


# The Australian Curriculum

<b>Subjects</b>	Health and Physical Education
<b>Year levels</b>	Year 1

## Years 1 and 2 Content Descriptions

### Personal, Social and Community Health

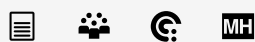
#### Being healthy, safe and active

**Describe** their own strengths and achievements and those of others, and **identify** how these contribute to personal **identities** (ACPPS015 - [Scootle](#) )

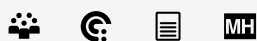


#### Elaborations

describing personal achievements such as doing something on their own for the first time and sharing how they felt and how it influenced personal identities




accessing stories where characters demonstrate strengths, sharing how these strengths helped the character be successful and recognising which of these strengths they possess



participating in games and physical activities and describing how others' strengths contribute to successful outcomes



**Describe** physical and social changes that occur as children grow older and **discuss** how family and **community** acknowledge these (ACPPS016 - [Scootle](#) )

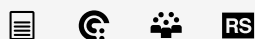


#### Elaborations

describing changes in their physical appearance now compared to when they were younger



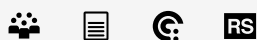
identifying and describing significant relationships in their lives and how these have evolved or changed over time




discussing ways families and cultural groups acknowledge and celebrate major stages of development



discussing tasks they are allowed to do by themselves and explaining how these have changed since they were younger

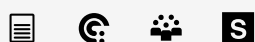


Practise strategies they can use when they feel uncomfortable, unsafe or need help with a task, problem or situation ([ACPPS017 - Scootle](#) )



#### Elaborations

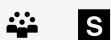
identifying and rehearsing strategies they can use when requiring assistance, such as asking an adult, reading basic signs and solving a problem with friends



locating and recording phone numbers of local organisations they can contact in case of emergency and rehearsing a phone call to triple zero



identifying situations that require the help of emergency services




recognising photos and locations of safe places and a network of people who can help



describing warning signs (physical, emotional and external) that can help them to know if they are safe or unsafe

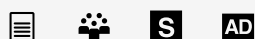


**Recognise** situations and opportunities to promote **health**, **safety** and **wellbeing** ([ACPPS018 - Scootle](#) )

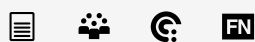


#### Elaborations

identifying poison labels and medicine packaging and understanding to ask an adult before taking medicines



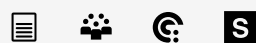
exploring how eating healthy foods can influence health and wellbeing



exploring benefits of regular physical activity and identifying opportunities when they can be active at school, at home and in the community



describing actions to stay safe in a range of environments, including water, road, nature and outdoors



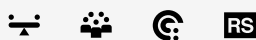
### Communicating and interacting for health and wellbeing

**Describe** ways to include others to make them feel they belong ([ACPPS019 - Scootle](#) )



Elaborations

identifying and appreciating similarities and differences in people and groups



exploring how people feel when they are included and excluded from groups and activities



demonstrating appropriate language when encouraging others



demonstrating how to include others in physical activities when completing movement tasks or practising for performance




expressing appreciation and offering encouragement using a variety of communication techniques



talking about the role of kinship as an important part of Aboriginal and Torres Strait Islander cultures



**Identify** and practise emotional responses that account for own and others' feelings ([ACPPS020 - Scootle](#) )



Elaborations

recognising own emotions and demonstrating positive ways to react in different situations



identifying the body's reaction to a range of situations, including safe and unsafe situations, and comparing the different emotional responses




predicting how a person or character might be feeling based on the words they use, their facial expressions and body language



understanding how a person's reaction to a situation can affect others' feelings



[Examine health](#) messages and how they relate to [health](#) decisions and behaviours ([ACPPS021 - Scootle](#) )

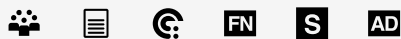


#### Elaborations

identifying advertisements they have encountered that contain health messages




identifying popular health slogans and discussing the behaviours these slogans are encouraging



creating their own positive health message and sharing it with the class



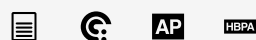
### Contributing to healthy and active communities

Explore actions that help make the classroom a healthy, safe and active place ([ACPPS022 - Scootle](#) )



#### Elaborations

creating a bank of movement games and physical activity cards students can select from and play during lesson breaks and before or after school



exploring sustainable practices that students can implement in the classroom to improve health and wellbeing of the class



exploring how fruit and water breaks help support class health and wellbeing




recognising how their actions help keep classmates safe, including identifying things not to be shared due to potential of contamination, infection and anaphylaxis



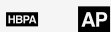
explaining and demonstrating how being fair and respectful contributes to class health and wellbeing



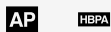
**Identify** and explore natural and built environments in the local **community** where **physical activity** can take place ([ACPPS023 - Scootle](#) )


#### Elaborations

recognising that physical activities can take place in a range of different environments, including natural and built settings



participating in physical activities within the built structures in the school and local community where physical activity takes place



**Recognise** similarities and differences in individuals and groups, and explore how these are celebrated and respected ([ACPPS024 - Scootle](#) )

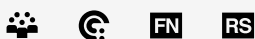


#### Elaborations

examining images or descriptions of different families, communities and cultural groups to identify the features that make them similar and different



sharing the things that make them similar to and different from others in the class



exploring the importance to different cultures of storytelling through dance, music and song, including Aboriginal Dreaming/Creation stories



discussing practices of their own culture used to pass on significant information from one generation to the next



## Movement and Physical Activity

### Moving our body

[Perform fundamental movement skills](#) in a variety of movement sequences and situations ([ACPMP025 - Scootle](#))



#### Elaborations

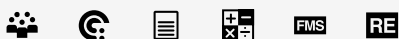
performing locomotor movements using different body parts to travel in different directions



performing fundamental movement skills involving controlling objects with equipment and different parts of the body



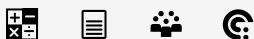
demonstrating balances and describing what helps to maintain stable positions



demonstrating how to transfer weight from one part of the body to another



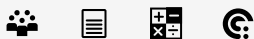
demonstrating changes in speed, direction and level of movement in response to changes in music tempo



creating, following, repeating and altering movement sequences and games in response to rhythm, music or words



selecting and implementing different movement skills to be successful in a game



constructing and performing imaginative and original movement sequences in response to stimuli





**Create** and participate in games with and without equipment ([ACPMP027 - Scootle](#)

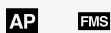


#### Elaborations

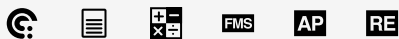
inventing games with rules using one or two pieces of equipment



participating in games that use a number of different fundamental movement skills



using stimuli such as equipment, rhythm, music and words to create games



### Understanding movement

**Discuss** the body's reactions to participating in physical activities ([ACPMP028 - Scootle](#)



#### Elaborations

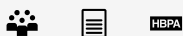
participating in activities of different intensity and comparing the body's reactions



identifying positive feelings they experience when participating in physical activities



participating in new and unfamiliar activities and describing how they felt about the experience



Incorporate elements of effort, space, time, objects and people in performing simple movement sequences ([ACPMP029 - Scootle](#)



#### Elaborations

comparing different types of movements and identifying which ones are easier and harder and why this might be the case





performing movements under, over, through and between objects, people and equipment



demonstrating how they can balance on different parts of the body and make different shapes



### Learning through movement

Use strategies to work in group situations when participating in physical activities

(ACPMP030 - Scootle [↗](#))



Elaborations

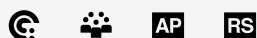
working cooperatively with a partner when practising new skills



describing and demonstrating how to include others in physical activity



suggesting and trialling how a game can be changed so that everyone can be involved



Propose a range of alternatives and test their effectiveness when solving [movement challenges](#)

(ACPMP031 - Scootle [↗](#))

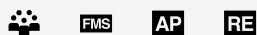


Elaborations

predicting possible outcomes of alternative actions and deciding which one is likely to be the most effective




asking for and responding to feedback from peers or teachers on their performance



reflecting on their performance and identifying and demonstrating ways they can perform a skill more successfully

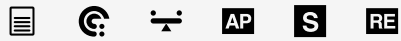


Identify rules and fair play when participating in physical activities ([ACPMP032 - Scootle](#) )



#### Elaborations

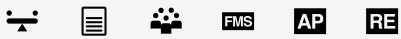
explaining why rules are needed in games and physical activities



demonstrating turn-taking and sharing equipment when participating in minor games



explaining how rules contribute to fair play and applying them in group activities



talking about how and when classmates and others have demonstrated fair play

