

Prep Health and Physical Education Curriculum and assessment plan

Example

Level description	Context and cohort considerations
<p>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.</p> <p>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.</p> <p>Students take increasing responsibility for their own health and physical wellbeing. They strengthen dispositions for learning including curiosity, confidence, cooperation, experimentation and investigation.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>In Prep, students study Health and Physical Education for two lessons per week. Classroom teachers and Health and Physical Education specialist teachers share the teaching and assessment of each unit.</p> <p>Units 1, 2 and 3 allow for the strands of Personal, social and community health and Movement and physical activity to be integrated. This emphasises the interrelated nature of health and movement concepts developing knowledge, understanding and skills to enhance and advocate for lifelong health, safety, wellbeing and physical activity participation.</p> <p>Units 4 and 5 are standalone units with the teaching time to be divided evenly between the strands in each unit. One lesson per week will be used to deliver Unit 4 and one lesson per week for Unit 5. This structure also allows for both classroom and specialist teachers to deliver each unit.</p>

Unit 1 — Move and thrive together	Unit 2 — Emotions in motion	Unit 3 — Body boss	Unit 4 — Safety detectives	Unit 5 — Moving with purpose
Duration: Term 1, 10 weeks	Duration: Term 2, 10 weeks	Duration: Term 3, 10 weeks	Duration: Term 4, 10 weeks	Duration: Term 4, 10 weeks
<p>In this unit, students identify factors that contribute to their identities by making personal connections with stories and discussing who they are, where they come from and people in their lives. They explore similarities and differences in interests and behaviours between themselves and other students in their class and how personal and social skills are used to interact respectfully.</p> <p>In indoor and outdoor environments, students engage in active play and minor games in groups (e.g. relays, challenge games) that require respectful interactions such as cooperation and teamwork. They use speaking and listening skills when interacting (e.g. using friendly talk, active listening) that make a good classmate and teammate, and describe actions that contribute to group success. Students also explain how such actions can be used in other classroom activities.</p> <p>Students develop positive communication and decision-making skills by identifying and contributing to rule inclusions/exclusions (e.g. extra turns, keeping score) that allow for the enjoyment of all participants.</p>	<p>In this unit, students learn about emotions and expressing their emotions respectfully. They explore emotions through texts and share their opinions about the characters' emotions.</p> <p>Students are provided with opportunities to reflect on their emotions through their ongoing development of fundamental movement skills when running, throwing, bouncing and catching. By trial and error, they solve movement challenges, to send, control and receive objects in various ways. Students select their level of challenge and can progress to applying fundamental movement skills in minor games (e.g. rebound ball, leader ball).</p> <p>While engaging in these movement activities, students reflect on how they feel after participating and discuss the benefits of being physically active. Through a templated journal, they identify these emotions and practise using appropriate language to communicate their feelings, such as 'I am feeling ...' and 'I need ...' statements. Students identify strategies (e.g. deep breaths, having a drink) that help regulate their emotions.</p>	<p>In this unit, students experience different ways of moving their body by practising a range of locomotor and non-locomotor skills. Individually, they practise moving from one point to another and demonstrate changes in direction and levels on a variety of equipment (e.g. stepping stones, balance beams of varying widths and heights).</p> <p>Through active play and rhythmic and expressive activities (e.g. partner balances, partner assist jumps) students work together and explore ways to develop positive communication skills around feeling safe and unsafe. Using pictures, students identify body parts and explore the concept of making protective choices about their bodies. They use critical thinking skills to identify feelings associated with being safe and unsafe (e.g. feeling physically unsafe in a partner balance activity). They also make choices about protective behaviours and help-seeking strategies they can use.</p> <p>Throughout the unit, students identify a support network of adults in their family, school and community they trust to ask for help if they feel unsafe, uncomfortable, or worried.</p>	<p>In this unit, students explore potential hazards in and around the school (e.g. slip zones) and discuss ways to keep themselves and others safe. Through stories, texts and pictures, students identify household substances that are dangerous (e.g. medicines, cleaning products and chemicals) and describe what symbols are used to identify the danger.</p> <p>Throughout the unit students read and view key elements of safety signs (e.g. shape, colour, words) and interpret their meaning by matching them to a scenario. Through roleplay activities, students identify procedures they can use that keep themselves and others safe in the school and home environments. They practise responding to emergency situations, demonstrating the Danger, Response, Send for help, steps within the DRSABCD action plan.</p>	<p>In this unit, students practise and apply fundamental movement skills (e.g. running, jumping, rolling, balancing, throwing) that have been developed throughout the year. They engage with others through minor games using equipment to manipulate effort, space and objects, moving with intent to achieve an outcome (e.g. weaving movements to avoid being tagged, positioning in relation to a tagger and boundaries). Students test different ways to move in a playing space, using a range of equipment and objects.</p> <p>Throughout the unit, students use their critical and creative thinking skills to assess movement outcomes, draw conclusions on movement skills and practise transferring their skills to new situations. They demonstrate perseverance with familiar tasks when first attempts are unsuccessful and adapt attempts as needed.</p>

	Unit 1		Unit 2		Unit 3		Unit 4		Unit 5	
	Assessment — Move and thrive together	Timing	Assessment — Emotions in motion	Timing	Assessment — Body boss	Timing	Assessment — Safety detectives	Timing	Assessment — Moving with purpose	Timing
Assessment	<p>Description: The teacher listens to and observes students demonstrating and investigating personal and social skills when interacting in the classroom and playground. Following engagement in class activities, students reflect on and share behaviours and actions they use to be a good classmate, teammate and fair player. Students identify similarities and differences in strengths and behaviours between themselves and others.</p> <p>Technique: Observed demonstration</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> observed by the teacher during class time 	Term 1 Weeks 5–10	<p>Description: In a templated journal, students reflect on emotions they experienced during movement activities.</p> <p>Through questioning and prompts, students speak/sign to identify the benefits of physical activity.</p> <p>Technique: Investigation</p> <p>Mode: Multimodal</p> <p>Conditions:</p> <ul style="list-style-type: none"> student responses in their journal may be dictated to a scribe to reduce the literacy demands of the assessment responses can be recorded or live 	Term 2 Weeks 5–10	<p>Description: Following engagement in class scenario activities, students identify situations where characters felt unsafe or uncomfortable. In both movement settings and through role play, students demonstrate how they respond to unsafe or uncomfortable situations. They also identify people in their family, at school and in the community that they can trust and ask for help when they feel unsafe.</p> <p>Technique: Project</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> observed by the teacher during class time 	Term 3 Weeks 5–10	<p>Description: Using a picture of a school or home environment, students identify hazards and describe the safety measures they see or could use to keep themselves and others safe.</p> <p>Technique: Project</p> <p>Mode: Spoken/signed</p> <p>Conditions:</p> <ul style="list-style-type: none"> responses can be recorded or live 	Term 4 Weeks 5–10	<p>Description: Across a variety of minor games, students demonstrate fundamental movement skills of running, jumping, rolling, balancing and throwing. They show how they manipulate objects and space to achieve a movement outcome.</p> <p>Technique: Performance</p> <p>Mode: Practical</p> <p>Conditions:</p> <ul style="list-style-type: none"> administered over several lessons practical mode observed by the teacher during class time 	Term 4 Weeks 5–10
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.		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	Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.		Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.		Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.		Consensus: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.		Calibration: Refer to QCAA moderation advice on the QCAA website under the Assessment tab in the learning area.	

Content descriptions	Units					Content descriptions	Units				
Personal, social and community health	1	2	3	4	5	Movement and physical activity	1	2	3	4	5
Identities and change investigate who they are and the people in their world AC9HPFP01	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Moving our bodies practise fundamental movement skills in minor game and play situations AC9HPFM01	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Interacting with others practise personal and social skills to interact respectfully with others AC9HPFP02	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	experiment with different ways of moving their body safely and manipulating objects and space AC9HPFM02	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
express and describe emotions they experience AC9HPFP03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Making active choices participate in a range of activities in natural and outdoor settings and explore the benefits of being physically active AC9HPFM03	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
explore how to seek, give or deny permission respectfully when sharing possessions or personal space AC9HPFP04	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Learning through movement follow rules to promote fair play in a range of physical activities AC9HPFM04	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Making healthy and safe choices demonstrate protective behaviours, name body parts and rehearse help-seeking strategies that help keep them safe AC9HPFP05	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>						
identify health symbols, messages and strategies in their community that support their health and safety AC9HPFP06	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>						

Focus areas	Units				
	1	2	3	4	5
Alcohol and other drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Food and nutrition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Health benefits of physical activity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mental health and wellbeing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Relationships and sexuality	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Safety	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Active play and minor games	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Challenge and adventure activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Fundamental movement skills	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Games and sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lifelong physical activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Rhythmic and expressive activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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General capabilities	Unit				
	1	2	3	4	5
Critical and creative thinking	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Digital literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ethical understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intercultural understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Literacy	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numeracy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal and social capability	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Cross-curriculum priorities	Unit				
	1	2	3	4	5
Aboriginal and Torres Strait Islander histories and cultures	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Asia and Australia's engagement with Asia	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sustainability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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