



Health and Physical Education Band Description - Y3 & Y4

The Years 3 and 4 curriculum further develops students' knowledge, understanding, and skills in relation to their health, wellbeing, and participation in physical activity. In these years, students begin to explore personal and social factors that support and contribute to their identities and emotional responses. They also develop an understanding of how their bodies grow and change as they get older.

The content explores knowledge, understanding and skills that supports students to build and maintain respectful relationships, make health-enhancing decisions, and interpret health messages from different sources to enhance their own health and wellbeing.

The curriculum in Years 3 and 4 builds on previous learning in movement to help students develop greater proficiency across the range of fundamental movement skills. Students combine movements to create more complicated movement patterns and sequences. Through participation in a variety of physical activities, students further develop their knowledge about movement and how the body moves. They do this as they explore the features of activities that meet their needs and interests, and learn about the benefits of regular physical activity.

The Years 3 and 4 curriculum also provides opportunities for students to develop a range of personal and social skills through movement such as leadership, communication, collaboration, problem-solving, persistence and decision making.

Achievement Standard

By the end of Year 4, students recognise strategies for managing change. They identify influences that strengthen their identities. They investigate how emotional responses vary and understand how to interact positively with others in a variety of situations. Students interpret health messages and discuss their influence on healthy and safe choices. They understand the benefits of being healthy and physically active. They describe the connections they have to their community and identify local resources to support their health, well-being, safety and physical activity.

Students apply strategies to work cooperatively and apply rules fairly. They use decision-making and problem-solving skills to select and demonstrate strategies that help them stay safe, healthy and active. They refine fundamental movement skills and apply movement concepts and strategies in a variety of physical activities and to solve movement challenges. They create and perform movement sequences using fundamental movement skills and 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	Explore how success, challenge and failure strengthen identities (ACPPS033)	Students discuss success, challenge and failure, and how they strengthen our identities, as part of the GymZOOnasium assessment activities (MH). Students identify and experiment with ways to respond positively to challenges (e.g. practising challenging movements, visualisation & positive self-talk) (MH). Students examine how goal setting, practice and persistence can produce positive outcomes (RS, MH). Students utilise GymZOOnasium Journals and My Achievements sheets to identify their strengths and challenges, and can discuss how overcoming challenges and improving makes them feel (MH). Students receive Certificates to acknowledge successes, recognise challenges they've overcome and strengthen their identity (MH).
		Explore strategies to manage physical, social and emotional change (ACPPS034)	Students discuss how physical activity makes us feel, and how physical activity can help us in managing physical, social and emotional changes (HBPA, LLPA, MH).
		Describe and apply strategies that can be used in situations that make them feel uncomfortable or unsafe (ACPPS035)	
		Identify and practice strategies to promote health, safety and wellbeing (ACPPS036)	GymZOOnasium provides students a strategy they can use to enhance their health and wellbeing at any time, any place and without any equipment (LLPA). GymZOOnasium exercises can be used as a proposed change for students to reduce sedentary behaviour and increase physical activity levels (MH, HBPA). Students discuss physical and mental health benefits of physical activity (HBPA). Students are supported to adopt a positive growth mindset, which will support their mental wellbeing (MH).



Implementing GymZOOnasium within the Australian Curriculum

	Communicating and interacting for health and wellbeing	Describe how respect, empathy and valuing diversity can positively influence relationships (ACPPS037)	GymZOOnasium is an inclusive program. Students are expected to respect and value diversity throughout the program (RS, MH). Students and teachers use the provided resources to modify or progress the difficulty of GymZOOnasium exercises as needed for individual students of diverse abilities (MH, FMS). Students have opportunities to demonstrate empathy by supporting and encouraging classmates in times of success, failure and challenge (RS, MH). Students learn to value diversity in GymZOOnasium group challenges (e.g. analyzing group members' unique strengths to plan a strategy for achieving the best possible group outcome in the GymZOOlympics Team Challenge). When participating in GymZOOnasium, students are expected to demonstrate appropriate language to show respect, empathy and inclusion (RS, MH).
		Investigate how emotional responses vary in depth and strength (ACPPS038)	
		Discuss and interpret health information and messages in the media and internet (ACPPS039)	
	Contributing to healthy and active communities	Describe strategies to make the classroom and playground healthy, safe and active spaces (ACPPS040)	GymZOOnasium can be used as a strategy to make classrooms healthy and active spaces (LLPA). Students use GymZOOnasium concepts to plan and describe strategies to make the classroom and playground healthy, safe and active spaces (AP, CA, LLPA).
		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)	Students are encouraged to participate in GymZOOnasium games and activities 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; playing Crab Soccer on the grass; and doing GymZOOnasium Obstacle Courses through the playground or through nature) (MH, AP, CA, GS).



Implementing GymZOOnasium within the Australian Curriculum

			Students can discuss how the environment in which they're doing GymZOOnasium activities affects their connection with that environment and their health and wellbeing (LLPA, MH, HBPA).
		Research own heritage and cultural identities, and explore strategies to respect and value diversity (ACPPS042)	
Movement and Physical Activity	Moving our body	Practise and refine fundamental movement skills in a variety of movement sequences and situations (ACPMP043)	Participating in GymZOOnasium enables students to practice and refine a variety of movement skills and sequences (FMS). Students learn how to do a wide variety of exercises and stretches they can do with correct technique anytime at home or in their community without needing any equipment (FMS, LLPA, S). Students perform fundamental movement skills including controlling different parts of the body and different pieces of equipment (FMS, AP, RE). Students perform GymZOOnasium activities where locomotor and object control skills are combined to complete a movement, task or challenge (AP, FMS). Students will perform movement skills demonstrating weight transference such as the worm wiggle, lion lunge, crab crawl (RE, FMS, AP). Students perform GymZOOnasium sessions in response to stimuli such as music, images and words (RE). 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 use creative movement to develop and perform their own movement sequences (RE, LLPA). Students progress each GymZOOnasium exercise as their fundamental movement abilities improve (FMS, LLPA, CA). Students are provided opportunities to incorporate ball skills and fine motor skills within many of the GymZOOnasium exercises. This provides them with creative situations and positions in which to practise ball skills and fine motor skills (FMS, AP, GS, RE).
		Practise and apply movement concepts and strategies with and without equipment (ACPMPO45)	Students participate in a variety of GymZOOnasium activities that require them to be aware of personal safety and game boundaries (S, GS). Using animal exercises, students will explore centre of gravity and stability as they perform balance activities such as the Flamingo Balance, Dragonfly Zoom and Lion Lunge (FMS, RE, AP). Students will participate in physical activities that require problem solving to achieve goals such as Animal Races and Obstacle Courses (CA, RS, AP). Students practise and apply movement concepts and strategies with equipment (e.g. Crab Soccer, Obstacle Courses) and without equipment (GymZOOnasium Platform, Animal Relays, Simon Says, Freeze) (GS, AP). Within the GymZOOnasium Platform, Books and Flashcard activities, students respond to a visual stimulus by performing the matching animal movement (FMS, AP, RE). Students use the animal exercises to create their own obstacle courses and games, with and without scoring systems (FMS, AP, GS).



Implementing GymZOOnasium within the Australian Curriculum

	Understanding movement	Examine the benefits of physical activity to health and wellbeing (ACPMP046)	GymZOOnasium exercises can be used to discuss benefits of physical activity (LLPA, HBPA, MH). Students will utilise GymZOOnasium Journals and My Achievements sheets to identify personal improvements and related benefits of physical activity (HBPA). Students complete Activity Sheets exploring how regular physical activity benefits our health and wellbeing (HBPA).
		Combine elements of effort, space, time, objects and people when performing movement sequences (ACPMP047)	Students combine the elements of effort, space, time, objects and people through doing a wide variety of animal movements within their classroom (FMS). Students will demonstrate acceleration and deceleration of movement in physical activities such as the Kangaroo Jump (FMS, RE, AP). Students will be required to discuss and demonstrate different levels, movement pathways, and use of space and flow in movement sequences (RE). Students will interpret and describe body positions, symmetry, shapes and angles when performing a range of movement sequences (AP, RE, FMS). Students can create their own GymZOOnasium sequences to combine elements of effort, time, objects and people (RE). Students will need to consider and combine elements of effort, space, time, objects and people when facilitating GymZOOnasium exercises or sessions for their families, class or small group (FMS, CA). Students interpret instructions for each exercise and move their body in relation to effort, space, time, objects and people to perform the exercise (FMS).
		Participate in physical activities from their own and other cultures (ACPMP108)	GymZOOnasium includes opportunities for students to participate in Traditional Indigenous Games to enhance understanding and appreciation of Aboriginal and Torres Strait Islander culture (RS, MH).



Implementing GymZOOnasium within the Australian Curriculum

	Learning through movement	Adopt inclusive practices when participating in physical activities (ACPMP048)	GymZOOnasium is an inclusive physical activity program. Students are expected to be inclusive of all participants throughout the program (RS, MH). Students and teachers will gain skills and knowledge to modify the level of GymZOOnasium exercises to ensure everyone is included based on their unique strengths and abilities (RS, RE, FMS, AP). Students learn to value diversity in GymZOOnasium group challenges (e.g. valuing group members' unique strengths to plan a strategy for achieving the best possible group outcome in the GymZOOlympics Team Challenge). When participating in GymZOOnasium, students are expected to demonstrate appropriate language to show respect, empathy and inclusion (RS, MH).
		Apply innovative and creative thinking in solving movement challenges (ACPMP049)	Students use innovative and creative thinking to identify GymZOOnasium movements, modifications and alternatives, based on their own and others strengths and weaknesses (RE, AP, CA, FMS). Students use trial and error to determine how they can improve their technique and performance of each animal movement (FMS, RE, CA). Students reflect on their performance, and set goals and strategies for improving (FMS, MH). Students identify and demonstrate what they can do to perform a skill more successfully (FMS, AP, RE). Students utilise innovative and creative thinking to create their own GymZOOnasium games and activities (RE, FMS, CA, GS). Students plan and facilitate innovative GymZOOnasium sequences and games, including planning appropriate equipment, music, space, group size and/or inclusive modifications (AP, GS). Students can test alternative responses to GymZOOnasium movements and predict the success or effectiveness of each (FMS, AP, CA, RE).



Implementing GymZoonasium within the Australian Curriculum

		Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities (ACPMPO050)	GymZoonasium games and activities provide opportunities to identify and apply basic rules and fair play (AP, S, RE, GS). Students will collaborate to decide rules and scoring systems for GymZoonasium games (AP, RS, GS). Students will apply basic rules and scoring systems appropriately during GymZoonasium activities (AP, GS). Students will be able to discuss when they have witnessed fair play in GymZoonasium activities (AP, GS).
--	--	--	---

**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