

PE Term 4 Overview

PREP

Students will be taking part in a dance unit where they will learn specific movements and then combine them to create a sequence. They will be looking at difference levels, from low on the ground to reaching up high to create different shapes. Moving past dance the preps will then participate in an indigenous games unit learning interesting facts about the indigenous people and traditional games they once played and some they still play today.

Year One and Year Two

Students will be participating in a skipping unit to start off the term. During this unit students will learn how to correctly perform hold and skipping use skipping ropes. They will also participate in activities where they will learn some more difficult skips, these will include both individual and partner skips. The second half of the term will see them taking part in an indigenous games unit where they will learn about and participate in traditional games.

Year Three and Year Four

Students will be learning the basic skills for tennis, including forehand, backhand and serving as well as transferring that knowledge to play modified games. Cooperative games will be the second unit that these students participate in. These will help students develop teamwork, and communication skills in a fun and active environment.

Year Five and Year Six

Students will be learning the fundamental skills for volleyball; these will include the dig, set and serving. By mid-term students will be implementing those skills into modified games where strategy and teamwork will play a vital role.

PMP Term 4 Overview

Perceptual Motor Program (PMP) is a movement-based program which helps students improve their eye/hand and eye/foot coordination, fitness, balance, locomotion and eye-tracking skills.

Throughout the year students, with their class, will participate in PMP on a Thursday for one 30 minute session. The program's purpose is to develop motor skills and coordination.

In Term 4, we will be focusing on ball skills such as bouncing, throwing, catching, dribbling and rolling. Playing with balls improves motor skills, hand-eye coordination, and timing, which are important parts of the developmental progression. They will also revisit the skills involved in athletics, jumping and balancing. Students will participate in various rotational activities, obstacle courses and games that develop, support, consolidate and extend these skills.

Skills focused on and developed throughout the course of the year:

Gross motor skills - the acquisition of large scale movements e.g: walking, running, jumping, skipping, climbing, moving in and out of positions.

Crossing the midline of the body (laterality). Eyes must also learn to track across the body midline to avoid potential difficulties with reading.

Establishment of a preferred hand. Examples include ball games, building activities, pushing and pulling tasks.

Balance - closely associated with the development of gross motor skills.

Body and space awareness. This usually develops from head to toe and from the centre outwards. Development is encouraged by movement through space such as swinging, moving the body/parts of the body in relation to pieces of equipment, e.g: tyres, hoops, boxes and tunnels. Spatial concepts such as behind, between, backwards, forwards and up/down are also practiced.

Rhythm sequence, memory and listening. Activities such as clapping to rhythms, fast vs slow movements, counting claps, steps, jumps, etc. These skills are relevant to the development of mathematical abilities.

