

Kids at Play - Australian Curriculum - Year 1/2

Kids at Play Active Play (KAPAP) is a capacity building program that offers resources and training for early childhood educators in the ACT. The KAPAP program has been designed to help early childhood educators feel confident to promote active play and teach fundamental movement skills (FMS) to children in the early years of schooling.

For further information about Kids at Play Active Play:

✉ kidsatplay@act.gov.au

🌐 www.kidsatplay.act.gov.au

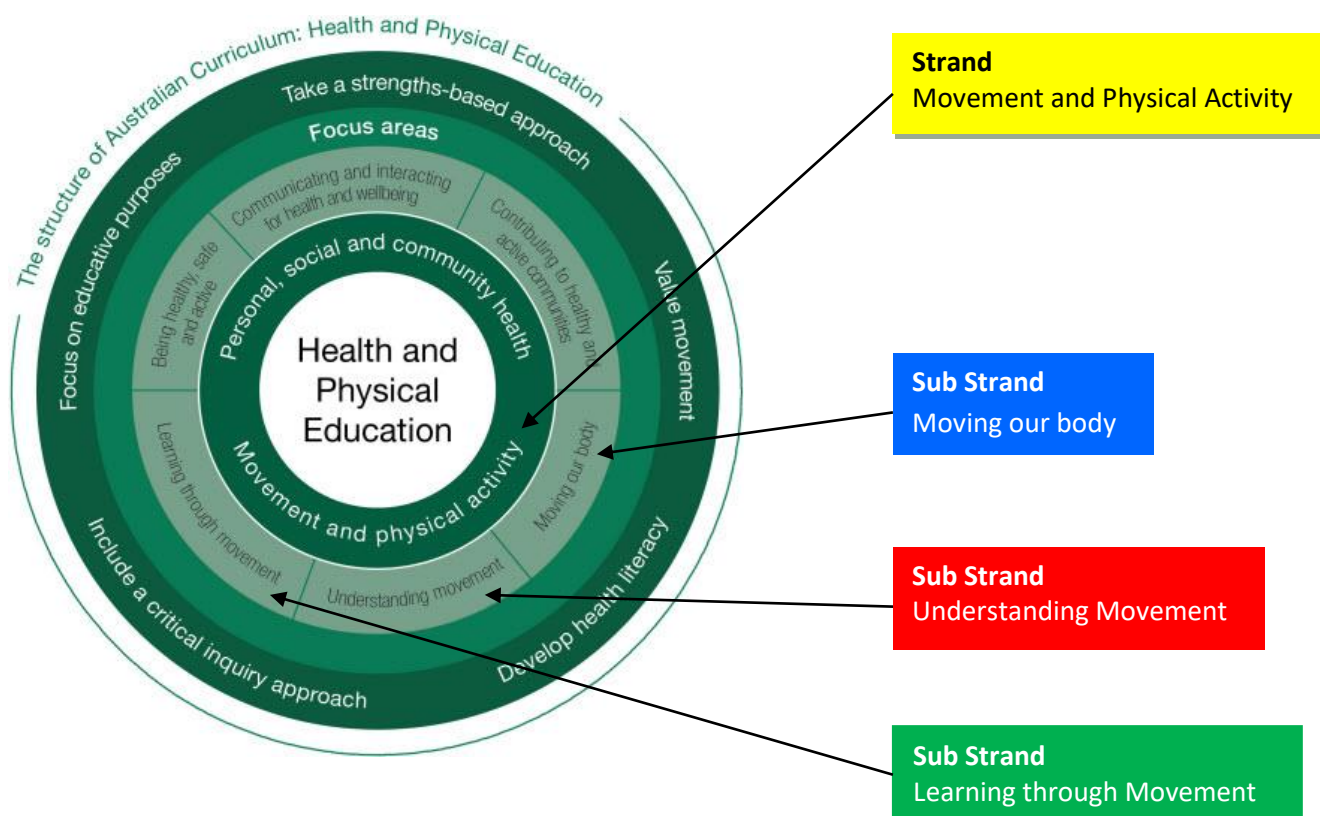
This document highlights (in colour coding) the areas covered by KAPAP that are relevant to the Australian Curriculum: Health and Physical Education (HPE) learning area. Of greatest relevance within HPE is the Strand of Movement and Physical Activity (Yellow), which is then divided into three Sub Strands: Moving our body (Blue), Understanding Movement (Red) and Learning through Movement (Green).

Also included are the two areas of focus – **LEARNING** (Achievement Standards) and **TEACHING** (Content Descriptions and Elaborations). These have been colour coded to highlight the appropriate sections.

Australian Curriculum Achievement Standard (what students will learn)

By the end of Year 2, students describe changes that occur as they grow older. They recognise how strengths and achievements contribute to identities. They identify how emotional responses impact on others' feelings. They examine messages related to health decisions and describe how to keep themselves and others healthy, safe and physically active. They identify areas where they can be active and **how the body reacts to different physical activities**.

Students **demonstrate positive ways to interact with others**. They select and apply strategies to keep themselves healthy and safe and are able to ask for help with tasks or problems. **They demonstrate fundamental movement skills in a variety of movement sequences and situations and test alternatives to solve movement challenges**. **They perform movement sequences that incorporate the elements of movement**.



Australian Curriculum Content Descriptions and Elaborations (what teachers will teach)

Strand - Movement and Physical Activity

Sub strand – Moving our body

Content Descriptions - Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)

Elaboration/s:

- 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

Content Descriptions - Create and participate in games with and without equipment (ACPMP027)

Elaboration/s:

- inventing games with rules using one or two pieces of equipment
- participating in games that use a number of different fundamental movement skill
- using stimuli such as equipment, rhythm, music and words to create games

Sub strand – Understanding Movement

Content descriptions - Discuss the body's reactions to participating in physical activities (ACPMP028)

Elaboration/s:

- 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

Content descriptions - Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)

Elaboration/s:

- 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

Sub strand – Learning through Movement

Content Descriptions - Use strategies to work in group situations when participating in physical activities (ACPMP030)

Elaboration/s:

- 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

Content Descriptions - Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)

Elaboration/s:

- 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

Content Descriptions - Identify rules and fair play when participating in physical activities (ACPMP032)

Elaboration/s:

- 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