



Health and Physical Education Band Description - Y5 & Y6

The Year 5 and 6 curriculum supports students to develop knowledge, understanding and skills to create opportunities and take action to enhance their own and others' health, wellbeing, safety and physical activity participation. Students develop skills to manage their emotions, understand the physical and social changes that are occurring for them and examine how the nature of their relationships changes over time.

The content provides opportunities for students to contribute to building a positive school environment that supports healthy, safe and active choices for everyone. Students also explore a range of factors and behaviours that can influence health, safety and wellbeing.

Students refine and further develop a wide range of fundamental movement skills in more complex movement patterns and situations. They also apply their understanding of movement strategies and concepts when composing and creating movement sequences and participating in games and sport. Students in Years 5 and 6 further develop their understanding about movement as they learn to monitor how their body responds to different types of physical activity. In addition, they continue to learn to apply rules fairly and behave ethically when participating in different physical activities. Students also learn to effectively communicate and problem-solve in teams or groups in movement settings.

Achievement Standard

By the end of Year 6, students investigate developmental changes and transitions. They explain the influence of people and places on identities. They recognise the influence of emotions on behaviours and discuss factors that influence how people interact. They describe their own and others' contributions to health, physical activity, safety and wellbeing. They describe the key features of health-related fitness and the significance of physical activity participation to health and wellbeing. They examine how physical activity, celebrating diversity and connecting to the environment support community wellbeing and cultural understanding.

Students demonstrate fair play and skills to work collaboratively. They access and interpret health information and apply decision-making and problem-solving skills to enhance their own and others' health, safety and wellbeing. They perform specialised movement skills and sequences and propose and combine movement concepts and strategies to achieve movement outcomes and solve movement challenges. They apply the elements of movement when composing and performing movement sequences.



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Health and Physical Activity Content Descriptors:			GymZOOnasium Elaboration:
Personal, social and community health	Being healthy, safe and active	Examine how identities are influenced by people and places (ACPPS051)	
		Investigate resources and strategies to manage changes and transitions associated with puberty (ACPPS052)	
		Investigate community resources and ways to seek help about health, safety and wellbeing (ACPPS053)	
		Plan and practise strategies to promote health, safety and wellbeing (ACPPS054)	Students plan and practise GymZOOnasium exercises to promote their health and wellbeing (HBPA, MH). Students overcome common physical activity barriers by gaining the skills to practise yoga and exercise anywhere in their local community, at any time, and without needing any equipment (HBPA, MH). Students teach GymZOOnasium exercises to their families to promote health and wellbeing throughout their family (LLPA, HBPA, MH). GymZOOnasium participation reduces sedentary behaviour and increases physical activity levels (MH, HBPA). Students discuss the 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).
	Communicating and interacting	Practise skills to establish and manage relationships (ACPPS055)	



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	for health and wellbeing	Examine the influence of emotional responses on behaviour and relationships (ACPPS056)	
		Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours (ACPPS057)	
	Contributing to healthy and active communities	Investigate the role of preventative health in promoting and maintaining health, safety and wellbeing for individuals and their communities (ACPPS058)	Students investigate and discuss the role of physical activity in promoting and maintaining health, safety and wellbeing for individuals, families and communities (HBPA, MH, LLPA).
		Explore how participation in outdoor activities supports personal and community health and wellbeing and creates connections to natural and built environments	Students are encouraged to participate in GymZOOnasium games and activities in a variety of natural and built environments (e.g. GymZOOnasium brain breaks within the classroom; 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). Students can discuss how participation in outdoor physical activities makes them feel personally (LLPA, MH, HBPA). Students can discuss how participation in outdoor physical activities supports personal and community health, and affects connections to the environment (LLPA, MH, HBPA).
		Identify how valuing diversity positively influences the wellbeing of the community (ACPPS060)	Students can discuss how valuing each of their classmates' diverse strengths, abilities, skills, personalities and contributions in all GymZOOnasium (and other) activities positively influences the wellbeing of their classroom community (MH, RS).



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			From their experiences participating in GymZOOnasium with classmates of diverse skills, abilities and backgrounds students can identify how valuing diversity positively influences the wellbeing of the community (MH, RS).
Movement and Physical Activity	Moving our body	Practise specialised movement skills and apply them in a variety of movement sequences and situations (ACPMP061)	Students will utilise GymZOOnasium exercises to create their own GymZOOnasium class with appropriate music and visual and verbal cues, to apply a variety of movement skills and sequences (FMS, LLPA, RE). Students will use GymZOOnasium exercises to compose and perform a range of complex static and dynamic balance on different body parts (FMS, RE). Students will perform GymZOOnasium activities that involve transitioning from one skill to another such as balancing to propulsion (FMS, CA). Students learn how to progress GymZOOnasium movements to practise more specialised movement skills (FMS). Students perform GymZOOnasium activities where locomotor and object control skills are combined to complete a complex movement, task or challenge (AP, FMS). Students use creative movement to develop and perform a variety of movement sequences and to demonstrate these to their class, family and 'buddy' classes (RE, LLPA).
		Propose and apply movement concepts and strategies with and without equipment (ACPMP063)	Students participate in a variety of GymZOOnasium activities that require them to be aware of personal safety and game boundaries (S, GS). Using GymZOOnasium exercises, students will propose and apply movement concepts and strategies to perform movement sequences at different levels (FMS, RE, GS). 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).



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			Students incorporate the GymZOOnasium exercises to propose and perform their own obstacle courses and games, with and without scoring systems (FMS, AP, GS).
	Understanding movement	Participate in physical activities designed to enhance fitness and discuss the impact regular participation can have on health and wellbeing (ACPMP064)	Students participate in GymZOOnasium sessions that are designed to enhance strength, fitness, flexibility and balance (HBPA). Students will create and participate in a fitness circuit using GymZOOnasium exercises designed to improve health-related fitness components (LLPA, HBPA). Students can utilise GymZOOnasium exercises to demonstrate and describe safe stretching activities to maintain and develop flexibility (LLPA, HBPA). GymZOOnasium exercises can be used to understand and discuss the impact of regular physical activity participation on social and mental wellbeing (MH, HBPA, LLPA). Students can participate in a range of GymZOOnasium activities to explore their health, skills and fitness benefits (FMS, GS, HBPA, CA, LLPA). Students can utilise individual data sheets to record and project the impact participating in physical activities will have for them (FMS, GS, HBPA, CA, LLPA). Students complete Activity Sheets exploring how regular physical activity benefits our health and wellbeing (HBPA).



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		Manipulate and modify elements of effort, space, time, objects and people to perform movement sequences (ACPMPO65)	Students combine the elements of effort, space, time, objects and people through doing a wide variety of animal movements within their classroom (FMS). Students explore manipulating and modifying elements (e.g. manipulating acceleration and deceleration of movement in the Kangaroo Jump) (FMS, RE, AP). Students can create their own GymZOOnasium 'class' and demonstrate variations in flow and difficulty levels (GS, RE). Students can manipulate and modify time within the GymZOOnasium program by experimenting with holding exercise positions for longer; doing particular exercises faster or slower; spending more or less time on each exercise; and extending the total duration of exercise sequences) (RE, AP). GymZOOnasium exercises can be utilised by students when working with a partner to explore pushing and pulling movements and how these can be manipulated to perform counter balances (CA, RE). Students will demonstrate manipulation and modification of elements of effort, space, time, objects and people when facilitating GymZOOnasium exercises or sessions and adjusting these for various settings and participant ages/abilities (FMS, CA).
		Participate in physical activities from their own and other cultures and examine how involvement creates community connections and intercultural understanding (ACPMPO66)	GymZOOnasium includes opportunities for students to participate in Traditional Indigenous Games to enhance understanding of, and connections with, Aboriginal and Torres Strait Islander culture (RS, MH).



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	Learning through movement	Participate positively in groups and teams by encouraging others and negotiating roles and responsibilities (ACPMPO67)	Student understand the contribution of different roles and responsibilities in GymZOOnasium activities that promote enjoyment, safety and positive outcomes for participants (LLPA, GS, RS, CA). When participating in GymZOOnasium activities such as Crab Soccer and Obstacle Courses students are required to negotiate team roles and work effectively as a team to complete a movement challenge (CA, RA, GS, LLPA). Students encourage others and negotiate roles and responsibilities within team challenges (e.g. the Team GymZOOlympics Challenge; and the group challenge to deliver a GymZOOnasium class tailored for their 'buddy' class) (RS, CA).
		Apply critical and creative thinking processes in order to generate and assess solutions to movement challenges (ACPMPO68)	Students reflect on their performance, and set goals and strategies for improving their performance in GymZOOlympics and other movement challenges (FMS, MH). Using GymZOOnasium exercises, students will recognise that there may be a number of solutions to a movement challenge and will justify which solution is most appropriate or effective (CA, GS, RE, FMS). Students can utilise the exercises to apply alternatives and modifications to movements based on their own and others' strengths and weaknesses (RE, FMS, CA, GS). Students can devise and formulate plans to assist in successfully performing a new movement skill (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 (RE, FMS, CA, GS). Students use critical and creative thinking processes to create their own new animal-themed exercises (CA, RE).



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		Demonstrate ethical behaviour and fair play that aligns with rules when participating in a range of physical activities (ACPMP069)	Students will demonstrate ethical behaviour and fair play during GymZoonasium games and activities (GS, RS). Students will correctly interpret and apply rules and scoring systems during GymZoonasium activities (AP, GS).
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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