



Health and Physical Education Band Description - Foundation Year

The Foundation Year curriculum provides the basis for developing knowledge, understanding and skills for students to lead healthy, safe and active lives. The content provides opportunities for students to learn about their strengths and simple actions they can take to keep themselves and their classmates healthy and safe.

The content explores the people that are important to students and develops students' capacity to initiate and maintain respectful relationships in different contexts, including at school, at home, in the classroom and when participating in physical activities.

The Foundation curriculum provides opportunities for students to learn through movement. The content enables students to develop and practise fundamental movement skills through active play and structured movement activities. This improves competence and confidence in their movement abilities. The content also provides opportunities for students to learn about movement as they participate in physical activity in a range of different settings.

Foundation Year Achievement Standard

By the end of Foundation Year, students recognise how they are growing and changing. They identify and describe the different emotions people experience. They identify actions that help them be healthy, safe and physically active. They identify different settings where they can be active and demonstrate how to move and play safely. They describe how their body responds to movement.

Students use personal and social skills when working with others in a range of activities. They demonstrate, with guidance, practices and protective behaviours to keep themselves safe and healthy in different activities. They perform fundamental movement skills and solve movement challenges.



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<i>Health and Physical Activity Content Descriptors:</i>			<i>GymZOOnasium Elaborations:</i>
Personal, social and community health	Being healthy, safe and active	Identify personal strengths (ACPPS001)	Students receive Certificates to acknowledge their personal strengths, achievements and improvements (MH). Students participate in a variety of GymZOOnasium games (e.g. crab soccer) and explore which ones they enjoy and what makes them enjoyable (HBPA, AP). Students participate in a variety of GymZOOnasium exercises and identify which they are best at (AP, MH). Students will identify their personal strengths in an exercise/movement context (e.g. balance, flexibility, strength, fitness, ball skills, fine motor skills) (FMS, MH). Students will take home GymZOOnasium Journals and My Achievements sheets as a record of their strengths and achievements (LLPA, MH)
		Name parts of the body and describe how their body is growing and changing (ACPPS002)	Students learn names of some body parts, muscles and joints related to the GymZOOnasium movements (FMS). Students gain awareness of, and describe, how their body is changing since starting GymZOOnasium (HBPA).
		Identify people and demonstrate protective behaviours and other actions that help keep themselves safe and healthy (ACPPS003)	Students develop knowledge and skills of how to perform a range of strength, fitness and yoga movements with correct, safe technique (S, FMS, LLPA). Students are encouraged to exercise and stretch regularly at school and home, and are supported to establish regular physical activity habits that help keep themselves healthy (LLPA).
	Communicating and interacting for health and wellbeing	Practise personal and social skills to interact positively with others (ACPPS004)	Students listen and work with others to achieve agreed outcomes during a variety of GymZOOnasium sessions, games and assessment challenges (RS). Students listen to instructions while they learn and practice animal exercises (RS). Students are encouraged to use personal and social skills to teach GymZOOnasium exercises to family members (RS).



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		Identify and describe emotional responses people may experience in different situations (ACPPS005)	Students have opportunities to identify and describe emotional responses they or others may have in different situations (e.g. if they can't yet do a particular exercise as well as others; or if they receive a compliment on their improvements/achievements) (MH).
	Contributing to healthy and active communities	Identify actions that promote health, safety and wellbeing (ACPPS006)	Students learn actions that promote health and wellbeing (including physical activity, healthy eating and sleep), and how to use these to improve their own health and wellbeing (LLPA, MH). Students participate in games that assist them to recognise that being kind and fair to others supports class health and wellbeing (RS, MH). Students discuss procedures for participating in GymZOOnasium (RE, FMS, HBPA, AP).
		Participate in play that promotes engagement with outdoor settings and the natural environment (ACPPS007)	Students are encouraged to do GymZOOnasium exercises in a variety of settings, including outdoor settings and the natural environment (e.g. exploring which leaves/branches they can reach while doing the Giraffe Reach; and playing Crab Soccer on the grass) (MH, AP, CA, GS).
Movement and Physical Activity	Moving our body	Practise fundamental movement skills and movement sequences using different body parts (ACPMP008)	Students discuss how people and various animals move (FMS). Students learn how to do a wide variety of exercises and stretches they can do anytime at home or in their community without needing any equipment (FMS, LLPA) Through activities incorporating the animal exercises students will move in any direction from one point to another (FMS, AP, RE). Students start developing and practising sequences of movements using the animal exercises (AP, RE, FMS). Students will respond with the matching with animal movements when provided visual, verbal and/or auditory stimuli (FMS, RE).



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		Participate in games with and without equipment (ACPMP009)	Students participate in a variety of GymZOOnasium activities that require them to be aware of personal safety and game boundaries (S, GS) Students participate in games with equipment (e.g. Crab Soccer, Obstacle Courses) and without (Animal Relays, Simon Says, Freeze) (GS, AP). With the GymZOOnasium Flashcards, students respond to a visual stimulus with the matching movement (AP, RE, FMS).
	Understanding movement	Explore how regular physical activity keeps individuals healthy and well (ACPMP010)	Students learn about various body parts and muscle groups when completing animal exercises (HBPA). Students discuss how their body felt during and after various exercises (HBPA). Students discuss how participating in games and exercises made them feel (HBPA).
		Identify and describe how their body moves in relation to effort, space, time, objects and people (ACPMP011)	When participating in group activities and games, students will develop an understanding of personal space and general space (FMS, AP, RE). Students will perform simple movement sequences at various speeds and in various directions alongside others in a designated area (AP, FMS, RE). Students will describe body positions when performing a range of exercises (AP, RE, FMS). Students will interpret instructions for each exercise and move their body in relation to effort, space, time, objects and people to perform the exercise (FMS).
	Learning through movement	Cooperate with others when participating in physical activities (ACPMP012)	When participating in Crab Soccer, students work in a small group to complete a movement task or challenge (GS, RE, AP). Students use words and body language to communicate their intentions when participating in animal exercises (AP).



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			Students cooperate with others within the GymZOOnasium program, including taking turns, and positioning themselves appropriately so they're not imposing on others' personal space (S, RS).
		Test possible solutions to movement challenges through trial and error (ACPMP013)	Through learning a variety of animal exercises, students attempt to solve a movement challenge (via copying movements and motor planning) and discuss which ways were successful or not (RE, AP, FMS). Through participating in a wide variety of animal movements, students trial possible techniques and solutions to new movement activities (AP, RE, FMS). Students will have the opportunity to make positive choices pertaining to movement activities (FMS, AP, RE). Students use trial and error to determine how they can improve their technique and performance of each animal movement (FMS, RE, CA).
		Follow rules when participating in physical activities (ACPMP014)	Students will identify and follow the rules for GymZOOnasium activities and games (S, AP). Students will respond to instructions when participating in physical activities (S, AP). Students will identify and maintain boundaries such as personal space when participating in GymZOOnasium exercises (S, AP, RE, FMS). Students will follow guidelines set around appropriate use of equipment (e.g. GymZOOnasium flash cards, balls, bean bags, balloons) (AP, R, RE, FMS).



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**Information sourced from ACARA and Brisbane Catholic Education curriculum websites:

<http://www.acara.edu.au/curriculum/general-capabilities>

<http://www.acara.edu.au/curriculum/learning-areas-subjects/health-and-physical-education>

<http://www.australiancurriculum.edu.au/health-and-physical-education/curriculum/f-10?layout=1>

<http://consultation.australiancurriculum.edu.au/Static/docs/HPE/F-10Curriculum.pdf>

http://www.acara.edu.au/_resources/Health_and_Physical_Education_-_Sequence_of_content.pdf