



Early years curriculum materials

# Health and physical learning



Queensland  
Government



Queensland  
Studies Authority  
Partnership and innovation

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## Health and physical learning

The following photographs illustrate some of the learning experiences that are described in the Early Years Curriculum Guidelines.

These photographs are used with kind permission from the following Preparatory Year phase in schools:

Marsden State School, Logan

Caboolture East State School, Caboolture

Good Shepherd Lutheran College, Noosaville

Mitchelton State School, Brisbane

Murray River Upper State School, North Queensland

Caloundra Christian College, Caloundra

Blackall State School, Blackall

Badu Island State School, Torres Strait

St Saviour's Catholic Primary School, Toowoomba

Vienna Woods State School, Brisbane.



### **Stretching lycra to the music**

Developing upper arm strength; refining control of the shoulders, elbows, wrists and fingers through movements involving repetition and rhythm.



### **Taylor's french knitting**

Refining finger strength; fine motor manipulation, hand-eye coordination integrating fine-motor movements.



**Modified netball**

Using objects, equipment and materials to develop throwing skills; hand-eye coordination, upper body strength.



### **Plank sliding**

Adjusting movements to negotiate different environments and pathways: obstacle course; balance, coordination and upper body strength.



### **Painting an ocean mural**

Building strength, accuracy and control of movements while manipulating objects and materials; using appropriate positioning of fingers, wrists and arms to control tools.



### Playing T ball

Developing coordination, including hand-eye and foot-eye; incorporating new actions and movements in adaptations of sports.



### Tennis

Combining and extending a range of movements; developing coordination, including hand-eye, eye tracking and upper body movements.



### **Measuring in the water trough**

Experimenting with a range of experiences that develop sensory awareness; adjusting movements, developing control when manipulating objects, using language to describe position in space.



**Making equipment for the fire station**

Using appropriate positioning of fingers, palms, hands, wrist, lower and upper arm to control tools, objects and materials.

**Stilt walking (in background)**

Developing balance and coordination.



**Cutting pineapple—Preparing healthy food choices.**



### Emergency triage

Investigating issues or services related to health and safety; developing coordination and integration of body movements.



### **Making biscuits**

Experimenting with a range of experiences to develop sensory awareness; building strength and control of movements.



### **Rainforest puzzle**

Refining visual perceptual skills; and fine-motor coordination.



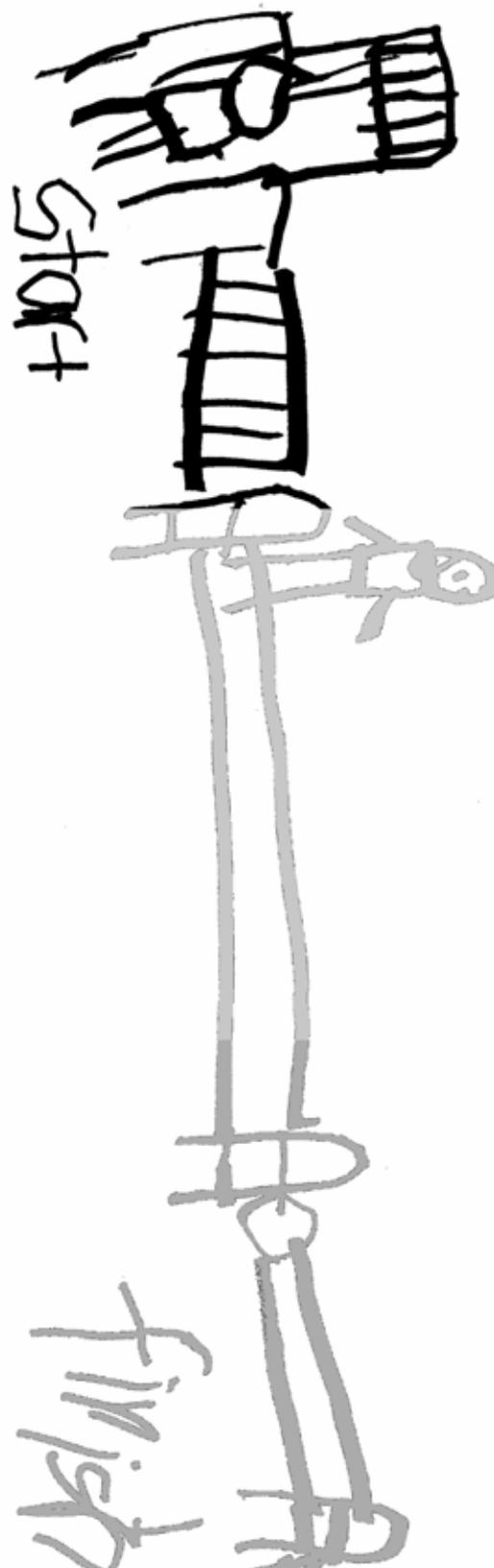
### **Ribbon dancing**

Developing sensory awareness through experimenting with movement; developing and combining locomotor and non-locomotor skills.



**Hand painting: different colours for different fingers**

Building strength, accuracy and control of movements while manipulating objects and materials; developing hand-preference and precise grip when manipulating tools.



**Obstacle course designed by preparatory year child**

Planning the layout of outdoor activities with children.

Monday August 8



I wanted to put the balls in the tunnel during outside time.

We needed to have a mat with a circle of boxes around it so the balls won't roll away.

It looked like a ball factory, because there were balls everywhere.



We had to climb a ladder. The balls went to the top in a crane thingy, and then someone took them away in a bucket.

We tipped them in. They rolled down the plank, some got stuck in the tunnel. Joshua

### Documenting children's health and physical learning

This example shows how this investigation used health and physical learning.