

# Prep Health and Physical Education

## Achievement Standard

By the end of the Prep 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.

## Assessable Elements

An overall level of achievement in this subject is determined by the teacher's on-balance judgment of the evidence presented in students' summative assessment across the following:

- Health
- Movement

## Delivery (mode, time requirements, lessons)

Under the guidance of the Home tutor, students complete the sequence of lessons within each of the four Units. Work returns, including Assessment tasks, are submitted via QLearn in accordance with the Work Rate Calendar. Course materials can be accessed via the Learning Management System.

## Student Requirements

Computer, Internet access, HT and student email, printer, scanner, stationery, whiteboard and whiteboard markers. As well as space and equipment for a range of movement learning experiences.

## Prep Health and Physical Education

Units, Learning Experiences and Summative Assessment		
Semester 1	Term 1	<p><b>Unit 1</b>  <b>Health: <i>I can do it!</i></b>                      Students identify safe settings where they can move and play safely and identify actions that keep them safe in different settings. Students identify different emotions people experience in different situations.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Health</b> - Students identify different settings where they can play safely, and identify and describe the different emotions people experience.</li> </ul>
	Term 2	<p><b>Unit 2</b>  <b>Movement: <i>Animal groove</i></b>                      Students explore the elements of movement (speed, level and shape) and perform movement in response to music. They also describe how their body responds to movement.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Movement</b> - Students perform fundamental movement skills to music. They describe how their body responds to movement in a performance combining the elements of movement.</li> </ul>
Semester 2	Term 3	<p><b>Unit 3</b>  <b>Health: <i>I am growing and changing</i></b>                      Students explore how their bodies are growing and developing, and identify the actions that will keep them healthy such as diet, hygiene and physical activity. They will also identify actions and protective behaviours that keep them safe in different situations.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Health</b> - Students recognise how they are growing and changing, and identify actions that help them stay healthy, safe and physically active</li> </ul>
	Term 4	<p><b>Unit 3</b>  <b>Movement: <i>Catch that bean</i></b>                      Students develop their fundamental movement skills while completing beanbag activities and challenges within groups of varying sizes.</p>
		<p><b>Summative assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Movement</b> - Students use personal and social skills when working with others in a range of activities. They perform underarm throwing, two-handed catching and dynamic partner balances with a beanbag and solve movement challenges using safe practices.</li> </ul>

**Disclaimer** All of the above information is accurate at the time of development