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|  | Prep Year band plan — Australian Curriculum: Health and Physical Education |

## Implementation year: School name:

This band plan has been developed in consultation with the Curriculum into the Classroom project team.

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| Identify curriculum | Phase curriculum focus[[1]](#footnote-1) | **Foundation–Year 2 curriculum focus**  When students transition into school, they bring with them a wide range of health and movement experiences. Students’ sense of self is evolving and they are beginning to develop the capacity to understand and self-regulate their emotions in ways that account for their own feelings and those of others. They develop skills to initiate social interactions and begin to explore how their body is growing and changing as they grow older. Through the development of fundamental movement skills, physical play, manipulation of equipment and spatial awareness, children begin to develop movement competence. They also become sufficiently skilled and confident to complete everyday tasks, explore their physical surroundings, and participate in movement activities.  The curriculum in Foundation to Year 2 focuses on developing the knowledge, understanding, and skills that support students to be healthy, safe, and active individuals who can move competently and confidently in a range of physical spaces and on diverse surfaces. |
| Year level descriptions1 | The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe. The content explores the people that are important to students and develops their capacity to initiate and maintain respectful relationships in different contexts. These include at school, at home, in the classroom and when participating in physical activities.  The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.  The focus areas to be addressed in Foundation include, but are not limited to:   * safe use of medicines (AD) * food and nutrition (FN) * healthy benefits of physical activity (HBPA) * relationships (RS) * safety (S) * active play and minor games (AP) * fundamental movement skills (FMS) * rhythmic and expressive movement activities (RE). |
| Achievement standard1 | By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They recognise actions that help them be healthy, safe and physically active. They identify different settings where they can be active and how to move and play safely. They describe how their body responds to movement.  Students use personal and social skills to include others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep them safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges. |
| Course organisation | The Australian Curriculum: Health and Physical Education is organised in two content strands: Personal, social and community health, and Movement and physical activity. Each strand contains content descriptions which are organised under three sub-strands.  *In the Australian Curriculum: Health and Physical Education (F–10), the two strands, Personal, social and community health and Movement and physical activity are interrelated and inform and support each other. Both strands of the Health and Physical Education curriculum must be taught in each year from Foundation to Year 10.*  *Health and Physical Education lessons will provide children with the opportunity to participate in physical activity on a weekly basis as a minimum.*  *When developing teaching and learning programs, teachers are encouraged to combine content descriptions from across sub-strands to provide children with learning experiences that meet their needs, interests, abilities and local contexts.*  The plan for Preparatory Year band Health and Physical Education is organised to:   * provide flexibility when making decisions about how the subject will be implemented, based on the local context and needs of children in schools; for example, being implemented in a range of ways and through a number of ways such as classroom teacher and health and physical education specialist, home economics or outdoor education * align with the Australia Curriculum: Health and Physical Education, which is organised in year level bands for the achievement standards and content descriptions * provide a course structure and content that includes a sequence of teaching and learning and identification of opportunities for assessment and feedback, organised in units according to year levels, and developed using the Australian Curriculum: Health and Physical Education content descriptions and achievement standards * practical application enhances the development of knowledge and understanding across health and movement contexts. |

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| Teaching and learning | Unit overviews | Units are paired. That is, one from Personal, social and community health and one from Movement and physical activity, are paired and taught concurrently. | | | |
| Personal, social and community health | Unit 1 — I can do it! | Unit 2 — I am growing and changing | Unit 3 — Looking out for others | Unit 4 — I am safe |
| Prep unit descriptions | In this unit, children explore information about what makes them unique, and their strengths and achievements. They participate in play.  Children will:   * identify different settings where they can play safely * describe actions that help keep them safe * identify different settings where they can be active * understand that they are an individual with unique qualities * recognise, name and describe emotions people may experience in different situations * understand reasons for varying individual emotional responses in similar situations * practice using strategies to support trying and success when faced with challenges. | In this unit, children explore how their bodies are growing and developing and the actions that will keep them healthy, such as diet, hygiene and physical activity.  Children will:   * explore how bodies grow and change by identifying the body parts and individual characteristics * identify and explore how we look after our bodies * investigate the importance of activity to look after our bodies * identify who helps them keep healthy and active. | In this unit, children explore how to interact with each other and express emotions appropriately.  Children will:   * identify how to interact with others and explore interactions that are positive and negative, and the effects these have on others * explore the effects of including others and/or excluding others * explore how people feel when they are included and how they feel when they are excluded * identify strategies to use to include others in activities and practise situations where they can include others * explore how people react in different situations * identify emotions and how they are expressed differently by different people, and examine emotions and emotional responses to different situations * identify where these emotions would be expressed and ways to express emotions appropriately. | In this unit, children discuss safe and unsafe situations, road safety and safe use of medicines.  Children will:   * explore areas where they should be aware of safety – personal, road, water, sun, when using medicines at home etc. * identify road safety and the road rules that need to be followed to keep safe * identify people in their lives that would help to keep them safe in road situations * identify and rehearse ways to keep safe in road situations * identify medicine safety and the rules they need to follow to keep safe * identify people in their lives that would help to keep them safe when taking medicines * identify and rehearse ways to safely use medicines. |
| Movement and physical activity | Unit 1 — Let’s get moving | Unit 2 — Playing with balls | Unit 3 — Playing together | Unit 4 — Animal dance |
| Prep unit descriptions | In this unit, children develop the fundamental movement skills of running, hopping, jumping and galloping through active participation in activities, games and movement challenges.  Children will:   * explore movement and examine the rules and procedures required for successful participation in physical activity * develop and perform the fundamental movement skills of running, jumping, hopping and galloping, and apply them in simple activities and games * examine how to solve a movement challenge by testing and trialling possible solutions * apply the fundamental movement skills of running, jumping, hopping and galloping, and test to solve movement challenges. | In this unit, children develop the object control skills of rolling, catching, bouncing, throwing and kicking through active participation in activities, games and movement challenges. They will use personal and social skills to follow rules and cooperate with others.  Children will:   * develop the object control skills of rolling, catching, bouncing, throwing and kicking * apply object control skills to solve movement challenges * explore solutions to movement challenges using trial and error * examine the principles of being a good partner * apply the principles of being a good partner during movement challenges. | In this unit, children explore the benefits of regular participation in physical activity through active play in simple games. They will apply the safety rules and the principles of being a good team member in simple games.  Children will:   * participate in partner, small group and whole class games * explore the benefits of regular physical activity * describe the benefits of regular physical activity * explore the principles of being a good team member * apply the principles of being a good team in cooperative challenges * explore rules that foster safe participation in physical activity * apply safety rules in simple games. | In this unit, children explore the elements of movement (speed, level and shape) and plan and perform a sequence of movement in response to music. They will identify and describe how their body responds to movement.  Children will:   * perform fundamental movement skills in response to music * apply the elements of movement to fundamental movement skills * create movements to represent different animals * plan and practice a sequence of four movements * perform a sequence of four animal movements. |
| General capabilities and cross-curriculum priorities | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_ethicalDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust | Opportunities to engage with:  Description: Description: Description: Description: gc_literacyDescription: Description: Description: Description: gc_numeracyDescription: Description: Description: Description: gc_ictDescription: Description: Description: Description: gc_criticalDescription: Description: Description: Description: gc_personal_socialDescription: Description: Description: Description: gc_intercultural  Description: Description: Description: Description: cc_sust |
| Key | Description: Description: Description: Description: gc_literacy Literacy  Description: Description: Description: Description: gc_numeracy Numeracy  Description: Description: Description: Description: gc_ict ICT capability  Description: Description: Description: Description: gc_critical Critical and creative thinking  Description: Description: Description: Description: gc_personal_social Personal and social capability  Description: Description: Description: Description: gc_ethical Ethical understanding  Description: Description: Description: Description: gc_intercultural Intercultural understanding   Aboriginal and Torres Strait Islander histories and cultures  Description: Description: Description: cc_asia Asia and Australia’s engagement with Asia  Description: Description: Description: cc_sust Sustainability | | | |
| Develop assessment | Assessment | Children should contribute to an individual assessment folio that provides evidence of their learning and represents their achievements over the year. The folio should include a range and balance of assessments for teachers to make valid judgments about whether the child has met the achievement standard. | | | |
| Personal, social and community health | Unit 1 — I can do it! | Unit 2 — I am growing and changing | Unit 3 — Looking out for others | Unit 4 — I am safe |
| Prep assessment | **Collection of work**  Children complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.  Assessment may gather evidence of the child’s ability to:   * identify and describe the different emotions people experience * recognise actions that help them to be safe * identify different settings where they can be active and how to move and play safely. | **Collection of work**  Children complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.  Assessment may gather evidence of the child’s ability to:   * recognise how they are growing and changing * recognise actions that help them be healthy, safe and physically active. | **Collection of work**  Children complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.  The assessment will gather evidence of the child’s ability to:   * identify and describe the different emotions people experience * use personal and social skills to include others in a range of activities. | **Collection of work**  Children complete a series of tasks relating to a single cohesive context. Focused observations of these tasks will be recorded in an observation record and compiled to form a collection of work.  The assessment will gather evidence of the child’s ability to:   * recognise actions that help them be safe * demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. |
| Movement and physical activity | Unit 1 — Let’s get moving | Unit 2 — Playing with balls | Unit 3 — Playing together | Unit 4 — Animal dance |
| Prep assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the child’s ability to:   * demonstrate, with guidance, practices to keep them safe in different activities * perform fundamental movement skills and solve movement challenges. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the child’s ability to:   * use personal and social skills to include others in a range of activities * demonstrate, with guidance, practices to keep them safe in different activities * perform fundamental movement skills and solve movement challenges. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the child’s ability to:   * describe how their body responds to movement * use personal and social skills to be a good team member * demonstrate with guidance, practices to keep them safe in different activities. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where children complete planned assessment activities. Performances are observed on a number of occasions throughout a unit of work, and judgments relating to the quality of performance are made iteratively and recorded on observation records.  The assessment will gather evidence of the child’s ability to:   * describe how their body responds to movement * perform fundamental movement skills and solve movement challenges. |
| Making judgments and feedback | Consistency of teacher judgments | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. | Identify opportunities to moderate samples of student work at a school or cluster level to reach consensus and consistency. |

## Content descriptions for Prep Year Health and Physical Education

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| |  |  |  |  |  | | --- | --- | --- | --- | --- | | Personal, social and community health | Unit 1 | Unit 2 | Unit 3 | Unit 4 | | Being healthy, safe and active | | | | | | Identify personal strengths (ACPPS001) | ✓ |  |  |  | | Name parts of the body and describe how their body is growing and changing (ACPPS002) |  | ✓ |  |  | | Identify people and demonstrate protective behaviours that help keep themselves safe and healthy (ACPPS003) |  |  |  | ✓ | | Communicating and interacting for health and wellbeing | | | | | | Practise personal and social skills to interact with and include others (ACPPS004) |  |  | ✓ |  | | Identify and describe emotional responses people may experience in different situations (ACPPS005) | ✓ |  | ✓ |  | | Contributing to healthy and active communities | | | | | | Identify actions that promote health, safety and wellbeing (ACPPS006) | ✓ | ✓ |  | ✓ | | Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007) | ✓ |  |  |  | | |  |  |  |  |  | | --- | --- | --- | --- | --- | | Movement and physical activity | Unit 1 | Unit 2 | Unit 3 | Unit 4 | | Moving our body | | | | | | Practise fundamental movement skills and movement sequences using different body parts and in response to stimuli (ACPMP008) | ✓ | ✓ | ✓ | ✓ | | Participate in games with and without equipment (ACPMP009) |  | ✓ | ✓ |  | | Understanding movement | | | | | | Explore how regular physical activity keeps individuals healthy and well (ACPMP010 ) |  |  | ✓ | ✓ | | Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011) |  |  | ✓ | ✓ | | Learning through movement | | | | | | Cooperate with others when participating in physical activities (ACPMP012) |  | ✓ | ✓ |  | | Test possible solutions to movement challenges through trial and error (ACPMP013) | ✓ | ✓ |  |  | | Follow rules when participating in physical activities (ACPMP014) | ✓ | ✓ | ✓ |  | |

1. Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), *Australian Curriculum: Health and Physical Education*, [www.australiancurriculum.edu.au/healthandphysicaleducation/health-and-physical-education-across-foundation-to-year-10](http://www.australiancurriculum.edu.au/healthandphysicaleducation/health-and-physical-education-across-foundation-to-year-10). [↑](#footnote-ref-1)