

BOONDALL STATE SCHOOL PREP: YEAR LEVEL PLAN

HEALTH & PHYSICAL EDUCATION	Movement & Physical Activity and Personal, social & community health	Band Description	<p>The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content gives students opportunities to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.</p> <p>The content explores the people who are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.</p> <p>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.</p> <p>Focus areas to be addressed in Foundation include:</p> <ul style="list-style-type: none"> • safe use of medicines (AD) • food and nutrition (FN) • health benefits of physical activity (HBPA) • mental health and wellbeing (MH) • relationships (RS) • safety (S) • active play and minor games (AP) • fundamental movement skills (FMS) • rhythmic and expressive movement activities (RE). 			
		Unit Description	Unit 1	C2C Unit 2	C2C Unit 3	Unit 4
		<p>Water familiarity, buoyancy and mobility (adapted from the Australian Curriculum and Aquapak RLSSA)</p> <p>Students explore the elements of movement in the water: Students:</p> <ul style="list-style-type: none"> • explore the personal and social skills needed to cooperate with others in physical activities • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges • develop fundamental movement skills (under, on, through the water) • develop water familiarisation through exploration and play • follow safety procedures (entry, exit) • perform movement sequences (front and back). • breathing activities 	<p>Athletics Running, Jumping, Throwing (adapted from the Australian Curriculum)</p> <p>Students develop the object control skills of rolling, catching, throwing, jumping and running through active participation in athletic events. They will use personal and social skills to follow rules and cooperate with others and be safe to self and others.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore rules and safe practices for moving safely and using athletics equipment in physical activities • explore the personal and social skills needed to cooperate with others in physical activities • develop fundamental movement skills to direct and receive objects • apply the fundamental movement skills of running, jumping, hopping and test to solve movement challenges. • recognise how they are growing and changing • identify and describe the different emotions people experience in different situations 	<p>Ball and Team Skills Playing with balls (adapted from the Australian Curriculum)</p> <p>Students develop control skills of rolling, catching, bouncing, and throwing through active participation in activities, games and movement challenges. They demonstrate personal and social skills to include others and describe their feelings after participating in a range of active games.</p> <p>Students:</p> <ul style="list-style-type: none"> • explore rules and moving safely and using balls in physical activities • explore the personal and social skills needed to cooperate with others in physical activities • develop fundamental movement skills to direct and receive objects • apply the fundamental movement skills of running, jumping, hopping and galloping and test to solve movement challenges. • understand different ways of feeling after participating in active games. • describe how their body responds to movement 	<p>Water safety and swimming (adapted from the Australian Curriculum and Aquapak RLSSA)</p> <p>Students:</p> <ul style="list-style-type: none"> • Safely enter and exit shallow water using a method suitable for the water location • Propel the body for 5 metres continuously and unassisted • Float and recover to a secure position • Correctly fit a lifejacket on land • Perform a continuous survival sequence: float for 30 to 60 seconds holding a buoyant aid; signal for help • Submerge the body completely underwater, eyes open and breathe out • Be rescued by grasping a rigid aid and being pulled to safety • Identify actions that help keep themselves safe and healthy around the water • Demonstrate understanding of: locations where water is found; rules for safe behaviour around the water; how to signal for help • identify actions that help them be healthy, safe and physically active • identify different settings where they can be active and demonstrate how to move and play safely 	
<p>Student responses to summative assessment tasks contribute to their assessment folio. It provides evidence of their learning and represents their achievements over reporting period. The assessment folio should include a range and balance of assessments to make valid judgments about whether the student has met the achievement standard.</p>						
	Assessment	<p>Students are assessed on</p> <ul style="list-style-type: none"> • Skipping • Hopping • Jumping • Galloping • Responding to a whistle signal • Slide entry • Opening the eyes underwater <p>Blowing bubbles underwater</p>	<p>Practical</p> <p>Physical performances are 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.</p>	<p>Practical</p> <p>Physical performances are 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.</p>	<p>Collection of work</p> <p>Students 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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> • identify different settings where they can be active and how to move and play safely 	

			<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> perform fundamental movement skills solve movement challenges <p>Collection of work</p> <p>Students 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.</p> <p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> identify and describe the different emotions people experience. 	<p>The assessment will gather evidence of the student's ability to:</p> <ul style="list-style-type: none"> use personal and social skills when working with others in a range of activities describe how their body responds to movement. 	<ul style="list-style-type: none"> identify actions that help them stay healthy, safe and physically active. demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities.
		Achievement Conventions	<p>Text –</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration, non-verbal</p> <p>Conditions –</p>	<p>Text – Information reports</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions – Spoken responses to questions in class.</p>	<p>Text – Information reports</p> <p>Techniques – Practical, test / examination</p> <p>Mode – Demonstration</p> <p>Conditions – Spoken responses to questions in class.</p>
		Aspect of Achievement Standard	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p> <p>Assessed</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p> <p>Assessed</p>	<p>By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.</p> <p>Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.</p> <p>Assessed</p>
<p>All unit assessment tasks provide evidence of student learning and provide opportunities for teachers to make judgments about whether students have met the Australian Curriculum Achievement Standard in Health and Physical Education.</p>					
	Moderation	<p>Consistency of teacher judgments</p> <p>Teachers use moderation to support consistency of teacher judgments and comparability of reported results against the relevant achievement standards</p>			
	General capabilities and cross-curriculum priorities	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>	<p>Opportunities to engage with:</p>
	Key	<p><i>General capabilities</i></p> <ul style="list-style-type: none"> Literacy Numeracy Information and Communication Technology (ICT) Capability 	<ul style="list-style-type: none"> Personal and Social Capability Ethical Understanding Intercultural Understanding Critical and Creative thinking 	<p><i>Cross-curriculum priorities</i></p> <ul style="list-style-type: none"> Aboriginal and Torres Strait Islander Histories and Cultures Asia and Australia's Engagement with Asia Sustainability 	

Content descriptions for Years Prep Health and Physical Education
Review for balance and coverage of Content Descriptions and Concepts in each unit

PPS — Personal, social and community health strand PMP — Movement and physical activity strand	Year Prep							
	Unit 1		Unit 2		Unit 3		Unit 4	
	PPS	PMP	PPS	PMP	PPS	PMP	PPS	PMP
Personal, Social and Community Health — 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 and other actions that help keep themselves safe and healthy (ACPPS003)							✓	
Personal, Social and Community Health — Communicating and interacting for health and wellbeing								
Practise personal and social skills to interact positively with others (ACPPS004)					✓			
Identify and describe emotional responses people may experience in different situations (ACPPS005)	✓				✓			
Personal, Social and Community Health — 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 — Moving our body								
Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)		✓		✓		✓		✓
Participate in games with and without equipment (ACPMP009)		✓				✓		
Movement and Physical Activity — 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)						✓		✓
Movement and Physical Activity — 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)		✓				✓		