technology available to support participation in physical activity Seeks to engage in physical activities that are personally challenging Reflects on how their efforts affect skills and achievements in physical Demonstrates motivation, confidence and commitment when faced with

physical activity settings with a focus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.	ndence Demonstrates willingness to try new physical activities	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	Reflects on how their efforts affect skills and achievements in physical activity Works independently on new skills and physical activities	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	Demonstrates motivation, confidence and commitment when faced with challenging and/or unfamiliar movements and physical activities Responds appropriately to success and challenges in physical activities Assesses their ability to work independently in physical activities	regardless of previous experience or success Applies strategies to motivate self and others to continue to participate and improve performance in physical activities Critiques their effectiveness to work independently and apply initiative to achieve goals and outcomes in variety of contexts
Student Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)



ASPECT

MOTIVATION AND BEHAVIOURAL SKILLS



End of Kindergarten Cluster 1

Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 3 Motivation & Behaviour Skills: Values & Attitudes

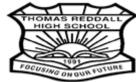
End of Year 6 Cluster 4 End of Year 8 Cluster 5 End of Year 10 Cluster 6

Class Name: Class Year: Class Stage: Current Unit: Date:

End of Year 4 Cluster 3

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.	Values and attitudes	Participates in physical activities that they enjoy	Recognises that participation in physical activity is important for health and wellbeing	Recognises that participation in different types of physical activity can have different effects on health and wellbeing Participates in physical activity with confidence	Recognises that participation in physical activities can improve performance in various contexts Participates in physical activity with confidence and purpose	and fitness levels Recognises the benefits of participating in a range of physical activities not just ones that they enjoy	or omers Recognises their responsibility as a role model beyond participation in physical activity
Student Name		Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)
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End of Year 2 Cluster 2

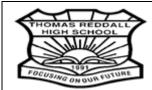




Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 3 Motivation & Behaviour Skills: Behavioural Skills

Class Name: Class Stage: Class Year: **Current Unit:** Date: End of Kindergarten Cluster 1 End of Year 2 Cluster 2 End of Year 4 End of Year 6 End of Year 8 End of Year 10 ASPECT Cluster 3 Cluster 4 Cluster 5 Cluster 6 MOTIVATION AND BEHAVIOURAL SKILLS Reflects on how they feel after physical activity with guidance, e.g. energised, refreshed, happy Generates personal goals based on their understanding of fitness and physical activity Monitors personal progress by recording physical activity and sedentary behaviour across a time period with assistance, e.g. using a log, diary, apps, pedometer Proposes short-term and long-term goals that will assist them to maintain regular participation in physical activity in the future Includes persistence, initiative and working independently in physical activity settings with a focus on the values, attitudes Recognises the difference between being physically active and being sedentary Monitors personal progress by recording physical activity and sedentary behaviour when reminded or prompted Describes the effects of physical activity and sedentary behaviour on fitness and/or health and wellbeing e.g. goal setting Designs plans for improving or maintaining their personal levels of physical activity and fitness Recognises that physical activity can take place in a range of different environments Evaluates and modifies personalised plans for improving or maintaining their own and others' physical activity and fitness levels Defines fitness and regular physical activity Identifies how different physical activities can be used to develop different

rocus on the values, attitudes and behavioural skills to plan for and participate in life long physical activity.	environments Identifies and understands the immediate effects of physical activity on the body, e.g. heart racing, breathing quickly, feeling hot	ментев писва в м годив: ргузова вогтлу	Describes the different components of fitness, e.g. balance, cardio respiratory fitness, muscular strength and endurance	components of fitness Assesses personal fitness levels	Reflects on personal levels of physical activity, sedentary behaviour and fitness	their own and others' physical activity and filness levels
Student Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)



ASPECT

PERSONAL AND SOCIAL



End of Kindergarten Cluster 1

Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 4 Personal and Social Attributes: Safety

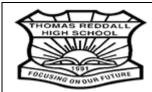
End of Year 6 Cluster 4 End of Year 8 Cluster 5 End of Year 10 Cluster 6

Class Name: Class Year: Class Stage: Current Unit: Date:

End of Year 4 Cluster 3

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	Recalls rules related to procedures and safety in physical activities Follows instructions about safe practices with prompting, e.g. controls equipment	Follows instructions, rules and safety procedures in physical activities Uses equipment appropriately and safety in physical activities	Modifies actions to ensure safety in physical activity without prompting Understands how equipment and the environment can influence safety in physical activity	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	Assesses and adjusts the physical environment to ensure safety in physical activity for self and others	Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officialing
Student Name		Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)

End of Year 2 Cluster 2





Aspect 4 Personal and Social Attributes: Conflict Resolution

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ASPECT		End of Kindergarten Cluster 1		End of Year 4 Cluster 3		End of Year 8 Cluster 5	End of Year 10 Cluster 6
PERSONAL AND SOCIAL ATTRIBUTES Includes safety, cooperation, communication and conflict esolution within physical activity settings with a focus on inclusion of others and espectful participation in physical activity and other.	Conflict resolution	Actively seeks assistance to negotiate unresolved conflict in physical activity	Shows awareness of strategies to negotiate conflict situations as they arise in physical activity	Applies strategies for negotiating conflict	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	Resolves personal conflict in a sensitive manner using appropriate strategies Reflects on conflict situations to devise plans to reduce conflict in the future	Evaluates actions taken to resolve conflict situations and modifies future strategies to reduce conflict Applies and evaluates strategies to prevent and resolve the conflicts of others, e.g. using active listening, mediation and negotiation

espectful participation in hysical activity and other ontexts.						
dent Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)





Aspect 4 Personal and Social Attributes: Inclusion

Class Year: Date: **Class Name: Class Stage: Current Unit:** End of Kindergarten Cluster 1 End of Year 10 Cluster 6 End of Year 2 Cluster 2 End of Year 4 Cluster 3 End of Year 6 Cluster 4 End of Year 8 Cluster 5 ASPECT PERSONAL AND SOCIAL ATTRIBUTES Includes safety, cooperation, communication and conflict resolution within physical activity settings with a focus on inclusion of others and Selects and role models strategies that promote inclusion in physical Encourages and positively influences others to demonstrate respect Demonstrates consideration and cooperative behaviour towards others Demonstrates cooperative behaviour towards others during physical Demonstrates respect for self, others, rules and equipment and the and inclusive behaviours Inclusion Takes initiative to encourage respect for others in physical activity when prompted during physical activity environment during physical activity Demonstrates actions that support the rights and feelings of others Advocates for the inclusion of others

espectful participation in hysical activity and other ontexts.		/		/		
udent Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)





Aspect 4 Personal and Social Attributes: Cooperation & Communication

Current Unit:

Date:

Class Name: Class Stage: End of Kindergarten Cluster 1 End of Year 2 Cluster 2 End of Year 10 Cluster 6 End of Year 4 Cluster 3 End of Year 6 Cluster 4 End of Year 8 Cluster 5 ASPECT PERSONAL AND SOCIAL ATTRIBUTES Interacts confidently with others in physical activities Offers positive suggestions to facilitate physical activity to be inclusive Actively involves others in physical activity Makes individual compromises based on the strengths of self and others Listens to others and communicates appropriately in a variety of physical Includes safety, cooperation, communication and conflict Communicates ideas when working with others during physical activity Adopts a leadership role that positively influences physical activity to work effectively as a group Cooperates when working in a group Participates and takes responsibility for own actions in a group resolution within physical behaviours, e.g. volunteering, coaching and mentoring Demonstrates willingness to work with a partner during physical activity activity settings with a focus on inclusion of others and respectful participation in Demonstrates willingness and capacity to work with a variety of partners Supports and encourages the enjoyable involvement of others Identifies situations where it is appropriate to adopt a role (e.g. leader Adopts roles where appropriate in physical activity, e.g. leader or follower) in physical activity contexts Responds positively to the needs of others

Class Year:

physical activity and other contexts.	Cluster 4 (V)	Chroton 2 (Vr. 2)	Cluster 2 (Vr. 4)	Cluster 4 (Vr.C)	Cluster F (Vr. 0)	Cluster C (Vr. 49)
udent Name	Cluster 1 (K)	Cluster 2 (Yr 2)	Cluster 3 (Yr 4)	Cluster 4 (Yr 6)	Cluster 5 (Yr 8)	Cluster 6 (Yr 10)