

# Australian Curriculum: 2025 Health and Physical Education Years 5 to 6



CURRICULUM	YEAR 5				YEAR 6			
	SEMESTER 1		SEMESTER 2		SEMESTER 1		SEMESTER 2	
	Term 1	Term 2	Term 3	Term 4	Term 1	Term 2	Term 3	Term 4
Health Unit	Unit 1: Emotional interactions			Unit 4: Growing up	Unit 3: What am I drinking?			Unit 4:Transitioning
Physical Education Unit	Unit 2: Tchoukball (5)	Unit 2: Physical Fitness (6)	Unit 3: "All codes" football (6)	Unit 4: Over the net (6)	Unit 2: Tchoukball (5)	Unit 2: Physical Fitness (6)	Unit 3: "All codes" football (6)	Unit 4: Over the net (6)

ASSESSMENT			YEAR 5				YEAR 6			
			SEMESTER 1		SEMESTER 2		SEMESTER 1		SEMESTER 2	
Range and balance of summative assessment conventions	Health	Assessment	Emotional interactions			Growing up	What am I drinking?			Transitioning
		Technique	Project			Project	Exam			Exam
		Type of text	Written			Written	Written			Written
		Mode	Short response			Multimodal	Short response			Short response
	PE	Assessment	Unit 2: Tchoukball (5)	Unit 2: Physical Fitness (6)	Unit 3: "All codes" football (6)	Unit 4: Over the net (6)	Unit 2: Tchoukball (5)	Unit 2: Physical Fitness (6)	Unit 3: "All codes" football (6)	Unit 4: Over the net (6)
		Technique	Practical	Practical	Practical	Practical	Practical	Practical	Practical	Practical
		Type of text	Demonstration	Demonstration	Demonstration	Demonstration	Demonstration	Demonstration	Demonstration	Demonstration
		Mode	Physical	Physical	Physical	Physical	Physical	Physical	Physical	Physical
Aspects of the achievement standard										
investigate developmental changes and transitions										
explain the influence of people and places on identities										
recognise the influence of emotions on behaviours and discuss factors that influence how people interact										
describe their own and others' contributions to health, physical activity, safety and wellbeing										
describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing										
examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding										
demonstrate fair play and skills to work collaboratively										
access and interpret health information and apply decision-making and problem- solving skills to enhance their own and others' health, safety and wellbeing										
perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges										
apply the elements of movement when composing and performing movement sequences										

Shaded cells indicate opportunities that summative assessments provide for students to demonstrate evidence against all aspects of the achievement standard

