

  Education Public Schools		Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid Aspect 1 Movement Competencies											
		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 physical activity settings.	Stability skills	Holds stable body position for 5 seconds, e.g. static balance Demonstrates stable head and trunk 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		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 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		Refines stability, locomotor and object control skills in dynamic physical activity contexts to improve the efficiency (process) and effectiveness of movement (outcome) Selects from a range of movement skills and applies the most appropriate skill in dynamic physical activity contexts Transfers similar movement skills and sequences appropriately across physical activity contexts		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 Adapts and improvises movement skills, and combinations of skills, to perform innovative movement across a range of physical activity contexts	
	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 catching		Uses hip then shoulder rotation and transfers body weight to propel an object with force, e.g. throwing or striking Uses correct body position and follow through when propelling and receiving objects, e.g. kicking leg follows through high towards target area Demonstrates proficiency in object control skills when practised in isolation		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							
	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. bike riding, skiing Changes body position to improve the efficiency of propulsion while moving on an object, e.g. bending knees to produce force when skating							
	Combinations	Students will demonstrate stability, object control and locomotor 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 environments, e.g. balance (stability) to a roll (locomotor) to a jump (locomotor)							

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 2 Tactical Movement: Thinking in Action

Date:

End of Year 10
Cluster 6

Evaluates tactics according to purpose to participate successfully across a range of physical activities

Cluster 6 (Yr 10)



Thomas Reddall High School - Physical Literacy Continuum Pilot - Class Cluster Mapping Grid
Aspect 2 Tactical Movement: Knowledge of Physical Activity Contexts

Date:

End of Year 10
Cluster 6

Reflects on and creates new plans that take account of a number of variables (e.g. own team's and opposition's strengths, the effectiveness of previous plans) to succeed in a range of physical activities

Cluster 6 (Yr 10)



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

[illegible]



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

Date:

End of Year 10
Cluster 6

Advocates for and positively influences the physical activity experiences of others

Recognises their responsibility as a role model beyond participation in physical activity

Cluster 6 (Yr 10)



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

Date:

End of Year 10
Cluster 6

Evaluates and modifies personalised plans for improving or maintaining their own and others' physical activity and fitness levels

Cluster 6 (Yr 10)



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

Date:

End of Year 10
Cluster 6

Plans and implements safe physical activity in a variety of environments for the enjoyment of others, e.g. coaching, peer mentoring and officiating

Cluster 6 (Yr 10)

[illegible]



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

Date:

End of Year 10
Cluster 6

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

Cluster 6 (Yr 10)

[illegible]



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

Date:

End of Year 10
Cluster 6

Advocates for the inclusion of others

Cluster 6 (Yr 10)

[illegible]



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

Date:

End of Year 10
Cluster 6

Adopts a leadership role that positively influences physical activity behaviours, e.g. volunteering, coaching and mentoring

Cluster 6 (Yr 10)