

The Australian Curriculum

Subjects	Health and Physical Education
Year levels	Year 3

Years 3 and 4 Content Descriptions

Personal, Social and Community Health

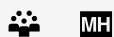
Being healthy, safe and active

Explore how success, challenge and failure strengthen [identities](#) (ACPPS033 - Scootle [↗](#))

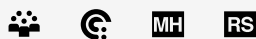


Elaborations

exploring factors that support personal achievement and development of personal identities, such as the influence of family, friends and school



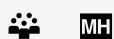
suggesting ways to respond positively to challenges and failure, such as using self-talk, early help-seeking behaviours, and optimistic thinking



persisting with new activities and examining how success through persistence can have positive outcomes and strengthen identities



explaining how meeting challenges makes them feel good about themselves and builds confidence to try new things



talking about how overcoming a challenge or adversity can unite a group of diverse people

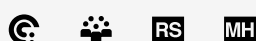


Explore strategies to manage physical, social and emotional change (ACPPS034 - Scootle [↗](#))



Elaborations

discussing physical, social and emotional changes that occur as individuals get older, and exploring how these changes impact on how they think and feel about themselves and different situations




exploring how friendships change as they grow older and identifying strategies to manage change



identifying people or sources of information that they can access if they have questions about the changes that are occurring



Describe and **apply** strategies that can be used in situations that make them feel uncomfortable or unsafe ([ACPPS035 - Scootle](#) )



Elaborations

recognising physical responses that indicate they are feeling uncomfortable or unsafe



rehearsing assertive behaviours and strong non-verbal communication skills



identifying and practising appropriate responses to unsafe situations in relation to drugs and drug use



indicating on a local map the location of safe places and people who can help



examining protective behaviours to stay safe in different situations, including near water or roads, in the park or when someone makes them feel uncomfortable or unsafe



Identify and practise strategies to promote health, safety and wellbeing ([ACPPS036 - Scootle](#) )



Elaborations

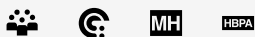
identifying how medications and other substances can be stored safely in the home and at school



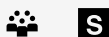
examining their own eating patterns by researching *The Australian Guide to Healthy Eating* and identifying healthier food choices



proposing changes they can make to their daily routines to reduce sedentary behaviour and increase physical activity levels



identifying and practising ways of behaving in the playground that ensure the safety of themselves and others



Communicating and interacting for health and wellbeing

Describe how respect, empathy and valuing **diversity** can positively influence relationships ([ACPPS037 - Scootle](#))

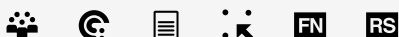


Elaborations

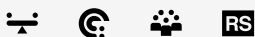
describing behaviours that show empathy and respect for the rights of others



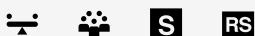
creating an online connection with another school and identifying similarities and differences between students



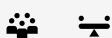
predicting and reflecting on how other students might feel in a range of challenging situations, and discussing what they can do to support them



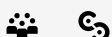
recognising that bullying behaviour can take many forms, not only physical



describing safe bystander behaviour when they notice unfair treatment



talking about how reconciliation in Australia builds relationships



Investigate how emotional responses vary in depth and strength ([ACPPS038 - Scootle](#))

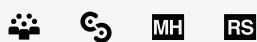


Elaborations

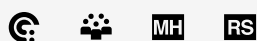
recognising own emotional responses and levels of their response in different situations



understanding that emotional responses vary across cultures and differ between people and different situations




analysing scenarios and identifying possible triggers and warning signs to predict emotional responses



describing strategies they can use to identify and manage their emotions before making a decision to act



Discuss and interpret health information and messages in the media and internet ([ACPPS039 - Scootle](#) )



Elaborations

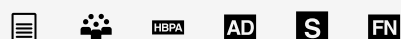
accessing different sources of health information and examining the accuracy of these sources




examining health messages from different sources and exploring choices, behaviours and outcomes conveyed in these messages



investigating how health messages influence health decisions



Contributing to healthy and active communities

Describe strategies to make the classroom and playground healthy, safe and active spaces ([ACPPS040 - Scootle](#) )



Elaborations

identifying how regular physical activity promotes health, and recognising and accessing opportunities to be active while they are at school



creating promotional posters to display around the school containing positive health and physical

activity messages



establishing a small fruit and vegetable garden for the class that can be used to create healthy lunches or snacks



exploring and developing responsible and sustainable classroom practices such as recycling, composting and energy saving



Participate in outdoor games and activities to [examine](#) how participation promotes a connection between the [community](#), natural and built environments, and [health](#) and [wellbeing](#) (ACPPS041 - [Scootle](#) [↗](#))



Elaborations

participating in physical activities in natural environments in the local area and reflecting on the enjoyable components of participation



comparing the characteristics and benefits of physical activities that can take place in a natural environment and those that take place in a built environment

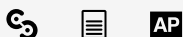


Research own heritage and cultural [identities](#), and explore strategies to respect and value [diversity](#) (ACPPS042 - [Scootle](#) [↗](#))

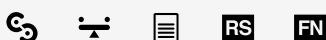


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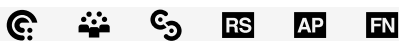
researching games from their country of heritage and teaching the class how to play them



investigating how food practices differ between families, communities and cultural groups, and how food preparation and consumption are used to celebrate and pass on cultural beliefs, practices and values



planning a day that celebrates the cultural diversity of students in their class by sharing food, stories and games from their cultural background




reading Dreaming stories unique to an Aboriginal group and comparing them to stories shared in different cultures



Movement and Physical Activity

Moving our body

Practise and [refine fundamental movement skills](#) in a variety of movement sequences and situations ([ACPMP043 - Scootle](#) )

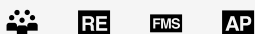


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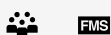
performing activities where locomotor and object control skills are combined to complete a movement, task or challenge



performing fundamental movement skills to demonstrate weight transference in different physical activities



coordinating kicking with arm movements to move the body through the water



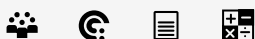
exploring and practising different techniques to propel objects towards a target



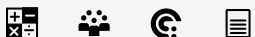
using a surface dive and propelling the body underwater to recover an object




performing tumbling routines using rolling actions, incline, weight transfer, flight and balances



performing routines incorporating different jumping techniques and connecting movements



Practise and [apply movement concepts and strategies](#) with and without equipment ([ACPMP045 - Scootle](#) )



Elaborations

planning and performing strategies to be successful in tag and dodge games



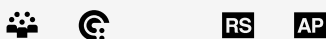
demonstrating movement concepts and strategies to create scoring opportunities



exploring centre of gravity and stability as they perform balance activities



participating in physical activities which require problem-solving to achieve a goal



using different equipment to create an original game or movement challenge



Understanding movement

Examine the benefits of [physical activity](#) to [health](#) and [wellbeing](#) ([ACPMP046 - Scootle](#) )

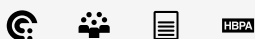


Elaborations

examining the benefits of regular physical activity, including the influence on sleep, concentration and fitness



collecting, recording and organising information to investigate which physical activities people engage in to maintain health, wellbeing and fitness



exploring physical activity and screen-usage time recommendations for children and proposing how they can meet these recommendations

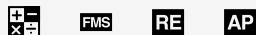


Combine elements of effort, space, time, objects and people when performing movement sequences

[\(ACPMP047 - Scootle !\[\]\(3ed193150ebea7ccd4ff6ad1634a6c3b_img.jpg\)\)](#)

Elaborations

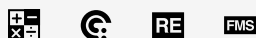
demonstrating acceleration and deceleration of movement in physical activities



discussing and demonstrating different levels, movement pathways, and use of space and flow in movement sequences



using the body to demonstrate an understanding of symmetry, shapes and angles when performing movement skills, balances or movement sequences

Participate in physical activities from their own and other cultures [\(ACPMP108 - Scootle !\[\]\(bf6cdcc0834159c2344193662d6a85c0_img.jpg\)\)](#)

Elaborations

participating in Aboriginal and Torres Strait Islander dances and dance routines from different cultures, such as Tinikling from the Philippines, Polynesian dance, Japanese parasol dance



participating in children's games from other cultures such as Keentan

**Learning through movement**Adopt inclusive practices when participating in physical activities [\(ACPMP048 - Scootle !\[\]\(a72230d029d09820bedd8d0afb77c642_img.jpg\)\)](#)

Elaborations

using cooperative skills to complete a movement task, such as a partner balance, partner passing strategy or team strategy



working cooperatively with team members to maintain possession in a game by passing to other players and listening to teammates



modifying physical activities to ensure that everyone is included, such as changing equipment, rules or playing space



Apply innovative and creative thinking in solving movement challenges ([ACPMPO49 - Scootle](#))



Elaborations

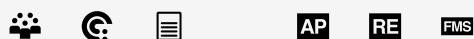
transferring and applying skills to solve movement challenges



testing alternative responses to movement challenges and predicting the success or effectiveness of each



posing questions to others as a strategy for solving movement challenges



drawing on prior knowledge to solve movement challenges



Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities ([ACPMPO50 - Scootle](#))



Elaborations

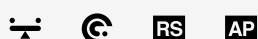
collaborating to decide rules for a new game



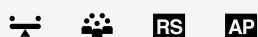
contributing to fair decision making in physical activities by applying the rules appropriately



recognising unfairness and exclusion in a game situation, and proposing strategies to overcome these issues



recognising consequences of personal and team actions in group activities



talking about where and when they have witnessed fairness and inclusion in a game situation

