



Health and Physical Education Band Description - Y1 & Y2

The curriculum for Years 1 and 2 builds on the learning from Foundation and supports students to make decisions to enhance their health, safety and participation in physical activity. The content enables students to explore their own sense of self and the factors that contribute to and influence their identities. Students learn about emotions, how to enhance their interactions with others, and the physical and social changes they go through as they grow older.

The content explores health messages and how they relate to health decisions and behaviours, and examines strategies students can use when they need help. The content also provides opportunities for students to learn through movement. It supports them in broadening the range and complexity of fundamental movement skills they are able to perform. They learn how to select, transfer and apply simple movement skills and sequences individually, in groups and in teams.

Students also further develop their knowledge, understanding and skills in relation to movement, by exploring simple rule systems and safe use of equipment in a variety of physical activities and games. Through active participation, they investigate the body's response to different types of physical activities. In addition, students develop personal and social skills such as cooperation, decision-making, problem-solving and persistence through movement activities.

Achievement Standard

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.



Implementing GymZOOnasium within the Australian Curriculum

Health and Physical Activity Content Descriptors:			GymZOOnasium Elaboration:
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)	Students receive Certificates to acknowledge successes, recognise challenges they've overcome and strengthen their identity (MH). Students will be able to utilise GymZOOnasium exercises to describe personal achievements (e.g. a 'show and share' describing their experience of completing an exercise for the first time on their own and sharing how it felt) (MH). Students discuss GymZOOnasium exercises that are easy or challenging (MH). Students will utilise GymZOOnasium Journals and My Achievements sheets to identify their own strengths and achievements, and those of others (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 can participate in GymZOOnasium team activities (e.g. Crab Soccer, Animal Relays, Obstacle Courses) and describe how their own and others strengths contributed to successful outcomes (HBPA, AP).
		Describe physical and social changes that occur as children grow older and discuss how family and community acknowledge these (ACPPS016)	
		Practise strategies they can use when they need help with a task, problem or situation (ACPPS017)	Students are encouraged to ask parents or teachers for help when needed throughout the GymZOOnasium program, such as asking for assistance with modifying or progressing each exercise and achieving the correct technique (RS).
		Recognise situations and opportunities to promote health, safety and wellbeing (ACPPS018)	Students learn the situations in which particular exercises can be particularly beneficial (e.g. yoga exercises to feel calmer; transition exercises to help them re-focus after lunchtime; balance exercises to improve their safety) (LLPA). Students explore the benefits of participating in GymZOOnasium exercises regularly (HBPA).



Implementing GymZOOnasium within the Australian Curriculum

			Students identify opportunities for doing GymZOOnasium exercises and physical activity in general at school, home and in their community (HBPA).
	Communicating and interacting for health and wellbeing	Describe ways to include others to make them feel they belong (ACPPS019)	GymZOOnasium is an inclusive program. Students are encouraged to include others and explore how people feel when they are included (RS, AP, MH). When participating in GymZOOnasium, students are expected to demonstrate appropriate language for encouraging others (RE, RS, AP).
		Identify and practice emotional responses that account for own and others feelings (ACPPS020)	Students have opportunities to identify and describe emotional responses they or others may have in different situations (e.g. if they do or don't achieve their goals; if they can't yet do a particular exercise as well as others; or if they receive a compliment on their improvements/achievements) (MH, RS).
		Examine health messages and how they relate to health decisions and behaviours (ACPPS021)	Students learn about the Australian 24-hour Movement Guidelines and related health messages (HBPA, LLPA). Students explore and describe what health decisions and behaviours they can make related to the Australian 24-hour Movement Guidelines (HBPA, LLPA).
	Contributing to healthy and active communities	Explore actions that help make the classroom a healthy, safe and active place (ACPPS022)	Students use GymZOOnasium for healthy brain breaks that make the classroom healthy, safe and active (HBPA). GymZOOnasium Books and Flashcards can be included in a bank of movement games that students can select from for active play during lesson breaks; wet weather lunches; small group activity rotations; and before/after school (AP, HBPA).
		Identify and explore natural and built environments in the local community where physical activity can take place (ACPPS023)	Students explore the differences of doing exercises on different surfaces (e.g. hard floors vs squishy surfaces; and on the floor vs part of the body elevated) (FMS). Students are encouraged to creatively identify environments and ways in which they can be physically active throughout their local community (AP, CA, LLPA). Students are encouraged to do GymZOOnasium activities in a variety of settings, including outdoor settings and the natural environment (e.g. finding walls to utilise for the Gorilla



Implementing GymZOOnasium within the Australian Curriculum

			Squat; exploring which leaves/branches they can reach while doing the Giraffe Reach; and playing Crab Soccer on the grass) (MH, AP, CA, GS).
		Recognise similarities and differences in individuals and groups, and explore how these are celebrated and respected (ACPPS024)	Students recognise similarities and differences in strengths and abilities between themselves and their classmates (RS, MH). Students acknowledge and celebrate each other's unique strengths and achievements (RS, MH).
Movement and Physical Activity	Moving our body	Perform fundamental movement skills in a variety of movement sequences and situations (ACPMP025)	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). Students perform GymZOOnasium activities that use different body parts and involve movement in different directions (AP, RE, FMS). Students perform fundamental movement skills including controlling different parts of the body and different pieces of equipment (FMS, AP, RE). Students utilise GymZOOnasium exercises such as Flamingo Balance, Praying Mantis Plank, Fish Freeze and Dragonfly Zoom to demonstrate balances and describe what helps to maintain stable positions (FMS, RE). Students discover and demonstrate how to transfer weight from one part of the body to another using GymZOOnasium exercises such as the Caterpillar Crawl and Flamingo Balance (RE, FMS). Using GymZOOnasium games such as musical statures, students demonstrate changes in speed, direction and movement position in response to music (FMS, RE). Students create, follow, repeat and alter movement sequences in response to exercise instructions (FMS, RE). Students select and implement different movement skills to be successful in a game (such as utilising strengths when completing Animal Relays) (GS, FMS).



Implementing GymZOOnasium within the Australian Curriculum

		Students construct and perform original movement sequences using animal exercises, in response to stimuli such as music, sounds, animal illustrations and/or simple instructions (FMS, EP). Students progress each GymZOOnasium exercise as their fundamental movement abilities improve (FMS, LLPA, CA). Participating in GymZOOnasium exercises requires performance of a variety of different movement skills (FMS). Students are provided opportunities to incorporate ball skills and fine motor skills within many of the GymZOOnasium exercises. This provides them creative situations and positions in which to practise ball skills and fine motor skills (FMS, AP, GS, RE).
	Create and participate in games with and without equipment (ACPMP027)	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). Participating in the GymZOOnasium Flashcard activities, students respond to a visual stimulus with the matching movement (FMS, AP, RE). Students use animal exercises to create their own games and obstacle courses (FMS, AP).
	Understanding movement	Discuss the body's reactions to participating in physical activities (ACPMP028) Students discuss how their body felt during and after activities of different types and intensities (AP, HBPA, FMS). Students will discuss how participating in games and exercises made them feel (AP, HBPA, FMS). Students identify positive feelings they experience when participating in physical activities (AP, HBPA). Students complete Activity Sheets exploring how regular physical activity keeps us healthy and well (HBPA).



Implementing GymZOOnasium within the Australian Curriculum

		Incorporate elements of effort, space, time, objects and people in performing simple movement sequences (ACPMP029)	Students explore the elements of effort, space, time and people through doing a wide variety of animal movements (FMS). 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 interpret and describe their body positions when performing a range of movement sequences (AP, RE, FMS). Students interpret instructions for each exercise and move their body in relation to effort, space, time, objects and people to perform the exercise (FMS). Students will be able to compare different types of animal exercises and identify which ones are easier and harder and why this may be the case (RE, AP, FMS). Students will balance on different parts of their body and make different shapes with their bodies (RE, AP, FMS). Students learn the concept of time by holding certain exercises for a set duration or number of deep breaths; and by timing how long they can hold particular assessment exercises (FMS). Students will need to consider elements of effort, space, time, objects and people when teaching/instructing their families, class or small group how to do a GymZOOnasium exercise or session (FMS, CA).
--	--	---	---



Implementing GymZOOnasium within the Australian Curriculum

	Learning through movement	Use strategies to work in group situations when participating in physical activities (ACPMP030)	Students work cooperatively with their class, group and/or partners when participating in and assessing GymZOOnasium exercises (RS, FMS). Students are expected to include others in GymZOOnasium activities and games, and teachers can support students to modify GymZOOnasium exercises to ensure everyone is included based on their unique strengths and abilities (FMS, RE, AP, RS). When participating in GymZOOnasium games such as Crab Soccer, Animal Relays or creating a GymZOOnasium Obstacle Course, students identify strategies to work successfully as a group (RS, AP, FMS). Student utilise strategies identified to work in a small group to complete movement tasks or challenges (AP, RS). Students cooperate with others, including taking turns, measuring each other's personal bests in various movement skills, recording each other's movement skills test data, and positioning themselves appropriately so they're not imposing on others' personal space (S, RS).
		Propose a range of alternatives and test their effectiveness when solving movement challenges (ACPMP031)	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 can utilise the exercises to explore movement alternatives based on their own and others strengths and weaknesses (RE, FMS, AP). Students use trial and error to determine how they can improve their technique and performance of each animal movement (FMS, RE, CA). Students can ask for and respond to feedback from peers and/or teachers on their performances of GymZOOnasium exercises (FMS, AP, RE). Students reflect on their performance, and set goals and strategies for improving (FMS, MH).



Implementing GymZOOnasium within the Australian Curriculum

			Students identify and demonstrate what they can do to perform a skill more successfully (FMS, AP, RE).
		Identify rules and fair play when participating in physical activities (ACPMPO032)	GymZOOnasium provides a range of games and activities that enable students to identify rules and fair play (AP, S, RE, GS). 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). Students will be able to explain why rules are necessary in games and physical activities (AP, S, GS). Students will demonstrate turn-taking and sharing when participating in GymZOOnasium activities (AP, S). Students will be able to identify when they and others have demonstrated fair play (GS, MH).

**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