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| **FOUNDATION** | **YEAR 1-2** | **YEAR 3-4** | **YEAR 5-6** |
| **Sub-strand 1: Moving our body** | | | |
| **F.8 Practise fundamental**  **movement skills and movement**  **sequences using different body**  **parts and in response to stimuli CCT** | **2.8a Perform fundamental**  **movement skills in different**  **movement situations CCT** | **4.8a Combine fundamental movement skills to perform**  **movement sequences CCT** | **6.8a Practise specialised movement skills and apply them in a variety of contexts CCT** |
| performing locomotor skills in any direction from one point to another (AP, FMS, RE)  sending, controlling and receiving objects at different levels and in  different ways (AP, FMS)  performing a range of water confidence skills  (FMS)  creating movement sequences without equipment (AP, FMS, RE)  responding to rhythm, beat, music and words with movement (FMS, RE) | performing locomotor movements to travel in different directions using  different body parts (AP, FMS, RE)  performing manipulative skills involving handling and controlling objects with equipment and different parts of the body (AP, FMS, RE)  demonstrating balances and describing what helps to maintain stable positions (FMS, RE)  demonstrating how to transfer weight from one part of the body to another (FMS, RE) | performing activities where locomotor and manipulative skills are combined (AP, FMS, RE)  performing a combination of movement skills to demonstrate weight transference in different physical activities (AP, FMS, RE)  coordinating kicking with arm movements to propel the body through the water (FMS)  combining fundamental movement skills to perform an expressive dance (FMS, RE)  exploring and practising different techniques to propel an objects towards a target (AP, FMS) | applying stability and locomotor skills to dodge and feint in different  movement situations (GS, RE)  applying kicking, striking and throwing skills to propel an object and keep it in motion (GS)  combining surface propulsion and underwater skills in an aquatic  environment (FMS) (CA)  performing a range of complex static and dynamic balances on a balance  beam that involve balancing on different body parts or rotating and/or pivoting  (RE)  jumping with control for height and distance using a variety of body positions (CA, FMS, GS, RE) |
|  | **2.8b Construct and perform**  **imaginative and original**  **movement sequences in response**  **to stimuli CCT** | **4.8b Perform movement**  **sequences which link fundamental**  **movement skills together CCT,**  **AAEA, HC** | **6.8b Design and perform a variety**  **of movement sequences CCT** |
|  | demonstrating changes in speed, direction and level of movement in response to changes in music tempo  (RE)  creating, following, repeating and altering movement sequences in  response to rhythm, music  or words (AP, RE)  selecting and implementing different  movement skills to be successful in a game (AP, FMS) | performing jump rope routines incorporating different jumping  techniques and connecting  movements (AP, FMS, RE)  demonstrating fundamental movement skills in sequence to  participate in a minor game  (AP, FMS)  performing tumbling routines using rolling actions, incline, weight  transfer, flight and balance (FMS, RE)  participating in dance routines from a range of cultures such as Tinikling,  Polynesian dance, Japanese parasol dance, Aboriginal and Torres  Strait Islander dance (FMS, RE)  using a surface dive and propelling the body underwater to recover an  object (FMS) | composing movement sequences including balances to travel from  point to point (RE, FMS)  performing activities that have a transition from one skill to another such as from dribbling to shooting or from leaping to balancing (LLPA,  GS, RE)  experimenting with different  music genres such as, Indian Bangra music when performing creative dances (RE)  designing a sequence of passes amongst team mates to maintain  possession or move a piece of equipment from one point to another (GS, CA)  designing and participating in a simple fitness circuit involving activities that require different types of movement (LLPA) |
| **F.9 Participate in games with and**  **without equipment EB, PSC** | **2.9 Create and participate in**  **games CCT** | **4.9 Practise and apply movement**  **concepts and strategies CCT** | **6.9 Propose and apply movement**  **concepts and strategies CCT** |
| participating in games that require students to be aware of personal safety and game boundaries  (AP)  participating in games from other cultures (AP)  participating in games responding to stimuli such as musical chairs, rhythm actions, alphabet shapes  (AP, RE) | inventing games with rules using one or two pieces of equipment (AP)  participating in games which use a number of different fundamental  movement skills (AP, FMS)  using stimuli such as equipment, rhythm, music and words to create games (AP, RE) | planning and performing strategies to be successful in tag games (AP)  demonstrating movement concepts and strategies to create scoring  opportunities (GS)  exploring centre of gravity and stability as they perform balance activities (AP, FMS, RE)  participating in physical activities which require problem solving to achieve a goal (AP, CA, RS) | demonstrating defensive and offensive play in modified games (GS)  proposing and applying movement concepts and strategies to perform  movement sequences at different levels using different types of equipment (FMS, GS, RE)  proposing and applying movement concepts and strategies to safely traverse a natural environment (CA, S) |
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| **Sub-strand 2: Understanding movement** | | | |
| **F.10 Explore how regular physical**  **activity keeps individuals healthy**  **and well LIT** | **2.10 Discuss the body’s reactions**  **to participating in physical activities LIT, NUM** | **4.10 Examine the benefits of**  **physical activity and physical fitness to health and wellbeing LIT** | **6.10 Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing LIT** |
| describing their feelings after participating in different physical activities (HBPA)  describing how the body responds to participating in different physical  activities (HBPA)  sharing the things they enjoy about being physically active (HBPA, MH) identifying how regular physical activity can help keep people healthy  (HBPA) | participating in activities of different intensity and comparing the body’s  reactions (AP, FMS, HBPA)  identifying positive feelings they experience when participating in physical activities (HBPA, AP)  participating in new and unfamiliar activities and describing how they felt about the experience (HBPA) | exploring the benefits of regular physical activity including the influence on sleep, concentration and fitness (LLPA, HBPA, MHWB)  collecting, recording and organising information to investigate which physical activities people engage in  to maintain health, wellbeing and fitness (HBPA)  exploring physical activity and screen usage time recommendations for  children and proposing how they can meet these recommendations (HBPA | creating and participating in a fitness circuit designed to improve health-related fitness components (LLPA,  HBPA)  describing and demonstrating safe  stretching activities which maintain and develop flexibility (LLPA, HBPA)  examining the benefits of physical activity to social health and mental wellbeing (LLPA, HBPA, MH)  participating in a range of physical activities and exploring the health, skill and fitness benefits (CA, FMS, GS, LLPA, HBPA) |
| **F.11 Identify and describe how**  **their body moves in relation to**  **effort, space, time, objects and**  **people LIT** | **2.11 Incorporate elements of**  **effort, space, time, objects and**  **people in performing simple**  **movement sequences NUM** | **4.11 Combine the elements of**  **effort, space, time, objects and**  **people when performing**  **movement sequences** | **6.11a Manipulate and modify the**  **elements of effort, space, time,**  **objects and people to perform**  **movement sequences CCT** |
| moving at different speeds and in different directions with others in a  designated area (AP, FMS, RE)  demonstrating the difference between personal space and general space in physical activities (AP, FMS, RE)  describing body positions when performing a range of different movements (AP, FMS, RE) | comparing different types of movements and identifying which ones are easier and harder and why  this might be the case (AP, FMS, RE)  performing movements under, over, through and between objects, people and equipment (AP, FMS,  RE)  demonstrating how they can balance on different parts of the body and  make different shapes (AP, FMS, RE) | demonstrating acceleration and deceleration of movement in physical activities (AP, FMS, RE)  discussing and demonstrating different levels, movement  pathways, use of space and flow in movement sequences (RE)  using the body to demonstrate an  understanding of symmetry, shapes and angles when performing  movement skills, balances or movement sequences (FMS, RE) | demonstrating an understanding of how to adjust the force and speed  of an object to improve accuracy and control (GS, FMS)  creating a movement sequence that demonstrates variations in flow and levels and involves individuals moving together in time (GS, RE)  working with a partner to explore pushing and pulling movements and how these can be manipulated to  perform counter-balances (CA, RE)  developing strategies that exploit the playing space to create overlaps and extra attackers (GS) |
|  |  |  | **6.11b Participate in physical activities from their own and other**  **cultures to examine how involvement creates community**  **connections and intercultural**  **understanding ICU, HC** |
|  |  |  | researching and participating in different cultural games or physical  activities children in other countries play (GS, RE)  exploring the place of water-based recreational activities in Australian  culture and how communities come together to enjoy water-based  activities  participating in and investigating the heritage of games that have cultural  significance in Australia, and exploring similarities with games of significance to other cultures such as  jump rope and Nang Tong (from Thailand), poison ball/dodge ball and Bola Beracun (from Malaysia), hockey and Lor Kon Krok (from Thailand) and Australian Rules Football, Lacrosse and Gaelic  football (GS) |
| **FOUNDATION** | **YEAR 1-2** | **YEAR 3-4** | **YEAR 5-6** |
| **Sub-strand 3: Learning through movement** | | | |
| **F.12 Cooperate with others when**  **participating in a range of physical activities PSC, ICU** | **2.12 Use strategies to work in**  **group situations when participating in physical activities PSC, LIT** | **4.12 Adopt inclusive practices when participating in physical activities PSC, EB** | **6.12 Participate positively in groups**  **and teams by encouraging others**  **and negotiating roles and**  **responsibilities PSC, EB, ICU** |
| working with a partner or small group to complete a movement task or challenge (RS, AP, RE)  mirroring a partner whilst moving to music (RE)  using words and body language to communicate intentions clearly when playing minor games (AP) | working cooperatively with a partner when practising new skills (RS, FMS)  describing how to include others in physical activity (RS, AP, FMS, RE)  suggesting and trialling how a game can be changed so that everyone  can be involved (AP, RS) | using cooperative skills to complete a movement task such as a partner balance, partner passing strategy or  team strategy (AP, CA, FMS, RE)  working cooperatively with team members to maintain possession in a game by passing to other players  and listening to team mates (AP)  modifying physical activities to ensure everyone is included such  as changing equipment, rules or playing space (AP, FMS, RE) | understanding the contribution of different roles and responsibilities in  physical activities that promote enjoyment, safety and positive outcomes for participants (CA, GS, LLPA, RE)  demonstrating negotiation skills when dealing with conflicts or disagreements in movement situations (CA, GS, RE)  using reflective listening when working in small groups on movement tasks or challenges (CA, GS, LLPA, RE)  exploring and performing the duties and responsibilities of different  roles for a range of physical  activities (CA, GS, LLPA, RE) |
| **F.13 Identify movement**  **challenges and test possible**  **solutions through trial and error**  **CCT** | **2.13 Propose a range of**  **alternatives and test their**  **effectiveness when solving**  **movement challenges CCT** | **4.13 Apply innovative and creative**  **thinking in solving movement**  **challenges CCT** | **6.13 Apply critical and creative**  **thinking processes in order to**  **generate and assess solutions to**  **movement challenges CCT** |
| attempting different ways to solve a movement challenge and discussing  which ways were successful or not (AP, FMS, RE)  trialing a number of ideas when trying new movement activities (AP,  FMS, RE)  making positive choices when faced with a decision about how they  participate in a movement activity (AP, FMS, RE)  performing a new movement task for others in their group or class (AP,  FMS, RE) | predicting possible  outcomes of alternative  actions and deciding which  one is likely to be the most  effective (AP, FMS, RE)  asking for and responding to feedback from peers or teachers on their performance (AP, FMS, RE)  reflecting on their performance and  identifying and demonstrating ways they can perform a skill more  successfully (AP, FMS, RE) | transferring and applying skills to solve movement challenges (AP, CA, FMS, RE)  testing alternate responses to movement challenges and predicting the success or effectiveness of each  (AP, CA, FMS, RE)  posing questions to others as a strategy to solving movement challenges (AP, CA, FMS, RE)  drawing on prior knowledge to solve  movement challenges (AP, CA, FMS, RE) | recognising there may be a number of solutions to movement challenges and justifying which solution is  most appropriate or effective (FMS, CA, GS, RE)  applying movement skills and strategies from other contexts to generate a solution to an unfamiliar  movement challenge (FMS, CA, GS, RE)  assessing and refining strategies to persist and successfully perform new  and challenging movement skills and sequences (FMS, CA, GS, RE)  devising strategies and formulating plans to assist in successfully performing new movement skills (FMS, CA, GS, RE) |
| **F.14 Follow rules when**  **participating in physical activities**  **EU** | **2.14 Identify rules and play fairly**  **when participating in physical**  **activities EU, PSC, ICU** | **4.14 Apply basic rules and scoring**  **systems and demonstrate fair play**  **when participating PSC, EU** | **6.14 Demonstrate ethical**  **behaviour and fair play that aligns**  **with the rules when participating in**  **a range of physical activities EU,**  **PSC** |
| following instructions for personal safety and fair play (S)  responding to a whistle and commands when participating in physical activity (S)  identifying boundaries such as personal space and playing area (S)  demonstrating appropriate use of equipment (S) | explaining why rules are needed in games and physical activities (AP, RE,  S)    demonstrating turn-taking and sharing equipment when participating in minor games (S, AP)  explaining how rules contribute to fair play and applying them in group  activities (AP, FMS, RE) | collaborating to decide  rules for a new game (AP)  contributing to fair decision making in physical activity by applying the rules appropriately (AP)  recognising unfairness and exclusion in a game situation and proposing strategies to overcome these issues (AP)  recognising consequences of personal and team actions in group activities (AP, RE) | explaining why infringements result in consequences such as a penalty or free pass (GS)  proposing changes to the rules and/or conditions to create a more inclusive game or to allow for a fairer  contest (CA, GS, LLPA, RE)  correctly interpreting and applying rules in physical activities (GS, LLPA) |