


The Australian Curriculum

Subjects	Health and Physical Education
Year levels	Foundation Year

Foundation Year Content Descriptions

Personal, Social and Community Health

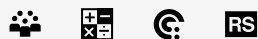
Being healthy, safe and active

Name parts of the body and describe how their body is growing and changing ([ACPPS002 - Scootle](#) )

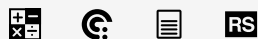


Elaborations

recognising how bodies grow and change over time




recording and mapping growth on individual and group growth charts or constructing a class height line



identifying and labelling private parts of the body and understanding the contexts when body parts should be kept private

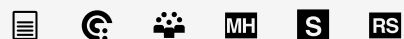


Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy ([ACPPS003 - Scootle](#) )

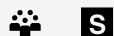


Elaborations

identifying characters in different texts who help the main character to stay safe and healthy



identifying knowledge, skills and understandings that can help keep them safe and healthy



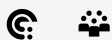
identifying different relationships they have with people and which of these relationships make them feel loved, safe and supported



naming trusted people in their community who can help them stay safe and healthy, and practising ways of asking for help in a range of different scenarios



suggesting safe places at home, at school, while playing or while shopping and identifying what makes those places safe



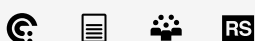
Communicating and interacting for health and wellbeing

Practise personal and social skills to interact positively with others ([ACPPS004 - Scootle](#))



Elaborations

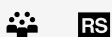
accessing stories about characters who have been excluded from a group and discussing how the character could deal with the situation



discussing how it feels to be included in activities



practising personal skills such as expressing needs, wants and feelings, active listening and showing self-discipline to be an effective group member



listening and responding to others when participating in physical activities to achieve agreed outcomes



Identify and describe emotional responses people may experience in different situations ([ACPPS005 - Scootle](#))

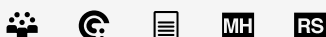


Elaborations

identifying and describing the emotions of people who are happy, sad, excited, tired, angry, scared or confused

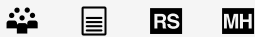


learning and using appropriate language and actions to communicate their feelings in different situations

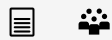


recalling and sharing emotional responses to different situations and representing this in a variety of

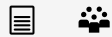
ways



reading and viewing stories about adventures and talking about how characters feel and react when taking risks



talking about connections between feelings, body reactions and body language



exploring how someone might think and feel during an emergency



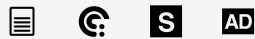
Contributing to healthy and active communities

Identify actions that promote health, safety and wellbeing (ACPPS006 - Scootle [↗](#))



Elaborations

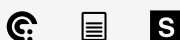
identifying household substances that can be dangerous and suggesting examples of how they can be stored safely in the home



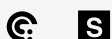
grouping foods into categories such as food groups and 'always' and 'sometimes' foods



recognising and following safety symbols and procedures at home and in water and road environments



understanding the importance of personal hygiene practices, including hand washing, face washing, nose blowing and toilet routines



recognising that being kind, fair and respectful to others can support class health and wellbeing



looking at different ways the community keeps them safe, for example devices like lights, procedures like safe swimming or safe food handling and safety volunteers



Participate in [play](#) that promotes engagement with outdoor settings and the natural environment
(ACPPS007 - [Scootle](#))



Elaborations

exploring a range of ways to play and be active in outdoor or natural settings



understanding how to be safe in the outdoors through play in natural environments



playing traditional Aboriginal and Torres Strait Islander games such as Kolap using natural materials



Movement and Physical Activity

Moving our body

Practise [fundamental movement skills](#) and movement sequences using different body parts
(ACMPM008 - [Scootle](#))



Elaborations

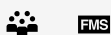
performing locomotor skills in any direction from one point to another



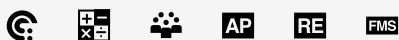
sending, controlling and receiving objects at different levels and in different ways



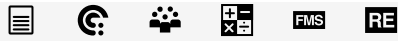
performing a range of water confidence skills




creating movement sequences without equipment



responding with movement to rhythm, beat, music and words

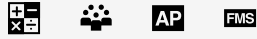


Participate in games with and without equipment ([ACPMP009 - Scootle](#) )

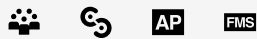


Elaborations

participating in games that require students to be aware of personal safety and game boundaries




participating in games from other cultures



participating in games responding to stimuli, such as musical chairs, rhythm actions, alphabet shapes



Understanding movement

Explore how regular [physical activity](#) keeps individuals healthy and well ([ACPMP010 - Scootle](#) )

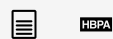


Elaborations

describing their feelings after participating in different physical activities



describing how the body responds to participating in different physical activities




sharing the things they enjoy about being physically active



identifying how regular physical activity can help keep people healthy



[Identify](#) and [describe](#) how their body moves in relation to effort, space, time, objects and people ([ACPMP011 - Scootle](#) )

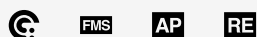


Elaborations

moving at different speeds and in different directions with others in a designated area




demonstrating the difference between personal space and general space in physical activities



describing body positions when performing a range of different movements



Learning through movement

Cooperate with others when participating in physical activities ([ACPMP012 - Scootle](#) )



Elaborations

working with a partner or small group to complete a movement task or challenge



mirroring a partner while moving to music



using words and body language to communicate intentions clearly when playing minor games

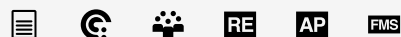


Test possible solutions to [movement challenges](#) through trial and error ([ACPMP013 - Scootle](#) )



Elaborations

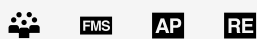
attempting different ways to solve a movement challenge and discussing which ways were successful or not



trials a number of techniques when trying new movement activities



making positive choices when faced with a decision about how they participate in a movement activity



performing a new movement task for others in their group or class

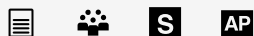


Follow rules when participating in physical activities ([ACPMPO14 - Scootle](#) )



Elaborations

following instructions for personal safety and fair play



responding to a whistle and commands when participating in physical activities



identifying boundaries such as personal space and playing area



demonstrating appropriate use of equipment



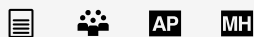
Identify personal strengths

([ACPPS001 - Scootle](#) )



Elaborations

identifying things they are good at and describing how these have changed over time



participating in a range of minor games and exploring which ones they enjoy and what makes them enjoyable



describing how they feel when they are learning a new skill and what strategies they can use to persist until they are successful



identifying ways they can use their strengths to help themselves and others

