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| Prep Health and Physical Education  Curriculum and assessment plan  [Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for Prep in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable) |
| --- | --- |
| The Foundation curriculum builds on the Early Years Learning Framework and each student's prior learning and experiences. In the early years, priority is given to the development of movement skills, participation in physical activity, and development of safe and healthy personal practices.  Students learn through exploration and play, investigating where health and movement concepts exist in their lives. They continue to develop an understanding of identity and wellbeing, and how they connect and contribute to their world and the world of others.  Students take increasing responsibility for their own health and physical wellbeing. They strengthen dispositions for learning including curiosity, confidence, cooperation, experimentation and investigation.  Students strengthen their communication skills by exploring and applying strategies to interact respectfully with others. They develop an increasing understanding of emotions, fairness, diversity and health messages to keep themselves and others healthy and safe.  Through the continued development of fine and gross skills, object manipulation skills and spatial awareness, students gain a stronger sense of movement competence, appreciate the personal benefits of being physically active and develop increasing confidence to participate in range of physical activities.  In the Foundation Year, students practise and develop locomotor and non locomotor skills, including balancing, running and jumping, and object control skills, including rolling, propelling, bouncing, throwing, catching and kicking a range of different objects.  Through participation in active play, small group games and minor games, students explore ways to move safely and investigate why and how following rules promotes fair play. | Describe the context and cohort.  Consider the following to make informed professional decisions during the planning process:   * + relevant student data and information, e.g. achievement data   + available resources, e.g. timetabling   + school and sector priorities.   [Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the year level.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | | Unit 2 | | Unit 3 | | Unit 4 | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing |
| Assessment | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] | [Insert concise description of assessment]  [Insert technique]  [Insert mode, if applicable]  [Insert conditions] | [Insert week/s or date/s] |
| Achievement standard | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | | By the end of Foundation, students describe similarities and differences between themselves and others, and different emotions people experience. They demonstrate personal and social skills to interact respectfully with others. They identify and demonstrate protective behaviours and help-seeking strategies to keep themselves safe. Students identify how health information can be used in their lives. Students apply fundamental movement skills to manipulate objects and space in a range of movement situations. Students identify the benefits of being physically active and how rules make play fair and inclusive. | |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | | [Insert moderation details, including when moderation will occur and how it will be conducted] | |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | | | | Content descriptions | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Personal, social and community health | 1 | 2 | 3 | 4 | Movement and physical activity | 1 | 2 | 3 | 4 |
| **Identities and change**  investigate who they are and the people in their world  AC9HPFP01 |  |  |  |  | **Moving our bodies**  practise fundamental movement skills in minor game and play situations  AC9HPFM01 |  |  |  |  |
| **Interacting with others**  practise personal and social skills to interact respectfully with others  AC9HPFP02 |  |  |  |  | experiment with different ways of moving their body safely and manipulating objects and space  AC9HPFM02 |  |  |  |  |
| express and describe emotions they experience  AC9HPFP03 |  |  |  |  | **Making active choices**  participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active  AC9HPFM03 |  |  |  |  |
| explore how to seek, give or deny permission respectfully when sharing possessions or personal space  AC9HPFP04 |  |  |  |  | **Learning through movement**  follow rules to promote fair play in a range of physical activities  AC9HPFM04 |  |  |  |  |
| **Making healthy and safe choices**  demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe  AC9HPFP05 |  |  |  |  |  | | | | |
| identify health symbols, messages and strategies in their community that support their health and safety  AC9HPFP06 |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Focus areas |  | | | |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs |  |  |  |  |
| Food and nutrition |  |  |  |  |
| Health benefits of physical activity |  |  |  |  |
| Mental health and wellbeing |  |  |  |  |
| Relationships and sexuality |  |  |  |  |
| Safety |  |  |  |  |
| Active play and minor games |  |  |  |  |
| Challenge and adventure activities |  |  |  |  |
| Fundamental movement skills |  |  |  |  |
| Games and sports |  |  |  |  |
| Lifelong physical activities |  |  |  |  |
| Rhythmic and expressive activities |  |  |  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units | | | |  | Cross-curriculum priorities | Units | | | |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking |  |  |  |  |  | Aboriginal and Torres Strait Islander histories and cultures |  |  |  |  |
| Digital literacy |  |  |  |  |  | Asia and Australia’s engagement with Asia |  |  |  |  |
| Ethical understanding |  |  |  |  |  | Sustainability |  |  |  |  |
| Intercultural understanding |  |  |  |  |
| Literacy |  |  |  |  |
| Numeracy |  |  |  |  |
| Personal and social capability |  |  |  |  |

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