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| Years 3–4 band Health and Physical Education Curriculum and assessment plan[Insert school name, implementation year] |

Use this template to plan an overview or summary of the teaching, learning and assessment for a band in the Australian Curriculum: Health and Physical Education. For planning advice, refer to the *Planning for teaching, learning and assessment* document available on the Planning tab for each learning area at [www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas](http://www.qcaa.qld.edu.au/p-10/aciq/version-9/learning-areas).

**How to use this template:** Type information into the fields (yellow shading). When the plan is complete, delete the highlighted instructions (blue shading). To do so, select the instruction text, click the **Home tab > Styles dropdown > Clear All/Clear Formatting >** text will revert to Normal style and you can delete the text.

| Level description | Context and cohort considerations (if applicable)  |
| --- | --- |
| The Years 3–4 curriculum builds on each student’s prior learning. During this time, students are further developing their understanding of themselves and others, and the changing world in which they live.Through health and movement contexts, student develop personal and social skills such as leadership, communication, collaboration, problem-solving, persistence and decision-making.Students explore personal and social factors and refine skills that support and contribute to their identities and emotional responses in various situations. They develop strategies for managing the physical, emotional and social changes and transitions they may experience as they grow older. As they continue to build relationships, they develop an understanding of the importance of empathy, diversity, respect and inclusion in initiating and maintaining respectful relationships.As students enhance their capacity to take responsibility for their health and wellbeing, they examine health messages and factors that motivate or inhibit healthy and safe choices about physical activity and health behaviours.Students develop greater proficiency across the range of fundamental movement skills by building on previous learning. They practise and refine the skills introduced in the early years and transfer them to unfamiliar movement situations.Students combine different movement skills in game-like situations to create more complex movement patterns and sequences. Through exploration of, and participation in, a variety of physical activities, students further develop their knowledge about movement, how the body moves and the benefits of regular physical activity. | Describe the context and cohort. Consider the following to make informed professional decisions during the planning process:* + relevant student data and information, e.g. achievement data
	+ available resources, e.g. timetabling
	+ school and sector priorities.

[Insert context and cohort considerations] |

**Note:** Insert/delete rows/columns, as required, to provide an overview of the teaching, learning and assessment sequence across the band.

| Unit 1 — [Insert unit title] | Unit 2 — [Insert unit title] | Unit 3 — [Insert unit title] | Unit 4 — [Insert unit title] |
| --- | --- | --- | --- |
| Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] | Duration: [Insert semester, term and/or weeks] |
| [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] | [Insert unit description and learning focus] |

**Note:**

Adjust the table to reflect the number of units you will offer.

Highlight the aspects of the achievement standard that will be assessed within each unit.

|  | Unit 1 | Unit 2  | Unit 3 | Unit 4 |
| --- | --- | --- | --- | --- |
|  | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing | Assessment — [Insert assessment title] | Timing  |
| Assessment | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] | [Insert concise description of assessment][Insert technique][Insert mode, if applicable][Insert conditions]  | [Insert week/s or date/s] |
| Achievement standard | [By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They apply skills and strategies to interact respectfully with others.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They describe the influences that inclusion and stereotypes have on choices and 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contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) | [By the end of Year 4, students identify influences that strengthen identities and describe strategies to manage emotions, changes and transitions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They apply skills and strategies to interact respectfully with others.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They describe the influences that inclusion and stereotypes have on choices and actions.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [Students describe and apply protective behaviours and help-seeking strategies to keep themselves and others safe online and offline.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They interpret health information to apply strategies to enhance their own and others’ health, safety, relationships and wellbeing.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [Students apply fundamental movement skills and demonstrate movement concepts across a range of situations.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They adapt movement strategies to enhance movement outcomes.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [Students examine factors that influence participation and propose strategies to incorporate regular physical activity into their own and others’ lives.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) [They demonstrate fair play and inclusion through a range of roles in movement contexts.](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10?view=quick&detailed-content-descriptions=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&hide-ccp=0&hide-gc=0&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3) |
| Moderation | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] | [Insert moderation details, including when moderation will occur and how it will be conducted] |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| Content descriptions | Units | Content descriptions | Units |
| --- | --- | --- | --- |
| Personal, social and community health  | 1 | 2 | 3 | 4 | Movement and physical activity  | 1 | 2 | 3 | 4 |
| **Identities and change**investigate how success, challenge, setbacks and failure strengthen resilience and identities in a range of contexts AC9HP4P01 | [ ]  | [ ]  | [ ]  | [ ]  | **Moving our bodies**refine and apply fundamental movement skills in new movement situations AC9HP4M01 | [ ]  | [ ]  | [ ]  | [ ]  |
| plan, rehearse and reflect on strategies to cope with the different changes and transitions they experience, such as the changes associated with puberty [AC9HP4P02](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10/content-description?subject-identifier=HPEHPEY34&content-description-code=AC9HP4P02&load-extra-subject=HPEHPEFY_HPEHPEY12_HPEHPEY34_HPEHPEY56_HPEHPEY78_HPEHPEY910&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&achievement-standard=1b4a27be-9d8e-4eba-bd9b-8a9737b813c3&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | [ ]  | [ ]  | [ ]  | [ ]  | apply and adapt movement strategies to achieve movement outcomes AC9HP4M02 | [ ]  | [ ]  | [ ]  | [ ]  |
| describe how choices and actions can be influenced by stereotypes AC9HP4P03 | [ ]  | [ ]  | [ ]  | [ ]  | demonstrate how movement concepts related to effort, space, time, objects and people can be applied when performing movement sequences AC9HP4M03 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Interacting with others**select, use and refine personal and social skills to establish, manage and strengthen relationships [AC9HP4P04](https://v9.australiancurriculum.edu.au/f-10-curriculum.html/learning-areas/health-and-physical-education/foundation-year_year-1_year-2_year-3_year-4_year-5_year-6_year-7_year-8_year-9_year-10/content-description?subject-identifier=HPEHPEY34&content-description-code=AC9HP4P04&detailed-content-descriptions=0&hide-ccp=0&hide-gc=0&side-by-side=1&strands-start-index=0&subjects-start-index=0&view=quick) | [ ]  | [ ]  | [ ]  | [ ]  | **Making active choices**participate in physical activities to explore how their body feels and describe how regular physical activity helps the body stay healthy and well AC9HP4M04 | [ ]  | [ ]  | [ ]  | [ ]  |
| describe how valuing diversity influences wellbeing and identify actions that promote inclusion in their communities AC9HP4P05 | [ ]  | [ ]  | [ ]  | [ ]  | participate in physical activities in natural and outdoor settings to examine factors that can influence their own and others’ participation AC9HP4M05 | [ ]  | [ ]  | [ ]  | [ ]  |
| explain how and why emotional responses can vary and practise strategies to manage their emotions AC9HP4P06 | [ ]  | [ ]  | [ ]  | [ ]  | explore recommendations about physical activity and sedentary behaviours, and discuss strategies to achieve the recommendations AC9HP4M06 | [ ]  | [ ]  | [ ]  | [ ]  |
| rehearse and refine strategies for seeking, giving and denying permission respectfully and describe situations when permission is required AC9HP4P07 | [ ]  | [ ]  | [ ]  | [ ]  | **Learning through movement**apply creative thinking when designing movement sequences and solving movement problems AC9HP4M07 | [ ]  | [ ]  | [ ]  | [ ]  |
| **Making healthy and safe choices** describe and apply protective behaviours and help-seeking strategies in a range of online and offline situations AC9HP4P08 | [ ]  | [ ]  | [ ]  | [ ]  | apply rules and scoring systems to promote fair play when participating or designing physical activities AC9HP4M08 | [ ]  | [ ]  | [ ]  | [ ]  |
| interpret the nature and intention of health information and messages, and reflect on how they influence personal decisions and behaviours AC9HP4P09 | [ ]  | [ ]  | [ ]  | [ ]  | perform a range of roles in respectful ways to achieve successful outcomes in group or team movement activities AC9HP4M09 | [ ]  | [ ]  | [ ]  | [ ]  |
| investigate and apply behaviours that contribute to their own and others’ health, safety, relationships and wellbeing AC9HP4P10 | [ ]  | [ ]  | [ ]  | [ ]  |  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

|  |  |
| --- | --- |
| Focus areas |  |
|  | 1 | 2 | 3 | 4 |
| Alcohol and other drugs | [ ]  | [ ]  | [ ]  | [ ]  |
| Food and nutrition | [ ]  | [ ]  | [ ]  | [ ]  |
| Health benefits of physical activity | [ ]  | [ ]  | [ ]  | [ ]  |
| Mental health and wellbeing | [ ]  | [ ]  | [ ]  | [ ]  |
| Relationships and sexuality | [ ]  | [ ]  | [ ]  | [ ]  |
| Safety | [ ]  | [ ]  | [ ]  | [ ]  |
| Active play and minor games | [ ]  | [ ]  | [ ]  | [ ]  |
| Challenge and adventure activities | [ ]  | [ ]  | [ ]  | [ ]  |
| Fundamental movement skills | [ ]  | [ ]  | [ ]  | [ ]  |
| Games and sports | [ ]  | [ ]  | [ ]  | [ ]  |
| Lifelong physical activities | [ ]  | [ ]  | [ ]  | [ ]  |
| Rhythmic and expressive activities | [ ]  | [ ]  | [ ]  | [ ]  |

**Note:** Adjust the table to reflect the number of units you will offer. Check or uncheck the columns as appropriate for each unit.

| General capabilities | Units |  | Cross-curriculum priorities | Units |
| --- | --- | --- | --- | --- |
|  | 1 | 2 | 3 | 4 |  |  | 1 | 2 | 3 | 4 |
| Critical and creative thinking  | [ ]  | [ ]  | [ ]  | [ ]  |  | Aboriginal and Torres Strait Islander histories and cultures | [ ]  | [ ]  | [ ]  | [ ]  |
| Digital literacy  | [ ]  | [ ]  | [ ]  | [ ]  |  | Asia and Australia’s engagement with Asia | [ ]  | [ ]  | [ ]  | [ ]  |
| Ethical understanding | [ ]  | [ ]  | [ ]  | [ ]  |  | Sustainability | [ ]  | [ ]  | [ ]  | [ ]  |
| Intercultural understanding | [ ]  | [ ]  | [ ]  | [ ]  |
| Literacy  | [ ]  | [ ]  | [ ]  | [ ]  |
| Numeracy | [ ]  | [ ]  | [ ]  | [ ]  |
| Personal and social capability | [ ]  | [ ]  | [ ]  | [ ]  |

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