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|  | Years 3–4 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) | Year 3–6 curriculum focus  As students move through primary school, the focus broadens to include the knowledge, understanding, and skills required to support and enhance their own health, safety and wellbeing and that of their family and friends. Students are progressively more connected to their world and their peers. Personal and social skills take on an increasing importance and students become more aware of gender expectations and stereotypes. They look to family, peers, the media, the Internet and the community for role models. Students in Year 3 to Year 6 further develop and refine their fundamental movement skills, learn about the common features of games and expand their understanding of movement concepts and strategies to engage more confidently in a broad range of physical activities.  The Health and Physical Education curriculum in Year 3 – Year 6 provides explicit learning opportunities to develop communication skills, social skills and behaviours required to work effectively with others in different environments and contexts. The curriculum allows students to experience a range of movement activities and to further develop movement competence and confidence. It also supports and encourages lifelong physical activity participation. | | | | |
| Year level descriptions1 | The Years 3 and 4 curriculum further develops students’ knowledge, understanding and skills in relation to their health, wellbeing, safety and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses in varying situations. They also develop an understanding of how their bodies grow and change as they get older.  The content explores knowledge, understanding and skills to build and maintain respectful relationships, make health-enhancing and safe decisions and interpret health messages from different sources to take action to enhance their own health and wellbeing.  The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests and learn about the benefits of regular physical activity.  The Years 3 and 4 curriculum also provides opportunities for students to develop personal and social skills through movement such as leadership, communication, collaboration, problem-solving, persistence and decision making.  The focus areas to be addressed in Years 3 to 4 include, but are not limited to:   * 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) * active play and minor games (AP) * challenge and adventure activities (CA) * fundamental movement skills (FMS) * games and sports (GS) * lifelong physical activities (LLPA) * rhythmic and expressive movement activities (RE). | | | | |
| Achievement standard1 | By the end of Year 4, students recognise strategies for managing change. They examine influences that strengthen identities. They investigate how emotional responses vary and understand how to interact positively with others in different situations. Students interpret health messages and discuss the influences on healthy and safe choices. They understand the benefits of being fit and physically active. They describe the connections they have to their community and identify resources available locally to support their health, physical activity and safety.  Students apply strategies for working cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and combine movement concepts and strategies in different physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and the elements of movement. | | | | |
| 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 students 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 students with learning experiences that meet their needs, interests, abilities and local contexts.*  The plan for Years 3 and 4 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 students in schools; for example, being implemented in a range of ways and through a number of different school subjects, 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. | | | | |
| Teaching and learning | Year 3 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 — Good friends | Unit 2 — Feeling safe | Unit 3 — Helping the environment | | Unit 4 — I am active |
| Year 3 unit descriptions | In this unit, students explore the impact of positive social interaction on self-identity. They investigate different types of friendships; examine the qualities we look for in a friend as well as their roles and responsibilities. Students learn how to communicate respectfully with friends to resolve conflict and challenging issues in friendships. They reflect on why friendships change over time and investigate strategies to assist them in establishing and maintaining respectful friendships. ­  Students will:   * recognise strategies for managing change and examine influences that strengthen identity * investigate how emotional responses vary and understand how to interact positively with others in different situations * explore a range of emotions and factors that influence and strengthen self-identity * understand the basis of friendships * examine the benefits of positive social interaction * understand what constitutes a respectful relationship * explore roles and responsibilities within respectful friendships * examine how to communicate effectively with friends. * reflect on emotional responses associated with conflict * recognise that friendships continue to evolve and change over time * investigate strategies for managing changes in friendships. | In this unit, students explore risk taking behaviours, their rights and responsibilities and decision making strategies. They explore bullying and strategies to reduce it and identify people who can help them make good decisions and stay safe.  Students will:   * identify situations where students need to be safe (Daniel Morcombe lesson 1). * explore risk taking behaviours (Daniel Morcombe Lesson 2) * explore rules, rights and responsibilities (Daniel Morcombe lesson 3) * identify private body parts and body ownership (Daniel Morcombe lesson 4) * explore bullying and strategies to reduce it * explore problem-solving and decision-making strategies for reducing risk (Daniel Morcombe lessons 5 and 6) * investigate emotional responses to risks and decisions from different people and how they vary in strength and depth * identify people who can help them to make good decisions and remain safe (Daniel Morcombe lesson 7). | In this unit, students explore the concept of sustainable practice and how they can contribute to the sustainability of the environment. They participate in the development of sustainable practice in the school environment.  Students will:   * explore sustainable practice through identifying examples of sustainable practice and ideas that students could put into practice at school and home * explore the messages in the media on sustainability, and the reasons it is important * identify and explore strategies to promote wellbeing through sustainability, and practice this strategy for the year; for example, kitchen garden, a recycling project, a non-bottled water campaign, composting food scraps and grass clippings, using less power in the classroom * participate in activities to examine how participation promotes a connection between the community, natural and built environments. | | In this unit, students investigate the concepts of physical activity and sedentary behaviours while searching the recommendations of physical activity for five to twelve year olds. They explore the benefits of physical activity and investigate ways to increase physical activity.  Students will:   * investigate the concept of physical activity and sedentary behaviour * investigate the recommendations of physical activity for children aged five to twelve * investigate the types of physical activity that children can be involved in * identify the benefits of physical activity – healthy bones, heart, muscles and self * investigate the benefits of physical activity to emotional health – good self-esteem, psychological wellbeing and reduction in feelings of depression and anxiety * investigate ways to increase physical activity in children and identify blockers to recommended amounts of physical activity * describe strategies to make the classroom and playground (classroom and playground is their local community) safe, and active spaces and to increase the physical activity of children. |
| Movement and physical activity | Unit 1 — Scoot scoot | Unit 2 — Take your marks, get set, play | Unit 3 — Kicking and passing | | Unit 4 — Party dance |
| Year 3 unit descriptions | In this unit, students develop and practise scooter riding skills through various activities and challenges.  Students will:   * examine safety, equipment and routines when riding a scooter in different environments * develop and practise the scooter riding skills of balancing, braking and cornering * examine movement concepts and apply the elements of effort, time, space and relationships to objects to scooter riding * investigate solutions to scooter challenges through trial and evaluation. | In this unit, students develop the fundamental movement skills of running, jumping and throwing.  Students will:   * practise and refine the fundamental movement skills of running, jumping and throwing * apply the fundamental movement skills of running, jumping and throwing while incorporating movement concepts in simple games * understand the benefits of being fit and physically active while participating in athletic activities. | In this unit, students develop kicking and passing skills in different games and sports. They adopt inclusive practices and apply strategies for working cooperatively. They also apply rules fairly.  Students will:   * practice and refine fundamental kicking and passing skills with large balls * combine fundamental movement and object control skills in minor games * apply basic rules and scoring systems, and demonstrate fair play when participating in activities * adopt inclusive practices * develop and apply strategies in minor games * solve movement challenges. | | In this unit, students perform social dances individually and in groups  Students will:   * develop and perform fundamental movement skills * perform fundamental movement skills which incorporate the elements of movement in response to music * combine the fundamental movement skills and the elements of movement to create and perform a dance. |
| Year 4 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 — Making healthy choices | Unit 2 — Culture in Australia | Unit 3 — Health channels | | Unit 4 — Netiquette and online protocols |
| Year 4 unit descriptions | In this unit, students explore the concept of health and the reasons why the food eaten is important. They explore the Australian Guide to Healthy Eating and the importance of eating breakfast and lunch.  Students will:   * identify all the things that make them a healthy person * explore the reasons why the food we eat is important; that it contributes to concentration and learning, healthy hair and skin, working muscles, healthy blood, strong bones etc. * identify the Australian Guide to Healthy Eating * explore the importance of eating breakfast and use the Australian Guide to Healthy Eating to explore breakfast foods * identify the need for a healthy lunch and use the Australian Guide to Healthy Eating to explore lunch offerings. | In this unit, students explore the ideas of empathy and respect and how these are represented in the community. An exploration of other cultures, foods, traditions games and dance is carried out to ascertain the cultural diversity in the community.  Students will:   * explore what is meant by culture and identify the things that make cultures unique – the mosaic tiles in mosques, body decorations of India, dreaming stories of Australia — and how these are messages that are passed on from one generation to another * identify and explain the difference between empathy and respect by defining respect and empathy * examine how and when respect and empathy can be shown to each other * research the local cultures within the community, including the games and activities * research particular customs and traditions that occur in these cultures and their meanings * recognise that we need to treat others with respect and empathy * research their own heritage and cultural identities and explore strategies to respect and value identity. | In this unit, students examine different sources of health information and how to interpret them with regard to credibility, relevance and inescapable truths. Students identify health messages directed at them and the influences they have on them. They explore strategies to assist children interpreting the messages to make better choices.  Students will:   * examine the different sources of health information including social media, TV, newspapers, magazines, government, internet, and supermarkets * investigate how to interpret the health messages in the media/internet using the criteria: credibility, relevance, inescapable truths * explore the ultimate goal of the health messages — behavioural change, attitudinal change, brand awareness and message recall * identify specific health information and messages aimed at children and explore the information that children are exposed to; for example, ads targeting children, placement of goods in supermarkets * recall foods that are sometimes and often foods and explore the Australian Guide to Healthy Eating to locate the foods advertised and the recommendations on their consumption * identify a strategy to assist children to interpret the messages in the media/internet and make better choices with regard to consumption of these foods. | | In this unit, students explore and implement strategies to interpret health information and messages on the internet. They describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe using the internet. They explore respect and empathy and how important it is in relationships on the internet.  Students will:   * investigate what is meant by netiquette and online safety * identify the facts about cyberbullying , unwanted contact, offensive content, mobile phones, digital footprint * explore the correct netiquette to use with social networking and online friends * explore how important it is to stay legal online * describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe * discuss and interpret the messages on the cyber(smart) website and decide on the usefulness of the messages * investigate online and mobile phone safety (Daniel Morcombe lesson 8). |
| **Movement and physical activity** | **Unit 1 — Superstars** | **Unit 2 — Run, jump, throw** | **Unit 3 — Hit it, catch it, field it, throw it** | | **Unit 4 — Let me entertain you** |
| Year 4 unit descriptions | **Splish Splash**  In this context, students practise and refine fundamental movement skills to perform the swimming strokes of freestyle, backstroke, and breaststroke, and solve safety and survival challenges. They will also examine the benefits of being fit and physically active and how they relate to swimming.  Students will:   * develop arm, leg and breathing movements to perform recognised swimming strokes * understand how timing and effort affect movements and overall stroke performance * refine body positions and movements to demonstrate safety and survival skills and transition between skills in a challenge * understand the benefits of being fit and physically active and how they relate to swimming.   OR  **Criss Cross**  In this context, students practise and refine fundamental movement skills to perform various skipping skills and solve individual skipping challenges. They also examine the benefits of being fit and physically active and how they relate to skipping.  Students will:   * develop fundamental movement skills to perform long rope skipping and partner skipping * understand how the elements of movement affect skill performance * refine the elements of movement to demonstrate and refine individual skipping skills to solve challenges * understand the benefits of being fit and physically active and how they relate to skipping. | In this unit, students combine fundamental movement skills to perform athletic sequences.  Students will:   * refine fundamental movement skills of running, throwing and jumping * combine fundamental movement skills to form sequences * apply the elements of movement to refine sequences * apply sequences to perform athletic events. | In this unit, students develop and apply overarm throwing and object control skills (with small balls) to participate in various striking and fielding games. They apply rules fairly.  Students will:   * practise and refine fundamental movement throwing and object control skills * consider and combine the concepts and strategies when participating in various activities * understand and apply rules * use creative thinking to transfer and apply fundamental movement to new contexts and game situations. | | In this unit, students practise and refine fundamental movement skills to perform the circus skills of balancing and juggling. They work cooperatively.  Students will:   * develop fundamental movement skills to perform the circus skills of balancing and juggling * understand how the elements of movement affect skill performance * work cooperatively to solve challenges and perform circus skills * create and perform movement sequences using fundamental movement skills and the elements of movement. |
| 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 | Students 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 student has met the achievement standard. | | | | |
| Personal, social and community health | Unit 1 — Good friends | Unit 2 — Feeling safe | | Unit 3 — Helping the environment | Unit 4 — I am active |
| Year 3 assessment | **Research**  Students respond to a case study and a series of activities about changes and making new friends.  The assessment will gather evidence of the student’s ability to:   * recognise strategies for managing change * examine influences that strengthen identities * investigate how emotional responses vary and understand how to interact positively with others in different situations. | **Research**  Students read a case study and complete a comic strip to solve a described bullying issue.  The assessment will gather evidence of the student’s ability to:   * investigate how emotional responses vary and understand how to interact positively with others in different situations. | | **Research**  Students complete an assignment. They investigate sustainable practices suitable in their localised context, such as recycling food scraps, and separating recyclable waste from other waste.  The assessment will gather evidence of the student’s ability to:   * recognise strategies for managing change * interpret health messages and discuss the influences on healthy and safe choices * describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity * apply strategies for working cooperatively. | **Research**  Students complete an assignment. They conduct a survey to collect data on play activity options in the school playground and suggest other games/ activities that match their interests.  The assessment will gather evidence of the student’s ability to:   * understand the benefits of being fit and physically active * use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. |
| Movement and physical activity | Unit 1 — Scoot scoot | Unit 2 — Take your marks, get set, play | | Unit 3 — Kicking and passing | Unit 4 — Party dance |
| Year 3 assessment | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * refine fundamental movement skills and movement concepts and strategies in different physical activities * solve movement challenges * create and perform movement sequences using fundamental movement skills and the elements of movement. | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * understand the benefits of being fit and physically active * refine fundamental movement skills and movement concepts and strategies in different physical activities. | | **Physical performance**  Based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * apply strategies for working cooperatively and apply rules fairly * refine fundamental movement skills and movement concepts and strategies in different physical activities * 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 students 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 student’s ability to:   * refine fundamental movement skills * create and perform movement sequences using fundamental movement skills and the elements of movement. |
| Personal, social and community health | Unit 1 — Making healthy choices | Unit 2 — Culture in Australia | | Unit 3 — Health channels | Unit 4 — Netiquette and online protocols |
| Year 4 assessment | **Research**  Students complete an assignment. They analyse breakfast food products to create a breakfast food plan that is suitable for students engaging in a physical activity.  The assessment will gather evidence of the student’s ability to:   * recognise strategies for managing change * interpret health messages and discuss the influences on healthy and safe choices * use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. | **Practical performance**  Students participate in a practical performance showing interaction with each other in a game situation with teacher observation.  The assessment will gather evidence of the student’s ability to:   * examine influences that strengthen identities * investigate how emotional responses vary and understand how to interact positively with others in different situations * apply strategies for working cooperatively. | | **Research**  Students examine a graffiti wall filled with various health-related messages and use a decision-making model to evaluate the validity of one of the messages, outlining the possible consequences of following the chosen message.  The assessment will gather evidence of the student’s ability to:   * interpret health messages and discuss the influences on healthy and safe choices * use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. | **Research**  Students will undertake a case study task. They will take on the role of a digital detective and examine online behaviour to identify possible dangers and suggest strategies to stay safe online.  The assessment will gather evidence of the student’s ability to:   * examine influences that strengthen identities * interpret health messages and discuss the influences on healthy and safe choices * describe the connections they have to their community and identify resources available locally to support their health, safety and physical activity. |
| Movement and physical activity | Unit 1 — Superstars | Unit 2 — Run, jump, throw | | Unit 3 — Hit it, catch it, field it, throw it | Unit 4 — Let me entertain you |
| Year 4 assessment | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * understand the benefits of being fit and physically active * refine fundamental movement skills and movement concepts in different physical activities and to solve movement challenges * perform movement sequences using fundamental movement skills and the elements of movement. | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * develop and refine fundamental movement skills * create and perform movement sequences using fundamental movement skills and the elements of movement. | | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * apply rules fairly * refine fundamental movement skills and movement concepts and strategies in different physical activities * create and perform movement sequences using fundamental movement skills and the elements of movement. | **Physical performance**  Physical performances are based on the ongoing application of skills and conceptual understandings.  Assessment occurs over a period of time during lessons where students 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 student’s ability to:   * work cooperatively and apply rules fairly * refine fundamental movement skills and movement concepts and strategies in different physical activities * 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 Years 3–4 Health and Physical Education

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| |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Personal, social and community health | Year 3 | | | | Year 4 | | | | | Units | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | Being healthy, safe and active | | | | | | | | | | Examine how success, challenge and failure strengthen personal identities (ACPPS033) | ✓ | ✓ |  | ✓ | ✓ | ✓ |  | ✓ | | Explore strategies to manage physical, social and emotional change (ACPPS034) | ✓ | ✓ |  | ✓ | ✓ |  |  |  | | Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035) |  | ✓ |  |  |  |  |  | ✓ | | Identify and practise strategies to promote health, safety and wellbeing (ACPPS036) |  |  | ✓ | ✓ | ✓ |  | ✓ | ✓ | | Communicating and interacting for health and wellbeing | | | | | | | | | | Describe how respect, empathy and valuing difference can positively influence relationships (ACPPS037) | ✓ |  |  |  |  | ✓ |  | ✓ | | Investigate how emotional responses vary in depth and strength (ACPPS038) | ✓ | ✓ |  |  |  | ✓ |  |  | | Discuss and interpret health information and messages in the media and on the Internet (ACPPS039) |  |  | ✓ |  | ✓ |  | ✓ | ✓ | | Contributing to healthy and active communities | | | | | | | | | | Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040) |  | ✓ | ✓ | ✓ |  |  |  | ✓ | | Participate in outdoor games and activities to examine how participation promotes a connection between the community, natural and built environments, and health and wellbeing (ACPPS041) |  |  | ✓ | ✓ | ✓ |  |  |  | | Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042) |  | ✓ |  |  |  | ✓ |  |  | | |  |  |  |  |  |  |  |  |  | | --- | --- | --- | --- | --- | --- | --- | --- | --- | | Movement and physical activity | Year 1 | | | | Year 2 | | | | | Units | 1 | 2 | 3 | 4 | 1 | 2 | 3 | 4 | | Moving our body | | | | | | | | | | Practise and refine fundamental movement skills in different movement situations (ACPMP043) | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | Perform movement sequences which link fundamental movement skills (ACPMP044) | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ | | Practise and apply movement concepts and strategies (ACPMP045) | ✓ | ✓ | ✓ |  | ✓ |  | ✓ |  | | Understanding movement | | | | | | | | | | Examine the benefits of physical activity and physical fitness to health and wellbeing (ACPMP046) |  | ✓ |  | ✓ | ✓ |  |  |  | | Combine the elements of effort, space, time, objects and people when performing movement sequences (ACPMP047) | ✓ |  |  | ✓ | ✓ | ✓ |  | ✓ | | Learning through movement | | | | | | | | | | Adopt inclusive practices when participating in physical activities (ACPMP048) |  |  | ✓ |  |  |  |  | ✓ | | Apply innovative and creative thinking in solving movement challenges (ACPMP049) | ✓ |  | ✓ |  | ✓ |  | ✓ | ✓ | | Apply basic rules and scoring systems, and demonstrate fair play when participating (ACPMP050) |  |  | ✓ |  |  |  | ✓ |  | |

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)