

# Year 1 Health and Physical Education

## Achievement Standard

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.

## 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:

- **Personal, Social and Community Health:**  
Being healthy, safe and active; Communicating and interacting for health and wellbeing; Contributing to healthy and active communities
- **Movement and Physical Activity:**  
Moving our body; Understanding movement; Learning through movement.

## Delivery (mode, time requirements, lessons)

With support from Home Tutors, students are expected to undertake independent study to complete lessons, tasks and assessments in accordance with the Work Rate Calendar. Course materials are accessed online via our Learning Management System.

## Student Requirements

Computer, internet access, email, printer, scanner, headset with microphone, stationery, resource list and SRS list.

## Year 1 Health and Physical Education

Units, Learning Experiences and Summative Assessment		
Semester 2	Term 3	<p><b>Me and My Emotions</b> Students recognise similarities and differences in individuals and groups, and recognise how strengths and achievements contribute to identity. Students identify and practice emotional responses that reflect their own and others' feelings. They examine and demonstrate ways to include others in activities, and practice strategies to help them and others feel that they belong.</p> <p>Students will develop the object-control skills of rolling, catching, pat bouncing and throwing through active participation in activities, games and movement challenges. They will also apply rules and fair play practices</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Health</b> Students will recognise diversity and how it contributes to identities, and recognise how emotional responses impact on others' feelings.</li> <li>• <b>Physical</b> Students send, control and receive balls in a variety of movement situations and test alternatives to solve movement challenges.</li> </ul>
	Term 4	<p><b>Action Stations!</b> Students will examine health messages related to the health benefits of physical activity, nutritious dietary intake and maintaining good personal hygiene habits to help them stay healthy. Students will describe how to keep themselves and others healthy in different situations.</p> <p>Students explore elements of movement while developing fundamental movement skills that involve manipulating equipment. They perform fundamental movement skills, with and without equipment, in simple movement sequences that incorporate elements of movement.</p>
		<p><b>Summative Assessment:</b></p> <ul style="list-style-type: none"> <li>• <b>Health</b> To examine health decisions and describe actions that keeps Ollie healthy and physically active.</li> <li>• <b>Physical</b> To perform movement sequences that incorporate the elements of movement, equipment and music.</li> </ul>

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