

Scope and sequence

Health and physical education

Reception to year 6

v1.0

September 2020



Government
of South Australia

Department for Education

Health and physical education: Scope and sequence reception to year 6

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Context statement

The Health and Physical Education curriculum consists of strands, sub strands, threads, focus areas and the 5 propositions (educative purpose, strength based approach, value movement, health literacy and critical inquiry). These elements are designed to be integrated throughout learning.

The essence of Health and Physical Education is to provide opportunities for students to:

- develop skills, knowledge, and understanding to strengthen their sense of self, and build and manage satisfying, respectful relationships
- build on personal and community strengths and assets to enhance safety and wellbeing
- develop the capacity to learn to critique and challenge assumptions and stereotypes and navigate a range of health-related sources, services and organisations
- acquire movement skills and concepts to enable participation in a range of physical activities confidently, competently and creatively
- practise and refine personal, behavioural, social and cognitive skills in movement settings
- develop a foundation for lifelong physical activity participation
- enhance performance and acquire an understanding of how the body moves
- develop positive attitudes towards physical activity participation.
- develop an appreciation of the significance of physical activity, outdoor recreation and sport in Australian society and globally.

Health and Physical Education provides students with an experiential curriculum that is contemporary, relevant, challenging and physically active.

Achievement standards

Reception	Years 1 to 2	Years 3 to 4	Years 5 to 6
<p>By the end of reception, students:</p> <ul style="list-style-type: none"> • recognise how they are growing and changing • identify and describe the different emotions people experience • identify actions that help them be healthy, safe and physically active • identify different settings where they can be active and demonstrate how to move and play safely • describe how their body responds to movement • use personal and social skills when working with others in a range of activities • demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities • perform fundamental movement skills and solve movement challenges. 	<p>By the end of year 2, students:</p> <ul style="list-style-type: none"> • describe changes that occur as they grow older • recognise how strengths and achievements contribute to identities • identify how emotional responses impact on others' feelings • examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active • identify areas where they can be active and how the body reacts to different physical activities • demonstrate positive ways to interact with others • select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems • demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges • perform movement sequences that incorporate the elements of movement. 	<p>By the end of year 4, students:</p> <ul style="list-style-type: none"> • recognise strategies for managing change • identify influences that strengthen identities • investigate how emotional responses vary and understand how to interact positively with others in a variety of situations • interpret health messages and discuss the influences on healthy and safe choices • understand the benefits of being healthy and physically active • describe the connections they have to their community • identify local resources to support their health, wellbeing, safety and physical activity • apply strategies for working cooperatively and apply rules fairly • use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active • refine fundamental movement skills • apply movement concepts and strategies in a variety of physical activities and solve movement challenges • create and perform movement sequences using fundamental movement skills and the elements of movement. 	<p>By the end of year 6, students:</p> <ul style="list-style-type: none"> • 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 • 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.

The health and physical education curriculum focus areas in reception to year 6 include:

- Alcohol and other Drugs (AD)
- Food and Nutrition (FN)
- Health Benefits of Physical Activity (HBPA)
- Mental Health and wellbeing (MH)
- Relationships and Sexuality (RS)
- Safety (S)
- Challenge and Adventure activities (CA)
- Fundamental Movement Skills (FMS)
- Games and Sports (GS)
- LifeLong Physical Activities (LLPA)
- Rhythmic and Expressive movement activities (RE).

Strand: Personal, social and community health

Sub-strand: Being healthy, safe and active							
Threads	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Identities</p> <p>Knowledge and understanding of oneself at any given moment in our lives. Our individual characteristics, capabilities and identity that forms our place in the world. So we can better understand and accept other individuals and social groups and how these evolve and change over time in different contexts and situations.</p>	<p>Identify their personal strengths, abilities, talents, interests, and achievements and recognise how these have changed overtime:</p> <ul style="list-style-type: none"> • describe how they feel when they are learning a new skill • Identify strategies they can use to be successful when faced with challenges, including when participating in physical activities. <p>Focus area: RS, MH</p>	<p>Describe their own personal strengths and achievements, and those of others and identify how these contribute to personal identities:</p> <ul style="list-style-type: none"> • through stories and physical activity, identify the interests and achievements of others and how they contribute to successful outcomes. • personal interest and achievements. <p>Focus area: RS, MH</p>	<p>Explore the concept of identity and examine what strengths and achievement shapes their personal, family and classroom identity:</p> <ul style="list-style-type: none"> • celebrating who we are • describe strengths in others and recognise strategies they use to help them succeed with challenges • personal achievement • recognising changing identities. <p>Focus area: RS, MH</p>	<p>Explore factors that strengthen self-identity including success, challenge and failure:</p> <ul style="list-style-type: none"> • personal traits; self-worth, belonging, values and beliefs • persisting with new activities, • meeting challenges to build confidence • overcoming adversity to unite a group of diverse people <p>Focus area: RS, MH</p>	<p>Examine influences and explore factors (success, challenge and failure) that strengthen identities.</p> <ul style="list-style-type: none"> • explore factors that support personal achievement and strengthen identity such as, the influence of, friends and family and school • identify strategies to respond positively to challenges, such as; positive self-talk, persistence, optimistic thinking and seeking help <p>Focus area: RS, MH</p>	<p>Examine how identities are influenced by people and places.</p> <ul style="list-style-type: none"> • examine what influences our identity and the choices we make in given situations, such as, family and peers, popular culture and media. • examine ways that personal and cultural identities adapt and change over time such as, adapting to different context, situations and new influences. <p>Focus area: RS, MH</p>	<p>Understand the influences people and places have on identities and how these inform our world views.</p> <ul style="list-style-type: none"> • many factors shape identities, including; personal qualities and strengths, individual personalities and team work • many factors influence our identity, including; groups, teams and communities to which we belong. <p>Focus area: RS, MH</p>
<p>Change and transitions</p> <p>The awareness of physical, social and emotional occurrences at different stages of our lives.</p>	<p>Name parts of the body and recognise how they are growing and changing.</p> <ul style="list-style-type: none"> • how bodies grow and change over time • understand the context when body parts should be kept private. <p>Focus area: MH, RS</p>	<p>Describe physical changes that occur as children grow older and discuss how family, community and cultures acknowledge and celebrate major stages of development:</p> <ul style="list-style-type: none"> • how their physical appearance has changed • tasks and skills they can do now. <p>Focus area: MH, RS</p>	<p>Describe changes in relationships and responsibilities at home and at school as individuals grow older:</p> <ul style="list-style-type: none"> • what relationships they have and how have these changed from when they were younger • describe developmental milestones from birth to present eg timeline of their own life. <p>Focus area: MH, RS</p>	<p>Discuss physical, social and emotional changes overtime and recognise strategies to manage changing relationships:</p> <ul style="list-style-type: none"> • explore how relationships change over time and the impact on how they think and feel about themselves • effective communication • how to cope with challenging issues, changing friendships and 	<p>Recognise strategies that help individuals to manage the impact of physical, social and emotional changes:</p> <ul style="list-style-type: none"> • early help-seeking – people or sources of information to access if they have questions about the changes occurring. <p>Focus area: MH, RS</p>	<p>Investigate developmental changes that occur during puberty and identify resources and strategies to manage developmental change including:</p> <ul style="list-style-type: none"> • physical and emotional changes that occur in males and females • different rates, intensities and responses of individual development • credible information about developmental 	<p>Investigate change and transition and investigate strategies to assist in adapting and changing to new situations including:</p> <ul style="list-style-type: none"> • challenges of new situations • knowledge, understanding and skills to assist adapting to new situations • transitioning • new friendships and planning for and managing new situations.

				how to make new friends. Focus area: MH, RS		changes, support networks and developing resources. Focus area: MH, RS	Focus area: MH, RS
<p>Help Seeking</p> <p>Ways in which an individual manages situations which occur in their lives and those of others. The critical analysis of states of health and the resources that can be used to support informed decision making.</p>	<p>Identify knowledge, skills, understanding and actions to stay safe and healthy:</p> <ul style="list-style-type: none"> recognising safety symbols and actions to be safe in differing contexts; water and fire safety, medicines and poisons safety identifying safe, supportive relationships identify trusted people and safe places practice different ways to ask for help in a range of scenarios. <p>Focus area: MH, S, RS</p>	<p>Examine safety at home and/or school and strategies to use when help is needed including:</p> <ul style="list-style-type: none"> identifying different situations where they may require help, such as; facing a challenging task, problem or situation rehearse responsible strategies to use in challenging situations. <p>Focus area: S, RS, MH</p>	<p>Select strategies to use when needing help at home, at school, and in the community:</p> <ul style="list-style-type: none"> looking for and responding to body clues and warning signs that can help them to know if they are safe or unsafe identify and use trusted networks to ask for help practice strategies to use when faced with a challenging situation. <p>Focus area: S, RS, MH</p>	<p>Identify and discuss safety at home and at school and in the community and identify strategies to help them stay safe and healthy:</p> <ul style="list-style-type: none"> safe vs unsafe personal safety rules and laws responding to a variety of safety situations e.g. using assertive behaviours. <p>Focus area: S, RS, AD, MH</p>	<p>Select and demonstrate strategies to remain safe and healthy in a variety of situations:</p> <ul style="list-style-type: none"> online safety water safety road safety safety in the community. <p>Focus area: S, RS, AD, MH, AP, LLPA</p>	<p>Investigate community resources to support aspects of health, safety and wellbeing. Apply criteria standards to assess the credibility of the sources:</p> <ul style="list-style-type: none"> help seeking strategies managing change safe practices Accessing information (internet-based, community health organisations and services). <p>Focus area: HBPA, AD, MH, FN, RS, S, LLPA</p>	<p>Investigate community resources and strategies that inform health, safety and wellbeing:</p> <ul style="list-style-type: none"> create criteria that can be applied to sources of health safety and wellbeing information to assess their credibility and relevance help others by sharing reliable health services and resources available to them in their community. <p>Focus area: HBPA, AD, MH, FN, RS, S, LLPA</p>
<p>Making healthy and safe choices</p> <p>Understanding the importance of health, safety and wellbeing as lifelong learning. The ability to make healthy and safe choices.</p>		<p>Examine and describe opportunities in daily life to promote health safety and wellbeing, including:</p> <ul style="list-style-type: none"> explore the benefits of good health, focusing on; healthy eating, physical activity choices, personal hygiene explore actions to stay safe in a range of environments such as: water, roads, nature and outdoors. <p>Focus area: S, AD, FN, HBPA, MH</p>	<p>Describe how to keep themselves and others healthy, safe and active in different situations, including:</p> <ul style="list-style-type: none"> what health means food that makes us healthy what physical activity makes us healthy. <p>Focus area: S, AD, FN, HBPA, MH</p>	<p>Identify and practice their own daily routines and strategies that promote health, safety and wellbeing:</p> <ul style="list-style-type: none"> physical activity and sedentary guidelines sleep guidelines healthy eating guidelines safe situations at home and school positive behaviour in the yard and classroom. <p>Focus area: S, AD, FN, MH, HBPA, LLPA</p>	<p>Identify strategies to ensure health, safety and wellbeing at school, home and in the community. Including:</p> <ul style="list-style-type: none"> follow school and community expectations safe storage of dangerous items the Australian guidelines to healthy eating joining community clubs choosing healthy food options. <p>Focus area: S, AD, FN, MH, HBPA, LLPA</p>	<p>Plan and practice strategies to help maintain individual health and wellbeing and contribute to the health, physical activity, safety and wellbeing of others:</p> <ul style="list-style-type: none"> developing healthy habits preventative health mental health and wellbeing analyse healthy food and/or physical activity behaviours promote safety in different situations eg water and traffic. <p>Focus area: AD, S, FN, HBPA, MH, LLPA</p>	<p>Plan and practise strategies to promote and maintain health and wellbeing. For example:</p> <ul style="list-style-type: none"> meeting dietary guideline recommendations – comparing labels, products and nutritional values create a healthy lifestyle plan role play strategies to be safe improving sleep quality increasing physical activities levels. <p>Focus area: AD, S, FN, HBPA, MH, LLPA</p>
Sub-strand: Communicating and interacting for health and wellbeing							
<p>Interacting with others</p> <p>Development of interpersonal skills to manage respectful relationships and enhance health and wellbeing.</p>	<p>Practise personal and social skills to interact positively with others, including:</p> <ul style="list-style-type: none"> active listening and responding expressing needs, wants and feelings empathy and kindness self-discipline. <p>Focus area: RS, AP, RE, FMS</p>	<p>Demonstrate positive ways to include others in activities to make them feel they belong. For example:</p> <ul style="list-style-type: none"> communication techniques; using encouraging language being friendly and kind respect and manners praise others' efforts. 	<p>Demonstrate positive ways to interact with others to make them feel they belong. For example:</p> <ul style="list-style-type: none"> express appreciation offer encouragement and acknowledge others' efforts communication techniques; kindness and trust, respect similarities and differences problem solving behaviours and skills 	<p>Describe the qualities and behaviours required to establish and maintain positive friendships and relationships, including:</p> <ul style="list-style-type: none"> empathy, respect, valuing diversity, kindness and trust explore and identify respectful friendships and relationships supporting others effective communication mediation 	<p>Investigate strategies to interact positively with others and work cooperatively in different situations:</p> <ul style="list-style-type: none"> Reconciliation in Australia Communication skills approaching situations positively supporting others in challenging situations e.g. bystander of unfair treatment empathy, respect and diversity. 	<p>Discuss what a relationship is and the different types of relationships that exist in society. Practise skills and strategies to establish and manage relationships over time, including:</p> <ul style="list-style-type: none"> familiar and unfamiliar relationships including friendships exploring why relationships change building new friendships 	<p>Discuss the importance of positive relationships on personal health and wellbeing and why relationships may change over time. Develop skills and strategies to establish and manage positive and changing relationships. For example:</p> <ul style="list-style-type: none"> change of priorities, interests, family arrangements making new relationships

		Focus area: RS, AP, MH, RE, FMS	when working with a partner or in small groups. Focus area: RS, AP, MH, RE, FMS	<ul style="list-style-type: none"> predicting and reflecting on others feelings. Focus area: RS, MH, S, AP, FMS, GS	Focus area: RS, MH, S, AP, FMS, GS	<ul style="list-style-type: none"> assess the impact of different relationships on health and wellbeing causes and types of bullying and harassment. Focus area: RS, MH, S, GS, AP	<ul style="list-style-type: none"> joining a new sports team/school dealing with conflict positive cooperation. Focus area: RS, MH, S, GS, AP
Understanding emotions Responding in an appropriate manner to various situations and knowing the impact on self and others.	Identify and describe emotional responses people may experience in different situations: <ul style="list-style-type: none"> recall, share, read and view stories of different situations and how people feel and react recognise and use a range of appropriate language and actions to communicate feelings in different situations Focus area: RS, MH, S	Identify and practice emotional responses that account for own and others' feelings. <ul style="list-style-type: none"> understand how emotional responses impact on others' feelings explore positive ways to react to their emotions in different situations. Focus area: RS, MH, S	Understand how emotional responses impact on others feelings and practice positive ways to react in different situations, including: <ul style="list-style-type: none"> body cues with emotions Identify ways to interpret the feelings of others eg verbal and non-verbal communication. Focus area: RS, MH, S	Investigate how their own emotional responses vary in different situations and investigate strategies to identify and manage emotions: <ul style="list-style-type: none"> during physical activity around different people eg friends and with people they don't know managing emotions before making a decision to act. Focus area: RS, MH, S	Investigate how emotional responses vary in depth and strength and investigate strategies to manage emotions: <ul style="list-style-type: none"> emotional responses vary in different situations eg physical activities, across cultures connections between feelings, body reactions and body language triggers and warning signs. Focus area: RS, MH, S	Examine the influence of emotion on mood and behaviour and the impact on relationships: <ul style="list-style-type: none"> previous positive and negative experiences cultural factors influence emotion and relationships explore why emotional responses can be unpredictable. Focus area: RS, MH, S	Examine the influence of emotional responses on behaviour and relationships. <ul style="list-style-type: none"> feeling unsafe or uncomfortable coping with change adapting to new situations emotional regulation. Focus area: RS, MH, S
Health literacy The ability to consider health information and apply it to health decisions and situations.		Examine key health messages related to making health decisions and selecting healthy actions, including: <ul style="list-style-type: none"> taking care of our body eating healthy foods being physically active recognise opportunities and situations to make healthy decisions understand how to use decision-making steps to make healthy choices. Focus area: AD, FN, S, HBPA	Examine health messages and how they influence people's decisions and behaviours: <ul style="list-style-type: none"> advertising and slogans and the behaviours they encourage product labelling and packaging creating positive health messages. recognise how to make decisions that promote their own health and wellbeing. Focus area: AD, FN, S, HBPA	Examine health messages from different sources and explore choices, behaviours and outcomes conveyed in these messages: <ul style="list-style-type: none"> investigate how health information and messages from the media and advertising influence health decisions use decision-making and problem-solving skills to select and demonstrate ways that they can contribute to positive health decisions. Focus area: HBPA, MH, AD, S, FN, RS	Access and interpret health information and messages from different sources and explore choices, behaviours and outcomes conveyed in these messages: <ul style="list-style-type: none"> different sources eg Internet and media with a focus on how they influence our behaviours and decisions, the outcomes of the messages and the accuracy of the sources. use health information and messages to inform decision-making and support good health. Focus area: HBPA, MH, AD, S, FN, RS	Explore how people and the media influence beliefs, decisions and behaviours: <ul style="list-style-type: none"> important people influence decisions and behaviours eg food choices the media can influence people influences on attitudes and beliefs access and interpret the credibility of health information, including trustworthiness and reliability. Focus area: MH, HBPA, FN, S, AD, RS	Recognise the influence of public identities and how important people in the community impact the health, beliefs, decisions and behaviours of others. <ul style="list-style-type: none"> celebrities, heroes and role models family, peers and the media Influences on personal decisions and behaviours and how these change over time High profile people are used to send health messages through different media. Focus area: MH, HBPA, FN, S, AD, RS
Sub-strand: Contributing to healthy and active communities							
Community health promotion Understanding of what impacts on health, safety and wellbeing in the community and how key messages can be promoted.	Identify and demonstrate actions that promote health, safety and wellbeing: <ul style="list-style-type: none"> healthy eating eg 'sometimes' and 'always' foods personal hygiene and the impact on the community happy, healthy classrooms supports class wellbeing 	Explore actions that help make the classroom a healthy safe and active place: <ul style="list-style-type: none"> fruit, vegetable, and water breaks safety situations eg (contamination, infection, anaphylaxis) fairness and respect. Focus area: AP, HBPA, FN, RS, S, MH	Select strategies to make the classroom a healthy, safe and active place. For example: <ul style="list-style-type: none"> personal responsibility sustainable classroom practices being fair and respectful. Focus area: AP, HBPA, FN, RS, S, MH	Describe ways to make the classroom and playground healthy, safe and active spaces: <ul style="list-style-type: none"> strategies to develop a positive school culture outdoor activities community kitchen gardens explore, develop and promote sustainable practices such as, 	Select and demonstrate strategies that help them stay safe, healthy and active at school: <ul style="list-style-type: none"> keeping active sustainable practices healthy eating positive school culture promote positive health messages to the school community through a variety of 	Investigate preventative health and how it helps promote and maintain health and wellbeing, including: <ul style="list-style-type: none"> review health and wellbeing Role and aspects of preventative health creating social connections for better mental health 	Investigate prevention as a health strategy to enhance individual and community health, safety and wellbeing: <ul style="list-style-type: none"> role of preventative health application of preventative health strategies explore participation rates of young people in physical activity

	<ul style="list-style-type: none"> actions in play that promote safety eg symbols, community safety. <p>Focus area: S, AD, FN, RS, MH, HBPA, AP</p>			<p>recycling, composting and energy saving.</p> <p>Focus area: HBPA, S, AP, AD, FN, RS</p>	<p>means, eg newsletters and blogs.</p> <p>Focus area: HBPA, S, AP, AD, FN, RS</p>	<ul style="list-style-type: none"> meeting physical activity guideline recommendations protective behaviours that promote safe participation in physical activities. <p>Focus area: HBPA, MH, FN, RS, CA, GS, S</p>	<ul style="list-style-type: none"> collect information about physical activity and food choices promote eating a diet reflecting <i>The Australian Guide to Healthy Eating</i>. <p>Focus area: HBPA, MH, FN, RS, CA, GS, S</p>
<p>Connecting to the environment</p> <p>Awareness of activities offered in the local community which promote the health and wellbeing of communities.</p>	<p>Participate in and explore a range of ways to play that promote engagement with outdoor settings and the natural environment exploring:</p> <ul style="list-style-type: none"> how to move and play safely in different settings games using natural materials e.g. Kolap. <p>Focus area: HBPA, RE, AP, S, FMS</p>	<p>Identify and explore natural and built environments in their school and local community where physical activity can take place:</p> <ul style="list-style-type: none"> natural and built settings e.g. oval, creative nature play, gardens and playgrounds participate in and discuss safe play practices in a variety of settings. <p>Focus area: HBPA, AP, FMS, S</p>	<p>Identify and explore natural and built environments in the local community where physical activity can take place:</p> <ul style="list-style-type: none"> playgrounds, parks and ovals, beaches and swimming pools discuss safe play practices in a variety of settings. <p>Focus area: HBPA, AP, FMS, S</p>	<p>Participate in outdoor games and activities and examine how they promote health and wellbeing:</p> <ul style="list-style-type: none"> outdoor games and activities reflect on the enjoyable components of participation in outdoor activities and examine the physical, social and emotional benefits to health and wellbeing connections between the outdoors and health. <p>Focus area: LLPA, HBPA, AP, CA, S</p>	<p>Participate in a range of outdoor games and activities in the local area and reflect on the enjoyable components of participation, including:</p> <ul style="list-style-type: none"> physical, social, emotional benefits examine how participation in outdoor games and activities promote connections between community, health and wellbeing. <p>Focus area: LLPA, HBPA, AP, CA, S</p>	<p>Explore how participation in outdoor activities support health and wellbeing.</p> <ul style="list-style-type: none"> Creating connections to natural and built environments e.g. local community and special places Personal community health and wellbeing Explore ways to connect with people in the community by participating in physical activity e.g. hobby groups and scouts. <p>Focus area: LLPA, CA, HBPA, GS, S</p>	<p>Explore a range of ways in which people can connect with others in the community through physical activity in natural and built environments and how this influences personal health and community wellbeing:</p> <ul style="list-style-type: none"> physical activity, sports and community centres access to natural and built environments can help or hinder participation in physical activity. <p>Focus area: LLPA, CA, HBPA, GS, S</p>
<p>Valuing diversity</p> <p>Understanding of diversity in populations and strategies to include others to promote a safe and welcoming community.</p>		<p>Recognise similarities and respect differences in individuals and groups and how these are celebrated:</p> <ul style="list-style-type: none"> appreciation and respect of similarities and differences in family, community and cultural groups explore the importance of cultural story telling through appreciation of: dance, music, song and creative stories. <p>Focus area: RS, MH, FN, AP, RE, HBPA</p>	<p>Examine different community and cultural groups and explore the similarities and differences, including:</p> <ul style="list-style-type: none"> hobbies and beliefs celebrations and traditions games and activities cultural storytelling respecting and celebrating similarities and differences . <p>Focus area: RS, MH, FN, AP, RE, HBPA</p>	<p>Research own heritage and cultural identities and explore strategies to respect and value diversity:</p> <ul style="list-style-type: none"> recognise and celebrate different groups explore food practices, stories and games. <p>Focus area: RS, MH, HBPA, FN, AP, RE</p>	<p>Research their own heritage and culture and share these beliefs, practices and values with others, including:</p> <ul style="list-style-type: none"> games, food practices and cultural stories Identify similarities and differences. <p>Focus area: RS, MH, HBPA, FN, AP, RE</p>	<p>Identify how valuing diversity positively influences the wellbeing of the community, including:</p> <ul style="list-style-type: none"> multicultural Australia. Identify changes over time eg history, behaviours, beliefs and values citizenship inclusive schools for minority groups sport initiatives in community groups eg Indigenous rounds in Australian sport. <p>Focus area: RS, MH, HBPA, FN, AP, RE</p>	<p>Identify the positive influence of valuing diversity on individuals and communities:</p> <ul style="list-style-type: none"> diversity in schools explore ways to create safe and inclusive schools eg understanding others, responsible actions for bystanders, celebrating diversity in school culture. <p>Focus area: RS, MH, HBPA, FN, AP, RE</p>

Strand: Movement and physical activity

Sub-strand: moving our body							
Threads	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Refining movement skills</p> <p>The ability to improve movement skills, sequences and performance in a variety of settings through the use of feedback.</p>	<p>Practise and perform fundamental movement skills (FMS) and movement sequences, including:</p> <ul style="list-style-type: none"> balance – maintaining stable positions locomotor— different ways to move from A to B (run, vertical jump) object control – sending and receiving (under arm throw, catch and kick) participate in a variety of situations eg outdoor, indoor, guided play, simple games and activities. <p>Focus area: AP, FMS, RE</p>	<p>Practise, perform and demonstrate fundamental movement skills (FMS) and movement sequences, including:</p> <ul style="list-style-type: none"> balance – maintaining stable positions, transfer weight locomotor – hop, side gallop, skip, roll object control – overarm throw, ball bounce and dribble. practices in a variety of situations (outdoor, indoor, simple games and activities). <p>Focus area: AP, FMS, RE</p>	<p>Practise, perform and demonstrate fundamental movement skills and movement sequences, including:</p> <ul style="list-style-type: none"> balance – maintaining stable positions with different body parts, transfer weight locomotor – leap and dodge object control – punt kick and 1 and 2 handed strike practice in a variety of situations (outdoor, indoor, modified games and activities). <p>Focus area: AP, FMS, RE</p>	<p>Practise, refine and demonstrate fundamental movement skills and sequences combining balance, locomotor and object control, including:</p> <ul style="list-style-type: none"> balance – weight transfer, flight and balances locomotor – sprint, run, vertical jump object control – catch, underarm throw and kick practice in a variety of situations (outdoor, indoor, modified games and activities). <p>Focus area: AP, FMS, GS, RE</p>	<p>Practise, refine and demonstrate fundamental movement skills and sequences combining balance, locomotor and object control with direction and force:</p> <ul style="list-style-type: none"> balance – weight transfer, flight and balances Locomotor – roll, hop, side gallop, skip object control - throw and ball bounce practice in a variety of situations (outdoor, indoor, modified games and activities). <p>Focus area: AP, FMS, GS, RE</p>	<p>Practise specialist movement skills and apply them in a variety of movement sequences and situations:</p> <ul style="list-style-type: none"> balance – complex static and dynamic balances, pivoting and/or rotating apply stability and locomotor skills to dodge and feint transition from one skill to another eg dribbling to shooting practice in a variety of situations (outdoor, indoor, modified games, such as, invasion and racing/competition). <p>Focus area: AP, FMS, GS, RE</p>	<p>Practise and perform specialist movement skills and sequences, applying an adjustment of force and speed to improve accuracy and control in a variety of situations:</p> <ul style="list-style-type: none"> jump with control for height and distance redirecting a pass within a game transition from one skill to another eg fielding a ground ball practice in a variety of situations (outdoor, indoor, modified games, such as, striking and fielding and net and wall). <p>Focus area: AP, FMS, GS, RE</p>
<p>Developing movement concepts and strategies</p> <p>The ability to successfully hypothesise, propose, apply, test and transfer movement concepts and strategies to improve performance in a variety of settings, including physical activities, sports, and natural environments.</p>	<p>Participate in simple games and activities with and without equipment:</p> <ul style="list-style-type: none"> safe boundaries, following personal safety e.g. keeping eyes up, avoiding others, tagging safely, ‘start, stop’ move in response to stimuli, such as; musical chairs, games where students respond to verbal instructions and/or rhythm actions. <p>Focus area: AP, FMS, RE, S</p>	<p>Create and participate in games and test alternatives to solve movement challenges:</p> <ul style="list-style-type: none"> create games using stimuli e.g. music, rhythm and words test different ways to attempt a challenge or task participate in games that use multiple FMS. <p>Focus area: AP, FMS, RE</p>	<p>Create and participate in games and test alternative strategies to solve movement challenges:</p> <ul style="list-style-type: none"> create games with rules, with or without equipment, using stimuli e.g. music, rhythm and words explore strategies e.g. how to maintain a cooperative rally, different ways to score in simple game play and how to keep possession of the ball demonstrate multiple FMS with or without equipment. <p>Focus area: AP, FMS, RE</p>	<p>Practise and apply basic movement concepts and strategies to be successful in solving a variety of movement challenges:</p> <ul style="list-style-type: none"> plan and perform strategies e.g. how to be successful in tag and dodge games problem solving to achieve a goal invent an original game or movement challenge, highlighting a FMS or problem solving to achieve goal through modified game play in different contexts such as, invasion, net and wall, striking and fielding, target, aesthetics, racing and competition. <p>Focus area: AP, FMS, GS, RE</p>	<p>Practise and apply basic movement concepts and strategies to be successful in solving a variety of movement challenges:</p> <ul style="list-style-type: none"> plan, perform and test strategies e.g. creating scoring opportunities invent games in small groups and teach them to others with or without equipment, using FMS skills, and problem solving to achieve a goal. through modified game play in different contexts such as; invasion, net and wall, striking and fielding, target, aesthetics, racing and competition. <p>Focus area: AP, FMS, GS, RE</p>	<p>Propose and apply concepts and strategies to solve movement challenges:</p> <ul style="list-style-type: none"> through modified game play in different contexts such as: invasion, net and wall, striking and fielding, target, aesthetics, racing and competition defensive and offensive play safely traversing a natural environment. <p>Focus area: GS, CA, RE</p>	<p>Propose, combine and apply concepts and strategies to solve movement challenges:</p> <ul style="list-style-type: none"> through modified game play in different context e.g. invasion, net and wall, striking and fielding, target, aesthetics, racing and competition. defensive and offensive play safely traversing a natural environment. <p>Focus area: GS, CA, RE</p>
Sub-strand: Understanding movement							
<p>Fitness and physical activity</p> <p>Understanding of the benefits of physical activity and ability to plan and program into</p>	<p>Explore how regular physical activity can help keep people healthy and well.</p> <ul style="list-style-type: none"> discuss what physical activity is, what they enjoy about it and the positive feelings from 	<p>Discuss how their bodies react to participating in physical activity:</p> <ul style="list-style-type: none"> identify positive feelings experienced when participating in physical 	<p>Identify how their body responds to participating in different physical activity, including:</p> <ul style="list-style-type: none"> Explore the positive feelings they experience 	<p>Examine the benefits of regular physical activity to health and wellbeing.</p> <ul style="list-style-type: none"> the influence on sleep, concentration and fitness collect, record and organise information to 	<p>Understand the benefits of being fit and physically active by identifying and reflecting on their own physical activity levels.</p> <ul style="list-style-type: none"> physical, social, and emotional benefits 	<p>Participate in a range of activities designed to improve fitness and discuss the impact on health and wellbeing.</p> <ul style="list-style-type: none"> examine and describe the health related 	<p>Participate in a range of activities designed to improve fitness and discuss the significance of physical activity participation on health and wellbeing.</p>

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daily life to improve fitness and increase overall health and wellbeing for self and others.	<p>participating in physical activity.</p> <ul style="list-style-type: none"> describe how their body responds to physical activity, such as: feeling thirsty and needing a drink of water. <p>Focus area: AP, FMS, HBPA</p>	<p>activities including new and unfamiliar activities</p> <ul style="list-style-type: none"> participate in daily moderate to vigorous physical activity and rate the intensity as easy or hard discuss the body's responses to different intensities of physical activity such as: increased heat rate, breathing and perspiration. <p>Focus area: AP, FMS, HBPA</p>	<ul style="list-style-type: none"> participate in daily moderate to vigorous physical activity and rate the intensity on a scale of 1-10 physiological responses; heart rate, perspiration, breathing, thirst and tired muscles. <p>Focus area: AP, FMS, HBPA</p>	<p>investigate which physical activity people engage in to maintain health, wellbeing and fitness.</p> <p>Focus area: FMS, LLPA, HBPA</p>	<ul style="list-style-type: none"> explore the recommended screen-usage and physical activity times for children and propose how they can meet these. <p>Focus area: FMS, LLPA, HBPA</p>	<p>components of fitness in sport</p> <ul style="list-style-type: none"> examine the benefits of regular physical activity to our health and wellbeing, including: physical fitness, social and mental. <p>Focus area: HBPA, LLPA</p>	<ul style="list-style-type: none"> examine and describe the health and skill related components of fitness FITT principles create and participate in a range of physical activities designed to enhance fitness, such as, fitness circuits and safe stretches benefits of different types of physical activity. <p>Focus area: HBPA, LLPA</p>
<p>Elements of movement</p> <p>Understanding and application of movement skills and how the body moves in relation to effort, space, time, objects and people.</p>	<p>Identify and describe how their body moves when applying the elements of movement. Consider:</p> <ul style="list-style-type: none"> space – different directions, levels and body positions time— different speeds objects – dodging people – personal space and general space. <p>Focus area: AP, FMS, RE</p>	<p>Incorporate the elements of movement when performing simple movement sequences. Consider:</p> <ul style="list-style-type: none"> effort – comparing different types of movements, what movements are easier or harder and why space – balancing on different body parts and making different shapes objects and people - movements under, over, up, down, around, along, through and between. <p>Focus area: AP, FMS, RE</p>	<p>Incorporate the elements of movement when performing movement sequences. Consider:</p> <ul style="list-style-type: none"> effort – comparing difficulty of movements on a scale of 1-10. space – balancing on different body parts and making different shapes objects and people - movements under, over, up, down, around, along, through and between. <p>Focus area: AP, FMS, RE</p>	<p>Combine the elements of movement when performing movement sequences. Consider:</p> <ul style="list-style-type: none"> effort – light, strong, fast, jerky, slow space – levels and direction, shapes, symmetry, angles, use of space, flow time – acceleration and deceleration relationships with objects, people and exploring different pathways. <p>Focus area: AP, FMS, RE</p>	<p>Create and perform movement sequences using the elements of movement. Consider:</p> <ul style="list-style-type: none"> effort – force, weight or energy, speed e.g. fast, medium and slow space – levels, direction, symmetry, shapes and angles relationship with objects people, pathways time – acceleration and deceleration. <p>Focus area: AP, FMS, RE</p>	<p>Manipulate and modify the elements of movement when composing and performing movement sequences. Consider:</p> <ul style="list-style-type: none"> effort – alters force, changes speed space – travels in different directions and changes direction, variation, flow, levels time – rhythm and timing to music, modifying movements to music, timing with others objects – uses different parts of the body, push and pull counter balances, positional relationship. <p>Focus area: AP, GS, RE</p>	<p>Apply the elements of movement when creating and performing movement sequences. Consider:</p> <ul style="list-style-type: none"> effort – alters force and speed to improve accuracy and control space – exploit space to create overlap and extra attackers variation of flow and levels. <p>Focus area: AP, GS, RE</p>
<p>Cultural significance of physical activity</p> <p>An understanding of how different cultures use physical activity to enhance community connectedness and intercultural understanding.</p>				<p>Participate in traditional physical activities (games, dances) from their own and other cultures. Consider:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander people Polynesian dance Japanese parasol dance. <p>Focus area: AP, GS, MH</p>	<p>Participate in traditional physical activities (games, dances) from their own and other cultures. Consider:</p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander people Tinkling from the Philippines. <p>Focus area: AP, GS, MH</p>	<p>Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding.</p> <ul style="list-style-type: none"> research and participate in different cultural games or physical activities that children in other counties play. <p>Focus area: AP, GS, MH</p>	<p>Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding.</p> <ul style="list-style-type: none"> participate in and investigate the heritage of games that have cultural significance in Australia and explore similar games of significance to other cultures. <p>Focus area: AP, GS, MH</p>

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Sub-strand: Learning through movement							
<p>Teamwork and leadership</p> <p>The development of personal and social skills (traits) which lead to inclusion and positive outcomes for groups in physical activities where students can take on a variety of leadership roles within sports and physical activities.</p>	<p>Use personal and social skills when cooperating with others in a range of physical activities.</p> <ul style="list-style-type: none"> work cooperatively with a partner use communication skills before, during and after game play, such as: respectful words and body language to communicate intentions when playing minor games. <p>Focus area: AP, FMS, HBPA</p>	<p>Use strategies to work positively with others in group situations when participating in physical activities.</p> <ul style="list-style-type: none"> work cooperatively with partners and in small groups. use verbal and non-verbal communication skills before, during and after game play include others in games and physical activities. <p>Focus area: AP, FMS, HBPA</p>	<p>Demonstrate positive ways to interact with and include others in group situations when participating in physical activity.</p> <ul style="list-style-type: none"> work successfully in small groups and teams use strategies to include others in games and physical activities. <p>Focus area: AP, FMS, HBPA</p>	<p>Adopt strategies that assist fair play, cooperation and inclusion when participating in physical activities.</p> <ul style="list-style-type: none"> use cooperation skills to form strategies apply rules fairly listen to team mates change a simple rule, playing space or equipment for inclusion. <p>Focus area: GS, AP, FMS, LLPA, HBPA</p>	<p>Apply strategies that assist fair play, cooperation and inclusion when participating in physical activities.</p> <ul style="list-style-type: none"> cooperate in teams listen to team mates apply rules fairly include others e.g. change a simple rule, number of players, area, or dimension of the play space for inclusion. <p>Focus area: GS, AP, FMS, LLPA, HBPA</p>	<p>Participate positively in groups and teams by demonstrating collaboration, fair play, encourage others, and negotiate roles and responsibilities.</p> <ul style="list-style-type: none"> demonstrate negotiation skills encourage others reflective listening perform roles and responsibilities in physical activities and understand how different roles contribute to positive outcomes. <p>Focus area: GS, AP, CA, LLPA, HBPA</p>	<p>Participate positively in groups and teams by demonstrating collaboration, fair play, encourage others, and negotiate roles and responsibilities.</p> <ul style="list-style-type: none"> negotiation skills to diffuse or resolve conflict and disagreements reflective listening explore and perform different roles in physical activities. <p>Focus area: GS, AP, CA, LLPA, HBPA</p>
<p>Critical and creative thinking in movement</p> <p>The development of problem-solving skills and the ability to apply and transfer to a variety of movement situations.</p> <p>Planning reasoning logic, resourcefulness, imagination, innovation and reflection.</p>	<p>Test possible solutions to movement challenges through trial and error. For example:</p> <ul style="list-style-type: none"> trial different techniques and ways to solve movement challenges and discuss which ways were successful or not perform new movement tasks for others in their group or class make positive choices when faced with decisions about how they participate in physical activity. <p>Focus area: AP, FMS</p>	<p>Propose and test a range of alternatives to solve movement challenges</p> <p>For example:</p> <ul style="list-style-type: none"> predict possible outcomes of actions eg bouncing balls of different shapes and sizes test effectiveness of different actions reflect on self-performance, ask questions and respond to feedback from peers or teachers. <p>Focus area: AP, FMS</p>	<p>Propose a range of alternatives to solve movement challenges and test their effectiveness. For example:</p> <ul style="list-style-type: none"> predict possible outcomes of different actions test the effectiveness of different actions reflect and identify how to perform a skill more successfully. provide and accept feedback on their performance from peers or teachers. <p>Focus area: AP, FMS</p>	<p>Draw on prior knowledge to apply innovative and creative thinking to solve movement challenges.</p> <p>For example:</p> <ul style="list-style-type: none"> explore similarities and differences across skills, game strategies and movement challenges. propose alternative responses and predict the success or effectiveness of each by posing questions, generate new ideas, test proposals and seek feedback. <p>Focus area: GS, AP, FMS, CA</p>	<p>Transfer skills and understandings when applying innovative and creative thinking to solve movement challenges.</p> <p>For example:</p> <ul style="list-style-type: none"> identify and discuss skills and strategies used when performing more complex movements and game play pose questions to others to seek feedback and clarify technique, choice of game play, position on field, or movements in physical activity. <p>Focus area: GS, AP, FMS, CA</p>	<p>Apply critical and creative thinking processes to generate and assess solutions to movement challenges. For example:</p> <ul style="list-style-type: none"> recognise there may be a number of solutions to movement challenges Justify which solution is the most appropriate or effective draw inferences from other contexts to devise strategies and formulate plans with unfamiliar movement challenges assess and refine strategies to persist and successfully perform new and challenging movement skills and sequences. <p>Focus area: GS, AP, FMS, CA</p>	<p>Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges. For example:</p> <ul style="list-style-type: none"> draw inferences from other contexts when generating a solution to an unfamiliar movement challenge propose plans to different movement challenges including using tactics and strategies with feedback, assess, refine and persist to successfully perform specialised movement challenges. <p>Focus area: GS, AP, CA</p>
<p>Ethical behaviour in movement settings</p> <p>The development of character strengths in an individual which promotes fair play, safety and inclusivity in physical activities.</p>	<p>Follow rules and demonstrate safety when participating in physical activities. For example:</p> <ul style="list-style-type: none"> identify boundaries such as playing area and personal space appropriate use of equipment responding to a whistle, commands and 	<p>Identify and apply simple rules and fair play when participating in physical activities. For example:</p> <ul style="list-style-type: none"> explain why rules are needed in games and activities keep safe, taking turns, listen to others fair play and honesty sharing equipment 	<p>Explain how rules contribute to fair play and apply them in group activities. For example:</p> <ul style="list-style-type: none"> describe and apply ethical concepts in physical activity such as: helpful and unhelpful behaviours, honesty in game play, fairness in following rules and compassion. 	<p>Apply basic rules, scoring and fair play when participating in physical activity, including:</p> <ul style="list-style-type: none"> collaborating and deciding on rules for a new game follow and apply rules appropriately ethical behaviours in physical activities, such as, rights within the 	<p>Apply basic rules, scoring systems and fair play when participating in physical activity, including:</p> <ul style="list-style-type: none"> propose strategies to include others and make games fairer recognise consequences of personal and team actions 	<p>Demonstrate ethical behaviour and fair play when participating in physical activities, including:</p> <ul style="list-style-type: none"> propose changes to the rules to create a more inclusive game correctly interpreting and applying rules fair play and cooperation. 	<p>Demonstrate ethical behaviour and fair play when participating in physical activities, including:</p> <ul style="list-style-type: none"> proposing changes to the conditions to allow for a fairer contest explaining rules and procedures e.g. how infringements result in

Threads	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>instructions like 'stop, look and listen'.</p> <p>Focus area: AP, S</p>	<ul style="list-style-type: none"> respect yourself, others, equipment and environment. <p>Focus area: AP, S</p>	<p>Focus area: AP, S</p>	<p>team, responsibilities to the team</p> <ul style="list-style-type: none"> cause and effect of actions. <p>Focus area: AP, GS, CA, S</p>	<ul style="list-style-type: none"> discuss times they have witnessed fairness and inclusion ethical behaviour in physical activity. <p>Focus area: AP, GS, CA, S</p>	<p>Focus area: AP, GS, CA, S</p>	<p>consequences such as a penalty or free pass</p> <ul style="list-style-type: none"> correctly interpreting and applying the rules and etiquette in different sports. <p>Focus area: AP, GS, CA, S</p>